



EXECUTIVE SUMMARY

Tufts as an Anti-Racist Institution

FEBRUARY 2021

Acknowledge

Commit

Transform

Vision

To be an anti-racist and diverse institution. Together, we will continuously advance equity, inclusion, healing, and justice for the Tufts community and beyond.

Introduction

The *Tufts as an Anti-Racist Institution* initiative was announced by President Anthony P. Monaco on July 8, 2020. The initiative pledged to audit, investigate, and provide recommendations “to find and eradicate any structural racism at Tufts and to take the steps necessary to become what every member of our community would view as an anti-racist institution.”

The initiative was organized into five separate workstreams. Three were broad-based institutional workstreams while the other two were specific focus-area workstreams where additional work and effort was needed because of the unique nature of their impact.

The Charge of the Five Workstreams

COMPOSITIONAL DIVERSITY

Leader: Nadine Aubry, Ph.D., *Provost and Senior Vice President*

Co-Chairs: Kevin Dunn, Ph.D., *Vice Provost*

Christopher Swan, Sc.D., *Dean of Undergraduate Education, School of Engineering; Associate Professor, Civil and Environmental Engineering*

Charge: To examine the makeup of our faculty, staff, and students, as well as our academic and administrative leadership to recruit and retain a more diverse university community at all levels, and across all schools, centers, and units of the university.

EQUITY AND INCLUSION

Leader: Nadine Aubry, Ph.D., *Provost and Senior Vice President*

Co-Chairs: Bárbara Brizuela, Ph.D., *Dean of Academic Affairs, School of Arts and Sciences; Professor, Department of Education*

Joyce Sackey, M.D., *Associate Provost and Chief Diversity Officer, Health Sciences Campuses; Dean for Multicultural Affairs and Global Health, Dr. Jane Murphy Gaughan Professor, Public Health and Community Medicine, School of Medicine*

Charge: To look at academic support services and new education and training programs that can help ensure that issues of equity and inclusion are addressed in our classrooms, laboratories, clinical training settings, and throughout our community.

INSTITUTIONAL AUDIT AND TARGETED ACTIONS

Leaders: Kim Ryan, Vice President of Human Resources

Joyce Sackey, M.D., *Associate Provost and Chief Diversity Officer, Health Sciences Campuses; Dean for Multicultural Affairs and Global Health, Dr. Jane Murphy Gaughan Professor, Public Health and Community Medicine, School of Medicine*

Charge: To identify and remove structural racism from all processes, procedures and practices within all schools, units, and levels of the university.

CAMPUS SAFETY AND POLICING

Leaders: Michael W. Howard, *Executive Vice President*

Rob Mack, Ed.D., *Associate Provost and Chief Diversity Officer, Medford/Somerville and SMFA Campuses*

Charge: To evaluate the suitability of Tufts' current campus safety and policing operating model, in the wider context of anti-racism and police reform, and to recommend changes that will better ensure the safety and well-being of our community members.

PUBLIC ART

Leaders: Amartya K. 'Marty' Ray, Ed.D., *Chief of Staff and Assistant Secretary of the Corporation*

Dina Deitsch, *Director and Chief Curator, University Art Galleries; Chair, Public Art Committee*

Charge: To think critically about whose history and images are displayed throughout our campuses to ensure that our public spaces reflect present values of diversity, equity, and inclusion.

The Current State

Before each of the workstreams commenced their work, an examination of the current state was made to identify successes upon which the workstreams could build. This investigation revealed three key areas in which progress had been made prior to this initiative.

DIVERSITY, EQUITY, AND INCLUSION IS A UNIVERSITY PRIORITY

Diversity, equity, and inclusion (DEI) has been seen as a top university priority as evidenced by its prominent inclusion in the most recent institutional strategic plan, the *T10 Strategic Plan*. The university has also made progress through a 75 percent increase of the racial diversity within the Board of Trustees in the 2015–2020 period. Furthermore, the university’s commitment to DEI has progressed through a steady increase of staff, resources, and programming in this area.

The university also formally recognized Juneteenth as a significant occasion for celebrating and recognizing the Black and African American experience and legacy within the United States. During an inaugural event in 2020, the university organized a series of sessions and educational opportunities to mark the day. In early 2021, Tufts formally designated the day as a university holiday and pledged to continue organizing an event to celebrate the day and offer educational programming for the community.

SCHOOLS/UNITS HAVE INDEPENDENTLY ADVANCED DEI EFFORTS

Prior to this initiative, many of Tufts’ schools had already begun developing strategic plans, as well as plans for becoming anti-racist across its various academic and administrative activities. Many schools have also expanded scholarship budgets to reduce barriers for attendance for accepted underrepresented students. Schools are also continuing to expand programs, such as outreach efforts and programs to attract diverse students to the various programs that Tufts offers. Schools have also been establishing school-based councils and committees on DEI. These groups are working collaboratively with the university-wide cabinet on diversity and inclusion (TUCDEI) to advance multiple initiatives.

EDUCATION AND TRAINING HAS BEEN AN AREA OF FOCUS

The university has supported multiple awareness and education campaigns and events, and recently has approved a university-wide anti-racism and anti-oppression training

and education program. This is in addition to implicit bias training that has already been rolled out for hiring managers, admissions staff, and members of search committees. An aspiration is to make these training opportunities available in Spanish as well. Finally, the university helps support various cultural centers, as well as the employee resource groups, which assist community members and encourage a sense of belonging at Tufts.

Areas of Opportunity

As the workstreams began their work, they collectively acknowledged that while much progress had been made, the institution had not done enough to address systemic racism within its policies and practices through the lens of anti-racism.

The workstreams collectively adopted the definition of anti-racism as an active and ongoing process of identifying and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes in a way that redistributes power, policy, and structures to be more equitable, while drawing attention to the lived experiences of Black people, Indigenous people, and people of color.

While evaluating institutional processes and policies through an anti-racist lens, across the three institutional workstreams of Compositional Diversity, Equity and Inclusion, and Institutional Audit and Targeted Actions, six broad areas of opportunity for creating change were identified:

1. DRIVING ACCOUNTABILITY

The workstreams uncovered the need for DEI goals to be clear and consistent across the institution, and for these goals to be explicitly included within the goals and the performance management process of all employees. The institution also needs to be clear in its communication of these processes and the progress attained. Additionally, the institution needs to actively address its lack of leadership diversity among faculty and staff.

2. IMPROVING PROCESSES

While the admissions processes at both the undergraduate and graduate levels have made positive changes, further modifications, through an anti-racist lens, can be made to provide better results in creating more diverse applicant pools and ultimately more accepted students from among underrepresented groups. In addition to improving processes and procedures within hiring, improvements are also needed to ensure that the university provides adequate support and opportunities for our faculty and staff—especially BIPOC faculty and staff—who are already a part of our community. The

institution also needs to do more to coordinate DEI efforts across schools and units to better support this endeavor.

3. REVISING AND CLARIFYING POLICIES

In the more than 400 policies that were evaluated, the workstreams found that the institution needs to make revisions towards more equitable and inclusive postures at the forefront of its efforts. Vague and unclear policy language that could lead to bias and discrimination needs to be carefully examined.

4. PROVIDING FUNDING AND RESOURCES

Expanding budgets and resources for school- or unit-level DEI initiatives was identified as an opportunity. The associate deans for diversity and inclusion (ADDIs) at the schools were seen in multiple instances to be working over capacity. A gap was also identified in the support of staff members who do not have a dedicated DEI professional focused on their specific needs. A lack of clear and uniform resources to build pipeline programs to bring in new members into our community (including faculty, staff, and students) was also seen across the institution. Finally, the access opportunities to DEI programming and resources were found to be unequal and non-uniform and greatly dependent on which school or unit an individual community member belongs to.

5. EXPANDING EDUCATION, AWARENESS, AND TRAINING

The institution has an opportunity to continue to embed implicit bias training within every aspect of the recruitment processes for students, staff, faculty, and senior administration. The university was broadly seen to need an increase in the awareness of cultural competencies, understanding of anti-racist terminologies, and behaviors.

6. EXPANDING MEASUREMENT CAPABILITIES

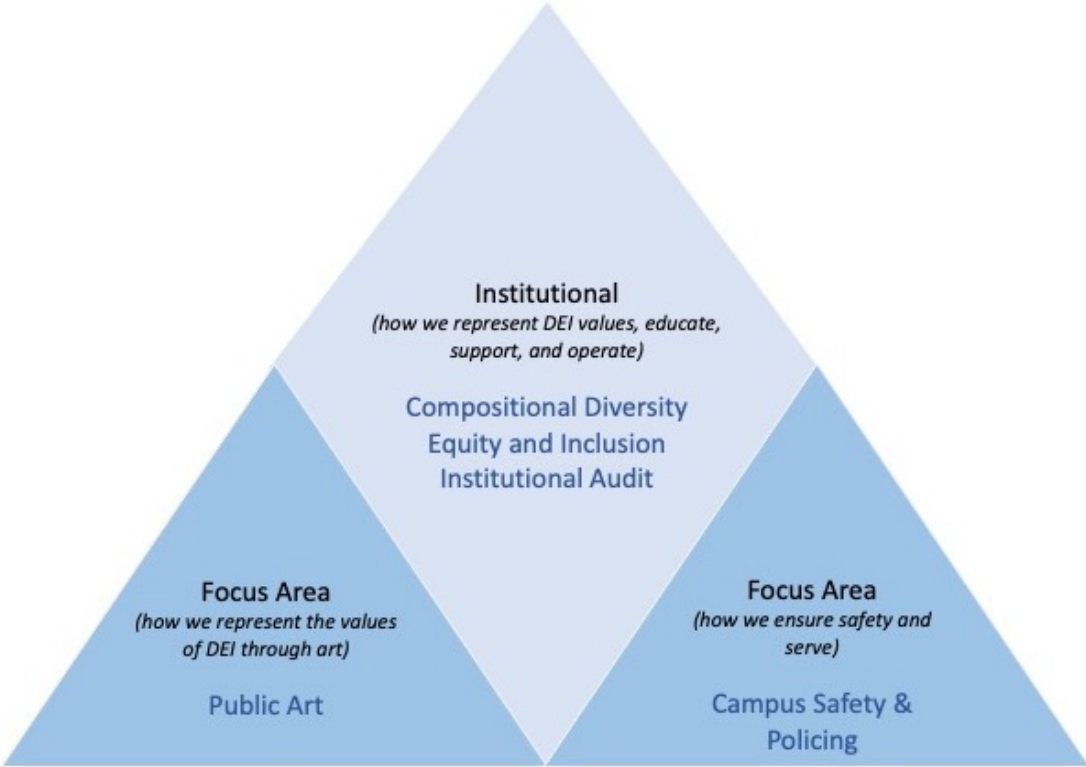
A lack of centrally tracked DEI metrics was identified. While the [diversity dashboard](#) and previous climate survey data on the website of the Associate Provosts and Chief Diversity Officers were very useful, there is not much more beyond that. A need to expand on those data sources was identified. However, data and technical challenges also need to be overcome, which currently inhibit the accurate and timely extraction and reporting of data.

Additional areas of opportunity were identified for specific workstreams. For the Public Art workstream, the starting premise was that representation matters since it impacts feelings of inclusion and exclusion and can actually reinforce biases from past generations, unless we really remain proactive and engaged. Art has been shown to be a real declaration of institutional values and a meaningful way to understand and express

ourselves and our history as a dynamic entity and should be reflective of our community today. A demographic audit of the artwork that is exhibited throughout our campuses, to see the breakdown of who is on display on our walls, showed some stark results. All 47 portraits on the Medford/Somerville campus feature only white figures and all but one are men. The Boston and Grafton campuses have fewer artworks on view and in many cases were already in the process of rethinking their portraits; nevertheless, even on those campuses more than 80 percent of the portraits represent white male figures—a figure very far from anything close to equitable representation. The opportunity for improvement in this area is clear.

The Campus Safety and Policing workstream committee members found that Tufts’ approach to campus safety no longer meets the needs of our community. Many community members, especially BIPOC members, find the overall presence of armed officers harmful. Concerns about bias in our policing procedures, and in interactions with community members, were uncovered along with the lack of transparency in policies, procedures, training programs, budgets, staffing and other key operational data. Finally, the committee acknowledged that trust between campus safety professionals and the community has deteriorated and needed to be restored and rebuilt.

Summarized Recommendations



The Tufts as an Anti-Racist Institution workstreams structured suggestions for improvement around three components: a central component with the three institutional workstreams, and two supporting components with the focus area workstreams. Together, the institutional component represents the foundational and comprehensive set of recommendations across the university. Specifically, they represent the actions that speak to how Tufts operates, how it represents its values, how the institution pursues its educational and research mission, and how it supports the faculty, staff, and students who are actively involved in that pursuit. The focus area components of public art and campus safety and policing developed specific recommendations pertaining to their impact on the Tufts community.

INSTITUTIONAL RECOMMENDATIONS

The institutional recommendations were organized into five strategic priorities. The examples below, within each of the priorities, are only a few of the most overarching and important ones of the 180+ recommendations that were suggested. Full reports from each of the workstreams are available on [the President's Office website](#).

1. Anti-racism education: Institute effective education for every member of the Tufts community to drive anti-racist attitudes, values, and behaviors.

Sampling of recommendations

- Deliver anti-racism and anti-oppression education
 - Establish consistent anti-racist definitions and language
 - Embed implicit bias training in all recruiting processes (already happening in spots)
2. Compositional diversity: Increase Tufts' ability to attract and retain a more diverse community throughout the university.

Sampling of recommendations

- Establish student and faculty pipeline programs
 - Establish leadership pipeline programs
 - Implement cluster hiring
3. Capacity and resources: Provide the people, time, and financial resources to transform Tufts into an anti-racist institution.

Sampling of recommendations

- Include DEI as a priority in the budget process

- Provide funding to support targeted actions
 - Add diversity sourcing resources
4. **Accountability and measurement:** Hold every member of the Tufts community and the institution accountable for embodying anti-racist behaviors.

Sampling of recommendations

- Measure progress against anti-racism targeted actions and climate surveys
 - Consistently communicate progress
 - DEI Goals in performance review process
5. **Structural improvements:** Ensure that all policies and processes are free of bias, enhance transparency, and lead to equitable outcomes.

Sampling of recommendations

- Implement a supplier diversity program
- Remove any barriers from the admissions process
- Revisit and update the tenure process
- Improve the recruiting process
- Review and update policies as appropriate

FOCUS AREA RECOMMENDATIONS: PUBLIC ART

The broad recommendation from this workstream was to enhance representation of campus art by commissioning artwork and digital projects to commemorate notable BIPOC figures from Tufts, creating murals that celebrate the diversity of Tufts, facilitating a series of rotating exhibitions, investing in permanent art collections, and recontextualizing existing artworks. Key actions include:

- A repair of the visual record with new commissions
- Investment in a digital portraiture project
- Replacing Coolidge Room portraits with historic and community-driven exhibitions
- Developing new public artworks through an artist-in-residence
- Diversifying campus environments

FOCUS AREA RECOMMENDATIONS: CAMPUS SAFETY AND POLICING

The recommendations from this workstream focused on creating a campus safety organization that serves the needs of all community members by employing a broader

sense of safety and well-being, embracing a restorative and transformational approach, deepening inclusion and equity, and building trust. Key actions will include:

- A multi-resource model, including non-sworn personnel and mental health professionals
- Bias-free policies, procedures, and practices
- Enhanced training
- New website and digital communications strategy
- Increased emphasis on community engagement
- An independent advisory board of faculty, students, and staff
- New working group to study arming status of campus police

Next Steps

The next step at the conclusion of the workstreams is to develop detailed implementation plans, which will include final cost estimates, timeline, resources needed, and owners of various implementation projects. A governance structure to oversee the effort and to create accountability mechanisms also needs to be developed. Working groups at each school and unit to enact implementation also need to be advanced.

Once formal implementation of the recommended steps begins, a regular mechanism of formal and informal progress updates for the community through town halls, written communication, faculty meetings, and other media will be developed.

All of the above measures will be developed by members of the university's senior leadership team, in partnership with the office of the chief diversity officers, the Diversity and Inclusion Leadership Council, the Academic and Administrative Councils, and the Tufts University Cabinet on Diversity, Equity, and Inclusion. All members of the Tufts community—students, faculty, staff, and alumni—will be invited to participate as plans are developed.

Acknowledgements

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