

STATEMENT ON DIVERSITY
GRADUATE SCHOOL-NEW BRUNSWICK

The Graduate School-New Brunswick values diversity in its student body because diversity fosters a lively intellectual environment, bringing different perspectives and approaches to intellectual inquiry and scientific research. Homogeneity and conformity can create a feeling of safety and simplicity, but they cannot provide the challenges to received wisdom and conventional approaches that are the lifeblood of research and advanced training. As a school that is primarily a training ground for Ph.D.s with research careers before them, the Graduate School-New Brunswick considers diversity a fundamental element in our efforts toward excellence.

We define diversity quite broadly. In our admissions decisions we continue to seek individuals from traditionally underrepresented groups whose perspectives can contribute to the diversity of our classrooms and our intellectual community. We also attain diversity by enrolling students who have overcome major challenges, who come from environments different from those of our typical post-baccalaureate students, or who come from national backgrounds unusual in our community. We have offered diversity fellowships to an African-American student in Civil Engineering, to a Latina student in Geological Sciences, to an engineer who wanted to do advanced research in English, to a student from Appalachia who wanted to do advanced study in the New York metropolitan area, to a student from the highlands of Laos, and to women planning to do research in Aerospace Engineering.

Our desire for diversity is in no sense at odds with our central commitment to selectivity and quality. We do not offer support or admission to students who bring only diversity: each must be demonstrably likely to excel in the program to which he or she applies. Only in this way can we have confidence that diversity will produce its intended outcome.

The Graduate School has limited resources for programs and students (e.g., diversity fellowships, tuition remissions to match competitive fellowships and exchanges, student travel to conferences) which it awards on a competitive basis. Before making programmatic awards such as training grants, the Graduate School will consult with the relevant faculty deans. Primary deans will be informed of all awards made to students in the graduate programs reporting to them.

Recognizing that these resources are inadequate, the Graduate School will work with programs and decanal units to raise funds for fellowships, research and travel awards, seed money for new programs, and recruitment.

7. Accountability

The principal mechanisms for holding faculty deans accountable for the success of their programs are regular planning and accountability meetings with the University Vice-President for Academic Affairs (see August 23, 1996 memo from J. Seneca, University Vice-President for Academic Affairs). A portion of each such meeting will be devoted to those graduate programs that report to the faculty dean, and will include a discussion and evaluation of whether the resources allocated to the dean for support of these graduate programs are being utilized productively. Resources which are not being used effectively may be reallocated by the University Vice-President for Academic Affairs, in consultation with the Dean of the Graduate School, to other units.

To prepare the University Vice-President for Academic Affairs for these planning and accountability meetings, the Dean of the Graduate School shall provide the Vice-President with information and advice with respect to the graduate programs reporting to the faculty deans.

The Dean of the Graduate School, or some official designated by the Dean, will review periodically program information collected by the Graduate School - New Brunswick and consult with Graduate Program Directors and the relevant faculty deans concerning the direction and goals of their programs.

The Dean of the Graduate School will be involved in external reviews of Graduate School - New Brunswick programs.