

Tufts University
Student Life Review Committee
Report to President Anthony P. Monaco
May 2017

Background

In December 2016, President Anthony P. Monaco announced the creation of the Student Life Review Committee (the Committee) to conduct a comprehensive assessment of undergraduate student life at Tufts and to develop recommendations for promoting a healthy, robust, inclusive, and holistic environment for students.

The Committee's membership included faculty, students, staff, alumni and representatives of the communities of Medford and Somerville (see Appendix A for a list of Committee members). Susan H. Murphy, Ph.D., Vice President Emerita of Student and Academic Services at Cornell University, chaired the Committee, and two members of the Tufts Board of Trustees, Deborah Jospin J80, A14P and Daniel J. Doherty III H03, served as vice chairs. Keeling & Associates (K&A) supported the work of the Committee, including information-gathering, consultation with the chair and vice chairs, and meeting facilitation.

The Committee presented a final draft of this report to President Monaco during its last meeting on April 28, 2017.

Charge

President Monaco charged the Committee to “determine how our current co-curricular experience contributes to our undergraduates’ wellbeing, personal growth, and depth of connection to a vibrant Tufts community as students on campus and as alumni, and where that contribution can be strengthened.” (See Appendix B for the full Charge.)

Methods

To support the Committee's findings, deliberations, and recommendations, members reviewed the following materials:

- Data and documents on the student experience provided by Tufts University;

- Theme summaries prepared by K&A, based upon individual and small group interviews with faculty, staff, and students, and an “idea wall” exercise in the Campus Center, conducted between January and March 2017;
- Summaries of open forums with alumni and parents during late March 2017, also prepared by K&A; and
- A detailed summary of more than 150 written comments submitted via e-mail and online by members of the Tufts community.

The Committee began its work in January 2017 and met on a monthly basis through early April, culminating in an extended planning meeting on April 6-7, 2017.

Findings and Recommendations

Vision for Student Life

At the start of the April 6-7 planning meeting, Committee members identified and agreed to the following as shared, inter-related values to guide its deliberations and recommendations; some were drawn from the Committee’s charge, others from comments and suggestions made by Committee members.

To strengthen the culture of student life, the University will promote:

- Accessibility, diversity, and inclusivity
- Connection to campus and community
- Personal growth and development
- Safety and respect
- A challenging and supportive environment
- Accountability: Between the University and students; among students and student groups; between the University and the local communities; and between students and the local communities

In addition, the University needs to provide and promote programs and services in support of a vibrant co-curricular experience that are:

- Coordinated, collaborative, and student-centered;

- Integrated with, and supportive of, the academic experience; and
- Authentically and transparently communicated, delivered, and assessed.

The information-gathering phase of the process revealed that, although Tufts is “a student-centered research university” according to its mission statement, it has dedicated little intentional planning to the co-curricular experience for many years, or at least until very recently. Among other outcomes, this approach has left the University’s Greek organizations as the primary and most prominent source of social activity on campus. This has led to “Greek life filling a vacuum” and effectively maintaining a “monopoly” over student social life. Other concerns about student life at Tufts include uneven resource distribution for organizations and programs, an inconsistent first-year experience, and a residential experience that disappoints many students.

For Tufts to fulfill its mission as a “student-centered research university,” the entire student experience, both inside and outside the classroom, must be a primary consideration in all planning and governance processes. *The Committee recommends that implementation of the recommendations in this report be understood as only the first component of a significant, strategic investment in the undergraduate experience by Tufts University in the years ahead.* On a positive note, recent survey data from graduating seniors showed generally high satisfaction rates with most campus services and facilities, which reflects a foundation on which to build and improve. These recommendations—coupled with a multitude of efforts currently underway or planned to improve safety, wellbeing, and residential life—present a significant opportunity to increase students’ depth of connection to Tufts and to help develop a sense of community and engagement that can continue to grow and flourish in the future.

This report includes brief summary statements, a high-level summary of findings, and the ideas, suggestions, recommendations of the Committee for seven inter-related areas of the student experience to address and strengthen or improve. The topics are ordered deliberately and thematically, beginning with overarching areas that informed the Committee’s discussions about issues across the report: **safety and wellbeing** (Page 4), **diversity and inclusion** (Page 5), and **campus-wide community** (Page 8). Then, the report turns to more specific aspects of the student experience, beginning with the **first-year experience** (Page 10) and **residential experience** (Page 12) as components of campus life in which all students participate, and then **Greek life** (Page 13) as a component in which only some participate, even though its impact may be larger than its membership might suggest. The report concludes with findings and recommendations concerning **space**

(Page 18) as an enabling condition for progress on the preceding topic areas. While each topic area is presented as a discrete category, Committee members acknowledged and identified several areas of overlap across them. In addition, as noted in the concluding section, an essential step toward implementing the recommendations will be to develop a comprehensive process for evaluating their implementation and effectiveness, and then communicating progress on a regular and consistent basis in ways that reach all members of the campus community, students in particular.

Summary of Findings and Recommendations in Each Area

For each topic area that follows, unless otherwise indicated, Committee members discussed two guiding questions:

- What is an aspirational, yet feasible, goal that Tufts might commit to achieving in relation to this topic?
- What key issues in the findings must be addressed, and how, to support achieving that goal?

Safety and Wellbeing

An overarching set of themes pertained to the values of accountability and responsibility in supporting all students' health, safety, and wellbeing, and the need for continuous education and communication about policies, expectations, and resources.

Findings

- The Committee, and many members of the campus community, are significantly concerned about student safety during parties at the fraternity houses. Students, and others, also acknowledge that there are as many concerns about other parties, off-campus and in some theme houses, because they do not use the risk management practices in place for fraternity events and are far less regulated and monitored.
- The emphasis on fraternities as the significant source of parties on campus puts students in those organizations in a precarious position, since the risk management issues at these events often grow beyond their ability to manage them (numbers of students, students 'policing' peers, etc.).
- Committee members acknowledge that there are serious issues of both physical *and* psychological safety across campus. For example, multiple students shared examples

of being subjected to offensive language from students at the Greek houses when walking along Professors Row, on which the majority of the Greek houses are located.

- Students walk across campus, and to and from off-campus locations, at all hours. Safe Ride is a limited resource, and there are many places on campus that require better lighting.
- Some students acknowledged reluctance to request help for peers with alcohol and substance use and/or other behavioral health concerns because of potential repercussions and fear of forced medical leave.

Recommendations

- Strengthen safety at campus parties: including, but not limited to, providing more comprehensive training (including more interactive training), establishing (and enforcing) a culture of accountability and compliance with campus policies and state laws, bolstering risk management practices, hiring professional event staff, mitigating access to alcohol and other drugs in partnership with community vendors and business owners, and enhancing bystander intervention programs.
- Create more dedicated social spaces that are central to campus and can be used by different groups and organizations throughout the semester, thereby establishing inclusive social opportunities and alternatives to fraternity parties.
- Expand health and safety training; tie re-recognition of student organizations to training in the areas of consent, substance abuse, and bystander intervention.
- Develop more intentional campus-based norms and expectations for parties and their management that build on recent work with the Greek community.
- Review applicable policies with respect to alcohol violations and medical leave with the goal of supporting students calling for help for themselves and others while still upholding the value of accountability.
- Update the community regularly on the recommendations of the Sexual Misconduct Prevention Task Force, specifically addressing what has been implemented, what is in progress, and what requires more resources in order to proceed.

Diversity and Inclusion

As a starting point, Committee members strongly recommend that Tufts acknowledge, with sincerity, transparency, and authenticity, that it is not yet as diverse and inclusive a community as it aspires to be, especially with regard to racial diversity; reaffirm its

commitment to increasing the proportion of people of color—students, faculty, and staff—on campus; and communicate more effectively and consistently about steps being taken in these efforts. While making recommendations pertaining to recruitment and enrollment is not explicitly within the charge of this Committee, the lack of diversity on campus is viewed as a fundamental barrier to improving inclusion and community on campus and must continue to be a priority for the University if it is to fulfill many of the recommendations outlined in this report.

Findings

- Members of the University community, and of the Committee, support campus-wide efforts to recruit and yield more diverse students, especially students of color. The University continues to increase the number of students of color who apply, but often loses to other schools in having them enroll; improving yield requires engaged students, faculty, and staff to help these prospective students feel welcome on campus.
- The ‘handoff’ from Undergraduate Admissions to Orientation needs to be improved for all students, but is particularly important for students of color and first-generation students. Students from more diverse backgrounds and identities, while able to identify their own organizations and communities, still endure exclusion on campus, particularly during the first semester. Shifts in outreach from the Group of Six starting with the Class of 2020, and changes to Orientation, pre-major advising, and first-year housing for the Class of 2021, will support the Division of Student Affairs and other partners in addressing these concerns.
- Students coming to Tufts are often unprepared to interact with people from widely diverse backgrounds, and there is little within the current structure of student life to provide them with opportunities to learn those skills, or to encourage or incentivize them to do so. Programs about social justice, or sustained conversations about campus climate or how students’ behavior impacts others, need to be expanded to all students. Upcoming changes in the Class of 2021 Orientation program provide a foundation for expanded programming.
- Students of color, undocumented students, students of lower socioeconomic status, and transgender students have had negative experiences in the classroom because some faculty members make insensitive comments or are unprepared to respond to similar comments from students or manage difficult discussions.

- Programming, staffing, and resources for the Group of Six vary widely, and—coupled with the current allocation and placement of space for these offices—mean they often are perceived as being less central to the campus experience or less important to the institution. Members of the community would like to see a clear plan or strategy in place for how they will be resourced, coordinated, and supported going forward.
- Perceived access to and willingness to utilize mental health resources varies across campus: the perceived lack of counselors from diverse backgrounds or who have experience and training in working with diverse students may create a particular barrier when those students are in need of support.
- People are aware of the 2013 Report of the Council on Diversity, but are generally unfamiliar with what, if any, progress has been made toward implementing those recommendations. Data about diversity are available on the Tufts website and the Provost has embedded updates in announcements about key initiatives and campus issues; however, while much may have been accomplished, the University has not systematically communicated progress, particularly in ways that are visible to students and prioritize the student experience.
- Additionally, few people are yet aware of the work the EASE (Equity, Access for Student Equality) Committee and therefore do not know of its conversations about the financial realities for students from diverse and lower socioeconomic backgrounds.
- Behind Greek life, diversity and inclusion was the second most-frequently mentioned theme in written comments from members of the community; many in the campus community view improving diversity and inclusion on campus as a priority if the university is to strengthen the culture of student life on campus.

Recommendations

- Continue to prioritize efforts to increase the proportion of applications from and enrollment of a more diverse pool of students of color; as noted above, increasing diversity on campus—especially, but not limited to, racial diversity, and including faculty diversity, as well—is a necessary step toward improving inclusion and campus culture.
- Develop further a program to engage current students as outreach ambassadors to their former high schools, as well as other local schools, to help establish a pipeline for prospective students of color.
- Place a high priority on recruiting an outstanding Chief Diversity Officer in the search process now underway, and draw on the Committee’s findings and recommendations

in discussions with candidates and setting the agenda for the next holder of this important position.

- Continue systematic efforts to implement the recommendations of the Report of the Council on Diversity and share more broadly and effectively with the community what has been accomplished, is in process, and still needs to be accomplished.
- Share more broadly the ongoing work of the EASE Committee and the Office of Student Success and Transition to investigate the true cost of a Tufts education, link available resources across campus, and reduce obstacles to enrollment and retention for a more diverse pool of students; engage more students, faculty, and staff in these discussions; and see that their recommendations and implementation are communicated effectively.
- Establish and require a program for incoming students to prepare them better to engage with students who have different life experiences. In addition to an already-planned Orientation program in Fall 2017, this could be provided in another way during the first weeks of the fall semester for all incoming students (both first-year and transfer) through an intergroup or sustained dialogue program.
- Increase access to and participation in educational workshops for faculty regarding effective pedagogies for working with students from diverse backgrounds and educational experiences.
- Conduct a comprehensive study of the programs, services, facilities, and resources provided by or allocated to the Group of Six to determine ways to increase support across campus for traditionally underrepresented students.
- Design innovative ways to enhance mental health services that meet the needs of a diverse campus community, including different service provision models, increased outreach, and possible alternative locations for services and outreach. The current Task Force on Student Mental Health offers an important opportunity to help align services with changing student needs.

Campus-Wide Community

Committee members agreed that Tufts needs to make a significant, strategic investment in the development of a campus-wide community experience. All of the topic areas discussed in this report are relevant to this process. This section addresses elements related to “organized” student life, such as recognized student organizations, club sports, and campus activities.

Findings

- Student organizations are significant and deeply valued opportunities for finding and sustaining community, and are an important source of leadership development. However, the quality and impact of the experience of being involved in a student organization varies extensively, depending on the organization, as does access to resources.
- The requirements for recognition create an uneven burden on some groups, as smaller, special interest groups—in particular, those involving underrepresented student groups—often struggle to satisfy programming requirements. These requirements also impose challenges for students who wish to develop new, less traditional organizations and opportunities.
- Club Sports have a growing role in the creation of community at Tufts. The number of students involved, the ever changing array of sports, and the level of competition and consequent risks all are rising, and are becoming an increasingly important way for students to connect with one another—and with the University—and to nurture campus pride. However, there are costs to participation in Club Sports that serve as a barrier for some students to participate.
- Campus-wide traditions are lacking. While appropriate and necessary changes to Class Council-led activities, such as the Winter Ball, have been implemented to improve safety, they also have resulted in fewer participants. Additionally, Tufts does not have as many traditions linked to Intercollegiate Athletics as do many other campuses. Some members of the Tufts community argue, however, that the secondary focus on athletics at Tufts is actually a source of pride among some students and faculty, as it exists as one among several other options for activity (physical and mental) and does not dominate the campus.
- Many students who study abroad (primarily juniors) fail to reconnect with the University when they return, which has created a two-year community experience on campus, with a dearth of leadership from, mentorship by, and general engagement of upperclass students in student life.
- The lack of community gathering spaces (addressed later in this report) has a significant impact on the creation of campus-wide community.

Recommendations

- Reinvest in student organizations. This activity should occur in a variety of ways, including, but not limited to, leadership development for members and officers, and access to guidance—especially for organizations without staff advisors or faculty mentors.
- Continue to review, on a regular basis, the requirements for recognition of student organizations, taking into consideration the differential impacts of requirements depending on the size, composition, and mission of particular organizations and the potential financial and bureaucratic barriers associated with new group recognition.
- Review the amount of resources allocated for distribution to student organizations as a whole to determine whether it is sufficient to meet current and anticipated needs for the short term. If a gap is identified, work to develop a revenue source that is appropriate to the role student organizations and campus activities play in the development of community on campus.
- Expand and further develop leadership development programs—as noted below for Greek life—that connect officers to best practices and establish standards that survive transitions in leadership. Work with student leaders to create and support activities that can be cultivated as campus-wide traditions.
- Expand and develop post-study abroad programs that support the transition of students back to campus and student life and proactively invite them to re-engage, share their experiences, and mentor first- and second-year students who plan to study abroad.

First-Year Experience

Students view their first year on campus at Tufts as the definitive opportunity to establish connections with friends and mentors, discover organizations and co-curricular experiences, and learn how to engage in social life. However, not all students connect successfully with the programs and resources that support these outcomes, and those who fail to do so are at a significant disadvantage in developing a sense of connection to the University. Many think Tufts does not consistently meet its responsibility to support students' transition to life on campus.

Findings

- Students praise Pre-Orientation programs as an opportunity to establish lasting connections with fellow students, but not all students participate, some due to lack of information and others for socioeconomic reasons. Students who do *not* participate in Pre-Orientation arrive on campus feeling “behind” in terms of establishing relationships.
- Orientation has failed to create opportunities for students to find community and students rate it poorly; the experience has traditionally been driven by the need to comply with mandatory programming and training, instead of by a developmental approach that introduces students to campus life with necessary training along the way. For the first time, in Fall 2017, Orientation groups will be based in residential cohorts, and additional efforts through first-year class housing will foster greater community, but more stakeholders at the University will need to be involved in supporting this change.
- Many said the Student Organizations Fair is a vital opportunity for discovering student organizations and activities, and students who miss this event are “left behind” in discovering opportunities for engagement and involvement.
- Pre-major advising is viewed as a missed opportunity to connect first-year students to academic mentors and opportunities for co-curricular engagement that contribute to their overall academic experience.
- Beyond Orientation, there is no sustained common experience, whether academic or co-curricular, for first-year students.

Recommendations

- Invest in Pre-Orientation to increase equitable access and safe, healthy experiences for incoming students: require students to participate (with the opportunity to opt out for substantial conflicts); preserve student leadership but with appropriate oversight, coordination, and training from administration to support safety and inclusion; and invest financial resources to reduce barriers to participation for lower-income students.
- Proceed with the planned overhaul of Orientation to improve student satisfaction and establish more opportunities for students to discover connections to their peers and to a variety of safe and healthy on-campus experiences.
- Transform the first-year advising model: innovations may include expanding use of online technology in addition to in-person advisement, and expansion of peer leadership programming to connect first-year students to upperclass mentors. The

Committee suggests the Arts, Sciences and Engineering faculty, led by its Executive Committee, work in partnership with Student Affairs to effect this change.

- Consider the creation of an “Introduction to Tufts” course that establishes a common experience among student cohorts and gradually connects students to resources and support services over time during the course of the first semester. The sixth recommendation under “Diversity and Inclusion” (establishing an intergroup or sustained dialogue program) could be a component.

Residential Experience

Committee members agree on the importance of the residential experience in strengthening student life and in creating invaluable opportunities for incoming students to find and sustain community. The Committee learned of and supports the changes planned to begin in the coming academic year in the structure of Residence Life and in the creation of a more intentional residential experience—including, but not limited to, housing all first-year students in the same residence halls. However, Committee members emphasize this is only the first step in improving the residential experience for Tufts students.

Findings

- The current Residential Life model does not support the goal of creating a strong on-campus community at Tufts. It provides inadequate numbers of staff (both student and professional) in the residence halls and in the core operations office, to accomplish what is needed in both operations and programs. The process of applying for and being assigned to on-campus housing challenges, rather than supports, community; RAs function as enforcers of policies and not as mentors; there are basic deficits in comfort and cleanliness; and some residence halls are not professionally staffed at all, at any time—which is an extremely rare and unusual arrangement on a university campus. All of these concerns are being actively addressed for the 2017/2018 academic year.
- There are insufficient on-campus housing options for upperclass students who desire them; off-campus housing is increasingly cost-prohibitive and difficult to secure as the neighborhoods around the University evolve. Again, these are areas where plans for action are already being developed.

- Theme houses and living/learning communities are an important and underutilized component of the residential and community experience at Tufts; allocation of space varies greatly.
- There are limited community spaces that invite informal gathering, socialization, and engagement within the residential communities.
- The current design and allocation of on-campus houses does not allow for innovative uses of space.

Recommendations

- The Committee strongly supports the University's current plan to create residential environments that house first-year students together and help support their ability to establish relationships and find community, beginning in Fall 2017.
- The Committee also strongly supports the proposed change in the role of RAs to one that is directed toward serving as a resource and engaging in the work of creating residential communities.
- In the longer term, the Committee supports the development of other strategies to improve and enhance Residential Life, including, but not limited to, provision of new and refurbished spaces, analysis of the optimal number of beds available on campus, plans and support for theme housing (including allowing for fluidity and change in the theme identity assigned to a space), and a significant investment in residential spaces that promote community building, academic engagement, and informal interaction.

Greek Life

Members of the Tufts community hold widely divergent, often irreconcilable views about the value and sustainability of Greek life at Tufts. Interest and participation in Greek life had been steadily increasing until the moratorium in Fall 2016, but since then, demands for total elimination have been evident and organized on campus. Proponents generally believe the selective, single-gender membership model has merit and is an essential part of Greek life, while others believe that model is discriminatory and fundamentally antithetical to Tufts' values of diversity and inclusion. Advocates of Greek life describe finding personal support, leadership development, and lifelong friendships through membership in Greek organizations; opponents charge that Greek organizations conduct activities and perpetuate practices that create unsafe spaces and harmful experiences for many other students. Proponents point to what they consider to be improvements in

Greek life; others acknowledge some change but do not see sufficient evidence of movement toward greater inclusiveness, safety, and accountability among Greek organizations.

Though the President charged the Committee with undertaking a holistic review of student life at Tufts, the degree to which Greek life looms within the undergraduate social experience, and its future at Tufts, emerged as a core and controversial topic during the information-gathering process, which prompted careful consideration and deliberation of this area by the Committee. During its April planning meeting, Committee members discussed two different guiding questions regarding Greek life:

- Imagine Tufts with a Greek Life that is reformed and supports your shared values for student life—how would you describe it, and what needs to be true in order for that to be possible?
- Imagine Tufts without Greek Life—what would be the implications, negative and/or positive, for your shared values for student life? What would that look like in practice?

The Committee's findings and recommendations are summarized below.

Findings

- Committee members agree unanimously that all student organizations, certainly including Greek-letter organizations, must be held accountable for their actions and for the actions of individual members, and that they must adopt a culture of greater responsibility and accountability that survives transitions in membership and leadership. Some positive steps have been taken in this direction in the last couple of years: the Dean of Student Affairs Office is more closely advising organizations through a Greek Life Advisory Committee, and the Committee on Student Life has been actively holding groups accountable for the actions of their members. However, there is more to be done.
- Many individuals, on campus and in the Committee, believe the central location of multiple large Greek houses on Professors Row creates a fundamental challenge for Tufts student life: these prominent physical spaces contribute to and reflect the dominance of Greek life, especially in the form of fraternity parties, in the student social experience. When those parties are perceived to be (and sometimes are) the only on-campus social events, they become the central experience of social life on campus.

This disproportionate position and power of Greek life at Tufts have created an unhealthy situation for the campus in general, and incidents within or near these spaces have jeopardized the health, safety, and wellbeing of many members of the campus community. Some students—especially, but not only, many women and students of color and members of the LGBTQ communities—feel unwelcome and unsafe in those environments.

- The costs of membership and participation in Greek letter organizations can be barriers to diversity and inclusion. Many oppose the exclusionary nature of Greek life, and some students who describe the honor of membership as an important value agree that students should not be excluded based on socioeconomic status.
- At the same time, active members of Greek organizations point to their value in fostering a sense of supportive community for members that is not otherwise easily found on campus and that goes well beyond the role of the houses as social hubs. This sense of community can help foster commitment to the University more generally. Student interest in Greek membership had been on the rise before the debate over the culture of the houses began last fall. Some pointed to recent efforts toward improvement, such as the Risk Management Assessment Team (RMAT), as evidence of positive reform. Others noted that non-Greek organizations are not held consistently to the same standards or scrutinized in the same way, and that eliminating Greek life on campus will not resolve issues with health and safety on campus.
- Tufts cannot feasibly and safely “Abolish Greek Life” at this time. Without comprehensively and strategically investing in and establishing healthy alternatives for the student social experience, the likelihood of unwanted and negative consequences, such as “underground” organizations and unregulated parties off-campus, make it likely that abolition would cause more immediate problems than it would solve. Students acknowledged the rise in off-campus parties, and on-campus drinking among first-year students, during the suspension of Greek social activity on campus as illustrations of this point. This is more a practical limitation than a philosophical one; it was clear that some members of the Committee would prefer to abolish Greek life immediately, were it not for the on-the-ground problems that might result from doing so—and that some might have been willing to accept and take the risks involved in abolition.
- The Committee does not want simply to avoid the challenging question regarding Greek life, wringing its hands about the problems associated with it and an underdeveloped social fabric at Tufts without offering ways to improve the situation that resulted in its appointment and charge. Given the level of health, safety, policy, and

behavioral concerns about Greek life at Tufts, significant changes are essential, both immediately and in the long term.

Recommendations

Before the start of the 2017/2018 Academic Year—that is, during Summer 2017—the University needs to:

- Develop clear and accountable standards of behavior for continued recognition of each chapter and organization. Meeting legal requirements and University rules and regulations is the minimum for such recognition, but more aspirational goals are necessary, as well.
- Develop benchmarks for organizational achievements by Greek letter organizations, such as service hours, community programming (campus-wide events, guest speakers, etc.), participation in leadership development, and exemplary risk management actions, that earn organizations privileges—including, but not limited to, the right to host parties and the opportunity to inhabit space on Professors Row. Leadership in Student Affairs, including the Greek Life Advisory Committee, should work with the Tufts Community Union Senate, Greek leadership, and leaders of other student organizations to develop an equitable strategy and pathway forward.
- Establish deadlines for reaching standards of improvement and rewarding organizations or for holding them accountable based upon their levels of achievement, as appropriate.
- Create and implement an on-going review process to determine the levels of compliance and achievement and develop structures to support students in making necessary changes and improvements.
- Review current issues and practices regarding investigations into alleged violations by Greek organizations, with the goal of improving both coordination and timeliness while ensuring that the university continues to meet its legal requirements and comply with its own policies; explore more explicitly requiring students to report incidents of misconduct and to cooperate with investigations.
- Establish and transparently distribute a very clear and appropriate set of guidelines around conduct expectations and disciplinary sanctions for *all* student organizations and groups, Greek-letter or otherwise. Administrative responses to violations of policy and failures to cooperate should include temporary or permanent suspension.

Adherence to policy and cooperation with University officials or other groups are *prerequisites* to being a recognized organization on campus.

- Meet regularly with alumni advisors, house corporation board members, and other interested alumni to educate them on new and continuing expectations, consequences, and risk management strategies. The University should engage these groups as partners in supporting these recommendations.

During the 2017/2018 Academic Year, or as soon as possible thereafter, the University should:

- Articulate and adopt shared values for Greek life that align with the values and standards of Tufts University; organizations that affiliate with national organizations need to demonstrate equal or greater alignment with campus community values in order to be recognized and continued as part of the community. Some members of the Committee noted with frustration, however, that alignment with Tufts' commitment to diversity and inclusion will inevitably not be accomplished in the short-term (see additional comments above, under "Diversity and Inclusion").
- Prioritize fundraising and other strategies (among Greek letter organizations themselves) to reduce financial barriers to participation and exclusion to membership based on socioeconomic status.
- Establish and support a comprehensive leadership development program that connects officers to resources, best practices, and opportunities for positive and sustained improvement and achievement; assess the effectiveness and value of this program and use assessment data to continuously improve it.
- Through the Greek Life Advisory Committee and other University officials, create a support system and standards of accountability for Greek organizations that are not affiliated with national organizations, and continue to advise and counsel leaders of organizations who wish to consider dis-affiliation in order adopt shared values consistent with the values and standards of the Tufts community.

Longer-term recommendations include:

- Require *any* group or organization with a residential space, Greek-letter or otherwise, to house upperclass students as leaders and mentors alongside first- and second-year students.

- Make strategic, intentional decisions about the future ownership of on-campus residential spaces for Tufts students. Questions to consider include: Should outside organizations be able to own houses in central campus, on Professors Row? Should other student organizations and groups be allowed to apply annually to inhabit those spaces, or have creative co-responsibility in sharing them? Should all residential options be managed by Residential Life as part of a more comprehensive student-centered residential strategy that includes traditional residence halls, theme houses, fraternity and sorority houses, and other spaces?
- Establish a deadline (the Committee suggests three or four years) for a comprehensive review of Greek life to determine whether or not sufficient changes have been made—not only in Greek life, but also in the larger Tufts residential and student experience, and in the surrounding communities—to make a more balanced decision about the continuation of Greek life at Tufts University. The intention is to elevate the quality, visibility, and attractiveness of on-campus residential and student life while improvements are simultaneously in progress in Greek letter organizations, so that Tufts can make a decision about the future of Greek life unfettered by the absence of feasible alternatives.
- Continue to suspend or terminate organizations, Greek-letter or otherwise, should they be found in violation of standards of behavior, and communicate transparently when these actions are taken.

Space

The issue of space—specifically equitable access to campus space for a wider variety of student groups and organizations as a means to support a healthier and more vibrant campus life—arose frequently throughout Committee discussions and during campus meetings and interviews. Campus planning, while not within the scope of the Committee's charge, is a fundamental issue that relates to all of the above topics and must be taken into consideration in strengthening the student experience at Tufts.

Findings

- Many students identified the lack of space in general as “the big issue” on campus: some departments have space reserved for their students only, and what spaces are available seem always to be booked or do not have hours compatible with student schedules.

- There is a need for shared space to socialize; currently, for all intents and purposes, the only dedicated social spaces central to campus are controlled by the fraternities. This has concentrated many exclusionary and/or negative student experiences at the center of campus. In addition, there is a significant need for additional flexible space that can be used in multiple ways as student needs and interests change from year to year.
- The Campus Center is a crucial focal point of campus life and in constant use by student organizations on weekdays, weeknights, and weekends. However, the building does not meet current needs in terms of the number, quality, and types of spaces available for program or organizational use.
- Committee members agreed the Collaborative Learning and Innovation Complex (CLIC) is a valued and flexible space for student interaction and activity, but it has limited hours of access; it offers a model that needs to be replicated and reimaged as a resource for student needs on campus.
- Outdoor space to congregate is limited or highly regulated, and the ability—and support—to utilize outdoor space could create more venues for student activity and interaction. For example, electrical outlets in some outdoor areas might encourage more students to meet and study beyond indoor venues when the weather allows.

Recommendations

In addition to the specific recommendations included throughout this report with relation to space, the Committee also offers these general recommendations for careful consideration going forward:

- Include student life needs and considerations as part of space and capital planning processes on campus, including fundraising to support capital projects and current planning for athletics facilities. The long-term development of new and different spaces is essential to the Committee's recommendation to more intentionally develop a broader and more inclusive range of social experiences and opportunities on campus.
- Review policies, procedures and practices to determine where changes can/should be made to provide more opportunities for flexible use of spaces, support community building, and create opportunities for more spontaneous use of public, large spaces.

Concluding Comments

In the four months the Committee worked to address the charge from President Monaco, it gathered and reviewed a significant amount of data, information, and opinions. Through its meetings and planning retreat, it was able to focus its attention on those aspects it considered the most essential to effect change in the undergraduate student experience. That said, more work remains; in particular, the University will need to solicit feedback from the campus community regarding the Committee's findings and recommendations, and the Tufts administration will need to assess its ability to implement the recommendations, as well as develop a rigorous process for evaluating the effectiveness of new or expanded strategies described above. The Committee anticipates some of the latter to happen during the course of the summer, while much of the feedback will need to await the fall semester.

The Committee benefited from the active participation of members from the host communities of Medford and Somerville. While most of the specific recommendations presented are directed at the University's own actions and policies, the Committee urges the University to be mindful of the local context throughout the implementation process. University actions have significant ramifications for the surrounding neighborhoods, while there are also numerous important opportunities for the University and communities to collaborate productively to address issues of common concern related to the student experience.

In addition, the Committee discussed two other recommendations for consideration. The first pertains to the Board of Trustees. Currently, items related to student life are part of the business of the Academic Affairs Committee. While life outside the classroom and the co-curricular experiences of students contribute to their overall education, the Committee recommends that the Trustees be more explicit about their attention to student life, whether by expanding the name and mission of the existing committee or creating a new committee whose sole charge is student life. Such explicit recognition of student life by the Trustees would be both symbolic and strategic.

Second, the University should assess how to best balance the roles of the schools and central administration in developing and overseeing initiatives to advance the student experience. The expanding compliance, education, and developmental requirements associated with contemporary student life beyond the classroom, lab, and studio, at both the undergraduate and graduate levels, make an intentional and coordinated approach

essential, especially at a student-centered research university such as Tufts. Building on the good work of recent task forces focused on sexual violence prevention, diversity and inclusion, and residential strategy; moving ahead with current efforts to promote student mental health; and advancing the recommendations of this Committee will all require a specific focus on the student experience within the University's senior executive team.

The Committee considers it a privilege to have been able to look closely at the undergraduate student experience, recognizing it has just begun a conversation and work that will need to continue in concrete terms in the months ahead.

Appendix A: Committee Membership

Susan H. Murphy, Ph.D., Chair

Vice President Emerita of Student and Academic Services, Cornell University

Daniel J. (Dan) Doherty III H03, Vice Chair

Board of Trustees; Executive Committee; Chair of Administration & Finance Committee; Athletics Board of Advisors; Delta Upsilon alumnus

Deborah (Deb) Jospin J80, A14P, Vice Chair

Board of Trustees; Academic Affairs Committee; Tisch College Board of Advisors

Kofi Asante A17*

Tufts Compass Fellow

Jay Civetti

Head Coach, Football

Kevin Cloherty A86

Delta Upsilon alumnus

Benya Kraus A18*

Diversity and Community Affairs Officer, Tufts Community Union Senate

Douglas Kress AG13

Director, Health and Human Services Department, City of Somerville

Prof. Richard M. Lerner

Bergstrom Chair and Director, Institute for Applied Research in Youth Development, Eliot Pearson Department of Child Study and Human Development

Mary Pat McMahon

Dean of Student Affairs, Schools of Arts and Sciences and Engineering

Prof. Heather Nathans AG99

Professor and Chair, Drama and Dance

MaryAnn O'Connor

Director, Board of Health and Emergency Management, City of Medford

Prof. C. Andrew Ramsburg

Associate Professor, Civil and Environmental Engineering; Co-Chair, Committee on Student Life, Faculty of Arts, Sciences, and Engineering

Marcy Regalado A15

Tufts Alumni Council

Karen L. Richardson

Dean of Admissions and Enrollment Management, Schools of Arts and Sciences and Engineering

Anna Rodriguez A18*

BLAST Scholar; Tisch Scholar; Lambda Pi Chi Sorority Inc.; Intern, Office for Student Success and Advising

Gauri Seth A17*

President, Tufts Community Union Senate

Shai Slotky A17*

Vice President, Tufts Community Union Senate

Paul J. Sorbo A17*

Immediate Past President, Theta Delta Chi

Jennifer Tramontana E99

Athletics Board of Advisors

Sally Williams A19*

Chief Executive Officer, Kappa Alpha Theta; Director of Marketing, Panhellenic Council

Prof. Darryl N. Williams

Research Associate Professor, Department of Chemical and Biological Engineering;
Associate Dean for Undergraduate Education, School of Engineering;
Director, Center for STEM Diversity

Staff to the Committee:

Michael A. Baenen

Chief of Staff, Office of the President

****students***

February 2017

Appendix B: Charge to the Committee

January 23, 2017

I am grateful to you for agreeing to join the Student Life Review Committee. Your participation is an important service to current and future undergraduate students at Tufts.

At Tufts, we believe that a robust co-curricular experience is an essential part of a liberal arts education, and that it can offer unique opportunities for the transformational student experiences we seek to foster. The work of the Student Life Review Committee should take into account the context offered by our rigorous academic environment and Tufts' distinctive nature as a relatively small, student-centered research university. The T10 strategic plan adopted by the Board of Trustees in November 2013 outlines broad goals for the student experience to which we are committed and which your recommendations should seek to advance.

In recent years, we have undertaken a number of important, focused initiatives to support our students. We have carried out university-wide initiatives to advance diversity and inclusion, and to prevent sexual misconduct and substance abuse, and we have recently launched a similar effort to promote student mental health. Within the Schools of Arts and Sciences and Engineering, we have seen new structures and programs in the Division of Students Affairs and have enhanced engagement with Greek life and other student organizations, including more intentional leadership development as well as education and training for members. The Residential Strategy Working Group led by the Provost has contributed to significant developments in our long-term residential strategy, while a restructuring of our Office of Residential Life and Learning is currently underway this semester. I encourage the Committee to learn from the research and analysis already undertaken in these initiatives, and to develop recommendations that build on and support the good work that is currently underway.

I ask that you begin your work with a careful assessment to determine how our current co-curricular experience contributes to our undergraduates' well-being, personal growth, and depth of connection to a vibrant Tufts community as students on campus and as alumni, and where that contribution can be strengthened. Your assessment should inform the development of specific, actionable recommendations for how we can better support holistic, inclusive engagement in undergraduate student life at Tufts.

Your assessment and recommendations should address the structures, programs, and policies in place in our Greek system, student organizations and clubs, athletics, and the undergraduate social and residential experience. I ask that you consider how these important components of the student experience support our undergraduates' personal development; enrich a sense of community; align with Tufts' values as a university; advance our institutional commitments to accessibility, diversity and inclusion; and contribute to the health and safety of our students while mitigating risk.

As you assess how to best engage and support the well-being and growth of this generation of students, you will want to consider the changing needs, expectations, and demographics of our undergraduate student population, as well as broader national trends. I also ask that you be mindful of the important role of our students' interactions with their neighbors and our host communities of Medford and Somerville.

I hope that you will engage in a consultative process with opportunities for input from members of the Tufts community on and off campus, including alumni and current and past parents, as well as our students, faculty, and staff. I encourage you to draw also on quantitative and qualitative survey data, the lessons to be learned from peer institutions, and an understanding of current best practices in holistic student development.

Your recommendations should identify specific structural, programming and/or policy changes that will, in the opinion of the Committee, enhance the culture of undergraduate student life at Tufts, as well the resources and strategies that would be needed to implement those recommended changes effectively. I would like to receive your recommendations by the end of the current spring semester.

Thank you again. I very much appreciate your service.

Anthony P. Monaco