***#1: New Data on Police Discrimination and Race***

Notes

About the study: From May 29-June 10, 2020, an interdisciplinary team of Tufts researchers conducted a national survey exploring discrimination in the U.S. The nationally representative survey explored the perceptions of nearly 1,300 adults on a broad range of topics that fell into three categories: civic engagement, health, and wealth. The results reflect 350 variables, for example, health care during the pandemic and discriminatory treatment in the workplace. Today’s session examined patterns of discrimination experienced by different racial/ethnic groups in police interactions.

Preliminary results around policing: Q: Have you ever been unfairly stopped, searched questioned, physically threatened, or abused by the police **ever**? While 13% of White, non-Hispanics said yes, Black/African Americans experienced unfair policing 3.5 times as often; 43% of Black/African Americans.

Q: Have you ever been unfairly stopped, searched questioned, physically threatened, or abused by the police **within the past year**? Again, the results reflected large disparities, with 22% of Black/African Americans reporting this treatment recently, compared with 8% of White Americans.

You can find additional results/slides in this press release: <https://now.tufts.edu/news-releases/two-thirds-african-americans-know-someone-mistreated-police-and-22-report-mistreatment>

The research team invites others interested in exploring a topic. Submit inquiries to peter.levine@tufts.edu

The session involved nearly 200 people who raised questions and suggestions in a chat thread. For example, people asked about how these results compare with other survey results (e.g., [Gallup](https://news.gallup.com/poll/175088/gallup-review-black-white-attitudes-toward-police.aspx) and [Pew](https://www.pewresearch.org/fact-tank/2020/06/03/10-things-we-know-about-race-and-policing-in-the-u-s/)).

Some suggested next steps included exploring Tufts students’ relationships with TUPD, which were explored in [this Observer article](https://tuftsobserver.org/whats-there-to-see-questioning-police-presence-on-campus/) and Boston policing, reported in [this local news report](https://www.wgbh.org/news/local-news/2020/06/12/black-people-made-up-70-percent-of-boston-police-stops-department-data-show). Ensure that Tufts campus security has gone through implicity bias training.

Presenters (in order of presentation): Peter Levine, Deborah Schildkraut, and Jayanthi Mistry

Main ideas shared:

(1) About the study – methods, scope, import

(2) Preliminary results on interactions with police

(3) Potential use by other researchers and others interested in exploring the data

(4) What next – ideas for future research, use at Tufts.

Red flags (if any): None.

Action items shared:

The dataset will go live in August, and anyone who is interested can explore the data and patterns then. Watch for updates with a link.

The plan is to repeat the survey to enable longitudinal research.

Presenter: Dr. Flo Tseng (and Alastair Cribb)

***#2: Cummings School Day of Reflection, Commitment and Actions***

Notes

Shared background on racial inequities and underrepresented minorities in veterinary medicine

Cummings School has less than 2% Black students, while the overall population distribution is 9%. Faculty is not sufficiently diverse.

Are we doing a good job of recruitment? How do we address lack of role models?

Veterinary medicine is the least of diverse of all health professions.

Should we include anti-racism/diversity in our Mission Statement? Can we do a better job of supporting our front-line workers, especially in the interface with the public? We need to be clear to our clients as well.

Should we make more general and specific educational opportunities? More of an awareness campaign for some. Others suggest that training should be mandatory

Upstander vs ally – upstander actually speaks out during uncomfortable situations

Can we offer more scholarships? We have created 6 so far and are aiming for 8 that will be worth $100,000 each, over 24 h.

Recruitment – need to show that on campus we have programs and interest in discussing these issues. Implicit bias training on entering the campus. Bringing in people who can help to address these issues if we don’t have expertise here. We only had 1 ethics class on this topic – and need more.

We need focus early on in the student life cycle to have an impact diversity. Could we facilitate experiences for diversity candidates through volunteer programs.

Main ideas shared:

Racial inequities exist in veterinary medicine. Black Americans are relatively more underrepresented than other groups at Cummings School.

We need to improve learning for everyone – faculty, staff, students, and our clients.

We need more support for our people who are on the “front line” and experience overt racism and micro-aggressions.

Red flags (if any): No red flags

Action items shared:

1. We have created an Anti-Racism Task Force to develop action steps for Cummings.
2. We need to establish learning programs for faculty, staff and students
3. Focus on recruitment to Cummings and to the profession
4. More support for students in need.

**Presenter:** Dr. Damian Archer

***#3:******COVID-19, A Pandemic within a Pandemic: Racial Injustices, Structural Racism & Health Inequities***

**Notes:**

* Words are impactful and can impact radical change
* Difference between Non-Racist and Anti-racist- the first is a passive response, and rests on privilege. The second is more active and uses more meaningful steps to dismantle systems.
* Environment affects epigenetic generationally that may lead to physiological changes that impact health inequity for our black communities. Thus, basic biomedical scientists can contribute to addressing health inequity.
* POC with faculty positions of authority and power in the medical school hierarchy is long overdue.

**Main ideas** shared by speakers; Dr. Anthony Schlaff, Dr. Ndidiamaka  Amutah-Onukagha, Dr. Keith Nokes, Dr. Joyce Sackey, Dr. Dan Jay, and so many others to include students and chat comments:

1. The problem of racism belongs to all of us. The legacy of slavery affects everyone’s ability to advance - As a medical school it is our responsibility to uplift everyone
2. Inequities in society and economic status is not new. The average Black household represents 8% of within this country; is more likely to be in ow wage positions, has less sick and family leave, and may live in crowded areas; has 3 times the rate of infections than whites; and death rate is 7 times higher than whites due in part to risk factors and access to healthcare.
3. Our institutions are steeped in a history of policies and environmental racism
4. White allies cannot rest on their privilege of being white
5. Statements of commitment alone are not enough; we need to follow with acts of commitment… What commitments are still left unsaid, unwritten?
6. re-evaluate the system of how students are eligible for selection. Acknowledge the subjectivity of racism in the possible determination of clinical core clerkship grades.

**Action Items:**

1. We acknowledged that we have a lot more work to do to become an anti-racist medical school
2. Actively create inclusive spaces where BIPOC students feel like they are valued and belong by hiring more BIPOC faculty at all levels. Faculty who can coach and mentor every student at the school through their professional development enhances the quality of education for all students. Specifically, the school should consider clustering hiring of BIPOC faculty as a strategy to expedite inclusion, belonging and diversifying faculty and staff.
3. Engage and lead other medical schools in the state and nation by raising the awareness and urgency of addressing racism as a public health emergency – consider taking a similar initiative as was done with the opioid epidemic to bring other medical schools together to develop and implement anti-racist curriculums and learning environments.
4. Create systems of accountability that will always intervene when incidents of racism are

reported or observed in our working and learning spaces.

1. Consider removing barriers to acceptance into the medical school programs that perpetuate racism

as the MCAT for medical school.

1. Become an Anchor institution in the community that is more actively engaged in supporting community partners and vendors instead
2. Be deliberate and intentional about mentoring and support. Support should be institutionalized with resources provided to make student success attainable.
3. Increase diversity in the communities we serve

# ***#4:*** ***Roundtable Discussion: Identifying Structural Racism in our Professional Spaces as Faculty***

Each participant took a turn reading a few lines of the piece written by Titus Kaphar about his painting that was on the cover of Time Magazine after George Floyd was murdered. The intent was to center a Black voice, not our own. <https://time.com/5847487/george-floyd-time-cover-titus-kaphar/>

We reviewed the ground rules shared by Adriana, and spoke briefly about the

We acknowledge that we come to this work from many places, and we will all be holding many emotions. We will recognize and acknowledge any discomfort but seek to move past it.

The history of systemic racism is long and woven into the fabric of our country. Recent murders of Black people at the hands of police George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade follow a long line of injustices as does the discrepant impact of the COVID 19 crisis on Black Americans.

In this dialogue today, we will work to identify how structural racism plays out in our departments, our classrooms, in meetings we host, and communications we send. We will use 2 questions to guide this session in breakout groups.

## Breakout Question 1: What are norms, values and perspectives that perpetuate racist practices against Black members of our Tufts community? Consider yourself as an individual faculty member, your department, your classroom.

List your ideas next to your breakout group number:

|  |  |
| --- | --- |
| Breakout Group 1 | * Heavy reliance on student evaluationswhich we know to be biased. Prevents promotion, tenure or at least is a barrier
* Comments on evaluations of faculty of color are weighed more heavily
* Even though we recognize this as a problem, we have done nothing
* What is considered expertise, scholarship is biased
* We don’t bring diverse voices into our classes though we claim to espouse that
* Primacy of the written word
* Devaluing of embodied or emotional selves
* Time urgency that precludes relationship building
* In searches with candidates of color in 5 out of 5, we chose the white candidate - ruled out a LatinX candidate with exceptional references; how candidates are reviewed is biased - this perpetuates the whiteness of Tufts as an institution
* We pride ourselves on having diverse candidate pools, but it feels like checking the box
* Black faculty are already stretched with service, which impacts how they are evaluated, even though this is valuable and necessary work
* Lack of mentors because there are so few Black faculty
* We hire for a particular area which gives privileged white male candidates over women, and women of color
* Faculty of color are isolated because their numbers are so small
* Some disciplines and courses are necessarily focused on race, but what about the others?
* I worry about how well I am addressing issues of race but it is so important to do it well - especially as a white person, but even as a person of color
* The language of diversity and inclusion is subscribed to on a superficial level - what about belonging? Tufts can be an unwelcoming environment. How can we explore that as a PWI?
* Lots of Tufts faculty of color and a non-binary staff member left over the past several years
* How do we think about our resources, fundraising, and other structures on these issues?
* Some people have a harder time finding resources that others
* Work-life, partner hires, housing costs are factors for hiring
 |
| Breakout Group 2 | * Assumptions of identical experiences in classrooms, office hours, meetings - and that if they have a different experience the problem is with them, not the space
* Using letters of recommendation for admission without awareness the way that racism influences the genderized or racialized language and the recommenders overall evaluation
* A norm that perpetuates racist practice at our university and department level is not giving more credit for faculty’s service contributions.
* Decolonizing Readings on a syllabus, which scholars are represented
* Subjectivity of grading on clinical rotations is not just in the “eye of the beholder” -- there is research that students of color are being discriminated against and this is impacting their ability to match into residencies and future career options that they have available to them
* Racism, Classism & Sexism in student evaluations of teachers
* Themes on Inclusivity in fundraising: Lack of representation in disciplines, feeding into who is on boards of advisors, donors and other influential roles.
* [https://www.teachingtolerance.org/](https://www.tolerance.org/)
 |
| Breakout Group 3 | * Stereotypes about Black people being dangerous
* The ways we congratulate ourselves over how far we’ve come - easy to become complacent
	+ Examples of successful Black individuals and hiring a few Black people → cited as a department being diverse, accepting, non-racist
* Admissions practices are not holistic, there are inherent barriers to admission (e.g., standardized testing at the graduate level)
	+ Works in both directions - Asian students who have high GRE scores are dismissed in relation to White students. Scores are interpreted based on the racial group of the student
* Misrepresentation of diversity at the university through photos and media; tokenization of Black students in photographs
* What’s considered socially acceptable; standards of professionalization are white-centric
* Traditional curriculum is biased; who is and isn’t highlighted in terms of research/academic contributions
* White is considered the acceptable standard
* As a university, we may think we’re welcoming but may truly not be
	+ Inequities in admission
	+ Admitted students of color who need additional resources to achieve success are treated with frustration
* Tokenization in classrooms; singling out individual students to represent their identity group; placing stereotypes on students
* Organization of student groups and affinity groups results in “othering” students who don’t clearly fit into any particular group
* The perspectives and points of view of Black members of the Tufts community not taken seriously
	+ Tendency to not fully listen; defensiveness and temptation to immediately take action steps gets in the way of deeper listening and understanding
 |

## Quick Debrief

After the first breakout, we did a quick debrief of three things each group talked about. They were next instructed to return to their breakout groups and choose one or two of the core issues that, if focused on, could make a big difference toward Tufts being anti-racist. Then, they were to brainstorm ways to begin to work on the challenge.

## Breakout Question 2: As we begin to become more cognizant of these racist practices in our spaces, how can we begin to address or disrupt them? Pick one of the items on the list above that you think will have an impact, and what actions should be taken.

List your ideas next to your breakout group number:

|  |  |
| --- | --- |
| **Breakout Number** | **Actions to address/disrupt** |
| Breakout Group 1 | * Target fundraising efforts so we can bring in and support more Black faculty - investment this. Out our money where our month is.
* We need a review of advancement and advancement practices
* Difficult to do exit interviews to get data - good to figure this out
 |
| Breakout Group 2 | * Department level efforts - coordinated positions focused on diversity, equity & inclusion located within the department, review of courses guided by questions of DEI,
 |
| Breakout Group 3 | * Start seriously discussing research around academic climate/ environment (e.g., discussing journal articles on bias during departmental meetings)
* Connecting 1-on-1 with students will help faculty see students as true individuals
	+ Set up and take advantage of opportunities for connection - informal conversation before and after class
	+ Connecting with students without singling them out
	+ Integrating office hours into course design in a structured way
	+ Clarify to students how to make these connections, how to connect with mentors, what office hours are for
	+ But how to do this in large classes?
 |

Someone shared this in the chat: The American Institute in Physics did a huge research project in 2018-2019 into why there are so few Black people who get Physics degrees, and how departments should respond and change. Their findings were released this year: <https://www.aip.org/sites/default/files/aipcorp/files/teamup-full-report.pdf> It's a real treasure trove, and I'm sure has implications for other disciplines.

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# Roundtable Discussion Summary of Key Points: Identifying Structural Racism in our Professional Spaces as Faculty

Annie Soisson, CELT, Facilitator with Heather Dwyer and Carie Cardamone, CELT

## Breakout Question 1: What are norms, values and perspectives that perpetuate racist practices against Black members of our Tufts community? Consider yourself as an individual faculty member, your department, your classroom.

## Breakout Question 2: As we begin to become more cognizant of these racist and inequitable practices in our spaces, how can we begin to address or disrupt them? Pick one of the items on the list above that you think will have an impact, and what actions should be taken.

# Summary of Key Priorities and Actions:

**Challenge**: Evaluation of black faculty are evaluated is biased and unfair: student evaluations as the main source of feedback on teaching, student comments are weighted more heavily for faculty of color in general, and the disproportionate weight of service through advising, mentoring and committees does not receive the weight deserved

**Potential Action**: Examine and change systems of faculty evaluation from student feedback to the department to T&P to support faculty contributions and teaching

**Challenge**: Our faculty hiring processes are biased and superficially focused on diverse candidates because of a dominant white privileged perspective on scholarship productivity, and white-centric expectations. AND, we need to put funding behind these hires.

**Potential Action**: A review of how we prioritize this in advancement to identify how to make it possible for Black faculty to move to Boston

**Challenge**: Tufts can be an unwelcoming environment for Black students, staff and faculty and we think we are post-racial and we are complacent.

The perspectives and points of view of Black members of the Tufts community not taken seriously; Tendency to not fully listen; defensiveness and temptation to immediately take action steps gets in the way of deeper listening and understanding; what’s considered socially acceptable; standards of professionalization are white-centric; the language of diversity and inclusion is subscribed to on a superficial level - what about belonging? Tufts can be an unwelcoming environment. How can we explore that as a PWI?

**Potential Action**: Determine how can we explore that as a PWI and challenge ourselves

**Challenge**: Our curriculum has not been decolonized or carefully examined to ensure diverse voices and perspectives are represented.

**Potential Action**: At the department level, start seriously discussing research around academic climate/ environment (e.g., discussing journal articles on bias during departmental meetings) and re-examine each course and also determine what might be added to contribute to an antiracist curriculum.

***#5 – Session Title: Racial Justice and Sustainability***

Presenters: *Tufts Office of Sustainability, Prayank Jain, Cyatharine Alias*

**Main Ideas Shared:** *Overview of session—* Link to presentation slides [here](https://tufts.box.com/s/mbbwsan9b70wzdcacjy4tbs7uxma4fmj)

* As an office of non-Black individuals, the Office of Sustainability recognizes that we are not voices of authority on these topics. We are actively working to learn from and amplify BIPOC voices.
* Common terms to use
	+ **Sustainability**: environmental, social, and economic. A way of thinking, to address the well-being of all people and the planet
	+ **Environmental Racism**: Policies and practices that disproportionately place the burden of pollution, waste, and the climate crisis on BIPOC communities
	+ **Environmental Justice**: Dismantling environmental racism. All people are entitled to equal environmental protection to live, work, and play in a clean environment.
	+ **Intersectional Environmentalism:** An inclusive version of environmentalism that acknowledges injustices and advocates for both the protection of people & the planet.
* Questions to discuss in Break-out groups
1. What are the systems and conditions that have led to Black, Indigenous, and POC communities being hardest hit by Covid-19, climate change, environmental pollution, and police brutality? How do we call these systems out and respond?
2. In what ways is the white environmental movement inaccessible to Black people, Indigenous people, people of color, and low income people? What does just, inclusive, intersectional environmentalism look like?
* (9 Break-out discussions; see individual session notes below)
* Group discussion, facilitated by Cyatharine Alias
	+ Reporting back of conversations in break-out rooms
	+ To all: How can Tufts address and make forward movement in these issues? – see *Action Items* section
* Black Voices in the Green Space—a celebration of Black environmentalists, with brief descriptions of their work
	+ *Dr. Robert Bullard*, the “Father of Environmental Justice”
	+ *Dr. Na’taki Osbourne Jelks*, Southern environmental justice activist
	+ *Leah Penniman*, food sovereignty activist
	+ *Mary Annaïse Heglar*, noted climate essayist
	+ *Ekua Holmes*, local artist in Roxbury/Boston. See: The Roxbury Sunflower Project
	+ *Nicola Williams*, local to Cambridge. See: The Let’s Grow Something Together Project.
	+ *Wanjiku "Wawa" Gatheru*, youth environmentalist
	+ *Leah Thomas*, “Green Girl Leah” (Instagram), youth environmentalist.
* Closing thoughts, made by Prayank Jain
	+ The climate justice struggle is a people’s movement; It is for ownership & control over resources like energy and food, and it is the ability to influence environmental decisions
		- Successful climate action will invariably create a more equitable environment
	+ The Tufts community is interdisciplinary; this contributes to its drive to seek necessary changes, and will be crucial to its success
* Environmental and Racial Justice resources, compiled by the Office of Sustainability. Available [here](https://tufts.app.box.com/file/675000440838). Email sustainabilityoffice@tufts.edu to contribute to this living list.

**Action Items**

* Work to expand our understanding of what the environment is when we think about environmentalism. Sustainable thinking is not an "easy fix," but requires that we change our mindsets, and this includes–without question–the act of listening to minoritized communities.
* Amplify the voices of Black environmentalists
	+ Share these voices on social media (important in time of covid-19), and incorporate them onto our campus; in classrooms, meetings, and events
	+ This is the work of the white majority
* The interdisciplinary nature of Tufts is its strength; Utilize this to make change
	+ Combine university research and funding to help answer the questions that communities (especially those surrounding our campuses) want answered.
		- Directly engage members of vulnerable communities to gain a deep understanding of that needs relating to environmental justice, and be an ally
	+ Establish a cross-disciplinary team/committee of different departments to review and share the relevant research that is already being done, and point towards next steps that can be taken to generate lasting change
	+ Connect UEP with our Public Health/Medical programs, to link the work being done about vulnerable communities
* Given our history of civic engagement, expand civic instruction to all educational levels.
	+ Look to the activism of students after the Parkland shooting.
	+ Change starts at the micro level, where you learn what you can do as an individual or a small group, and grows from there.
* Tisch College is active in creating voting citizens [amongst students]. How can we approach our surrounding municipalities about their funding and ensuring equal access to resources?
	+ Property taxes are primarily how things are funded; They impact how people can vote, which impacts what things are voted on and how resources are shared

**Brief notes from each break-out discussion**

Group 1, facilitated by Prayank Jain

* The power of choice; injustices that we are inherently blind to, or invariably complicit in
* Examples: Departments’ management of supply chains and sourcing. Chemistry department diversifying the research team

Group 2, facilitated by Taite Pierson

* A step forward: Mandating civic training and education in schools (also helpful in family settings)
	+ Example: The Parkland shooting and the student activist response
* Natural spaces can be inaccessible to non-white people and low-income people
	+ Driving required to enjoy
	+ National Parks: historically, wealthy families bought and enjoyed land, then donated it. Not their land in the first place; they classified it from an extreme place of privilege.

Group 3, facilitated by Isabella Kiser

* Discussed the socioeconomics of communities that suffer from environmental racism. More questions arose than answers;
	+ Do people need more wealth/privilege to have a larger voice on environmental issues?
	+ Why are the voices of lower socioeconomic classes seemingly ignored in policy making?
* Discussed segregation and city infrastructure, which has led to historically underfunded areas in cities.

Group 4, facilitated by Michaela Morse

* The unjust systems that have led to the climate crisis also hold BIPOC people back
	+ E.g., infrastructure of transportation, access to drivers license, meeting locations accessible by car only, redlining
	+ Environmentalism has been a racist movement from the start; 1970s activists focused on pollution in uninhabited lands, leaving out Black & Indigenous voices altogether
* Small step is supporting leaders of color in their own communities
	+ White activists should amplify BIPOC voices
* Decolonize the library, archives, and overall curriculum/information and education systems

Group 5, facilitated by Kristen Kaufman

* Police brutality; connections to environmental racism and justice.
	+ Communities disproportionately affected by pollution, landfills, etc., are the most heavily policed
* Environmentalism: Seen as “us vs. the man/the corporation;” yet we need to acknowledge and reconcile that our individual and institutional participation in society is complicit with the systems that led to environmental harms and racial injustices

Group 6, facilitated by Shoshana Blank

* Gerrymandering; communities getting fewer resources—Locally, in Dorchester
* Need better solutions for affordable housing; Covid-19 has disproportionately impacted
	+ Boston low-income/Black neighborhoods have worse public transit
* In social media, zero-waste lifestyles are shown to require more capital upfront
	+ Does not lift up the inherently sustainable practices of low-income communities that can’t buy same items upfront, but save and reuse everything possible
	+ Actively follow BIPOC living sustainably on Instagram, and other platforms

Group 7, facilitated by Cyatharine Alias

* Environmentalism is a “luxury” item
	+ Yet communities of color already practice many sustainable choices out of necessity and culture—this fundamental way of acting should be highlighted

Group 8, facilitated by Jill Parlee

* The country was founded on genocide and slavery – has perpetuated through line of issues with access to wealth, healthcare, etc., remaining today
* We tend to think about ourselves; can do better at thinking about the whole community
* Communities in the past may have recycled better, composted, etc. Why has this stopped? The things held up as “progress” from political figures may derail desires/needs of community
* Yes, Go Vote—but recognizing that the system is not fair, esp. at municipal level

Group 8, facilitated by Kayla Williams

* Inequities in healthcare system; exacerbated by covid-19
	+ These are mirrored in all social services in U.S. Philanthropy can’t make up for the support POC communities need.
* Capitalism is not sustainable
	+ Acknowledging that this economic system started on this land, using enslaved people to extract the natural resources of this land
* Expand thinking: Environmentalism for who’s environment? Our mainstream ideas come from a global history of white supremacy

***#6 – Session Title: Race and Education***

Juneteenth Notes

    As a part of the observance of Juneteenth, Steven Cohen led a discussion entitled “Race and Education” for Tufts students and faculty. By explaining the systemic nature of inequality in education, Cohen addressed that in order to move our school systems forward, we must first acknowledge its segregated history. Participants were then able to consider how their own experience in the K-12 school system reflected wider trends in American society.

    Cohen began the discussion by describing the history of segregation in the United States education system. While Horace Mann describes education as the “balance wheel of the social machinery”, oppressive laws prevented African Americans and other marginalized groups from studying in many public schools. The NAACP fought against this “separate but equal” fabrication by pushing for black students to study at traditionally “white only” institutions. Eventually, reform was made at the national level to allow for this integration. However, historical segregation has left long lasting impacts today. While many politicians campaign on revamping schools to create equitable learning opportunities for all students, achievement gaps ( or “opportunity gaps”) are continually pertinent. Cohen’s comprehensive historical review allowed participants to understand the complexities behind race and education.

    After Cohen provided an overview of segregation in the U.S. education system, he invited Thomas Downes to share his research regarding the severity of town segregation in America. Ultimately, Downes explained that solving achievement-gaps in schools is rendered impossible without first addressing the racial discrepancy in residential areas. He explained this by sharing that each community has a different tax base, meaning that some schools receive far more funding than others. While poorer communities are in need of the most funding for their schools, they ironically receive the least. This feedback mechanism prevents socioeconomic mobility among historically marginalized groups. Consequently, The cyclical nature of this issue uncovers the complexities of working towards equitable schools across the United States.

    After Downes' explanation of his research, participants were then asked to join breakout rooms to reflect on their own education experience and the diversity they saw in their classrooms. Many students and faculty discussed how their classes lacked diversity confirming Cohen’s assertion that schools today continue to be racially divided.

    The “Race and Education” Juneteenth discussion provided Tufts participants with the unique opportunity to hear from experts in the fields of Education and Economics explain how multiple oppressive systems intertwine to create unjust educational gaps in America. This insightful, open conversation addressed an important factor of Juneteenth.

**11 Session Race and Education**

* Steven Cohen -- leading discussion about race and education

History

* American education emerged from Massachusetts and Horace Mann
* Education is the balance wheel of social machinery
* Education is a beacon of equality
* If you grew up in the North -- you have an idea where segregation did not occur
	+ Difference between De Jure and De Facto segregation
	+ De Jure is by law
	+ De Facto “just happens”
* Is there such a thing of De Facto Segregation?… isn’t it really just De Jure but with a different term?
* Sarah Roberts case - legally segregated Boston schools as long as they were “equal”
* 1855- Mass passed law ending segregation… this was really to discourage Irish Catholics from sending their children to public schools
* These schools were really built for protestants. This system discriminated against most people
* Sarah Roberts case was rationale for Plessy vs. Fergason case
* NAACP took on this case at separate but equal but had to figure out at what level they would attack this issue
	+ They start at the graduate school level
	+ African Americans at the graduate school level had already “proven” themselves to be model citizens
	+ Particularly responding to law school they managed to challenge separate but equal
	+ Missouri and Maryland supreme court's decision that separate wasn’t equal made law schools have to integrate in the 1930s
* Poor people tended to live in similar neighborhoods
	+ Roosevelt government trying to do something about lack of home ownership in the USA in 1930s
	+ Only 30% of Americans owned a home in 1930s
	+ The government
	+ Red lining -- prevented African Americans from getting money for mortgages in a particular neighborhood
* GI Bill during WW2
	+ Servicemen are allowed to get loans to set up businesses
	+ Mortgage rates and conditions change drastically  -- vets can put down 10% on a house and pay off their mortgage in 30 years
	+ Levittown on Long Island -- 98% white
	+ Housing policies in our country created suburbia… which was very divided racially
* Supreme Court Decisions 1950s
	+ University of Texas (1949) -- unfair to force a 70 year old to sit behind a black curtain in an education class at the PHD level
		- He should be allowed to sit with other students
	+ Ira Katznelson, historian at Columbia -- wrote a book called *When Affirmative Action was White*
	+ Structures in education set up to make education inaccessible to Black Americans

Education Reform

* Be very skeptical
* Schools by themselves are never going to do it
* Schools fit within a societal structure… we need large scale reform to change
* In the last 25 years we’ve gone down an dead end under the title of “Education Reform”
* Narrative says that testing leads to equality… we will never test our way to equality
* Education reform is politician’s favorite mantra… cheap way to deal with society's inequities

Thomas Downes on Money and Finance

* You won’t solve all programs with desegregation because of residential segregation
* Book: *The Color of Law*  by Richard Rothstein-- discussion of the roles that governments played in residential segregation
	+ Idea of money was a way to create equity in a world in which people are segregated
	+ The hope was that even with residential segregation we could still have a more equal schooling system
	+ Force state financing to create more equitable residencies
	+ Different tax bases among communities = different spending levels which is the worst thing
	+ Court cases tried to move us towards equity
* Success of Court Cases (state by state):
	+ In Mass: finance reform occurred in 1993
		- Pushed dollars towards communities who needed more money
	+ Money Matters -- it is helpful to put more money into poorer communities (that raises the bottom up)
		- Testing helps
		- College attendance has increased in Mass. Problem: This mostly helped advantaged white kids
	+ States need to be constantly pushed. If not then you won’t get greater equity
	+ This is about segregation and the steps that need to be taken

Steven Cohen

* Schooling and housing are so intertwined
* Money matters, but it isn’t the only thing
	+ We have to think about money in terms of hyper-segregation that we have in this country
* Question: Are there ways to standardize racial awareness curricula  across schools
	+ Majority of Tufts students attended a segregated school in some form. Curriculum means almost nothing unless you have a good teacher
	+ There are standards in different states which are fine, but these standards have to go further for the teacher to make these points
	+ Brown Decision: not everyone immediately desegregated
	+ Tufts should think as broadly as they can for accepting people into the MAT program
		- 78% of teachers of white women
		- Tufts can play a role in integrating education

Break Out Discussions

* Some high schools are very diverse until you look inside the individual classrooms
* Tracking makes people who look the same end up in classrooms with one another
* Parent Committees to work on diversity and inclusion equity… however the outcomes are very different even if a diverse set of students attend the same school district
* What’s next after you do integrate schools?
	+ You can’t evaluate a good school by the way that metrics are used today.  Test scores just tell us socioeconomic status

Shaker Heights

* Issues in achievement gap and opportunity gap within an integrated community
* Make sure that shaker maintains its diversity

Urban Academy

* No exam school
* Diverse school
* Small school
* They only have to take the English regents but not anything else
* How long did it take before you thought it was a “good school”?
	+ 15 years
* This takes a lot of work