



CAMPUS SAFETY AND POLICING WORKSTREAM

—FINAL REPORT—

Tufts as an Anti-Racist Institution

FEBRUARY 2021

Acknowledge

Commit

Transform

Table of Contents

I.	Introduction	2
II.	Vision	3
III.	Principles and Values	4
IV.	Recommendations	5
V.	Next Steps	10
VI.	Appendices	11
	A. Working Group Membership	11
	B. Charge to the Working Group	12
	C. References	13
	D. Community Outreach and Input	15
	E. Institutional Research Survey Results	16
	F. Petitions and Demands	18
	G. Arming Status and Considerations	39

I. Introduction

On June 19, 2020, also known as Juneteenth, President Anthony Monaco made a commitment to making Tufts an **anti-racist** institution. During this day, the Tufts community came together and explored the profound effect **structural racism** has had on Black colleagues and students across our campuses and discussed how we can become a more equitable university moving forward.

As a result of these reflections and commitment, a strategic initiative was created to find and eradicate structural racism at Tufts and to take the steps necessary to become an institution that every member of our community would view as anti-racist. This initiative includes five workstreams including the Working Group on Campus Safety and Policing (WGCSP).

The WGCSP was established as a university-wide group, with representation from all campuses and membership from the faculty, staff, and graduate and undergraduate student bodies. (see Appendix A) The WGCSP was charged to evaluate the current campus safety and policing model and recommend changes, identify immediate- and long-term objectives, and develop a framework to remain responsive to our community needs. (For complete charge, see Appendix B)

The WGCSP has met on average twice weekly since early September to examine internal and external resources, review research studies (Appendix C), meet with experts, and deliberate on a number of topics. This report is the result of that work, and offers a vision, a set of guiding principles and values, and recommendations for the work to come. The WGCSP also developed and implemented an extensive community engagement plan, which included multiple focus groups and campus-wide town hall gatherings (Appendix D), a review of data collected from surveys in 2016 and 2018 by the Office of Institutional Research (for summaries, see Appendix E), and a review of campus safety petitions (Appendix F) submitted to the university to ensure the community perspective is reflected in these recommendations.

Tufts students, faculty, and staff from across all four campuses contributed countless hours to gathering data and research to inform this report. That they did so amidst the many challenges associated with this year is not only a credit to their commitment to the anti-racism work that the university is undertaking but also their understanding of the central role that campus safety plays in those efforts. The WGCSP is grateful to all those in the Tufts community who devoted their time and energy, and who shared their personal experiences in the course of making this report possible.

Note: The WGCSP’s work—and references in this document to the Department of Public Safety (DPS)—focus on policing and associated functions: management, sworn police officers (including those in the Tufts University Police Department union), dispatchers, and campus security officers. Other functions associated with the DPS (e.g., emergency management, fire safety) are not included in the scope of this review or our recommendations.

TERMINOLOGY

The workstream leadership developed the following definitions to guide our process:

An anti-racist, as defined by author and historian Ibram X. Kendi, is “one who is expressing the idea that racial groups are equals and none needs developing and is supporting policy that reduces racial inequity.” The WGCSP further developed this definition by adding that an anti-racist pursues an “active way of seeing and being in the world, in order to transform it in a way that redistributes power, policy, and structures to be more equitable drawing attention to the lived experiences of Black people, Indigenous people, and people of color.”

According to Camara Phyllis Jones, an epidemiologist who specializes in the effects of racism and social inequalities on health, structural racism is a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”), which unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources. The WGCSP elaborated on this by adding to the definition “racist and discriminatory practices rooted in white supremacy that block opportunity and actions for communities of color.”

II. Vision

As the members of the WGCSP, we envision a university that creates healthy and supportive communities of students, faculty, and staff across all our campuses and schools. We envision a forward-thinking campus safety organization that understands the values and perspectives of the Tufts community in all its diversity and tailors the manner in which it delivers its services to meet those varied needs. Most importantly, we envision a campus safety organization that, as part of the Tufts community, fully embraces anti-racist practices, is trusted and valued by all Tufts community members, uses restorative and transformative practices, and values the well-being and safety of Black people, Indigenous people, people of color, and historically marginalized individuals and communities that meet at the intersections.

III. Principles and Values

Our recommendations on campus safety and policing are informed by the following core principles and values, which are the foundation for our thinking and deliberations. We believe these reflect a fundamental reframing of campus safety and policing at Tufts University. It is our hope that these core principles and values, together with the recommendations that flow from them, will represent a progressive approach in which it is understood that the needs of all members of our community are diverse and in which we value and respond to diversity. All individuals should have the chance to experience personal safety and well-being as members of our community and should be able to equitably share in the richness and promise of the Tufts experience. This must be the case for Black people, Indigenous people, and People of Color who have historically been denied fair treatment and equal access to safety at Tufts. Our safety and policing model must center our anti-racist recommendations and our stated principles and values.

A Broader Sense of Safety and Well-Being. The traditional view of safety strictly as one of physical security and protection from criminal behavior is neither accurate nor sufficient. A broader understanding of safety is needed in order to allow all members of our community to fully contribute to and benefit from their time on our campuses. Our aim must be to ensure that the well-being and the physical, psychological, and emotional security needs of all our community members are being met.

Embracing a Restorative and Transformational Approach. To reach our potential as a university and a community, our approach to safety must go beyond the enforcement of rules, policies, and consequences for perceived non-compliance. We must move first to a restorative approach in which harms are identified and repaired, and, ultimately, a transformational approach that can build new relationships, structures, and systems through which future harms can be prevented.

Deepening Inclusion and Equity. The work of campus safety must ensure the dignity and respect of all community members and eliminate all forms of bias and discrimination. Our existing campus safety model has not accomplished these goals. Various members of our community, particularly those who are Black and individuals of other underrepresented and marginalized identities on our campuses, often do not feel safe, respected, or protected in their interactions with members of TUPD public safety. These harms must be acknowledged and repaired, and there must be a framework and commitment to end these practices.

Building Trust. Trust and mutual respect provide the foundation of an effective relationship between members of Department of Public Safety and the community they serve. This can only be achieved if the department is considered a positive contributor to

the community it serves. The overall approach to campus safety, and all actions proposed to improve safety on our campuses, should encourage trust building.

IV. Recommendations

1. MISSION.

Recommendation 1.1 Updated Statement of Mission and Values. The Department of Public Safety, in conjunction with university leadership and the community, should update and publish its statement of mission and values. This updated statement should clearly state the organization's focus in ensuring physical, psychological, and emotional safety and the well-being of all community members. It should clearly reflect a broad focus on protecting and supporting the community, rather than a narrow focus on policing and enforcement. It should convey the idea that the Department of Public Safety is part of the community it is protecting and serving. It must also clearly show alignment with the overall mission and values of Tufts University, including its commitment to becoming an anti-racist institution.

Recommendation 1.2 Community-Building Approach. Community building is predicated on the active participation of all members of the community, and requires collaboration, transparency, and a mutual understanding of shared values and goals. Members of the Department of Public Safety should proactively engage with community members and the activities of the community in a manner that is welcomed and builds trust. For police officers, for example, the use of bikes and walking patrols should be increased and reliance on police vehicles should be reduced. All officers should participate annually in some form of community immersion sessions to stay current with community values and needs. Officers should participate in orientation events for students, faculty, and staff to ensure that the values and mission of the department are well understood by the community. This community-building approach must be aligned with the distinctive needs of each individual campus and its community. It must also consider the national climate and the impact police visibility has on Black and other community members who have cited harm from and anxiety with police presence.

Recommendation 1.3 Leadership. The ultimate success of the department will depend on having a leader who fully shares the mission and values of the Department of Public Safety and of the university, and who is willing and able to implement these recommendations and deliver on the vision described in this report. This will necessarily be a leader who is competent in all the professional aspects of leading such an organization, while also being progressive and innovative in their views of campus safety and not unduly anchored in the approaches that have been pervasive in campus safety organizations nationally for many years. Upon acceptance of the Working Group's final

report, the university should begin a national search for a permanent leader for the Department of Public Safety who meets these criteria.

2. ORGANIZATION MODEL AND RESOURCES

Recommendation 2.1 Increased Use of Non-Sworn Personnel. Currently, sworn, armed police officers perform many routine services on our campuses, such as well-being checks, lockouts, and safe transports. These activities do not require the expertise, training, and authority of a police officer who is sworn and armed. When armed police officers perform these kinds of basic activities, it often causes apprehension and concern for members of our community. The department should transition to a multi-pronged resource model on all our campuses. In this new model, non-sworn, unarmed personnel should be used for routine service calls. Sworn police officers should be focused on law enforcement activities that are commensurate with their expertise and training. Variations of this hybrid model have been successfully implemented in other institutions, and others are currently considering such a transition. It will be important for Tufts Department of Public Safety, in collaboration with other university departments, to carefully assess the specific service protocols and resource needs for each of our campuses to ensure this model works effectively.

Recommendation 2.2 Increased Use of Mental Health Professionals. The number of service calls involving mental health matters is significant and has been steadily increasing over the last decade. Concerns have been cited regarding how the presence of law enforcement can exacerbate these situations. Although police officers are trained in mental health basics, there are more appropriate and effective ways to respond to people who are in a mental health crisis. There is a clear need for an increased capacity of mental health resources and a more extensive system of responding to these needs, either in-person or on-call. The number of service calls involving mental health matters has demonstrated the need for dedicated mental health professionals or other highly trained staff who can provide in-person crisis-management and support, particularly at night or on weekends. Taking this step effectively will require careful redesign of dispatch and other procedures across multiple departments, including Public Safety, Health Service, and Student Affairs.

Recommendation 2.3 Community Engagement Officer. The department should establish a new, full-time role of community engagement officer. This role should be focused on increasing involvement, familiarity, understanding, and trust with community members, especially students, through positive, proactive, non-enforcement activities. A key component of this role will be to engage in regular dialogue with community groups and engage in the repair activities needed by groups that have not felt well-served in the past by the department. The work of the community engagement

officer should be understood as being collaborative and responsive to the diverse needs of all members of the Tufts community.

Recommendation 2.4 Arming Status of Campus Police Officers. Currently, campus police officers are armed on all four Tufts campuses. This model has been in place at Tufts for many years and is common for universities in urban settings. However, recent events have led many universities and their communities to reconsider the need and appropriateness of armed officers. A preliminary review of research and case studies on this topic (see Appendix G) indicated that addressing this issue in the rigorous manner needed would require time and resources beyond those of the WGCSP. Accordingly, the working group has not yet formed a consensus opinion on whether the current arming status of Tufts University police officers is appropriate, or whether some change in the arming status is needed to better meet the needs of the community in the future. In order to properly consider this important issue, the university should form a new working group, specifically charged with reviewing and making recommendations related to the arming status of campus police officers. Given the importance and complexity of this issue, group members should include students, faculty, and staff. It should also include campus police officers as well as external subject matter experts. Some members from the WGCSP should be asked to serve on this new group to ensure continuity of work and knowledge transfer. It is expected that this group's work could take approximately 12 months and would include a lengthier and more comprehensive communication and engagement effort than the WGCSP's.

Recommendation 2.5 Compositional Diversity and Inclusion. The Department of Public Safety should develop plans to increase compositional diversity within the organization. This effort should be department-wide, including sworn police officers and non-sworn personnel, union and non-union employees, staff as well as managers, and department leadership. The department should review its hiring, performance evaluation, promotion, and other human resources practices to eliminate any institutional bias. Importantly, the department should also carefully evaluate the general work environment and conditions to ensure that all individuals are fully supported and able to do their best work for the university. This work should be coordinated with the Compositional Diversity workstream from the Tufts as an Anti-Racist Institution strategic initiative.

3. POLICIES AND PRACTICES

Recommendation 3.1 Bias-Free Mandate. The Department of Public Safety should formally adopt a bias-free mandate whereby services are provided without any personal prejudice or partiality toward classes of people based on race, ethnicity, national origin, immigration status, gender, gender expression, sexual orientation,

religion, socioeconomic status, age, or disability. As a part of this, the department should review all protocols and practices to ensure they are bias-free. These protocols and practices reviewed would include those pertaining to hiring, training, evaluation, promotion, termination, as well as dispatch, call response, and investigations. This mandate should include a formal procedure for officers and other Department of Public Safety personnel to report incidents of potential bias. The department should establish training and accountability measures to ensure this mandate is followed.

Recommendation 3.2 Ongoing Review of Campus Safety Policies and Procedures. The Department of Public Safety should establish a regular review and update a comprehensive set of policies and procedures, including use of force, demonstrations, dispatch and response protocols in accordance with the bias-free mandate. These policies and procedures should be made available to the community.

Recommendation 3.3 Complaint Process. Complaint processes are vital tools for individuals to report misconduct and for the Department of Public Safety to determine whether department personnel are in compliance with policies and protocols. The department should review and strengthen the complaint process for community members. For the complaint process to be effective, it must be highly visible and easily accessed. Community members must have an accessible mechanism to report incidents of misconduct in campus safety responses, including the ability to do so anonymously. The complaint process should also provide an appropriate mechanism for complainants to be informed of the status and resolution of their complaints. Routine audits of the complaint process should be conducted: to ensure that the investigations are fair and thorough; to evaluate the effectiveness of policies, practices, or training; and to inform recommendations for future improvement. While complaint processes currently exist at the university (through Human Resources, Office of Equal Opportunity, and other areas), the department should consider soliciting feedback directly from community members in addition to these other formal channels for complaints.

Recommendation 3.4 Investigation Process. The department should develop a formal, impartial, and robust investigation process in conjunction with Human Resources, Office of Equal Opportunity, and University Counsel to address allegations of misconduct by Department of Public Safety personnel. This process should clearly define the circumstances under which to retain an external investigator to conduct such investigations.

Recommendation 3.5 Incident Data Collection. The department should formally compile and maintain statistical and data collections beyond currently required reporting (such as the Clery Act). This should include data on incidents that

required a response, as well as other interactions between Department of Public Safety personnel and members of the community. The department should also review and update its policies and procedures around the use and collection of electronic data, video surveillance, and other tools that can be used to monitor a person's physical location and/or online activity. This review should include ensuring that the systems, policies, and procedures used to collect data are free of bias and provide adequate privacy protections.

4. TRAINING, EDUCATION AND COMMUNICATION

Recommendation 4.1 Expanded and Improved Training Program. The Department of Public Safety should expand its current training program, both in terms of the annual hours of training for officers, as well as the number, type, and quality of programs. Training programs should include curricula created and taught by non-law enforcement personnel (e.g., social workers, inclusion specialists), leveraging when possible the faculty and staff expertise within the Tufts community. The department should increase the target for officer training from the current level of approximately 15 percent of their work time annually to 20 percent. Additional high-quality training programming is needed in areas such as bias-free policing, de-escalation, crisis intervention, diversity and inclusion, mental health, and physical and cognitive accessibility. This training should take place during the onboarding process and should be designed to impart Tufts' community values to new staff members. Subsequent training should take place regularly. All training programs should be reviewed regularly for effectiveness and relevance and to screen for embedded racism. Training programs should be calibrated for campus public safety activities. They should not unnecessarily draw from or pattern themselves around other models—particularly militaristic models—in terms of equipment, operational tactics, mindsets, or culture.

Recommendation 4.2 Digital Communication. The Department of Public Safety should develop a comprehensive digital strategy that utilizes social media and the department website to increase visibility, better engage the university community, proactively share information to build trust, and promote the department's mission and values. The entire digital strategy should be focused on increasing transparency, strengthening accountability, and enhancing community engagement. To accomplish this, the department should undertake a comprehensive website redesign with a primary objective of providing key information to community members in an easy-to-access manner. This information should include staffing data, budgets, policies and procedures, key operational metrics, and activity logs. The department should also seek to develop a robust social media strategy in collaboration with Tufts University Communications and Marketing. This effort will build awareness and ultimately

inroads between the department and the community during non-emergency situations.

Recommendation 4.3 Annual Community Survey. The department should review and redesign the existing bi-annual community survey. Going forward, the community survey should be conducted annually. The survey instrument should be redesigned to ensure that it adequately addresses all aspects of safety (physical, emotional, psychological), as well as issues of diversity, inclusion, bias, and procedural justice. The results of the survey should be made available to the community.

5. OVERSIGHT AND ACCOUNTABILITY

The policies and actions of the Department of Public Safety are critical to the effective functioning of our university, but also have a profound impact on individual community members. The powers and responsibilities given to our campus safety officers are so substantial that robust oversight is absolutely necessary to ensure all actions of campus safety officers are undertaken consistently and judiciously.

Recommendation 5.1 Independent Advisory Board. The university should establish a permanent Campus Safety Advisory Board composed of students, faculty, and staff and representing the four campuses. The board should be charged with: furthering the university's anti-racist recommendations and objectives; supporting the vision, principles, and values articulated by the Campus Safety and Policing Working Group; and reviewing key policies and procedures, training programs, personnel practices, significant initiatives, operational metrics, and community feedback. The Campus Safety Advisory Board should facilitate and enhance communication between the department and the greater campus community, should have access to reports and data on department activity, and should be informed on relevant laws and issues related to policing (local to national). The board should meet with department leadership regularly and provide annually a report summarizing their work to the university president.

V. Next Steps

The vision, principles and values, and recommendations in this report are the result of the collective research, analysis, introspection, debate and reflection of the Campus Safety and Policing Working Group over the past 15 weeks. This report represents the consensus view of the working group. While individual views and perspectives on campus safety and policing have differed throughout our work together, the ideas contained in this report are agreed upon by all members. Together, we share the hope that this work can help Tufts become an anti-racist institution that meets the safety needs of all our community members on all our campuses.

VI. Appendices

APPENDIX A: WORKING GROUP MEMBERSHIP

Leadership Co-chairs:

Mike Howard, Executive Vice President and Rob Mack, Chief Diversity Officer and Associate Provost for Medford/Somerville and Boston SMFA campuses

- Sarah Biggers, Associate Director, Continuing Education, SMFA/University College
- Alida Bogran-Acosta, OEO Investigator, Office of Equal Opportunity
- Nandi Bynoe, Associate Dean, Diversity & Inclusion, Arts, Sciences, and Engineering
- Kristopher Crawford, Student, School of Dental Medicine, Class of 2022
- Moses Curry, Police Sergeant, Public Safety
- Rocco Dirico, Director, Community Relations, University Relations
- Dana Fleming, Associate General Counsel, University Counsel
- Hope Freeman, Director, LGBT Center and Director, Women's Center, *ad interim*
- John-Mark Gladstone, Student, Fletcher, Class of 2021
- Jaime Givens, Student, AS&E, Class of 2023
- Mark Gonthier, Executive Assistant Dean, School of Dental Medicine
- Maren Greathouse, Associate Director, Diversity and Inclusion
- Nicole Holland, Director, Health Communication, Education, and Promotion, School of Dental Medicine
- Eric Lin, Student, School of Dental Medicine, Class of 2023
- Camille Lizarríbar, Dean of Student Affairs and Chief Student Affairs Officer, Arts, Sciences, and Engineering
- Kalimah Knight, Deputy Director, Media Relations, University Communications and Marketing
- Shirley Mark, Director of Community Partnerships, Tisch College
- Joe McManus, Executive Associate Dean, Cummings School of Veterinary Medicine
- Colin Simmons, Senior Capital Project Manager, Construction
- Sam Sommers, Professor and Chair, Department of Psychology, School of Arts and Sciences
- Barb Stein, Vice President, Operations
- Lidya Woldeyesus, Student, Arts and Sciences, Class of 2022

APPENDIX B: CHARGE TO THE WORKING GROUP

The Charge

To advise the president and Tufts' administration, the working group will:

- Evaluate the suitability of Tufts' current campus safety and policing operating model in the evolving wider context of anti-racism and police reform.
- Recommend changes to our current model that will better ensure the safety and well-being of our community members and is fully consistent with our core values.
- Identify specific actions that can be taken that would have an immediate, positive effect on our community, and build momentum towards our long-term objectives and strategy.
- Develop a framework and structure for ensuring that our campus safety and policing functions remain responsive to the needs of our community, aligned with the university's core values, and for providing the accountability and transparency needed to maintain the trust and support of the Tufts community.

Key Questions to be Addressed

- What does safety mean for our community members?
- What are the main functions that need to be performed to create a safe environment on our campuses?
- How and by whom should these safety functions be performed?
- What functions must be performed by sworn law enforcement officers?
- Do officers need to be armed to keep our community safe?

APPENDIX C: REFERENCES

Reports and Studies on Municipal and Campus Police Reform

1. ACLU, *Campus Policing Policy Regarding Bias and Bias-Based Reports*.
https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.aclu.org%2Fsites%2Fdefault%2Ffiles%2Ffield_document%2Fcampus_policing_model_policy_regarding_bias_and_bias-based_reports_1.docx
2. *Boston Police Reform Task Force: Recommendations to the Mayor (Initial Draft)*, August 2020.
<https://www.boston.gov/sites/default/files/file/2020/10/BPD-reform-task-force-english.pdf>
3. *Final Report of the President's Task Force on 21st Century Policing*, May 2015.
<https://d3n8a8pro7vhmx.cloudfront.net/nacole/pages/115/attachments/original/1570474092/President-Barack-Obama-Task-Force-on-21st-Century-Policing-Final-Report-min.pdf?1570474092>
4. Cannon Marchand, *The Disarming of the Kearney State College Police Force During the Era of Civil Rights and Vietnam*, 2018.
<https://openspaces.unk.edu/undergraduate-research-journal/vol22/iss1/8/>
5. The John F. Finn Institute for Public Policy and the Center for Police Research and Policy, *The Impacts of Implicit Bias Awareness Training in the NYPD*, July 2020.
https://www1.nyc.gov/assets/nypd/downloads/pdf/analysis_and_planning/impacts-of-implicit-bias-awareness-training-in-%20the-nypd.pdf
6. Portland State University, *A Holistic Plan for Campus Public Safety*, October 2019
7. University of California, *Report of the Presidential Task Force on University-wide Policing*, 2019. https://www.ucop.edu/policing-task-force/policing-task-force-report_2019.pdf
8. UC Davis, Police Accountability Board, *Annual Report*, July 2018-June 2019.
https://pab.ucdavis.edu/sites/g/files/dgvnsk3751/files/inline-files/2018-19%20PAB%20Annual%20Report_Final.pdf
9. University of Southern California, *Campus Policing: A Guide for Higher Education Leaders*, 2020

Reports on Armed vs. Unarmed Campus Safety Officers

1. Franklin & Marshall College, *Campus Discussion on the Topic of Arming the F&M Public Safety Officers*, September 2013.
2. International Association of Campus Law Enforcement Administrators (IACLEA), *Arming Work Group White Paper, Resources for Colleges and Universities Considering the Transition to an Armed Police Department*, January 2015.
3. *Massachusetts Campus Armed-Unarmed Survey*, April 2018.
4. SUNY Cortland, *Report of the University Police Arming Task Force*, 2004.

Other Resources

Articles:

Brattleboro Community Justice Center, Indigenous Roots of Restorative Justice,”

<http://www.brattleborocjc.org/blog/indigenous-roots-of-restorative-justice>

Center for Justice and Reconciliation, “Restorative Justice,”

<http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/#sthash.AmW5yF7o.dpbs>

Lepore, Jill. “The Invention of Police.” *New Yorker*, July 7, 2020.

Presentations:

1. Prof. Daanika Gordon, Department of Sociology, Tufts University, presentation to the Working Group on Campus Safety and Policing, historical context and current initiatives in campus policing. September 2020.
2. Tufts University Department of Public Safety presentation to the Working Group on Campus Safety and Policing, Overview of Organizational Structure and Services, Policies and Procedures. September 2020.
3. 2018 Tufts University Public Safety Survey presentation by Lauren Conoscenti, Institutional Research. September 2020.
4. Retributive, Restorative, Transformative Justice Approaches, presentation by Hope Freeman. October 2020.
5. Abolitionist Praxis Approach, presentation by Lidya Woldeyesus. October 2020.

Other:

“Campus Policing and Public Safety Workstream Terms and Definitions.” Lidya Woldeyesus, Hope Freeman, Nandi Bynoe, Camille Lizarríbar, and Shirley Mark. November 2020.

APPENDIX D: COMMUNITY OUTREACH AND INPUT

Multiple updates and reports provided at university town halls, faculty meetings, staff town halls, faculty senate, alumni town hall, and other forums.

Meetings occurred with Tufts Action Group, Black Alumni Council, Black Board of Trustee members, President's Black Alumni Advisory Group, and TCU Senate.

Questions, experiences, and recommendations were compiled digitally:

<https://docs.google.com/document/d/1ol3iziEmjlnVrfggALFM15EH4rCD5VZwhSHxx-ID7V8/edit>

Open Forums

Grafton Campus (October 16)

Medford/Somerville Campus (October 21)

Boston/Health Sciences Campus (October 22)

SMFA Campus (October 29)

Focus Groups

Division of Student Diversity and Inclusion Center directors (November 5)

Trans/LGB (November 6)

TUPD Collaborative Offices (November 6)

Black Students/Medford (November 6)

Black Students SMFA/Boston/Grafton (November 6)

Undocumented Status (November 9)

ResLife and Learning/students and staff (November 9)

SMFA students (November 10)

DSDI students (November 12)

Black Faculty/Staff Alliance—Medford (November 13)

Black Faculty/Staff Alliance—SMFA/Boston/Grafton (November 13)

TAG (November 13) —Declined by TAG

APPENDIX E: INSTITUTIONAL RESEARCH SURVEY RESULTS

2018 Tufts University Public Safety Survey—Key Results

Summary

- Improvement needed in transparency and communication with community (regarding policies and services); engaging with community; being visibly present on campus
- Trans, genderqueer, and people of color are less likely to agree that TUPD officers treat community members equally and respectfully
- Trans, genderqueer, and people of color are more likely to feel unsafe/very unsafe
- Fewer responded in 2018 that TUPD officers were helpful or professional.
- Campus Safety should encompass emotional and mental safety—survey does not define safety this way, or does not specifically include this broader definition (this point was raised during working group’s discussion)

Excerpted Supporting Data from Survey

1. The two top responses to what the primary missions of DPS should be were
 - a. Maintaining a safe environment on campus
 - b. Responding to emergencies
2. DPS seen as responding Poorly or Very Poorly
 - a. Providing Safe Rides
 - b. Educating the community on personal safety
 - c. Being visibly present on campus
3. What could be improved:
 - a. Better emergency safety measures
 - b. Increase security services for those outside the main campuses
 - c. Increase roadside/traffic safety
 - d. Be more transparent/actively communicate regarding policies and services

4. Sense of safety:
 - a. by Trans Status—5.4% unsafe & very unsafe (vs. 1% not trans)
 - b. by Genderqueer and Other Identity—2.4% and 12.5% respectively (vs. 1.1% women and .5% men)
 - c. by URM Status—2.5% vs. .9% not URM
5. Equal and respectful treatment of all community members by TUPD officers?
 - a. 12.9% undergraduate students disagree and strongly disagree.
 - b. 35% identify as Trans disagree/strongly disagree
 - c. 34% Genderqueer disagree/strongly disagree
 - d. 8% URM disagree/strongly disagree (only 59% strongly agree and agree)

2016 vs. 2018

1. What had improved:
 - a. Creating a safe campus environment
 - b. Investigating criminal activity
2. What had gotten worse:
 - a. Informing the community after crimes occur
 - b. Engaging the community in a positive way
 - c. Providing safe ride services

Terms Applied to TUPD Officers”

1. More selected in 2018: Caring and Friendly
2. Fewer selected in 2018: Helpful and Professional

Increase in importance of missions:

1. Informing the community after crimes occur
2. Working with the community to solve problems

APPENDIX F: PETITIONS AND DEMANDS

Executive Summary of the Faculty Forum
Friday, October 16, 2020

Date: October 19, 2020

To: Anthony Monaco, University President
Nadine Aubry, University Provost and Senior Vice President
Jianmin Qu, Dean of the School of Engineering
James Glaser, Dean of the School of Arts & Sciences

The purpose of the faculty forum on October 16 was to provide a space for AS&E faculty to discuss campus safety at Tufts, specifically in terms of its relationship to our students' experiences and engagement within our classrooms. The Executive Committee chose this timely topic since, in the wake of large-scale protests inspired by police brutality against George Floyd and other people of color in the spring/summer of 2020, similar conversations are occurring on many campuses and in many communities across the nation.

The aim of the forum was to brainstorm ideas and to identify key priorities that we AS&E faculty, as a group, wish to communicate to our administrators as the University continues to engage in important conversations around Diversity, Equity, and Inclusion. We have aimed to make them available to the University President, Provost, AS&E Deans, and co-leaders of the Campus Policing Workstream before November 1, 2020, as the latter completes its preliminary report.

Three key themes that emerged from our conversation were: the necessity of foregrounding the experiences and well-being of our most vulnerable campus members; the question of whether campus police need to be armed, trained by foreign governments, and/or even called a "police" force; and absence of current dialogue and communication between campus police and other members of the community.

More details from the discussion of each lies herein.

1) The necessity of foregrounding the experiences and well-being of our most vulnerable campus members (including students, faculty, and staff) in relation to campus policing and safety.

While our discussion touched on several points and topics, faculty agreed that improving a sense of safety and belonging on campus for members of our community

who currently feel the most vulnerable in regard to campus and other forms of policing should be the primary “guide” for further conversations and reforms. Present or anticipated interactions with campus and other local police (e.g., Somerville, Medford, Boston) were sometimes described as “intimidating” or even “traumatizing”:

1. For queer and trans students, Black students, Latinx students, and undocumented immigrant students especially, their learning in our classrooms hinges on feeling safe and included (both inside and outside the classroom). When any of these students have traumatic encounters with campus or other local police officers, especially armed ones, it can impact their ability to connect with peers, professors, and class material, and create a situation of distrust or even alienation. Establishing or reestablishing trust takes a long time. Further, even if students do not have frequent personal encounters with campus or other local police, a sense of anxiety or fear about potentially encountering them, especially if they are armed and uniformed, can still be destabilizing.
2. The new Tufts police presence has been particularly jarring for SMFA students, especially in the graduate studio building. There used to be security guards, but now students and faculty walk past an armed campus police officer instead. It is “jarring” and “intimidating” and has been brought up many times by SMFA students, especially students of color.
3. Both Black students and transfolk of color have felt harassed or differently treated by campus police as well as Somerville and/or Medford police. This too has been “intimidating” and sometimes even “traumatizing”. For example, it has taken a lot of activism on the part of Black students to challenge the differential treatment their parties and events receive from campus police. The recent “Jumbo” incident, where multiple armed vehicles were called to the scene, has also left several students of color feeling “traumatized”.
4. These impacts reach beyond students to affect faculty and staff, too. While some faculty attending the forum (several of them White-identifying) have had positive experiences with campus police, and while several faculty also knew of students (especially female students) who have appreciated the services of campus police (e.g., when walking at night), at least one faculty member of color has been approached by campus police at gunpoint while exiting their university building at night. Another faculty member reported feeling “heavy-handed” treatment by campus police toward their own department in recent years. More broadly, policing can differentially shape our own ability to do our intellectual work here at Tufts as faculty, by affecting our research, our work in the classrooms, and our own feelings of belonging on campus.
5. Overall, faculty attending the forum expressed a desire for policy changes that will eliminate (or at least significantly minimize) the most “intimidating” and “traumatizing” encounters that some members of our community have had with our campus and other local police. We offer potential ideas to this effect (e.g., de-arming

campus police in some situations, moving closer toward a model of community policing) in the next two sections.

6. Faculty also expressed a desire to see and hear from more data about the experiences that our students, their parents, our staff, and our other faculty have had both encountering and anticipating potential encounters with campus and local police. Are any data like this available to consult? On the one hand, for example, it may be that parents' concerns about campus safety are significant in relation to admissions processes. On the other hand, students and families from minority groups will likely have distinct experiences that we should prioritize and attend to seriously.

2) The question of whether campus police need to be armed and/or even called a "police" force.

Several faculty attending the forum raised serious questions regarding the current roles and practices of campus police.

1. First, whereas campus police did not used to be armed, they have become so in the wake of the Virginia Tech mass shooting. They also now undergo active shooter trainings, and even participate in training by foreign governments. Stemming from some of the concerns listed above, faculty wonder: why do we need a real "police force" in the first place (as opposed to a campus safety program); whether campus police do in fact need to be armed; and in what contexts are weapons for campus police actually necessary? Perhaps campus police do not need to be armed at all, do not need to be armed in most situations, or could be less strongly armed even when they do have weapons. They could also end controversial trainings by foreign governments (an issue some faculty have already raised but still needs to be considered). Changes such as these would reduce the likelihood that some of our community members will feel "intimidated" or "threatened" when approached by campus police.

2. In a related vein, it could help to alter campus police uniforms to read "campus safety" instead of "police". Words and symbols matter, and changes to their name and/or dress could improve (a) community members' perceptions of encounters with them, plus potentially (b) the way officers envision their roles.

3. It would help to shift more toward a model of "community policing". Even faculty are unsure of what campus police actually do day-to-day (see also below). But overall, we realize we have few opportunities to communicate and talk to them, other than seeing them sitting in various places around campus in their cars, which often comes across as "unfriendly" or even "intimidating" in and of itself. Could campus police sometimes walk or stroll instead? Could there be structured or unstructured opportunities to engage in friendlier contact and conversations with them as they go about their work? Since community policing models intend to elevate the "service" over the "regulatory" missions of police groups, this could help to shift the feel of campus

policing from the current “big-brother-muscled-surveillance” to a more “part-of-the-community” mode. It could potentially, as a result, improve some community relationships with campus police members.

4. It could help to identify services/roles that would be better attended to by other professionals or organizations (particularly in terms of mental health services). For example, there was also a recent conversation at an AS&E faculty meeting about the fact that TUPD serves as the “first responder” to students' mental health needs during the evenings when CMHS is closed. This is likely a deterrent to some students calling for help, even if it is not intended to be. More generally, given the various ways policing has “creeped” into the work of schools, hospitals and nonprofits nationwide, with deleterious effects that sometimes turn very deadly, reversing that “creep” and making way for actors in those fields to do that work is critical. One idea is that, if and when calling the police seems like a deterrent to students who are in danger or in need of assistance, it is possible that students who are training to be EMTs could play a positive “buffering” role (such as if they arrive on the scene before, alongside, or instead of a campus police officer). Faculty would also like to know what kind of training in mental health the campus police currently receive – both because campus police perform some of these “first responder” roles, and because of recent fatalities nationwide that have occurred when police have approached citizens with mental illness.

3) The absence of current dialogue and communication between campus police and other members of the community.

1. Many faculty appreciated the opportunity presented by the forum conversation and dialogue. These are “simmering issues,” and faculty don’t often hear any “dialogue” or real conversations about campus policing, even when we hear the administrative DEI updates. We are interested in hearing, talking, and learning more.

2. For example, is there any “dialogue” currently happening? Especially between students and campus police? What about between faculty, staff, and campus police? What are the outcomes and issues of those conversations? Could there be opportunities for more dialogue in the near future?

3. Or, is the situation of rising politicization animosity + breakdown in dialogue so entrenched that no one is willing to talk any longer? By extension, is this “separation” just symptomatic of the broader lack of respect and sense of cooperation that exists today between Operations staff, faculty, and students?

4. May we ask for an “informational session” or sessions with campus police in the near future? So that campus police can tell us in their own words what they do around campus, for buildings, faculty, and students, etc.?

Summary

The AS&E faculty is aware that the DEI Campus Policing Workstream will be providing its own preliminary report to President Monaco by November 1, 2020. We know that a substantial amount of work is going into that report, much of which the faculty attending our forum today are not aware. The above concerns, comments, questions, and perspectives are intended to complement that report by providing additional faculty perspective and “voice”, in the spirit of furthering University deliberations regarding campus safety.

On the one hand, faculty expressed a desire to have greater contact and friendlier interactions with campus police, and to learn more about what campus police does in its day-to-day operations, as well as what changes, trainings, and other steps toward improvement may already be underway internal to their organization in the wake of the past year’s events. Faculty hope that such dialogue and learning can spur proactive and long-term change and contribute to a stronger sense of safety and belong among our community members.

On the other hand, faculty recognize that the current national and University “moment” is less about creating two-way collegiality than it is about attending to the very real needs, fears, and anxieties of our most vulnerable community members. Given the Jumbo incident this fall, we are also skeptical that any past or present attempts at internal transformation are sufficient. So we must ask several questions about (a) whether we truly need a “police force” rather than a campus safety program, (b) whether or under what circumstances that police force truly needs to be heavily weaponized, (c) whether that police force truly needs to be involved in service delivery that could in reality be better delivered by other organizations and actors; and (d) whether our campus police force can transform itself into a less intimidating and traumatizing “community serving” operation.

Respectfully Submitted,

2020-2021 Executive Committee

Helen Marrow, Co-Chair

Phil Starks, Co-Chair

Marcelo Bianconi

Charles Inouye

George McNinch

Andrew Ramsburg

As members of the TCU Senate, we first want to take a moment and acknowledge that this statement is late and apologize sincerely to Black students. We should and pledge to do better. Senate itself has a past and present struggle with being consistently inclusive of marginalized voices. We have struggled to support and thus retain Community Senators, and to be inclusive in internal processes with executive positions and external actions, such as: only having our first Black Vice President last year, allowing implicit bias to contribute to determining who is involved in internal Senate decisions, and historically (and currently) having a predominantly White Senate body, among other instances of racism and anti-Blackness. It would be wrong of us to call out members of the Tufts community to work against racism and White Supremacy when we have not critically examined our organization's complacency with anti-Blackness. We are fully committed and have started to examine our wrongdoings, our shortcomings, and will be giving concrete ways in which we will be supporting Black students on campus and the Black community around the world.

These are unprecedented times of a global pandemic, and unfortunately familiar times of racial injustice in the United States. The murders of Breonna Taylor, Ahmaud Arbery, George Floyd, and Tony McDade are instances of a larger pattern of police brutality targeting Black communities in the United States. As student leaders, we must speak out against this violence and push our university to do the same. We are writing to honor the memory of Breonna Taylor, Ahmaud Arbery, George Floyd, Tony McDade, and the many other Black individuals killed by police in the U.S.; to support Black students at Tufts; and to publicly acknowledge our responsibilities to our students, broader communities, and to dismantling racism both on and off campus.

From K-12 through higher education, many Black students have faced the daunting realities of a school system designed to neglect them, and Tufts is no exception. This takes form in rampant segregation of public schools like we see with the NYC system, lack of resources tailored for Black students in primarily White institutions, lack of understanding by educators that Black students have trauma from being Black in America, over-policing of predominantly low-income minority schools, and more. At Tufts, the history of over-policing the Black student body is equally as long. Over-policing, and willful ignorance of our university's racism has led to rapid, consistent, and frequent loss of staff and faculty of color, and is in direct contradiction of the administration's previous intent to follow through with and support the demands of the 2015 Three Percent Movement. The possession of firearms, ability to use unmarked police vehicles, and over-policing inhibits any safety Black students may feel at Black student gatherings, social spaces, individual students' rooms and residence halls, and on campus more broadly. Furthermore, this discrimination is amplified on campus for Black folks who have intersecting identities within the LGBTQIA+ community. Former Women's Center Director, K. Martinez, left Tufts largely due to interactions with TUPD

and the misgendering that became part of their interactions with administrators and university representatives. No class, and specifically no historically marginalized group in higher education and at Tufts, should ever have to fear losing their only safe haven on campus. Yet, Tufts has shown a lack of understanding in the importance of community centers for marginalized students through insufficient funding, staffing, and overall support of the G6 centers.

Thus, we know that no one statement is sufficient in fulfilling Senate's or the University's commitment to anti-racist work. This letter serves to reaffirm the Senate's commitment to doing a better job of standing in solidarity with, directly working with, and actively listening to the Black members of our community. This letter also intends to notify relevant administrators of the work Senate will begin in the fall. We are working over the summer to determine what projects Senate can focus on in the upcoming year to address racial profiling and injustice by police on our campus. Some projects we hope to pursue are:

- Calling on the Tufts University Police Department (TUPD) to disarm their officers.
- Pushing for communication between TUPD, Medford PD, and Somerville PD to make the tacit practices of where each police department has jurisdiction explicit and clear to students.
- Calling on TUPD to implement the call to action described in #TheThreePercent demands that have gone largely unanswered since 2015. Specifically, an investigation done on the history of racial profiling conducted by the TUPD, implementation of a policy that does not permit any police officer to stand inside of a campus center event without justifiable cause.
- In accordance with #TheThreePercent demands an increase in the representation of Black professors, students, administrators, and Board members to 13% respectively based on the demographic composition of the U.S.
- An increase in the number of BIPOC (Black, Indigenous, People of Color) counselors available through CMHS and a push for Counseling and Mental Health Services to accept new patients throughout the summer so to better support BIPOC students experiencing psychological trauma, exhaustion and more.
- Tufts publicly support, donate, and/or crowdfund alongside students for the organizations listed in some of our resource suggestions and others.
- Demand that the university explicitly state what resources are being used to investigate incidents of bias, and how they plan on better protecting the well-being and safety of the minoritized students on campus.

We welcome any additional feedback from our community members regarding these projects or any other projects that you would like for Senate to address in the fall.

In the meantime, we encourage you all to do what you can to support and be a vocal ally of the Black Lives Matter movement, actively support Black students at Tufts, and commit to anti-racist work in your localities and across the nation.

Sharing some resources we have found:

Free Therapy for Black students:

*The following resources were included in this letter when it was shared on the TCU Senate Facebook and Instagram pages as resources for Black students. We hope that in addition to the later organizations listed as some places to donate, that these sources could emphasize the importance of supporting Black students' mental health, show other organizations to support financially, model how Tufts might better support students, and to maintain consistency between this letter's posting on Senate's social media and in communication with Tufts administrators.

o CMHS based:

“OASIS: Holding Space” is a 5 week group that starts Tuesday, June 16th. This group will run weekly from 1:00 – 2:00 PM EST (via Zoom) to promote positive mental health and coping for Black identified students.

Now offering: 1-on-1 sessions with students whether or not they are still local to Tufts.

o Outside of Tufts:

Black Female Therapist is offering free therapy:

<https://linktr.ee/blackfemaletherapists> | Instagram @blackfemaletherapists

Sista Afya has low-cost community mental wellness services centering Black women, <https://linktr.ee/sistaafya> | Instagram: @sistaafya

Ethel’s Club is hosting two free, one hour virtual group healing and grieving sessions open to Black people around the world on June 9 and June 23, 6 pm EST Link: msha.ke/ethelsclub | Instagram: @ethelsclub

The Nap Ministry offers guided meditation, collective grief playlists, and healing justice podcasts | Instagram: @thenapministry

Inclusive Therapists is therapy for all identities, abilities, and bodies and has reduced fee tele-therapy available at <https://linktr.ee/inclusivetherapists> | Instagram: @inclusivetherapists

The Homecoming Podcast is a resource for Black students who may need help coping with current events from a psychological perspective available at <https://linktr.ee/dr.thema> | Instagram: @dr.thema

Wonderful instagram pages to follow that share mental health tools, tips or sessions to help you take care of yourself during this time | @dr.marielbuque @_beamorg @toindywithlove @maryamhasnaa @healhaus @blackgirlssmile @yourfavoritetherapist

Action: Educational Resources for Educating on Race, which we specifically call on the more privileged and White students at Tufts to utilize:

- o Justice in June Curriculum: <https://docs.google.com/document/d/1H-Vxs6jEUByXylMS2BjGH1kQ7mEuZnHpPSS1Bpaqmwo/mobilebasic?fbclid=IwAR2rQl3Vadp3drME-FCB5nQYNvvnvpgokI8yGho0hgOynJsoYjftIie19I4>
- o Specifically for White allies:
 - George Yancy, “Look, A White!”
 - Robin DiAngelo, “White Fragility”
 - PBS Series, “Race the Power of an Illusion”
 - Delgado, “Empathy and False Empathy”
- o Sending Emails: Email government officials and council members to reallocate budgets towards education, social services, and dismantling racial inequality via this crowd-sourced tool: defund12.org

Places to Donate:

- o Marsha P. Johnson Institute Created to elevate, support, and nourish the voices of Black trans people. Their community is made up of Black trans people and those committed to undoing white supremacy in all its forms.
<https://marshap.org/about-mpji/>
- o Massachusetts Bail Fund: Investing in the Bail Fund ensures that your freedom from trial does not depend on your own bank account. Because bail is returned at the end of a case, your contribution to the Mass Bail Fund will be used to ensure the freedom of potentially hundreds of people.
<https://www.massbailfund.org/donate.html>
- o Black Queer & Intersectional Collective: BQIC is a grassroots community organization working toward the liberation of Black LGBTQIA+ folks through direct action, education, and creating spaces.
<https://bqic.net/>

We, the undersigned, students and alumnx of the Tufts Urban and Environmental Policy and Planning (UEP) program and our affiliates, strongly urge the leadership of Tufts to reevaluate the budget of the Tufts University Police Department and any relationships/understandings with the Medford Police Department, Somerville Police Department, Grafton Police Department, Boston Police Department, and those from the greater Boston area.

Time and again, we have seen that budget increases for police departments do not make communities safer. Yet every year, across the country and our campuses, police budgets balloon. As urban planners, we know that our communities are safer when we have well-funded schools, affordable housing, responsive and equitable healthcare, safe and reliable transportation, and a clean environment. Until these actions are taken, we (alumnx) will withhold all gifts, except those that directly support students on campus, especially those from underrepresented communities.

During this pandemic, we (students and alumnx) saw the Tufts leadership act decisively to provide resources and beds for our medical community. The ongoing crisis of racism and police brutality deserves a similarly robust and rapid response. To do less than reevaluate the TUPD budget and relationships/understandings with local police departments at this inflection point would be to communicate that the lives of our Black students, staff, and faculty do not matter.

We hold up and recognize the joy of our Black communities as the source of the solutions we seek in a world beyond policing. We celebrate our Black students, staff, and faculty who come to campus everyday ready to teach and learn, to contribute to the world of knowledge we have all committed to at Tufts. We remember and celebrate the Black students, staff, and faculty members who came before us. We remember and celebrate those who wanted to come, but were prevented. We celebrate the generations of students yet to come, so that we know for whom we do this work.

During our time at Tufts, we are and were exhorted to become “agents of change” by the faculty of UEP. Today, we turn to our leadership and ask you to join us by reallocating our campus budget to community-led interventions and rescinding our relationships/understandings with local police departments. We challenge you to imagine a world free from state-sanctioned violence, where Black lives are valued and cherished, where we acknowledge that our liberation is tied up together.

This petition reflects the opinions of the signers, and does not represent an official department statement. It is a living document and will continue to collect signatures [here](#).

Dear Colleagues,

The Tufts Action Group (TAG) is an organization consisting of students, staff, and faculty who have come together to develop grassroots ways to complement the diversity, equity, and inclusion planning at Tufts University. We are especially interested in cross-campus/cross-school discussions that might help to inform and strengthen the planning that is taking place through the administrative apparatus of the different schools.

We are emailing today to open a dialog with TUPD and Tufts University administration, regarding TUPD operations. There is a dearth of information regarding the personnel, training, management, and general operations of TUPD. This appears in contrast to the publicly available records documenting other administrative bodies on the Tufts University campus. This appears to also contrast the 2013 President's DEI report. We require that the TUPD take the following actions and provide TAG and the broader Tufts community with the following information:

Actions

1. Commit to the immediate and permanent disarmament of the TUPD.
2. Appoint community liaisons to TUPD representing Tufts students, staff, and faculty who are not Tufts University administrators to ensure community concerns are addressed and resolved in a timely manner.
3. Develop plans to internally reallocate resources from the TUPD budget to building robust social alternatives to support and enhance the safety, health, and well-being of all members of the Tufts community, especially Black people targeted by ongoing state violence.
4. Establish a sustainable and consistent method of information accessibility and distribution. This was recommended in the 2013 President's DEI report. However, it seems this recommendation was not implemented. We suggest this information should be made available to the Chief Diversity Officer at Tufts University and publicly distributed and made available to the Tufts Community on an annual basis.
5. Work with Digital Collections and Archives to add TUPD records to the University Records Retention Schedule, ensuring appropriate preservation and accessibility of department records.

Information

1. Share the demographic information of TUPD employees.

2. Share the annual earned salary of all department employees for the calendar year ending in 2019.
3. Share transparent budgetary information associated with TUPD operations.
4. Share transparent information about the operation structure, size of personnel, and weapons and vehicles in stock.
6. Share documentation regarding cases of TUPD police brutality between the years 2010 and 2019.
7. Share documentation regarding hate crimes on the Tufts University campus between the years 2010 and 2019.
8. Share documentation regarding the racial bias training that employees of the TUPD receive.
9. Share documentation regarding all complaints against TUPD officers as well as disciplinary actions taken.

Sincerely,

Julian Agyeman, Professor of Urban and Environmental Planning

Amahl Bishara, Chair, Associate Professor of Anthropology

Paul Joseph, Chair, Professor of Sociology

Keith Maddox, Associate Professor of Psychology

Kris Manjapra, Associate Professor of History

Heather S. Nathans, Chair, Professor of Theatre, Dance, and Performance Studies

Ellen Pinderhughes, Professor, Eliot Pearson Department of Child Study and Human Development

Kamran Rastegar, Director, Arabic Program, Director, Center for the Humanities at Tufts, Professor of Race, Colonialism, and Diaspora

Elizabeth Remick, Associate Professor of Political Science

Pearl Robinson, Associate Professor of Political Science

Sam Sommers, Chair, Professor of Psychology

Jeffrey W. Taliaferro, Professor of Political Science

Ayanna K. Thomas, Director of Graduate Studies, Professor of Psychology

We are in the midst of two major epidemics, Anti-Black racism and Covid-19, which have disproportionately impacted poor, Black communities. We must address the social and structural conditions that sustain these inequalities.

We commit to this work to honor the lives of George Floyd, David McAtee, Breonna Tayler, Ahmaud Arbery, Tony McDade, and many others who have been killed at the hands of the police. Police violence broadly includes negligence in investigating Black deaths, vigilante patrols in the name of "safety," ICE, and the carceral system. We maintain that immigrant justice, justice for trans people, indigenous land protections, disability justice, and the dismantling of white supremacy are interconnected in the fight for Black life. As a community and as individuals, we must ask: what is our responsibility as artists, activists, and academics?

These days artists are often asked to post "content warnings" on our doors, cautioning spectators that a performance may be "disturbing," or that it may evoke pain, suffering, or even horror. But what could offer a more horrifying spectacle than the nation's ongoing scenes of racism and brutality against Black and Brown bodies? What play, dance, artwork, or musical score could compel more genuine trauma than the grotesque parody of justice so many members of our community endure on a daily basis? Anti-Black racism is present on our campuses, and in our intellectual and creative communities.

In the face of that suffering, that violence, and that injustice -- crises which have dragged on for more than four centuries -- what role can we play and what possible solace can we offer? How can we fashion our work into a tool for social justice that can be wielded beyond a single performance? How can we use the power of our practice to shift not only the dialogue, but the *outcome*?

We may feel physically and mentally exhausted by the many conversations about the inequities of American society. And the urgency of daily injustice can diminish under the pressure of other concerns. When the taste of constant outrage becomes too bitter, those of us who have the luxury of *not* drinking from that poisoned cup may shift our attention elsewhere until a new crisis -- such as the filmed murder of George Floyd -- erupts and rekindles a sense of pain that has *never* subsided among those living under constant threat.

Performance is about action. Actors don't exist in a state of "being" onstage. To "be outraged" is to *do*.

As a department and a community, we claim solidarity with the mass protests, in the US and beyond, that demand dignity, justice, and the redistribution of resources for Black life. We commit to transforming ourselves and our communities through action and invite you to join us in this urgent effort. Below you will find resources on campus, opportunities to educate yourself and others, places to donate, upcoming protest actions and proposed legislation against police brutality, ways to celebrate Black life, and the TDPS Department’s action steps.

RESOURCES

TUFTS CAMPUS RESOURCES

Tufts has created a number of community resources to support students, faculty, and staff around issues of diversity, equity, and inclusion. The university’s efforts are helmed by Chief Diversity Officers and Associate Provosts Robert Mack and Joyce Sackey, as well as the Diversity and Inclusion Leadership Council. Its programs include the “Bridging Differences Task Force,” the Joint Council on Equity, Diversity, and Inclusion, and a host of initiatives supporting students from K-12, undergraduate and graduate levels, and beyond.

Campus resources centers include the Africana Center, the Asian American Center, the Center for the Study of Race and Democracy, the FIRST Resource Center, the Latino Center, the LGBT Center, and the Women’s Center. To link to these communities and learn more about their ongoing work, visit: <https://diversity.tufts.edu/what-we-do/campus-resources/>

For more information on Tufts’ resources supporting diversity and inclusion, visit: <https://diversity.tufts.edu/> and to contact the office of the Chief Diversity Officer, visit: <https://diversity.tufts.edu/contact-us/>

EDUCATE YOURSELF AND OTHERS

Read, Learn, and Listen to Black Lives Matter Organizers (Movement for Black Lives, M4BL). For years, they have had clear plans, goals and demands for the survival of Black people. Talk about what is happening with family and friends, which are sometimes the hardest conversations to have.

- [Support the Movement for Black Lives \(M4LB\)](#)
- [Alicia Garza: A Herstory of the Black Lives Matter movement](#)
- [The Reader Guide to understanding Police Abolition](#)
- [What White People Can do for Racial Justice](#)
- A.R.T.’s Diana Oh’s [White People Read: Reading List](#)
- [Anti-racism resources](#)
- Black Lives Matter Resources Toolkit

<https://blacklivesmatter.com/resources/>

- [The End of Policing by Alex S. Vitale](#) (the Ebook version is FREE)
- [Black* Transwoman to Black Cis/Transman: An Open Letter/Poem for Trayvon and the Rest of Us](#)

DONATE

- [Official George Floyd Family Fund](#)
- [Black Lives Matter Boston](#)
- [Black Visions Collective Minnesota](#)

ORGANIZE AND PARTICIPATE

- Support proposed legislation against police brutality (June 1, 2020 7-9 PM)
TONIGHT--Virtual Event
<https://www.facebook.com/events/271303777608509/>)

The Eric Garner Law

The Andrew Kearsse Act

The Stephon Clark Law

- [Not One More! Rally and Vigil for George Floyd, Breonna Taylor, and Ahmaud Arbery JUN 2 at 5PM](#)

Organized by Violence in Boston and Black Lives Matter Boston

Franklin Park, Boston (meeting near Shattuck Hospital)

- [Become a pen-pal with queer Black folks on the inside with Black and Pink Boston. Attend meetings, learn about prison abolition.](#)

CELEBRATE BLACK LIFE

- Aleshea Harris' [What to Send Up When It Goes Down Online, specifically Love Letters to Black People: https://www.bagofbeans.net/love-letters-to-black-people](#)
- Support the [Front Porch Arts Collective](#)
- Howlround Black Joy Series: <https://howlround.com/black-joy>
 - Video of "black girl love adaptation project"
<https://howlround.com/happenings/performance-black-girl-love-adaptation-project>
- Listen and support [Daughters of Lorraine](#) a Podcast on Black Theatre

- [Let's celebrate black trans women's lives not deaths](#)

TDPS ACTIONS

1. As scholars and artists, we have been and we remain committed to thinking, writing, and creating platforms for performance as a survival for Black people. We will be hosting online conversations about the history and legacy of Black survival, performance, and protest.
2. Virtual and physical resources of TDPS will be marshalled to support anti-racist art-making, programming, and organizing.
3. As we look towards the fall, we will collaborate with other departments and units on campus in support of the Movement for Blacks Lives and an end to policing.
4. We will listen to critiques of our programming, curricula, and pedagogy, and implement necessary changes, in order to cultivate an environment in which our most vulnerable communities can thrive.

This is just the beginning, and this is an incomplete list. We have so much work to do in this fight for justice.

-The Department of Theatre, Dance, and Performance Studies

The TUSM Chapter of White Coats for Black Lives Calls for Tufts University to Take Immediate Action Against Police Brutality at our institution and within our community

Subject: Police Killing Black People is a Pandemic Too

Dear President Monaco, Dean ad Interim Bates, Dean Solomont, Dean Sackey and Dr. Mack,

Nina Pop. Tony McDade. Ahmaud Arbery. Breonna Taylor. George Floyd. David McAtee. Elijah McClain. Tarika Wilson. Muhammad Muhaymin. Anthony Hill. John Crawford III. Philando Castille. Rekia Boyd. Trayvon Martin. DJ Henry. Rayshard Brooks. Kathryn Johnston. Oscar Grant. Tamir Rice. Jemel Roberson. Eric Garner.

In Massachusetts, Rita Hester. Manuel DaVeiga. Burrell-Ramsey White. Terrence Coleman.

Generations have watched as countless Black individuals have died at the hands of police and white supremacy vigilantism in the U.S.

Each tragic story behind these names echoes those of Black people slain by police in our own backyard, most without video or national media coverage.

While President Monaco, Dean Solomont, and other administrators have expressed anger about the recent acts of violence against Black people in our country (we note that Dean Bates' message omitted any acknowledgement of the Black community), they failed to name the names of those recently killed by police violence. With much disappointment, we saw that the messages sent to the Tufts community at large did not outline clear and actionable goals from Tufts as an institution. Without an explicit commitment towards actively dismantling systemic racism, we know there will be little lasting institutional change. Photos were also released on Facebook from the June 6th moment of silence at Tufts Medical Center, tagging the White Coats for Black Lives organization. This was not a sanctioned White Coats for Black Lives event. Again, no explicit action plan was released.

We feel strongly about honoring those who have been killed, but it does not end with merely remembering them. As an academic institution and community, we have an obligation to examine the systems that have killed and buried Black people — systems that were built to maintain and protect the interests of white supremacy — and commit to abolishing them.

In light of the global uprisings calling for an end to the targeted violence against Black individuals, we appreciate that the administration is listening. If the sentiments espoused in your statements are genuine, then there is no need to delay immediate

action against police brutality. The phrases “demanding these injustices stop” and “we stand with you” can only go so far.

We are doctors, medical, and biomedical students. How can we treat the problem of systemic racism and white supremacy if we cannot even name it?

As of June 12, 2020, Mayor Walsh declared racism as a public health crisis, with plans to initially redirect 20% or \$12 million of the Boston Police Department’s (BPD) budget to the Public Health Commission, trauma response and counseling, violence prevention, food security, and many other valuable services (City of Boston, 2020). As constituents across the country demand the dismantling of police forces, which are historically rooted in slave patrols and “enforcing” discriminatory laws, in order to create a new system that prioritizes the rights and resources necessary to have safe and healthy communities, we see local leaders not only outlining steps to achieve this, but also offering transparency about their commitment to deadlines for progress. We demand you, as leaders of this institution with the immense power to direct this community towards the future we want to see, to take similar actions and explicitly demonstrate your stance against police brutality, white supremacy, and racism. We look to our own university leaders to tend to this public health crisis as ferociously as it did with COVID-19 - with action steps that fit SMART criteria.

We know all of this can and has been done in other situations. For instance, Tufts University transformed its campus into a military-style hospital within days of the WHO declaring the coronavirus outbreak a pandemic. Administration vocally and actively supported students to create volunteer efforts against COVID-19. We received weekly emails from Dean Epstein and other faculty members sharing resources and updates regarding COVID-19.

We strongly believe the issue of systemic racism to be as devastating as the coronavirus. To date, there has been no explicit action or statement from Tufts University condemning the countless acts of police brutality in our community or our country as a whole. We hope that the action steps you take moving forward will be as swift and bold as your response to the COVID-19 pandemic.

Murders fueled by racism and police brutality have occurred for 400 years and have killed many more Black people than the COVID-19 pandemic. In 2019 alone, 1,098 individuals were killed due to police violence, with Black individuals accounting for 34% of the group despite only representing 13.5% of the population (Sinyangwe & McKesson, Mapping Police Violence). Black individuals are 2.5 times more likely to be murdered than their white counterparts with 30 fatal shootings of Black individuals per million of the population from 2015 to June 2020 (Sinyangwe & McKesson, Mapping Police Violence; Statista Research Department, 2020). There are approximately 6.7 fatal

shootings per 100,000 a year, compared to the COVID-19 death rate among the Black community at 6.3 per 100,000 (Yancy, 2020). We are living through two public health emergencies, and we demand that Tufts make the same efforts to educate us and encourage us to take action against police brutality and violent acts of white supremacy in our communities. This effort needs to go beyond the emails that have been sent, and should be ingrained in our curriculum across all Tufts campuses.

Now that the city of Boston has reallocated its budget with BPD, we ask that Tufts be as transparent as the city has been about its partnership with BPD (TU Police Department, About TUPD; Borjas, 2019). Defunding the police is not an extreme task, especially when mental health and social services for our patients are continuously being defunded. It is stunning to us as future healthcare providers that our practicing colleagues have struggled to obtain proper PPE during the COVID-19 pandemic, while our local police agencies are equipped with the newest military police gear and receive expensive overseas police training.

We demand that Tufts University, as an institution, takes a clear stance against police brutality by declaring police brutality a public health crisis. Furthermore, we demand that Tufts immediately publicizes all records of institutional funds that have been allocated to BPD, TUPD and any other law enforcement organizations with whom Tufts has contracts. This includes any participation in the LESO/1033 Program run by the Defense Logistics Agency. These actions must be taken immediately to increase the transparency of these relationships. This will allow for timely inspection of what funds can be divested and returned to local efforts in communities of color while upholding campus and community safety as a priority. Lastly, we demand that Tufts divests from law enforcement and reallocate these funds to social service programs, mental health services, and other locally led initiatives that employ nonviolent specialists in the community.

We stand behind the efforts of the Anti-Racism Task Force, the Office for Multicultural Affairs, the Tufts SNMA chapter, and other affinity organizations at TUSM. We believe their work in improving the curriculum, incident reporting, and diversity of faculty and students at TUSM are absolutely necessary. We urge TUSM to continue supporting this important work, both ideologically and financially. The City of Boston, Harvard Medical School, Boston Medical Center, and the Brigham and Women's Hospital residents have already begun to take these steps.

In the following demands, we focus on the crisis of police brutality and Tufts' partnership with Law Enforcement, in line with the White Coats for Black Lives movement.

We demand that the Tufts Institutions and the School of Medicine:

1. Publicly acknowledge that systemic racism and police brutality are both public health emergencies in the U.S.
2. Publicly support the recent divestment from BPD by Mayor Marty Walsh and immediately cut all ties with the Boston Police Department (BPD).
3. Clearly publicize the nature of Tuft's past partnership with BPD and any other law enforcement (LE) agencies, including how much Tufts has invested annually, in raw numbers and as a proportion of the working budget.
4. Provide a detailed plan with how you will reallocate the funds divested from LE to Black students, faculty, and staff, as well as more inclusive mental health services for students of color.
5. Conduct a full review of scholarship and grant money provided to medical students, with breakdown by race, ethnicity, and URM status. Commit to increasing the monetary amount in grant packages provided to Black and Indigenous people of color, including those already enrolled.
6. Furthermore, reallocate funds to pipeline programs that help local Black students achieve their career goals in science, medicine, and public health in order to increase diversity among medical students.
7. Disarm all current police officers across TUPD. Almost all issues within the student community do not warrant an armed officer to be successfully resolved. In the event of specific on campus emergencies (i.e. an active shooter) it would be most reasonable for the school to have a strict lockdown protocol to keep students and faculty safe until local law enforcement have time to arrive at the scene. The Public Safety Office should be a safe and accessible place for all Tufts Health Sciences students.
8. Publicly release data on the race of students, residents, faculty, staff, and community members involved in interactions with campus police officers, and develop a clear action plan to address racial inequities in campus police interactions.
9. Ensure that Black faculty, staff, and students are compensated for their time providing administrative support for any new initiatives or work regarding racial justice reform.
10. Encourage all Tufts University campuses and Tufts Medical Center leadership to acknowledge that police brutality is a public health crisis, and to devise their own actionable steps and timelines to reallocate resources from TUPD & BPD to support communities of color.

We look forward to your response and are requesting actionable timelines for each of the demands listed above.

Sincerely,

The Tufts Chapter of White Coats for Black Lives (WC4BL) Tufts Chapter of the Student National Medical Association (SNMA) Tufts Black Student Alliance (BSA) Tufts American Medical Women's Association (AMWA) Tufts Asian Pacific American Medical Students Association (APAMSA) Tufts Latin Medical Student Association (LMSA)

APPENDIX G: ARMING STATUS AND CONSIDERATIONS

The working group has gathered and reviewed relevant external information on the topic of arming campus police departments. The following is a summary of the key findings to date.

Primary Arming Considerations

In reviewing external research reports and case studies of other colleges and universities, the working group found the following considerations to be most commonly cited by institutions that contemplated the decision of arming.

- **Increased Risk to the Community.** The regular presence of arms on campus is often cited as increasing the likelihood of accidental firearm discharge and unnecessary or excessive use of force.
- **Campus Climate Impact.** The presence of armed officers can adversely affect the sense of peacefulness and trust on campus. While the working group has not conducted a formal survey to measure this effect, there is clear evidence that this occurs within the Tufts community. One concern expressed is that if Tufts University police officers were not armed, there would be an increase in armed municipal officers being called to campus to respond to calls that are considered unsafe for an unarmed officer. The frequency of such a potential increase remains a question in need of additional data. Such an increase could result in less community-oriented policing on campus. For example, campus police have relationships with university partners and access to disciplinary alternatives that municipal police do not, like referring a student to the Office of the Dean of Student Affairs for discipline rather than arresting the student.
- **Racial Harm.** Many community members—especially Black people, Indigenous people, and people of color among our students, staff, and faculty—have indicated that armed officers make them feel unsafe, and that interactions with armed officers can be traumatic. When these situations occur, the impact is very significant to the community members involved, often requiring extensive services over a period of time, to try to repair the situation and restore the individual’s well-being. Importantly, these incidents negatively affect the individuals involved, and have harmful impacts on the broader community.
- **Threat of Violence.** Arguments in favor of armed officers are often based on incidents or threats of violence on campus, particularly life-threatening situations involving a lethal weapon. These include, but are not limited to, a potential mass casualty event like an active shooter. Campus police are generally assumed to have faster response time and greater familiarity with the physical campus and the community, and thereby be in a better position to prevent loss of life. It is

unknown whether armed campus police have a deterrent effect on violent or other crime on Tufts' campuses. There do not appear to be conclusive studies from other schools that indicate that arming results in a reduction in crime on campuses.

- **General Attitudes on Firearms.** Communities and community members can have very different attitudes about guns in society. These attitudes can affect an institution's decision on arming.
- **Local Police and Community Impact.** From an operational perspective, changes in the arming status of campus police would need to be negotiated with local municipalities. For example, roles in particular incidents and response protocols, particularly life-threatening situations, will differ based on arming status. For Tufts, this would require updating our agreements with the cities of Boston, Medford, and Somerville and the town of Grafton. The municipal police forces would need to familiarize themselves more with Tufts' campuses and communities in a consistent and regular manner.

Arming Status of Colleges and Universities in Massachusetts

The working group reviewed a 2018 survey of 85 colleges and universities in Massachusetts. Each institution identified if its officers were sworn, were armed, and had access to rifles. In general terms, sworn officers are vested by the Commonwealth of Massachusetts with law enforcement authorities such as the ability to detain, arrest, and carry a firearm. Non-sworn officers are civilians who do not have law enforcement authorities and cannot carry firearms.

Of the 85 institutions surveyed, 49 have a sworn and armed police force. These included a majority of state and private universities, as well as most colleges in urban locations. In addition to Tufts, this list includes Harvard University, MIT, Boston University, Boston College, Northeastern University, Brandeis University, University of Massachusetts-Amherst, and Wellesley College.

Only 12 institutions have forces that are sworn but not armed. This was a mix of institution types (Suffolk University, American International College (AIC), Emerson College), including selective liberal arts colleges (Mount Holyoke College, Smith College, Wheaton College), as well as some schools in urban locations (Suffolk, AIC, Emerson).

Twenty-four institutions were not sworn and therefore not armed. These were predominantly community colleges like Fisher College and Nichols College, or small institutions like Williams College.

The complete data set for the 85 institutions is provided in Appendix C of the report.

Arming Status Analysis and Decision Process

The external research notes that institutions often follow similar processes in undertaking a review of arming status. These steps often include the following:

- Form a task force
- Engage outside experts for assistance
- Survey the campus community
- Conduct open forums
- Develop a white paper with recommendations
- Review findings and recommendations with institutional leadership

For an institution like Tufts that currently has sworn, armed officers, an arming status analysis could lead to one of the following outcomes:

- Status quo (continue to use sworn, armed police officers)
- Partial disarming (use both sworn and non-sworn officers; differentiation could be service and could vary by campus and/or shift)
- Full disarming (no armed officers, could remain sworn or be non-sworn)

It is also common for an arming analysis to be a separate, stand-alone effort focused entirely on the topic of arming.