Tufts
UNIVERSITY

EQUITY AND INCLUSION WORKSTREAM

—FINAL REPORT—

Tufts as an Anti-Racist Institution

FEBRUARY 2021

Acknowledge
Commit
Transform

Workstream Charge

The Equity and Inclusion (E&I) workstream received a charge on September 30, 2020 from Provost Nadine Aubry to launch an effort to *"look at academic support services and new education and training programs that can help ensure that issues of equity and inclusion are addressed in our classrooms, laboratories, clinical training settings, and throughout our community. Specifically, this effort will consider training programs for faculty and staff as well as revised curricula, new education programs, and strengthened academic and support services for all our students within and outside the classroom. Such programs will help ensure that issues of equity and inclusion are addressed in our classrooms and all non-classroom learning spaces, and throughout our community. In addition, there will be a focus on designing more equitable processes (e.g., for promotion and tenure, teaching evaluations, students' work assessment, equitable clinical services, etc.), recognize and promote inclusive excellence within our community members in this important area (through fellowships and awards), and prepare our students for academic and personal success at Tufts and beyond."*

The scope of the E&I workstream is to encompass the following:

- Present information, and data when appropriate, on Tufts' current state on equity and inclusion (programs, processes, etc.), working in close collaboration with the Audit and Targeted Actions workstream

- Identify key areas in which efforts at achievable improvement, including nearly immediate ones, should be focused. These could include, but are not limited to:

    A. Proposing new programs for training faculty and staff

    B. Revising curricula and creating new ways to educate students

    C. Strengthening academic and support services for students

    D. Designing more equitable processes for faculty, staff, and students (e.g., promotion and tenure, awards and recognitions, and teaching evaluation processes)

    E. Recognizing and aligning incentives to promote inclusive excellence within the community in this area

- Suggest strategies for that improvement

- Report regularly on the progress of the workstream

Workstream Membership

Membership of the workstream has representation from faculty, staff, and students as well as representatives from the Medford/Somerville/SMFA campus and the Health Sciences campuses. The workstream structured its work by creating four subcommittees, each with a specific area of focus: faculty, staff, undergraduate students, and graduate/professional students. Please see Appendix A for a complete list of the steering committee workstream members and a list of chairs of the subcommittees.

Workstream Recommendations

We organize the recommendations and goals from our workstream into the key areas laid out above in A-E by Provost Aubry:

A Implementing New Education and Training Programs for Faculty, Staff, and Students

Goal #1: Implement an all-university anti-racism and anti-oppression education strategy that includes:

- Mandatory workshops for students, faculty, and staff.

- A collection of diversity, equity, inclusion, and justice educational initiatives.

- A robust evaluation plan for all educational initiatives to continuously collect data on programming effectiveness and room for improvements and growth.

Why? It is important to establish a baseline of common understanding, language, and values of Tufts University's anti-racism work.

B Revising Curricula and Creating New Ways to Educate Students

Goal #2: Develop a required, common equity and justice course for all Tufts students.

- The course, which will have the option to be tailored to each discipline, must include the history of racism as its base.

- This course will be distinct and different from the two-hour training module included in the education proposal (#1).

- Signal our commitment to DEI and anti-racism during our initial

engagement with new students by requiring that all admissions candidates respond to a question ascertaining their own commitment to DEI and anti-racism.

Why? Developing a common understanding of systemic racism and anti-Blackness across all students will provide a base upon which to build shared values and will provide a foundation for discipline-specific interruptions of racist narratives, or narratives that perpetuate systems of oppression.

C. Strengthening Academic and Support Services for Students

Goal #3: Redesign mentoring for graduate and professional students.

- Offer faculty development in mentoring for faculty.

- Ensure that every graduate or professional student has access to effective mentoring.

Why? Mentoring is a form of teaching. Mentoring at the graduate level can either advance or, because of implicit bias, derail students in achieving their goals. Effective mentoring can improve compositional diversity in fields that have been traditionally white-dominated.

Goal #4: Redesign advising system for undergraduate students such that student advising is embedded in all aspects of the student experience. This will ensure that the work of student advising does not fall on a handful of individuals.

Why? Advising is a form of teaching. Advising, like mentoring, can either support minoritized students to pursue and persist in their field of choice or support their development in new fields.

D. Designing More Equitable Processes for Faculty, Staff, and Students

Goal #5: Require specific anti-bias training for members of all committees, groups, and teams with decision-making power.
These include but are not limited to: Boards of Trustees and Advisors, Advancement, Admissions and Search committees, Tenure and Promotion, Institutional Review Board (IRB), and Curriculum Committee as well as academic and administrative leadership teams.

Why? There is a potential for bias to exist in every aspect of our decision-making processes. Different contexts and responsibilities will require different foci for education on how bias may be at play and how to mitigate

it. Anti-bias training has to be relevant to the task at hand in order to be most effective.

Goal #6: Ensure that every aspect of processes for faculty and staff hiring reflects an alignment with equity, justice, and anti-racism.

- Require all faculty and staff applicants to submit diversity/anti-racist statements.

- Require anti-bias training of all faculty and staff search committees.

- Align orientation and onboarding processes to reinforce the importance of the core values of equity, justice, and anti-racism.

Why? New hires are a precious opportunity to diversify Tufts faculty and staff to reflect our student body and advance our vision of becoming an anti-racist institution.

Goal #7: Provide mentoring for all faculty, especially for those in the early stages of their careers, and to faculty from groups underrepresented in their respective fields.

Why? Access to mentoring has been shown to be an effective retention tool. It can also be leveraged as an important tool for ensuring career advancement and faculty recruitment from groups underrepresented in academia.

E   **Recognizing and Aligning Incentives to Promote Inclusive Excellence with the Community**

Goal #8: Create and employ an inclusive search committee process for the recruitment of all leadership positions.

- Require all search committees to undergo implicit bias training.

- For leadership searches utilizing the assistance of an external firm, the vetting process should include a careful assessment of the firm's demonstrated track record of commitment to equity, diversity, inclusion, and anti-racism.

- Whenever possible, community input (beyond the search committee) should be sought and incorporated into the final selection of candidates.

Why? Searching for and selecting leaders who embody Tufts' ideals and a

stance of anti-racism is essential to the success of this part of our institutional vision and to achieve diversity of leadership.

F. **Defining a Vision of Who We Are and Holding Ourselves Accountable**

In order to realize all the goals above, we believe that Tufts University needs to engage in a process of reviewing and revising our mission statements and ensure they are aligned with our aspirational goal of becoming an anti-racist institution. We are calling for a process of holding ourselves accountable at the institutional level as well at the level of every individual member of our community. The following goals are designed to help us achieve this institutional alignment.

Goal #9: Review and revise the university and school-level mission statements to ensure they reflect core values aligned with our commitment to be an anti-racist institution.

Why? To ensure alignment and common values.

Goal #10: Review and revise all current job descriptions and future job postings to ensure they are aligned with the core values of equity, inclusion, and anti-racism.

Why? Ensures that every employee understands and embraces the individual role they must play to contribute to the overall institutional mission.

Goal #11: Require all university employees to set annual DEI goals. The assessment of these goals will be built into the annual performance review.

Why? To focus ongoing attention and continuous growth in our progress toward becoming anti-racist as individuals, as departments, and as an institution.

G. **Tufts University's role in shaping the higher education landscape and helping to find solutions to major challenges facing the industry.** We believe that Tufts University can leverage its vast assets and reputation within higher education to not only lead but also serve as a convener of institutions in the region to work collaboratively to transform higher education into an equitable, just, and diverse industry in which inclusive excellence is a marker of the prevailing culture. Our final recommendation is aimed at providing one specific example of how Tufts can play this pivotal role as a convener and leader in the region.

Goal #12: Promote a culture of collaboration among leaders of

institutions in the region to leverage the economy of scale in addressing major challenges, such as faculty recruitment and retention.

Why? This is especially necessary for major challenges that are not unique to Tufts. One example is the need to tackle the high cost of living in Boston. Housing costs are one of many barriers to attracting applicants from underrepresented backgrounds and serve as a barrier to equity and retention of talent. Finding solutions to address this challenge will require collaboration among multiple institutions in the Boston area.

Workstream Process and Community Engagement

The Equity and Inclusion workstream met throughout the Fall 2020 semester. As a result of our collective work, we have developed a set of 12 goals, listed above. These recommendations were agreed upon on December 11, 2020 in a retreat of the entire workstream. During the weeks of December 14 and 21 workstream members shared the draft recommendations with members of their communities for input. Feedback was captured during these community engagement sessions via a Qualtrics survey. (See Appendix B for survey results). Community engagement sessions included (among others) the following:

School of Engineering
- One-on-one meetings with staff
- Center for STEM Diversity team staff meeting

School of Arts & Sciences and School of Engineering shared division
- Meeting with Student Affairs Leadership team (staff)
- DSDI Directors meeting (staff)
- Africana Advisory Alliance meeting (undergraduate students)
- One-on-one meetings with staff and leadership
- Graduate Student Council

Friedman School of Nutrition Science and Policy
- Friedman faculty meeting

School of Arts & Sciences
- Center for Humanities Fellows meeting (faculty and graduate students)
- Graduate School of Arts & Sciences Dean's Office (staff)
- RCD department faculty meeting
- SMFA Anti-Racism/Anti-Bias Group (faculty, staff, and students)
- Visual and Material Studies department faculty meeting (SMFA)

Central Administration
- Provost Senior Staff meeting held every Tuesday
- HR Leadership Team meeting
- HR All-Staff meeting
- CELT staff

Faculty Senate

School of Dental Medicine
- Faculty and Staff Town Hall
- Deans and Chairs meeting

School of Medicine
- Multicultural Fellows Council meeting (TBD), Class President and Social Media
- Deans Senior Leadership Team
- Coaches Summit

Cummings School of Veterinary Medicine
- Executive Faculty Board
- Tufts Veterinary Council on Diversity (TVCD) (faculty, staff, and students)

In addition to these live feedback sessions, we also created a Qualtrics survey for anyone at these sessions and even not at these sessions to provide their input. The results of the Qualtrics survey can be found in Appendix B. The workstream met in early January 2021, to integrate the feedback from the live sessions and survey into our final recommendations.

Appendix A

SUBCOMMITTEE LEADERS

Faculty: Heather Nathans, Chair and Professor, Department of Theatre, Dance, and Performance Studies
Staff: Mary Anne McInnis, Director of Learning and Development, Human Resources
Undergraduate Students: Nandi Bynoe, Associate Dean of Diversity and Inclusion, Schools of Arts and Sciences and Engineering, and Katrina Moore, Director, Africana Center
Graduate and Professional Students: Sara Folta, Associate Professor/Associate Dean for Diversity and Inclusion, Friedman School for Nutrition Science and Policy

WORKSTREAM MEMBERS

1. Joyce Sackey, Associate Provost and Chief Diversity Officer, Health Sciences campuses
2. Bárbara Brizuela, Professor and Dean of Academic Affairs, School of Arts and Sciences
3. Kevin Dunn, Vice Provost
4. Dawn Terkla, Associate Provost
5. Mary Ann McInnis, Director of Learning and Development, Human Resources

Faculty Representatives

Medford/Somerville

6. Heather Nathans, Chair and Professor, Department of Theatre, Dance, and Performance Studies
7. Kamran Rastegar, Professor of Arabic Studies in the Department of International Literary and Cultural Studies; Affiliated faculty in the Department for Studies in Race, Colonialism and Diaspora; and Director of the Center for Humanities at Tufts

SMFA

8. Eulogio Guzmán, Senior Lecturer and Chair, Visual and Material Studies

Boston/Grafton/Health Sciences

9. Sara Folta, Associate Professor/Associate Dean for Diversity and Inclusion, Friedman School of Nutrition Science and Policy
10. Hellen Amuguni, Associate Professor, Cummings School of Veterinary Medicine
11. Damian Archer, Clinical Assistant Professor, School of Medicine

Staff Representatives

Medford/Somerville/SMFA

12. Jennifer Stephan, Dean of Academic Advising and Undergraduate Studies, Engineering

Boston/Grafton/Health Sciences:

13. Maria Blanco, Associate Dean for Faculty Development, School of Medicine
14. Adriana Black, Associate Director, Diversity and Inclusion Education, Health Sciences Campuses

AS&E Student Services Representative

15. Katrina Moore, Director, Africana Center

Dean of Academic Advising and Undergraduate Studies

16. Carmen Lowe, Dean of Academic Advising and Undergraduate Studies, Liberal Arts

Deans of Graduate/Professional Education

17. Nicholas Frank, Professor, Associate Dean for Academic Affairs, Cummings School of Veterinary Medicine
18. Jackie Dejean, Assistant Dean of Research for Arts and Sciences and Assistant Dean of Diversity and Inclusion, Graduate School of Arts and Sciences
19. Jeanette Sabir-Holloway, Assistant Dean for Diversity and Inclusion, School of Dental Medicine

Center for STEM Diversity Representative

20. Ellise LaMotte, Director, Center for STEM Diversity

Division of Student Diversity and Inclusion (DSDI)

21. Nandi Bynoe, Associate Dean of Diversity and Inclusion, Schools of Arts and Sciences and Engineering

Center for the Enhancement of Learning and Teaching and Other Education Centers' Representative

22. Annie Soisson, Director, CELT

Tufts Community Union Student Representative (Undergraduate)

23. Surya Adeleye (second TCU nominee: Gloria Revanche)

Health Professional Schools student representatives:

24. Elizabeth DeJesus, M21, School of Medicine
25. David Martin, D23, School of Dental Medicine

Graduate Schools Student Representative

26. Kinsey Spears, Ph.D. student, The Fletcher School
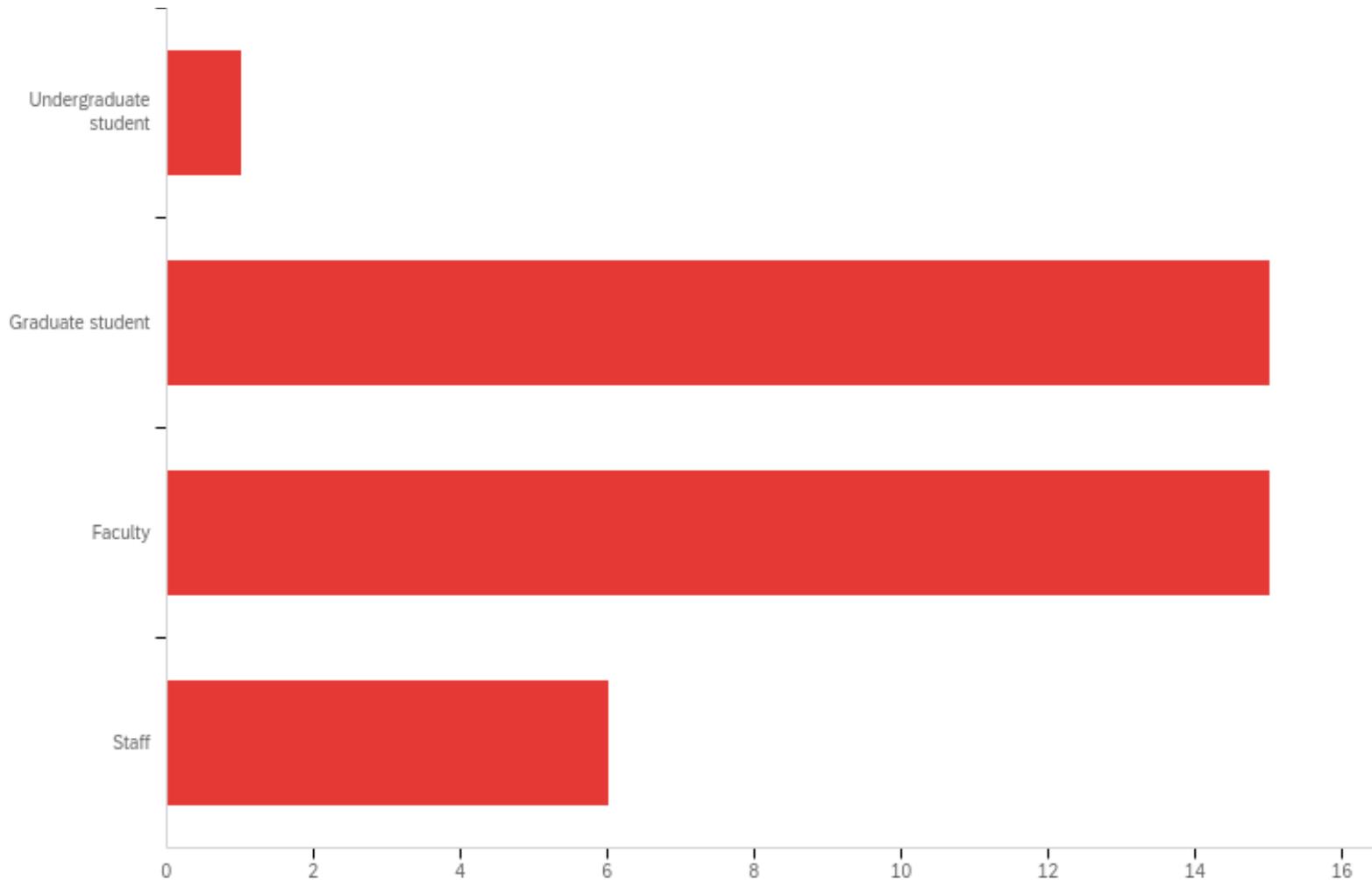
Appendix B

Community Engagement Report

Equity & Inclusion Workstream Feedback Survey

January 12, 2021

Q2 - Are you an undergraduate student, graduate student, faculty, or staff.

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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you an undergrad student, graduate student, faculty, or staff.	1.00	4.00	2.70	0.77	0.59	37

Q2 - Are you an undergraduate student, graduate student, faculty, or staff.

#	Answer	%	Count
1	Undergraduate student	2.70%	1
2	Graduate student	40.54%	15
3	Faculty	40.54%	15
4	Staff	16.22%	6
	Total	100%	37

Q9 - Please list the school, unit, or division you are affiliated with.

Please list the school, unit, or division you are affiliated with.
TUSM
Tufts University School of Medicine
TUSM
TUSM
School of Medicine
Dental
ENDO
Tufts University of Medical School
Medical School
Tufts University School of Medicine
Provost's Office

Q9 - Please list the school, unit, or division you are affiliated with.

Please list the school, unit, or division you are affiliated with.
Medical
SMFA
TUSM
Medical
SMFA
TUSM
TUSM
GSAS
A&S
TUSM
Medical

Q9 - Please list the school, unit, or division you are affiliated with.

Please list the school, unit, or division you are affiliated with.
Family Medicine
TUSM
Central Administration
Medical School
Medicine
Medical school
TUSM
Cummings
Cummings
Cummings
Cummings School of Veterinary Medicine

Q9 - Please list the school, unit, or division you are affiliated with.

Please list the school, unit, or division you are affiliated with.
Cummings
SOE
GSAS

Q4 - Are these the right recommendations?

Are these the right recommendations?
Yes
yes
They might be, but they all depend on delivery (see below)
They are a great start! The more the better!
some
yes
I appreciate the broad reach of these recommendations - particularly focus on education of students and in recruitment of faculty.
Absolutely
These look great!
Yes

Q4 - Are these the right recommendations?

The recommendations address the issue through multiple angles and at multiple levels.
Some of the recommendations seem redundant: it would be more effective to group them based on area of intervention (strategic, faculty training and hiring, student education, advising, etc.) and even combine a few (for example n. 5 and n. 11 in my ranking).

Q4 - Are these the right recommendations?

Are these the right recommendations?
Yes.
Yes, I think these recommendations are a terrific major first step for the university.
Yes, a great start. I would like to see a recommendation stating the commitment to consistently reevaluating aspects of our institution and become flexible enough to continuously make the necessary changes.
I think these are very fair and reasonable recommendations
Yes, these seem like great 'big' ideas
I think that these are the right recommendations, particularly in making certain programs MANDATORY and REQUIRED. Participation in an anti-racist university community cannot be voluntary. Faculty and staff are being PAID to work at Tufts. The university is entitled to mandate certain fundamental expectations for their conduct.
Yes - they look great.
Yes
YES

Q4 - Are these the right recommendations?

Are these the right recommendations?
some may be
Yes
Yes but see comment on what is hardest to achieve
Yes
I have some hesitance about a single anti-racist course for all university students, and wonder how effective such a course might be. Would it be useful to instead charge each school to develop courses. In particular, I wonder about balancing the focusing anti-racist issues into one single course not directed at their emerging professional identity, as opposed to infusing these ideas throughout.
Yes, I believe so. I agree especially with the recommendations for mandatory trainings, training for search committees and others and having employees set annual DEI goals.
They are good, but need to be more granular. Hard to get from everyone- We need the university to spend money, not just make statements..
I believe some are right and some may not be as effective.

Q4 - Are these the right recommendations?

Are these the right recommendations?
Yes, I am especially happy about the creation of a course specifically about racism within the veterinary profession.
Yes!
They are right, where they are actually implemented is the question.
Yes. I think they are thorough, and will accomplish their goals. The only thing I would say is to be careful on which anti-bias training program(s) you choose, because some have been shown to actually result in the opposite of the intended effect.

Q5 - Is anything missing from the recommendations?

Is anything missing from the recommendations?
Emphasis on having open conversations without shaming and blaming would likely benefit these initiatives. There are vocal students and there are students who shut down, and if we continue to have vocal students speaking to shut down students, we won't get anywhere. People should be allowed to be upset while also acknowledging that if someone is upset, it doesn't make it the fault of who/what upset them. We need to encourage respect for ALL opinions without labeling (i.e. political opinions). This will encourage an open dialogue and a more tight-knit community overall, and actually allow us to move forward. Right now we're shutting out the other side, and we need to discuss things and have open conversations to move forward.
Funding for these initiatives
I feel like there needed to be more time to go into each topic. And more information about things individuals can do to improve inclusion and diversity at Tufts.
no
No
Not that I can see. It's very thorough.
No, they seem very comprehensive

Q5 - Is anything missing from the recommendations?

Is anything missing from the recommendations?
Facilitating opportunities for students to meet and discuss their positionality and story, as well as their experience at Tufts, outside of the classroom.
I believe the system of reporting bias and racism, particularly in the clinical setting needs to be reconsidered. Currently, students are unsure (1) what should be reported, (2) how to report, and (3) if instances of bias can be reported without clinical repercussions. The Yale New Haven medical system has a series of clinical pathways for both those who need to report discrimination and those who commit mistreatment/discrimination (https://www.ynhh.org/childrens-hospital/medical-professionals/clinical-pathways.aspx) which could also be applicable in our clinical spaces.
The list looks impressive, more so if you are able to implement them within this year--an ambitious but doable goal, if we all commit to making it happen. At that point, the end of year, a reassessment would be advisable.
Yes, make a point to change secondary applications to ask questions to ensure prospective medical students have the awareness of anti-racism. When I was applying to medical school those prompt questions required a lot of reflecting to answer effectively. I'd like to use this opportunity to challenge students to see how much thought they've placed into the social injustices of today.
This is probably the next step, but breaking these ideas down and grouping them by audience and assigning SMART goals to each idea

Q5 - Is anything missing from the recommendations?

Is anything missing from the recommendations?
A stronger statement about the admissions and recruitment process?
Not that I can think of.
NO
Perhaps it is covered under the overall education strategy -- but what about developing a shared language? Defining all the terminology within the Tufts context? Certain phrases trigger certain reactions when it comes to this discussion. But there is a continuum of meaning. We may need to start with the basics to ensure a shared understanding of what is meant when we use a particular term or phrase relevant to this work.
Exposure to testimonials from those who have experienced racism and bias. No one should feel obligated to do this but for those who have not lived this, hearing personal examples of what someone experienced and what it felt like is extremely powerful. Without that it is like teaching rashes through words only and not showing pictures.
1. Students are involved in service learning. The wraparound for this community work should include an anti-racist focus, and challenge learners to reflect on their roles and those of the CBOs. 2. Would it be possible to elevate faculty participation in community-based work as explicit options for hiring and promotion? Community-based work is long-term and may result in fewer academic products (ie papers, books) despite the importance and impact of this work.

Q5 - Is anything missing from the recommendations?

Is anything missing from the recommendations?

Q5 - Is anything missing from the recommendations?

I really appreciate asking employees to submit annual DEI goals. Having been at an institution that had such a practice, these goals must be tied to rewards and met with meaningful feedback. Unless these efforts are rewarded, employees will do very little and these will become merely symbolic.

I also appreciate the required course. I am not sure if this is exactly what is meant, but I wonder if there is an opportunity for each department to have to teach a course about the history and legacy of racism and oppression in their field? Each student would have to take this course in their major. By requiring each department to teach the course, it would distribute the work, provide relevant information to students as they move to their professional careers, and force each department to think about the ways they have been complicit in racism and colonization efforts. My concern is if only a small subset of disciplines teaches it, it absolves other disciplines who routinely think this work is not relevant to them. Also, there needs to be protections for the faculty teaching the course as we know faculty receive lower evals for teaching these types of courses, particularly women and faculty of color.

I understand the idea of trainings, but am skeptical of their impact based upon the research. If there is not action or follow-up that leads committees to actually change their processes, these training could waste precious resources with little benefit. How will we measure the success of these? If they ultimately successful, it will be great to have that information. But if they are not resulting in meaningful change, we need to have the data and be able to allocate those resources to another change.

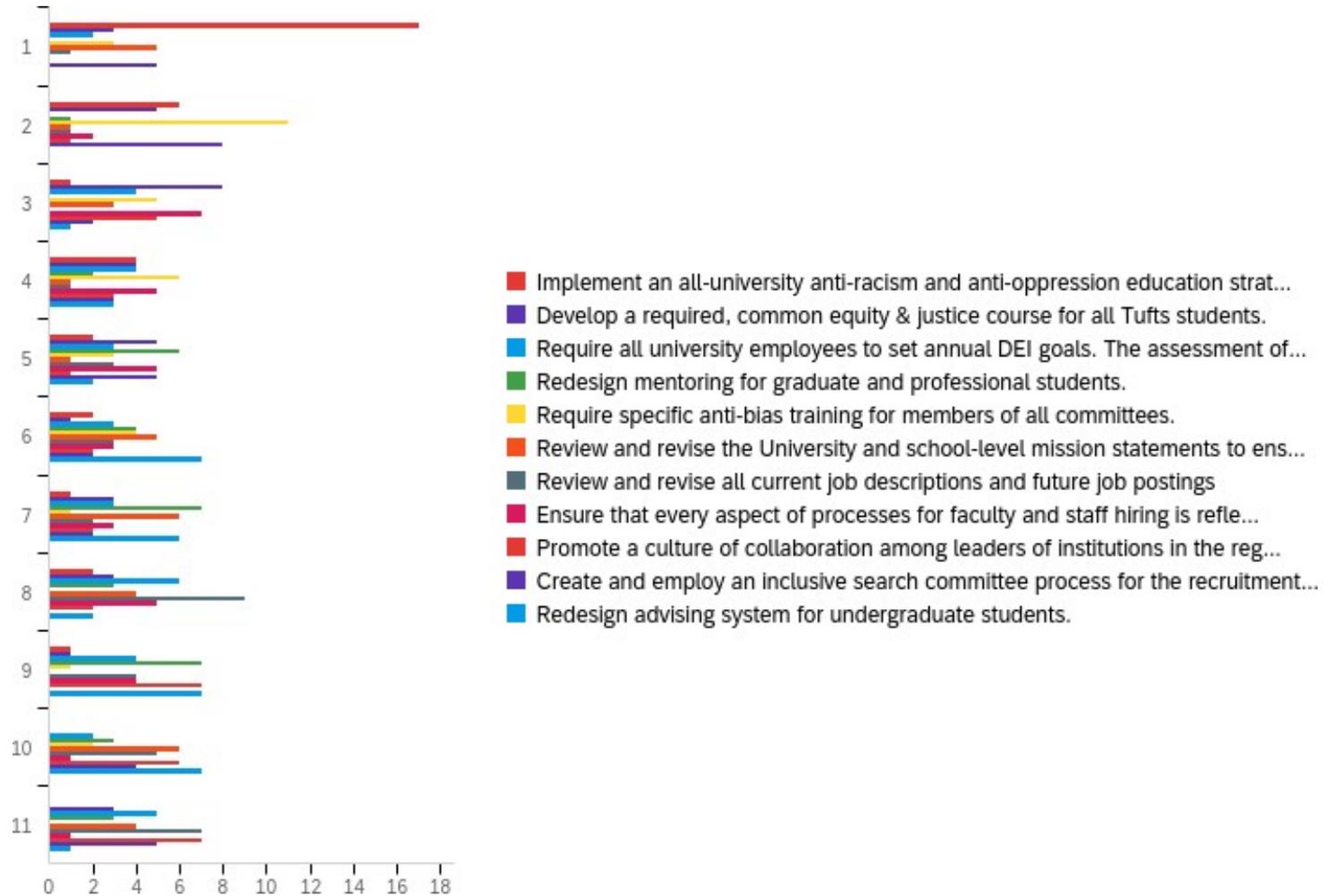# Q5 - Is anything missing from the recommendations?

Is anything missing from the recommendations?
Not that I am aware of1
Tenor guidelines need to be re-evaluated; reward staff & faculty that FGLI students feel safe around, take our input seriously - faculty that are idolized for their research (aka $) are most often the worst offenders towards POC students
No I don't think so. Well done

Q6 - Which of these recommendations do you think will be the most impactful? (Please rank order them).)

Legend:
- Implement an all-university anti-racism and anti-oppression education strat...
- Develop a required, common equity & justice course for all Tufts students.
- Require all university employees to set annual DEI goals. The assessment of...
- Redesign mentoring for graduate and professional students.
- Require specific anti-bias training for members of all committees.
- Review and revise the University and school-level mission statements to ens...
- Review and revise all current job descriptions and future job postings
- Ensure that every aspect of processes for faculty and staff hiring is refle...
- Promote a culture of collaboration among leaders of institutions in the reg...
- Create and employ an inclusive search committee process for the recruitment...
- Redesign advising system for undergraduate students.

Q7 - Which recommendations will be the most challenging to achieve and why?

Which recommendations will be the most challenging to achieve and why?
setting annual DEI goals and reviewing them annually - a lot of racism is more of a feeling then something that can be quantified
An inclusive search committee because the institution has repeatedly had the opportunity to hire diversity leadership and has not done so. A search committee is meaningless if diverse hires are not made.
Have DEI goal apart of employees' review. Tufts needs to prepare a better environment before putting that burden on their employees.
All the recommendations that require continued evaluation and changes to systems - so, seeking changes to hiring processes, redesigning mentoring systems, annual review processes. Also, more vague terms like "promoting a culture" (although I appreciate that there may not be more favorable terminology.
5) In areas where there simply is not a very diverse staff (such as Maine, where ~20% of medical students complete their education as part of the Maine Track), I wonder if it will take progress in 8, 9, and 11 to achieve 5.
Implementing an all-university strategy, both because it's hard to anything across the university and because this is such a huge undertaking.

Q7 - Which recommendations will be the most challenging to achieve and why?

Which recommendations will be the most challenging to achieve and why?
Redesign mentoring for graduate and professional students.
I love the idea of requiring that university employees set their annual DEI goals, and agree that they should be held accountable. Since antiracism efforts are ongoing and complex, it will be hard to measure if goals were reached and to what extent. The recommendation should include follow up steps in case an employee were not to meet goals: will they receive extra training? Mentorship? Resources? The university can empower employees who underperform in this area with the tools to work on themselves by developing further awareness of the histories, contexts, and present realities of racism.
- Review and revise all current job descriptions - somewhat vague at this point, would like to have to create a series of guidelines for University employers to follow - Redesign mentoring - I think this is hugely important, but could be more specific in terms of how it discusses with equity and inclusion
I have heard in meetings the resistance to commit to hiring a more diverse faculty, which is why it may be more challenging. But it should be prioritized first to actually create a more inclusive and diverse Tufts community.

Q7 - Which recommendations will be the most challenging to achieve and why?

Promoting a culture of collaboration will be the hardest to achieve because every institution will put forth their own set of priorities and strategies of implementation. It will take perseverance and patience to point out, remind, unlearn old habits and redefine the common ground that unites us

Q7 - Which recommendations will be the most challenging to achieve and why?

Which recommendations will be the most challenging to achieve and why?
Many of the hiring practices described in these goals are likely to take little time to put on the books, though they will require a longer period of time to actuate and change the environment at Tufts. I don't know if this will be "hardest" per se, but it is certainly a realistic consideration.
implementation of training for all faculty and staff and implementing a required course.
The mandatory training for faculty may be challenging because some faculty will resist this kind of work. I argue that those who resist it as an infraction on their "intellectual freedom" are the ones most urgently in need of it. And, as I noted above, faculty are being PAID to work at the university. The university has the right to mandate certain standards of behavior. While a university cannot prevent individuals from being racists in their off-campus time, it has the absolute right to expect that its contracted employees refrain from that type of behavior in their interactions with students, other faculty, and staff.
"Annual DEI goals built into performance review" sounds ambitious, broad, and too nebulous at this point -- if it is supposed to be achievable by everyone, from janitors, to police officers, from students, to professors, then there should be a menu of goals and checkpoints/goal posts with departmental mentors/cheerleaders built into the system who are trained as supports.

Q7 - Which recommendations will be the most challenging to achieve and why?

Which recommendations will be the most challenging to achieve and why?
Please note that I have ranked only 1-5 -- I cannot speak to the effectiveness of the student recommendations. I think the job description/posting recommendation needs better clarity. And the idea of asking all job applicants for an anti-racist statement???who is going to review those statements? through what lens? would that rule out qualified applicants who don't write well? wouldn't it be better to have only finalists -- not all applicants -- submit something? or just have new hires sign an attestation that they will support and foster an anti-racist culture? Until we actually have a fully adopted annual goal setting and performance review culture, there is no mechanism for requiring all employees to have a DEI goal. Also wonder what those goals would look like, and I wouldn't want the DEI goals to become a "check the box" activity. How to ensure DEI goals are appropriate, meaningful, and aligned with the overall mission?
Important to review and revise University mission statements but need to have concrete actions that demonstrate application of the mission.
I am concerned the annual DEI goals for employees will quickly become rote where standard items are written in because they have to be and will not accomplish meaningful progress and indeed may backfire as some will resent it. On the other hand modeling, teaching about and encouraging DEI goals I think would be something that should be done

Q7 - Which recommendations will be the most challenging to achieve and why?

Redesigning mentoring - this must be achieved in a meaningful way for students without hindering the academic productivity of BIPOC faculty.

Q7 - Which recommendations will be the most challenging to achieve and why?

Which recommendations will be the most challenging to achieve and why?
Require all university employees to set annual DEI goals - managers will need training to help employees think about specific, measurable goals.
I think the first three goals I have prioritized are also the hardest to achieve. This is why I believe they will have the biggest impact. They require involving more stakeholders. For the first, faculty and supervisors who are evaluating other faculty need to be knowledgeable enough to do so. If they are not prepared to do this, efforts of little substance will be lauded and this will merely fall to wayside. Also, I can imagine some will think this infringes on their academic freedom and use that as an excuse to push back.   Depending on how it is proposed, I anticipate faculty may also pose a barrier to the implementation of a required course. Some will say in infringes on academic freedom. The fact that there have been so few curriculum changes over the last several decades illustrates an unwillingness of faculty to make little change.   The final recommendation about collaboration among institutions requires the buy-in from multiple institutions. I can imagine that this will take a lot of effort and communication. But it could be a very worthwhile effort so that the schools do not lose faculty who choose not to come because of the cost of living.

Q7 - Which recommendations will be the most challenging to achieve and why?

Annual DEI goals - time is limited for annual review and fear that having meaningful goals for all being developed and reviewed will be hard and perhaps glossed over or unmeaningful goals being developed.

Q7 - Which recommendations will be the most challenging to achieve and why?

Which recommendations will be the most challenging to achieve and why?
See my above comment.
Fitting a required equity and justice course into the already stacked veterinary curriculum, but it is absolutely necessary.
Adding in a course to the already strenuous engineering curriculum will be hard, especially for POC students who already feel we are the ones teaching others how to be anti-racist
Require all university employees to set annual DEI goals. I have chosen this one because some positions at the university are more about paperwork, or numbers, and don't involve a lot of collaboration. It would be difficult to set annual DEI goals and then be measured against them. If all the other measures are put into place, this particular item might not be necessary.

Q8 - Please provide any additional feedback you have about our workstream recommendations.

Please provide any additional feedback you have about our workstream recommendations.
The workstream needs to include a focus on culture in order to foster these initiatives (as mentioned above with the emphasis on safe conversations for all).
Great ideas with no money as a marker of the institutional priorities is meaningless.
n/a
Please keep holding these meetings to update us on strategy implementation! It's promising to see progress in these tangible goals
I like these recommendations. I think they'll work best if we find ways to open up the educational opportunities to a larger part of our community, but that's not the remit of this workstream.
Thank you so much for your hard work on this important and urgent aspect of our community's life (and beyond).
These are terrific suggestions. I just hope we can truly make a full commitment to them and provide honest assessments along the way every month or two to make sure we are staying on track and even then be patient if we find implementation is not as fluid as is making the recommendations. We need to be realistic at every assessment and continue to recommit ourselves to this endeavor.

Q8 - Please provide any additional feedback you have about our workstream recommendations.

Please provide any additional feedback you have about our workstream recommendations.
I believe that if the university starts "negotiating" or soft-pedaling any of its recommendations at the outset, it will signal a lack of commitment to the broader community. It will also signal a potential willingness on the part of the administration to turn a blind eye to future infractions. I suggest that there must be certain areas of the plan that the university administration commits to as non-negotiable. A half-hearted implementation or "soft-launch" of these steps will send the worst possible message.
There are many good ideas, but there are possibly too many to be digestible -- they may be "right" but I think the display could be more effective if streamlined somehow.
These are goals, what are specific objectives and how will you know when you have achieved them?
This is ambitious - yet overdue, and will result in important improvements throughout the University
Lots of hard work went into this - great job!
we need to stop talking and spend money (not salaries on folks) but real ways to make an impact.

Q8 - Please provide any additional feedback you have about our workstream recommendations.

I wonder if we are missing a broader attempt to really dig deep into who we are as an institution. We really need to tackle some of the bigger questions and policies the drive the culture of the institution. This might be beyond the scope of the workstream. For example, research is and will continue to be the currency of Tufts. This is valuable in some ways, but also makes other things more difficult. If research is the primary driver of tenure, what incentive is there for a faculty member to make any effort to be inclusive or equitable in their teaching, mentorship, and research practices?

Q8 - Please provide any additional feedback you have about our workstream recommendations.

Please provide any additional feedback you have about our workstream recommendations.
N/A
I think the steering committee has done an excellent job.