APRIL 28, 2021

TASK FORCE ON ANTI-BLACK RACISM
RECOMMENDATIONS TO PRESIDENT CHRISTINA H. PAXSON

BROWN UNIVERSITY

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Acknowledgement

The recommendations put forth by this Task Force were informed by several conversations with members
of the Brown and Providence community and data provided by several administrative offices. Our
inquiries were met with a willingness to grapple with the realities of and opportunities to address anti-
Blackness. We acknowledge the following offices and organizations for their support throughout this
process: Office of Institutional Research, Admissions, Alumni Relations, Brown Center for Students of
Color, the Center for the Study of Slavery and Justice, Center for the Study of Race and Ethnicity in
America, the College, the Faculty Executive Committee, the Graduate School, Office of the Dean of the
Faculty, Office of the Executive Vice President for Finance and Administration, Office of the Vice
President for Campus Life, the Rhode Island Black Heritage Society, School of Engineering, School of
Public Health, University Human Resources, University Library, and the Warren Alpert Medical School.

Introduction

In the wake of the murders of George Floyd and Breonna Taylor, two unarmed Black individuals who lost their lives at the hands of police officers, President Christina H. Paxson wrote in her letter to members of the Brown Community that even though "we have made progress in diversifying parts of campus, substantial work remains specifically in addressing anti-Black racism" (June 15, 2020). This document confirms President Paxson's claim and puts forth recommendations to address the vexing persistence of anti-Black racism that plagues the country and inevitably makes its way onto the Brown campus.

Brown University has a responsibility to dismantle the structures of institutionalized racism that evolved in tandem with Brown's own growth from a small eighteenth-century college intended to train clergy to a top-tier twenty-first-century research university. The University's groundbreaking 2006 self-study, *Slavery and Justice*, details the "complicity of many of the University's founders and benefactors in slavery and the slave trade, and outlines some of the direct benefits that accrued to the University."[1] Brown's long history provides the University with an enviable stature on the landscape of American higher education, yet it obliges all who benefit from Brown's prestige to confront the enduring patterns of exclusion and marginalization that have structured and continue to shape the Black experience on campus and beyond.

Historical Context

Brown University's historic role in benefitting from and normalizing the institution of white supremacy is by no means unique. The history of the United States is inseparable from the history of anti-Black racism. The enslavement of Africans in the Americas and the particularly vicious history of anti-Black violence during slavery left an indelible mark on our nation and its institutions of higher learning. The disciplinary forms of knowledge that emerged on college campuses promoted notions of essential and unbridgeable racial difference, erased African-descended people from the annals of history and civilization, and legitimated the social inequalities that impeded Black economic mobility and full citizenship rights. Moreover, exclusionary admissions and hiring practices created a false meritocracy in which claims to excellence—in the laboratory, at the lectern, and on the field—were forged in the absence of Black colleagues and classmates. These institutional investments in anti-Black racism abated neither as slavery gave way to legal segregation, nor as the Jim Crow era fell before the Civil Rights activism of the 1950s, 1960s, and 1970s. Even as the most egregious forms of racism became illegal and universities like Brown availed themselves of new policies to increase the presence of Black students and faculty, anti-Black racism continued to cast a shadow over the country and our campus. Now, it persists as coded language, unconscious bias, and nominally "color-blind"[2] policies.

The effects of the legacy of anti-Black racism are immeasurable. Likewise, the extent to which individuals and institutions have been culpable in perpetuating racial injustice is incalculable. Despite decades of unequal treatment, African Americans have generated rich cultural and intellectual resources. There is no complete repair or comprehensive reparation for the level of harm that they have incurred throughout United States history. Brown University can never fully address the ugly history of anti-Black violence in its totality. It can, however, create policy, build curriculum, foster a positive climate and relate to the greater Providence community in ways that actively work against anti-Black racism; that is, the University

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[1] Brown University Steering Committee on Slavery and Justice. (2006). *Slavery & Justice*. Providence, R.I.: Brown University.
[2] Apfelbaum, E.P., et al. (2012) *Racial Color Blindness: Emergence, Practice, and Implications*. Current Directions in Psychological Science 21(3) 205-209.

can prioritize equity and accountability in its relationships with its Black students, staff, faculty and the larger Black community.

This Task Force recognizes anti-Black racism—the systemic denial of Black humanity, intelligence, and moral character—in the ongoing functioning of Brown University in the year 2021 as a harm that requires immediate remedy and long term repair. The costs to Black students, faculty, and staff are ongoing, as anti-Blackness undermines self-perception, impedes accomplishment, blocks advancement, inhibits a sense of belongingness, and at times, threatens physical safety. The costs also accrue to the University community as a whole, to the extent that racism diminishes perpetrators and bystanders alongside its targets. More fundamentally, anti-Black racism threatens the aspirations for academic excellence that govern Brown's mission, values and strategic aims.

We contend that Brown University cannot stand on the cutting-edge of research excellence nor proclaim its success in training future leaders to confront the multifaceted problems of the twenty-first century so long as anti-Black racism continues to dwell on campus. Only when our entire community holds a shared vision for the flourishing of our Black students, staff and faculty can we say with confidence that Brown has fulfilled its mission "to serve the community, the nation, and the world by discovering, communicating, and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation."

This position has been articulated urgently over the last fifty years, primarily by student activists who merit praise for demanding Brown live up to its promises. We acknowledge the courageous labor of marginalized students who understood activism as a form of learning that could have a positive impact on the institution. Likewise, we cherish a campus climate that has embraced some of the efforts and insights of the scholar-activists that it has produced. Brown is a community that, when pressed from within, has taken a serious and critical self-inventory of its policies and practices. To narrate the University this way is neither to romanticize or dramatize its history. The student Walkout of 1968, the student takeover of University Hall in 1975, the occupation of the John Carter Brown Library in 1985, and the examination of Brown's ties to the vicious Transatlantic Slave Trade—to name just a few examples—provide ample evidence for this claim. The fact that the institution now seeks a role in "dismantling societal systemic racism" reflects the ongoing power of Black-led activism and advocacy to steer the institution toward the "more equitable and just future" it so often invokes.

That such a future has remained elusive for a significant portion of the campus community remains a source of tremendous frustration and discontent. Over the last decade, Brown has developed a new vocabulary for recognizing anti-Black racism as structural and systemic, rather than simply a product of individual prejudice and a handful of bad actors. *Equity* has gained traction as a framework for recognizing impediments to achievement as historically-specific and distinct across numerous registers of social difference. Entities like the Center for the Study of Slavery and Justice and the Center for the Study of Race and Ethnicity in America occupy prominent positions in the intellectual life of the campus, and impressive institutional commitments like *Pathways to Diversity and Inclusion: An Action Plan for Brown University*[3] have promoted the hiring and recruiting of faculty, students and staff of color. Yet by some metrics, progress has been slow when it comes to a substantial and sustained increase in the number of Black-identified people on campus. For example, the current percentage of Black students and faculty hovers below the goals that were envisioned in the 1960s, 1970s, and 1980s by student activists and University leaders alike. Perceptions remain that pathways to advancement—through concentrations and degree programs, along the tenure ladder, and up the administrative hierarchy—remain blocked for

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[3] https://diap.brown.edu

Black students, faculty, and staff. Most troubling of all, Black members of the community report time and again that racism, sometimes subtle, sometimes overt, impedes their ability to flourish at Brown.

The Current Moment

The experiences of Black students, faculty, and staff on campus do not unfold in a vacuum, but rather in concert with the enduring social harms of anti-Black racism in the United States. The Taskforce convened its work in the shadow of several murders of unarmed Black men and women at the hands of the police, and now concludes its work almost a year later as another string of police murders resumes a predictable cycle of public outrage, symbolic gestures of repair, and an all-too-quick return to a status quo that devalues Black life. Our work has also been concurrent with a global pandemic that has disproportionately affected Black people in the United States, a pandemic whose long-term consequences—for community health, for children's educational access, and for families' financial wellbeing—will be felt for decades. As exceptional as the past year has been, Black people in the United States have perpetually faced endemic forms of violence that manifest in health disparities, personal insecurity, and narrowed opportunities. The traumas and slights that accumulate while living in an anti-Black society exact significant physical and emotional costs on Black students, faculty, and staff who do not have the luxury of shedding those burdens when they step into the roles they play on campus. The recommendations of the Task force address the systemic dimensions of anti-Blackness that seep into the many parts of our institution and lay bare a vision of community at Brown that both attends to the well-being of Black people and thereby elevates the quality of life for everyone at Brown.

Task Force Composition and Charge

From the outset, the Task Force on Anti-Black Racism was distinctly constructed to encourage critical self-inventory and broad participation. The Co-Chairs initiated the work by listening to open groups of Black students, faculty and staff. From these listening sessions emerged the larger structure of the Task Force. It was determined that students (two undergraduates, one graduate student, and one medical student) should have a strong voice on the Task Force. The Task Force also included three staff members, three faculty members, one alumnus and a member of the Providence community. All were nominated by their peers for this year-long commitment; and, given that the work commenced in a political moment of normalized violence and harassment of those working in race-specific ways, names of the Task Force members, except for the co-Chairs, were kept confidential over the course of the year in which they served.

President Paxson charged the Task Force to consider two aspects of the Brown experience, broadly speaking. First, the body was tasked with addressing how our community might better educate all of its members on anti-Black racism; and second, it was charged with how we might ensure our campus was a reassuringly safe space for Black people to study, work, do research, and visit. Further, the President reminded us "that work on anti-Black racism [should] be supported and sustained over a long period of time, rather than merely reactive to current circumstances" (President's Charge). We divided our work into four areas of focus: Brown's *curriculum and classrooms, administrative and academic policies, culture and climate, and external community engagement*. Some questions that guided our research and conversations included: "Can a student graduate from Brown without learning about Black people, their creative and scholarly contributions, and/or the history of race in the US?" "Have our Black staff members been promoted through the ranks at the same rate as non-Black staff members?" "What tools will allow deans, chairs, directors, and managers to prioritize combating anti-Black racism within their divisions, departments, and programs?" "In what ways can all members of the Brown community be mobilized and held accountable in this undertaking?" "What can our university do to help improve the lives of Black people living in Providence?"

The University's 2016 DIAP and 2021 DIAP Phase II have posed many of these same questions in relation to "historically underrepresented groups" (HUGs). Much has been gained by recognizing common patterns of marginalization and by generating remedies across the multiple, overlapping, and intersectional categories of social difference that shape lived experience within the University. At the same time, however, the subsumption of Black students, faculty, and staff within the general category of HUG may obscure the specificity of anti-Black racism—both within and beyond the campus walls—to the well-being of Black people at Brown. Relative to the University's DIAP goals, the Task Force's recommendations are both more focused and more expansive: more *focused* because they recognize anti-Black racism as so foundational to the overarching structures of exclusion within the United States that it requires specific and targeted forms of redress; and more *expansive* because they are predicated on the belief that when conditions are created for Black people to thrive it will necessarily create the conditions for all marginalized people to do likewise.

Upon delivery of this report, the formal assignment of this Task Force is complete. It is our hope that the specific anti-racist work we recommend will be sustained over time. This will require earnest commitment and thoughtful, nuanced oversight. Towards that end, we invite the President to reshape this Task Force into a Steering Committee to assist with the oversight of any recommendations that are accepted and to consult on the research that grounded this work. In addition to serving as an oversight board, a standing Steering Committee on anti-Black racism can monitor the development of new recommendations as needed.

Task Force Recommendations

Our recommendations are framed by three themes that emerged as the Task Force considered concrete initiatives for addressing anti-Blackness at Brown: accountability, representation and transformation.

- By *Accountability* we acknowledge anti-Black racism to be systemic, pervasive and diffuse, but nonetheless insist that all members of the campus community have a responsibility to pursue—collectively and individually—discrete, identifiable measures that will mitigate harms and provide remedies. Accountability conveys the literal expectation that all members of the community must account for their efforts toward this end.
- By *Representation* we recognize the increased presence of Black students, faculty, and staff on campus as a necessary, but not sufficient component of eliminating anti-Black racism. Ongoing efforts toward increasing Brown's compositional diversity have not significantly increased the representation of Black students, faculty, and staff; this suggests the need for more robust and targeted efforts to admit, hire, recruit, mentor, and promote Black people in all sectors of the University.
- By *Transformation* we mean a shared vision to leverage the resources of Brown to work for—rather than against—the success and well-being of Black students, staff, and faculty, as well as the general Black population of Rhode Island. In the wake of 400 years of anti-Black racism in the United States, the pursuit of diversity, equity and inclusion are baseline aspirations, useful for stemming the accumulation of additional harms, but inadequate as a long-term mechanism for affecting substantive social change or as a vehicle for reparative justice.

Using this framework, recommendations were developed under four areas of focus: Policy, Climate and Culture, Curriculum and Classroom Experience, and External Community Engagement. Recommendations for each focus area are found below.

Policy

The Policy Sub-Committee of the Task Force on Anti-Black Racism aimed to learn about the specific impact of University rules, standards and procedures regarding staff, faculty and students on the experiences of Black people on our campus. Our inquiry focused on three areas: retention, promotion and recruitment of Black faculty; hiring and advancement of Black staff; and the thriving of Black students. We were specifically interested in whether existing policies and practices accounted for and responded to anti-Black racism as a specific harm.

Our sub-committee met with the Dean of the Faculty (along with the Deputy Dean of the Faculty and Senior Associate Deans), Vice President of Human Resources, Executive Vice President for Finance and Administration, the Vice President of Student Life, as well as with select department chairs. We also consulted externally with foundation program officers and leaders of diversity, equity, and inclusion initiatives at other institutions. We sought to gather evidence of policy options that had shown success elsewhere and that might be applicable to Brown.

These conversations helped to identify existing programs and policies that merit an increased commitment of resources, while also bringing to light a number of impediments to the success of Black students, faculty, and staff. Our recommendations seek to reinforce those efforts that are already working and to suggest new initiatives that can remedy ongoing harms, promote greater accountability, and make Brown's policies more effective for the flourishing of Black staff, students and faculty members.

Recommendations

1. To hold senior executives, administrators, managers, and faculty accountable for their commitments to anti-racism and subsequently Black well-being in our staff, faculty, and student ranks, we recommend that performance reviews and annual evaluations of any person acting in a supervisorial role specifically assess their work to embrace anti-racism.

2. We recommend that as discussions regarding a new integrative Academic Health System continue, Brown's commitment to combating anti-Black racism becomes integrated into that work. This can be accomplished by setting goals for the hiring of Black clinicians, establishing partnerships that improve healthcare service for members of the Black diaspora in the city of Providence, and requiring training on anti-Black racism for all employees/partners.

3. As reflected in DIAP Phase II, we recognize the success of cluster hires and Target of Opportunity programs in both the STEM and Humanities/Humanistic Social Sciences to assist Brown where there exists underrepresentation in the professoriate as detailed in its affirmative action plans. We recommend the Dean of Faculty continue these practices in disciplines and departments that have not typically been invested in these issues or have bypassed the opportunity to hire HUG faculty (specifically Black faculty) in recent years. We encourage the Dean of Faculty to communicate that future commitments to departmental growth (e.g., additional faculty lines, increased budgets) will depend on good-faith efforts towards increasing the representation and success of Black faculty, graduate students, concentrators, and staff.

4. Upon review and assessment, with compelling evidence that postdoctoral appointments that easily transfer into tenure-track positions are the most successful mode of increasing the representation of Black faculty, we recommend the tripling of funding for the existing Presidential Post-Doctoral Fellowship program and the continued pursuit of external funding for such positions via the Mellon Foundation and other grant-making entities.

5. We recommend that every facet of hiring prioritize the identification, recruitment, and advancement of Black staff. Goals can be established appropriate to departments, divisions, and offices, with attention to both hiring and promoting Black candidates in accordance with the University's affirmative action plan's data of underrepresentation in the workforce. The VP of Human Resources should maintain a reserve fund to help departments hire and promote excellent candidates in order to increase compositional diversity, particularly in divisions where Black staff are underrepresented.

6. To allow for the appointment of more Black department chairs, we recommend the University fund a yearly professional development/management training course for Associate and Full Professors (with a focus on Black identified faculty) interested in pursuing academic administration.

7. Building on the actions stated in DIAP Phase II, we recommend Brown create a program to support local, Black-owned businesses. This program could support these business through grants, residencies, and small-business incubators that provide access to resources at Brown such as consultation from the Nelson Entrepreneurship Center.

Culture/Climate

The Climate and Culture subcommittee of the Task Force aimed to understand the current climate for Black students, faculty, and staff. We focused inquiries on systems and policies that result in harm to the Black community at Brown as well as administrative needs to better support the Black community.

This subcommittee met with the Vice President for Student Life and several administrative offices and campus centers that directly affect Black students' lived experiences and success at Brown as well as

student focus groups. We also reviewed campus climate survey data from 2018 and survey responses on the Alumni Feedback survey conducted in 2021. Both the ideas and challenges raised in these meetings as well as institutional data informed the recommendations put forth by this subcommittee.

Our recommendations seek to address the following issues raised in focus groups and made apparent by survey data:

- There is a perceived lack of institutional support for Black people in all facets of the Brown community as well as cumulative lack of commitment to invest in ensuring that the capacity meets the need for Black students and staff. The committee's focus groups and conversations revealed a consistent sentiment that Black people at Brown feel a lack of institutional regard for their well-being, diminished value in their physical presence as members of the University community, resistance to their full cultural expressions, and disparities in their ability to fully access and leverage the institution for their personal, academic, and professional success.
- There is a need for more physical space for Black students to allow for meaningful community engagement and to feel comfortable at Brown. Existing campus spaces are unable to meet the current and future needs of Brown's growing Black community. Current spaces also exhibit a lack of institutional capital investments—and in some cases are in visible disrepair—which exacerbates the Black community's feelings of marginalization and devaluation. Additionally, cumulative anecdotal accounts paint a narrative of unwarranted and aggressive surveillance of Black spaces that disrupts community harmony, increases hypervigilance, erodes well-being, and contributes to Black people feeling like they are not as welcomed as other members of the Brown community. As one undergraduate student lamented, "there is no place for Black joy at Brown."
- Brown has a diffuse culture built on autonomy, self-agency, exploration, and customization; while these tenets inspire academic freedom and imagination, they do not properly undergird a cohesive structure and process for gaining access to resources and navigating University systems. The current way of being at Brown requires individuals to advocate for themselves and in many ways subsumes institutional responsibility for success to the student. This cultural issue is at the core of Brown that compounds structural barriers to access and creates impediments for Black students. The cumulative impact is a Brown culture that is anti-Black.
- There is a need to develop and make visible an informational infrastructure to access resources and surface complaints. Black focus group participants often cited a lack of awareness of Brown's bias reporting process and/or expressed deep distrust of the efficiency, efficacy, and accountability of the process. Additionally, Black students experience a community burden to share information amongst themselves, act as peer guides, or heavily rely on individual interpersonal relationships, informal networks, and inconsistent mechanisms (e.g., word of mouth referrals from other Black people) to connect with University systems and institutional resources.

Recommendations

8. Though resources like the bias reporting system exist, members of the Brown community noted a lack of awareness of these tools when incidents occur. We recommend the University clarify avenues for reporting issues that impact the Black community and/or highlight ways to build awareness and trust about these processes. This includes communicating a transparent process for utilizing the discrimination and harassment adjudication process, as well as the bias incident reporting system for access to resources and University-wide pattern tracking.

9. Spaces on campus that are ostensibly intended for Black individuals to be in community (e.g., Churchill House, Rites and Reason Theater, Harambee House and Brown Center for Students of Color) are in need of renovation when compared to other spaces on campus. We recommend capital investments to improve the quality and quantity of spaces that proportionately support Black people, life and culture on campus. This includes:

a. an institutional plan to preserve and sustain Black community spaces, like Harambee House and Rites and Reason Theater, that hold historical and cultural significance to generations of Black Brunonians and serve broad needs well beyond their current University designation (e.g., residential space, performance space). Brown must commit to removing policies which subject Black community spaces to unnecessary and recurring vulnerabilities (e.g., annual program house status renewals) and ensure the continuous, uninterrupted existence of Black spaces.

b. physical space and infrastructure to store archives and historical artifacts of the Black community at Brown as well as a central space to house institutional knowledge for how to thrive as a member of the Black community at Brown to ensure generational institutional knowledge transfer and community continuity. This includes continued institutional support for the *Black at Brown* digital timeline initiative.

10. Addressing anti-Black racism at Brown is a community-wide effort and should not solely depend on Black-identified community members. We recommend that Brown develop an initiative to promote allyship for Black people (faculty, students, and staff) at Brown. This will allow the entire community to gain awareness of the ways anti-Blackness can manifest, and skills to address it when it does. This initiative could include a resource of self-identified faculty and staff who have time and willingness to support Black students on campus to alleviate the additional labor that too often falls on Black faculty and staff.

11. There is a need for every member of the community to have a working knowledge of the impacts of anti-Black racism and the tools to address it. To that end, we recommend that The College commit to centering anti-Black racism and the *Report of the Brown University Steering Committee on Slavery and Justice* as a part of the annual First Readings program We also recommend that faculty and staff grow their knowledge by participating in an annual anti-Black racism training as a part a condition of their employment at Brown that can be coupled with the required discrimination and harassment training (e.g., Title IX, etc.).

12. To address the lack of diversity in the senior staff and coaching ranks within the Athletics Department, we recommend that the diversity of our coaches, senior staff in Athletics, and central Administration be assessed and improved with goals to recruit and retain minority staff and coaches that are underrepresented in the workforce as detailed in Brown's affirmative action plan and to strength its departmental DIAP using best recruiting and hiring practices from peer institutions and the NCAA's diversity hiring guidance to achieve excellence.

Curriculum and Classroom Experience

The Curriculum Sub-Committee of the Task Force on Anti-Black Racism focused on a broad definition of the academic plan, including aim, course content, outcomes, and co-curricular offerings. This approach to thinking about "Curriculum" allowed us to convene with a variety of stakeholders across campus to better understand the experiences and outcomes Black students face.

The sub-committee held meetings with the Academic Deans (College, Graduate School, Medical School, School of Engineering, and School of Public Health), data analysts and directors (Office of Institutional Research, Office of Institutional Equity and Diversity), the Director of Orientation and First Year Experience, and the Faculty Executive Committee. Our aims in these sessions were to learn of any identified racial disparities, discuss the work that was currently being done, and ascertain the long-term strategies and visions of our colleagues on the issue of anti-Black racism.

Brown collects significant data on curricular issues. We carefully analyzed retention and graduation statistics, grades for some courses, awards rates (Magna and concentration), and student experience surveys disseminated by the Office of Institutional Research. These multiple data sources align to suggest that there are cumulative and structural inequities that impact the academic progress and experience of Black students.

In addition to understanding Black students' experiences, we examined the aims of a Brown education for all of our students. Brown's mission is to prepare students "to discharge the offices of life with usefulness and reputation" and significant learning about race is a necessary component of that ambition. What might we aspire to have all members of Brown's teaching and learning communities know, value, or do? Thus, a student researcher examined the extent to which our most frequently taken concentration pathways engage Brown undergraduates with African American history and culture, racism in the US, or Black Critical Thought.[4] These data inform the recommendations we make below.

Recommendations
13. We recommend that every concentration require an intentionally designed experience that prioritizes Black history, culture, and scholarship. Examples could include a research experience, a course, or, ideally, a set of courses. In the spirit of the Open Curriculum, we suggest some flexibility in specific choices of requirement. This requirement would be factored into the College Curriculum Council concentration review. Academic departments must do more than just support student learning around important facts, dates, and issues in Black history; they should go beyond familiarizing students with scholarship in Black studies and move past simply exposing students to Black artistic traditions (broadly speaking). Departments must responsibly train concentrators in critical methods developed to contest Western epistemes and Euro/Anglo approaches to disciplinary questions.
14. We recommend the University offer a curriculum/program on Systemic Racism and Structures for Racial Healing. This interdisciplinary yearlong learning experience would be designed for 80-120 first-year students. It would feature two-prongs: a course on "Systemic Racism in the US"; and its companion course "Structures for Racial Healing in the US". These inseparable and overlapping courses would be taught by eight (8) professors from at least four (4) different departments and potentially coordinated as a program out of the College.
15. According to the 2020 doctoral student survey, Black doctoral students report engaging in educationally consequential activities—such as attending an annual meeting in the field, presenting at a conference, and writing a grant proposal—at rates that are the lowest for any racial group.[5] With respect to the Graduate School and our graduate programs, our recommendation has two tiers: 1) to support outstanding advising of Black graduate students by building faculty capacity and expertise; and 2) to support the scholarly needs of Black students.
    a. On the first tier, we recommend the University extend funds for training initiatives to improve mentoring relationships between faculty and graduate students with a specific focus on Black graduate students. Based on our conversations, we anticipate that at least $50,000 would be required to support this training. These initiatives could build on and extend the Culturally Aware Mentoring program currently being piloted in the life sciences. This capacity-building should also contribute to advancing holistic application review processes that will continue to enhance the diversity of our student body. We also

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[4] Time did not permit us to engage in a similar examination for graduate and professional school pathways but we would encourage future scholars to do so.
[5] The low number of Black graduate students responding to the master's student survey makes these trends difficult to report for this graduate population.

recommend the University sponsor an annual public lecture on building competency in culturally aware mentoring for faculty.

     b. On the second tier, helping Black students meet their scholarly needs and intellectual requirements must remain the priority of the Graduate School. We recommend the Graduate School provide additional funds to support travel costs and registration fees for graduate students who are identify as members of HUGs or are underrepresented in their field of study to attend a conference in their field every year they are in good standing (whether or not they are presenting at the conference). The outcomes of this funding should be tracked by individual groups to ensure equity across the eligible groups. We also recommend that the Graduate School fund an organized network of tutors within departments that graduate students can easily access and ensure Black students in particular are aware of the resource, and that the Graduate school creates more transparent processes that make it easier for students to track their progress to graduation.

16. Structural inequalities and years of anti-Black racism have created racial disparities in student performance. We recommend that the University invest in a visionary new program modelled on the Meyerhoff Scholars (developed by University of Maryland - Baltimore County), which offers an integrated system of support well-documented to foster Black and other students' success[6]. The program would offer tuition and housing support, early placement in research experiences, community service opportunities, intensive advising and contact with faculty mentors, and peer study groups and tutoring. Unlike Meyerhoff's STEM focus, Brown's program would be tailored to the Open Curriculum and be open to students from all disciplines and concentrations. Brown's student experience would be launched with the creation of an integrated residential summer bridge program, which would offer early for-credit academic opportunities (perhaps drawing on existing successful models like Excellence@Brown and Catalyst/Mosaic), while also engaging students in identity-affirming programs like the Third World Transition Program. This initiative would require significant fundraising on the part of the University. Based on other campuses' experiences, this would require an initial investment of $1.5-2.6M and capital campaigns of $7.1-15.5M, although we also recommend that Brown integrate existing resources through this initiative to create a systemic approach for student well-being and success.

External Community Engagement

The External Community Engagement sub-committee of the Task Force on Anti-Black Racism focused on gaining a broad understanding of current community outreach initiatives that served members of the Black diaspora in Providence and Rhode Island. We sought to answer three questions: 1) What current partnerships are in place to connect Black community organizations with the tools and resources available at Brown to further their stated missions? 2) How are educational outreach programs developing a pathway for Black high school students in Providence and Rhode Island to attend Brown University? 3) How does Brown create public spaces that foster a sense of inclusion for Black community members from Providence and Rhode Island?

To answer these questions the subcommittee met with individuals from the Rhode Island Black Heritage Society, staff from the John Hay Library and the Center for the Student of Slavery and Justice, and Brown University Admissions. These conversations illuminated points of disconnection between the University and the Black community (e.g., sporadic and uneven partnership, unclear points of contact for initiatives, or just outright silence) and opportunities to build on existing efforts to strengthen engagement with the

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[6] Domingo et al., 2019; Habrowski & Henderson, 2019; Maton et al., 2012

Black community in Rhode Island and beyond. The recommendations below are intended to address the issues raised and strengthen partnerships with organizations, institutions and individuals working to support the Black community.

Recommendations

17. To ensure that relationships with external partners are consistently stewarded, we recommend the University create a new community engagement position with a focus on increasing access to campus for Black and other individuals in Rhode Island and strengthening partnerships with organizations and institutions who work in service to Black communities. A critical function of this role would be to continue to enhance the Brown-Tougaloo partnership and develop a strategy for additional partnerships with HBCUs with a dedicated coordinator to sustain these efforts across the University. This individual can also explore and address the barriers for collaboration between Brown and the Providence community working in close contact with the Office of Government and Community Relations, the Swearer Center and the Annenberg Institute.

18. Several initiatives to engage the Providence and Rhode Island community have been developed across departments at Brown with little coordination. We recommend the development of a strategy to increase engagement with organizations whose mission is to support Black life and culture in Rhode Island. As a first step, the University can develop and fund an internship program with Black cultural organizations (e.g., RI Black Heritage Society) where undergraduate and graduate students can engage with the community while simultaneously assisting with the preservation of Black archives in Rhode Island.

19. Provide sustained funding and administrative support for the admission pipeline program initiative under development by staff in the CSSJ to increase admission and enrollment from BIPOC (Black, Indigenous, People of Color) residents of Providence and Rhode Island.

Looking Ahead: Institutionalizing the Task Force Recommendations

The Task Force has put forward a number of immediate measures intended to alleviate ongoing inequities that impact to Black students, faculty, and staff. President Paxson, however, also charged the Task Force to think along a longer time horizon, looking toward a decade-long blueprint for continuous improvement.

To that end, we are recommending an initiative that could offer the best chance for Brown's future leaders to avoid having to reconvene a similar Task Force in the near future. First, we seek to maintain an institutional focus on anti-Black racism and its effects on Black students, faculty, staff, and alumni through a discrete administrative entity: *Brown's Initiative for Black Advancement (BIBA)*. Given that the historically-specific effects of anti-Black racism are not intended to be fully remedied within the structures of DIAP, we call on the University to constitute BIBA as a hub for advocacy and accountability straddling OIED, Campus Life, the College, academic departments, and the Graduate School, among other possible entities.

Second, we seek to fulfill the aspirations of Brown's *Building on Distinction* strategic plan by elevating research on the causes and consequences of anti-Black racism across the nine existing areas of "integrative scholarship," and more urgently, committing to a tenth that would make anti-racist science, technology, and medicine a distinctive element of Brown's broader international profile. An Institute for Anti-Racist Science, Technology, Engineering, Math and Medicine (AR-STEMM) with a goal to support ten shared faculty lines (this would require fundraising) could form the basis for a transformative cluster

hire with the dual effect of transforming the curricular offerings in the disciplines, departments, and schools that have had the greatest difficulty doing so under existing programs. As new initiatives, BIBA and AR-STEM will create new centers of gravity on campus to institutionalize Brown's ongoing commitment to combating anti-Black racism.

Brown's Initiative for Black Advancement

Brown's Initiative for Black Advancement (BIBA) seeks to mobilize and develop the research compiled by Brown's Anti-Black Racism Task Force. BIBA intends to address anti-Black racism, accountability, equity, and the overall well-being of Brown's Black population. BIBA's task is to shift the thinking, culture, and ways of doing on Brown's campus regarding the well-being of Black students, staff, and faculty. To ensure the greater success, retention, attrition, and recruitment of Black-identifying individuals on Brown's campus, BIBA commits itself to the following:

- Work to eradicate all forms of anti-Black racism on Brown's campus
- Centralize University resources to establish an initiative that collects data on the qualitative and quantitative trends of Black people's experiences at Brown, reviews university and departmental policies and procedures for anti-Black implications, and makes recommendations on how respond to anti-Black racism and prejudicial claims so that the community can hold all members *accountable* and ensure *equity* and *fairness*.
- Expand the University's strategic plan *Building on Distinction* by actively investing in Brown's Black faculty, students, staff, and alumni, and partnering with Providence's Black community.

BIBA should be led by a Director who has been granted authority to bridge cultural divides, address systemic and structural injustices at the University, and advise the Administration on issues pertaining to the Black community in its fight against anti-Black racism. Based on feedback from the community, we recommend BIBA lead the following projects:
- An audit of Campus Life with the goal of developing data to inform harm reduction toward Black people
- Evaluating the saliency of the Brown Promise for Black students
- Implement and promote allyship for Black faculty, students, and staff
- Explore reparations for Black enslaved families involved in building and serving Brown University

Anti-Racist Science, Technology, Engineering, Math and Medicine Institute

Modeled on the Institute at Brown for Environment and Society (IBES) and inspired by the *Race &* speaker series on campus, AR-STEMM would promote scientific research that is attentive to the role of racism in shaping the study of the material world and that actively seeks to mobilize disciplinary-specific scientific inquiry toward an anti-racist future. In the simplest terms, AR-STEMM would provide a campus home to computer scientists studying the role of race in artificial intelligence, to biologists working on genomics and human populations, to physicians and medical students confronting race-based medicine and anti-Black violence in clinical practice, and to other faculty and postdoctoral fellows whose research is attentive to the patterns of exclusion and marginalization that have long shaped scientific knowledge production. Given the very real impacts of anti-Black racism on patient outcomes and the urgent need to address them, the work produced by AR-STEMM would play a critical role in informing and reshaping clinical practice and medical education through regular engagement with Brown's Warren Alpert Medical School and its affiliated health systems. Faculty appointments would be shared between AR-STEMM and the relevant department, with the latter providing laboratory space. While most AR-STEMM faculty

would work in biological sciences, physical sciences, computer science, and engineering, the institute would also function as a home to humanists and social scientists gathered under the interdisciplinary umbrella of Science and Technology Studies (STS) to study the multidirectional relationship of scientific knowledge to the structures of social difference that organize society and culture. The institute could also house the undergraduate Science, Technology, and Society concentration.

A multi-year planning process should begin at once to determine the shape of AR-STEMM, with the recognition that a visionary director will be necessary to establish an interdisciplinary research program of this ambition and to oversee the hiring of a truly exceptional faculty. Nothing of a comparable scale has yet been undertaken among Brown's peer institutions, which suggests a tremendous opportunity to showcase Brown's distinctiveness on the landscape of U.S. higher education.

Conclusion

We encourage President Paxson to strongly consider the recommendations put forth in this document. While the Task Force was a representative body, we actively sought to include the perspectives of Black community members through a series of focus groups and meetings. The recommendations take into account these voices well as data from previously conducted surveys.

We believe the recommendations outlined coupled with the initiatives BIBA and AR-STEMM are innovative, bold and will allow Brown to concretely address anti-Black racism and positively impact our entire community.

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