

Executive Summary of the DEI Strategic Planning Committee Audit

This document is an executive summary of the work of Taft’s Diversity, Equity, and Inclusion Strategic Planning Committee (DEISPC). This summary is organized in the same manner as the audit; it features the introduction from the audit—written by Head of School Willy MacMullen ’78—followed by the six sections representing the facets of school life the committee investigated. In each section there is a brief introduction of the particulars of that section followed by “Affirmations” of our work and “Areas of Improvement” that will be addressed in the next part of the committees’ work, creating recommendations and accountability metrics. We hope this is helpful in understanding the work that Taft is currently doing and has yet to take up.

Introduction

Written by Head of School Willy MacMullen ’78

Last summer, I charged a committee of Taft trustees, faculty and staff—the Diversity, Equity and Inclusion Strategic Planning Committee (DEISPC)—to help shape the critical work we wanted to do in the months and years ahead, and this report offers an update on their work.

The first task of the DEISPC was to conduct an institutional audit, rooted in the truth that you cannot know where you will go if you do not know where you are. The audit of Taft’s diversity, equity, and inclusion (DEI) practices was borne of two important realities. The first was that in recent decades, Taft has become a different and better school: a truly diverse, global community committed to a vision where every member felt they belonged. If our mission is the education of the whole student, it necessarily follows that we must shape the whole of *every* student, and more than ever in our past, we have committed to that goal. Creating a diverse school where every member feels valued has been a top priority of the Board of Trustees, the faculty, and me. This vision is a big part of the reason Taft is a globally renowned school. Taft is a great place to teach and learn, where students are challenged and shaped to become positive and contributing citizens and leaders, and there is much to be proud of.

However, the second reality is that we have not fully succeeded in our obligation—certainly not at the level we must. Despite our efforts, we have failed to deliver a consistently positive and affirming experience to *all* students, and in the past we have not responded to this feedback with enough urgency. We need to commit to change in order to truly uphold our mission: we have already begun this work, and we know there is more to do. It’s good, needed and hard work.

We must start at our beginning, since it is impossible to consider our work today without recognizing our founding. Private boarding schools were founded as fundamentally exclusive institutions, many founded between 1880-1910 in response to changes in American society, primarily urbanization and immigration. A partial list from these years includes Taft, Thacher, Groton, Woodbury Forest, Hotchkiss, Choate, St. Georges, Middlesex, Salisbury, Trinity-Pawling, Kent, and Westminster. The mission of these schools was to educate an almost exclusively white, wealthy, male Christian student. This is clearly not the school we are, but it *is* the school we were.

James McLachlan, author of the work American Boarding Schools, notes that

by 1916, [the image of prep schools] for better or worse would be fixed for the greater part of the twentieth century... self-sufficient and insular communities providing for [their] narrow clientele just what was expected—a conservative, gentlemanly preparation of body and mind for Ivy League Colleges and for support of the economic, political and religious status quo....

For Taft, this fact largely remained the case until the mid-20th century when the school's philosophy began to change in ways at first incremental and then ultimately revolutionary. This evolution—a widening of belonging as Taft admitted students from a far greater range of social, economic, educational, ethnic, racial and national backgrounds—began in the makeup of the student body but would over time shape *every* aspect of school life. The most visible change was with enrollment, as through the '50s and early 60's, Taft began to admit international students and its first Black students, marking a shift in admissions which would continue and accelerate in the years ahead. In 1971, Taft admitted its first female students—perhaps the single most important change in our history. In the decades on either side of the 21st century, Taft strategically set out to create the ideal learning environment: a globally diverse campus, with students, faculty and staff of different experiences, perspectives, gender, race, class, religion, nationality, sexual orientation, geography and ethnicity. The change has been profound. Put simply, the Taft campus today looks and feels very different from the school of the past, and that is a good and exciting thing. *It is this kind of community we believe is critical for preparation for citizenship and leadership in today's world.*

The trajectory towards diversity and belonging since 1970 has been steadily—and at times steeply—sloping up. One thinks, for example, of coeducation under Headmaster John Esty, or the singular commitment to financial aid and diversity, both domestic and international, under Headmaster Emeritus Lance Odden. In recent years, the review of the Portrait of the Graduate, the creation of a DEI statement, commitment to faculty hiring and growth, changes in curriculum, establishment of student groups and support systems, student education and leadership training, the diversifying of the faculty and student bodies and other measures have all changed and improved Taft.

As the ideal campus became one that was diverse in all ways, the school's policies, practice and culture changed to work towards the goal that all students felt as though they belonged on campus. Furthering the diversity, equity and belonging goals has shaped *all* areas of school life: admissions practices, academic curriculum, student culture, School Meetings, faculty training, traditionally marginalized student support, counselling, and on and on. This work is really challenging—but also necessary and exciting, and a source of pride. Viewed in this light, the DEISPC audit and the broader strategic planning process are a part of the *normal course of what Taft does*, both affirming our progress and identifying areas still to be addressed.

But if there is much to be proud of, it is also emphatically true that Taft has failed to deliver an empowering, affirming, and positive educational experience to all students, students of traditionally marginalized groups in particular. Facing this fact requires institutional courage and

honesty. Students, alumni, parents and employees of traditionally marginalized groups have communicated with the school about the ways in which they were made to feel unsafe, devalued, and unwelcomed. Institutionally we have often received this feedback and taken some steps to address the concerns, but we have not made the kinds of urgent and necessary changes that this feedback has merited. In June of 2020 this reality was crystalized as alumni, students, parents, and employees issued a clarion call for action. In the wake of the killings of unarmed black men and women by police, the importance of the Black Lives Matter movement, and the larger racial reckoning in the United States, nearly 1,000 alumni reached out to the school with calls to raise concerns about the experiences of their students. Social media proved to be a very important part of this communication exemplified by the “Black@Taft” Instagram account. These voices revealed truths which shook our school and which prompted deep reflection. To be clear, these stories were *not* of the healthy discomfort that comes in a liberal arts education and at rigorous schools where in and out of the classroom, students must be open to different perspectives, discuss and debate complex ideas, and be willing to have their own ideas challenged. Taft saw that we have failed to ensure *every* student felt they truly were valued—and that we had to change course. I see the school at a pivotal and potent moment, one of opportunity we cannot miss. The task is both daunting and exciting, and it will be hard, necessary work. It will require our best selves, our greatest service.

And that realization brings us the work of the DEISPC. In order for Taft to make the changes needed to better deliver on our mission, we must have a detailed understanding of our current DEI practices. The first charge to the DEISPC was that it conduct a comprehensive audit of the school’s campus DEI efforts. This audit has been an important opportunity for members of the Taft community from a number of different quarters—five trustees and seven employees aided by two graduate students from Columbia’s Teachers College—to take a deep dive into six facets of school life: Academics, Admissions, Alumni Relations, Resources Dedicated to DEI work, Student Life, and Faculty Recruitment, Retention, and Training.

I feel enormous respect for and gratitude to the Committee. These are very busy people who stepped forward to serve our school in countless hours of Zoom meetings. The audit has taken about ten months and has been robust, broad and deep. Members of the committee have reviewed practices, conducted interviews, gathered data, implemented campus surveys, and benchmarked against peer institutions. Having established this baseline of practices, the committee is moving to its next phase: recommendations.

I offer a final thought. That the issues we are examining and discussing are complex goes without saying: these are the themes secondary schools and colleges are wrestling with, often painfully and divisively. These are some of the issues that divide our nation. I believe we must keep our focus where it should be: *on mission and student*. That’s how we can best avoid division and find shared ground. Our mission is the education of the whole student, and everything must flow from there. Our obligation is to serve students in the basic belief that each and every one deserves to feel they belong, are valued, and have an opportunity to succeed. On this there must be agreement and commitment. For all in the Taft family, across the decades and around the globe, who have helped and continue to help in this work, I am deeply grateful. *Non Ut Sibi Ministretur Sed Ut Ministret.*

Academics

Questions of how the academic curriculum of the school furthers the institutional aspirations and goals of inclusion and belonging have guided discussion for many years. In recent years, the school has made this conversation and the changes needed a central part of its work in the classroom. The work has been led by the academic department chairs and their respective departments, and while the process has been profound, there is more work yet to be done and changes needed in order to best support students of traditionally marginalized groups and appropriately educate all students. This portion of the audit first considered Safety, Belonging, and Value, examining quantitative data collected through the school-wide climate survey that the committee administered as well as qualitative data provided by anecdotal responses and student interviews. Additionally, a number of interviews were conducted with department heads, teachers, and the Dean of Academics. The information provided offers a ground-level perspective from the professionals who interact with the students inside of the classroom, in the dorms, and in co-curricular spaces. They shared their thoughts on the effectiveness of Taft's departmental practices, curricular composition, and the evolution of the principles a Taft graduate should embody. The second section considered Feeling Affirmed in the Classroom and addressed the school's charge to make all students feel supported and encouraged in the classroom. This extends to the conditions in which students learn and the construction and delivery of course offerings. Lastly, it will examine the evolving conversation behind the principles and attributes a Taft student should embody.

Affirmations

- The majority of Taft students report that they are encouraged to learn about people of different identities, including but not limited to race/ethnicity, country of origin, gender, family income, sexual orientation, and religion.
- The majority of Black and Latinx students report that they feel as if they belong and are safe in the physical classroom where this learning occurs.
- In recent years, each academic department has been charged to examine its curriculum through the lens of DEI principles and specifically the DEI statement; and each has conducted internal curricular audits, made changes in curricula, and shared their findings with the Academic Department Chairs group.
- Several courses and academic departments have proactively infused their curricula with DEI content and requested workshops at the start of the school year to set the tone and create a necessary environment for related learning to occur in a positive manner.
- The school community has regularly revisited and revised the Portrait of a Graduate statement and its enumerated identifiers.

Areas of Needed Improvement

- Students of traditionally marginalized groups believe that their marginalized identifiers are not discussed enough in classrooms and they are more likely to report feeling unsafe when those conversations do happen.
- Taft should consider requiring teachers to regularly solicit student feedback on their DEI classroom practice in order to facilitate accountability for reviewing and implementing feedback in their classroom practice.

- Taft’s disproportionately small number of teaching faculty of color negatively impacts the experiences of all students and students of color especially.
- Taft should implement regular department-wide curricular audits in order to facilitate systemic rather than ad-hoc curricular changes that reflect industry best practices.
- Taft should commit additional time for teacher-centered professional development series based on the needs of employees regarding creating cross-curricular offerings, educating students from diverse backgrounds, and creating curriculum infused with DEI content and concepts.
- The academic departments should broaden and deepen the ways DEI principles are made part of the curricular objectives and design in order for more students to internalize and act on the concepts articulated in the school’s motto, DEI statement, and Portrait of the Graduate.

Admissions

The Taft admissions office, with the full support and direction of the Board of Trustees, has made the creation of the ideal student body—one marked by diversity of all kinds—its highest priority for many years. The results are clear, in that Taft has never been a more diverse community. And yet, the school sees more work to be done and believes that with an even greater commitment and changes in approach, Taft will become a better place for all students. The work of the admissions office requires attracting, admitting, and yielding students of different racial/ethnic backgrounds, economic backgrounds, geographic areas, religious beliefs, sexual orientations, and gender identities. This also includes attracting students with different co-curricular talents. To achieve this goal, the admissions team relies on efficiently using its financial resources, effectively using its people to attract a diverse student body, and community outreach through the admissions office. Further codifying diversity as a priority in the systems and structures that undergird the office’s work will be key to continuing to diversify Taft’s student body. A clear and robust strategic plan with established objectives will help the office elevate the importance of diversity in future decision-making as certain demographic groups continue to be underrepresented on campus. That is, in the absence of these clear and detailed objectives certain groups continue to be underrepresented on campus despite a stated desire for different outcomes.

Affirmations

- The admissions team has dedicated considerable resources to outreach in areas that traditionally yield students of color and those students who are of marginalized identifiers and should continue to do so.
- The admissions team, led by the Director of Multicultural Recruitment, dedicates significant time to webinars, panels, and other events designed to attract and yield students of color.
- Taft ranks amongst the top of its peer group in geographical diversity with students from more than 41 countries and 31 states within the US.
- Taft allocates a substantial portion of its net endowment draw to support the financial aid budget of the school.

- Taft’s commitment to financial aid has grown steadily in the past two decades and is at a historic high, with 25% of gross tuition revenue set as the budget, up from 19% in 2001.
- The incoming cohort of students for the 2021-2022 school year will feature the largest group of domestic students of color in Taft’s history.

Areas of Needed Improvement

- The Admissions office should create formal targets and goals that standardize and prioritize admitting students of color as Taft trails peer schools in percentage of students of color.
- Increasing the financial aid budget to meet the DEI goals and objectives is imperative and will require either a higher allocation of the annual endowment draw or raising additional endowed funds.
- Taft should allocate more financial aid resources to domestic students of color who are not athletes and should formally reserve this money for the group on an annual basis.
- Taft admissions officers should undertake regular admissions specific DEI and anti-bias training in addition to the ongoing admissions and DEI training they do otherwise.
- The Taft application process should gauge every potential student's commitment to and awareness of DEI work in the written application process and the interview.
- It is imperative that the admissions office undertake a formal review of its process to assess any deficiencies in its DEI and anti-bias related practice and make necessary improvements.

Alumni Relations

The role of alumni and the relationship with their alma mater has changed over the years. With change comes a great opportunity for more involved engagement with the school's 9,800 alumni. The Alumni and Development office has made engagement with alumni of color a high priority in recent years and it is committed to deeper and broader efforts. There is opportunity and need for even more dialogue which includes suggestions, concerns, education, updates, actions, networking, and mentoring. In the summer of 2020, a letter was signed by 935 alumni—9.5% of the total number of living alumni—from the classes of 1963 through 2020, supporting systemic change at Taft. It was a defining moment for such a great number of alumni to come together and craft a cohesive list of suggestions, frustrations, and expectations for their alma mater. During the same time, there were numerous postings on Black at Taft's Instagram page. Taft alumni spoke and it was made evident that more needed to be done by the school in order to support every member of its diverse community.

Affirmations

- The alumni office has done more to create affinity group spaces for alumni of traditionally marginalized groups which have been important for said alumni groups to gather, share in fellowship, and offer important information about their experiences with the school.
- The Alumni Focus Groups the school hosted this year to explore DEI experiences of students were a source of vitally important information for the school and were

appreciated by many who attended the gatherings and should be made a regular part of the school's practice.

- Work is underway to both match demographic information between the school's two databases— Veracross (students) and Raiser's Edge (alumni/ae)—and collect demographic information from the alumni body in order to update Raiser's Edge.
- The Alumni and Development office in recent years has created new and creative ways to include and engage alumni who have been traditionally marginalized with targeted outreach, campus visits, social gatherings, mentoring connections and listening sessions.

Areas of Needed Improvement

- Taft should offer more alumni affinity group gatherings and enlist the alumni in creating such spaces.
- Taft should continue to collect demographic data for all alumni as such data has not always been transferred from the Admissions Office to the Alumni Office.
- The Admissions and Alumni Offices should examine the demographic information collected to ensure consistency in the data that is collected.
- The Alumni Office should collect more data regarding engagement and communication in order to analyze the relationship between traditionally marginalized groups and their alma mater. This includes data regarding event attendance, campus visits, networking, mentoring, legacy applicants, giving back to the school both financially and as volunteers, etc.
- Taft should continue to offer focus groups for alumni and these focus groups should be organized by identifier and available to alumni of all traditionally marginalized groups.

DEI Resources

In conceiving of the resources that Taft allocates to DEI work, money, people hours dedicated to leading DEI efforts, and school time allocated to DEI efforts stand out as those essential to the efficacy of our practice. In recent years, Taft has committed more of these resources to DEI work and the school is committed to continuing and accelerating this commitment which is led by the Board of Trustees and can be seen in all areas of school life. Perhaps the easiest to quantify, money, is essential to facilitating so many parts of our DEI practice. The Faculty Recruitment, Retention, and Training section of this audit will take up the professional development dollars spent on DEI work administered by the Dean of Faculty's office while this section of the audit will focus on the Dean of Multicultural Education's budget. The next resource to be taken up in this section of the report will be "people hours" dedicated to leading DEI work. This will include Full Time Equivalent (FTEs) allocated to DEI work, stipended responsibilities, and student leadership. The final resource this section will take up is communal time dedicated to DEI work. That is, the time we spend as a full school community learning and investigating our DEI awarenesses and principles. This section of the report will not take up classroom time dedicated to DEI work as that was detailed in the Academics section of the report. Rather, this section will consider time allocated in places like morning meetings, afternoon program spaces, dorm spaces, and other non-classroom spaces on campus.

Affirmations

- Through a combination of the DEI budget and other funding sources including endowed funds and community member donations, the school has largely funded all of its DEI programming to this point.
- The Business Office is reviewing and restructuring the DEI Budget which, combined with the newly created DEI Current Use and Endowed Funds, should continue to fund Taft's expanding DEI programming.
- While the Dean of Multicultural Education (DME) serves as a "hub" for DEI leadership, there are several other offices and individuals that take up important DEI leadership responsibilities and roles.
- Taft has made DEI training and education a significant part of faculty professional growth and student awareness as seen in teacher training, outside speakers and consultants, school leader training, advisor groups meetings, etc.
- Taft creates required community time for DEI work for MLK Day and the related events.

Areas of Needed Improvement

- Student leaders should be continually trained on DEI work and the adults in the community must formally check in on student DEI leadership practice.
- Taft should expand the number of FTEs dedicated to DEI leadership as the current constitution of the DME's office, one FTE, is an aberration in comparison to other Taft senior administrative offices as well as the DEI offices of the "Eleven Schools."
- Taft should expand and systematize the classes or afternoon program opportunities for student DEI leadership as such DEI leadership is frequently an "add-on" which makes it inconsistent and potentially a burden to those student leaders.
- Taft should use the '20-'21 school year as a model insofar as systematically orchestrating DEI work in afternoon program or dorm spaces as previously such work has been ad hoc, in response to communal crises, and at the discretion of individual school employees.
- Taft should create more time and space for full school involvement in DEI work outside of Morning Meetings including school-wide Q&A and follow-up conversations.

Faculty Recruitment, Retention and Training

Taft's efforts to recruit, hire, and retain faculty of traditionally underrepresented racial and ethnic groups—referred to in this section as BIPOC (Black, Indigenous, and People of Color)—is ongoing. Each of the last four Deans of Faculty have prioritized recruiting and retaining a diverse faculty, a priority supported by the school and Board of Trustees. The Dean of Faculty's office has thoroughly reexamined the hiring process and has stated hiring priorities that include: "representation" or a faculty that effectively mirrors student demographics and identifiers, assessing a candidate's potential to contribute to the program and future professional growth, and recruiting candidates who are committed to the responsibilities inherent to working in a global, residential community. As a result, the Taft faculty of today is more diverse in every way than at any point. The group of faculty joining Taft in September will be the most diverse the school has ever welcomed. According to the Learning Policy Institute, the National Assessment of Educational Progress (NAEP) reports the following:

Research shows that teachers of color help close achievement gaps for students of color and are highly rated by students of all races. Students tend to benefit from having teachers who look like them, especially nonwhite students. . . Greater diversity of teachers may mitigate feelings of isolation, frustration and fatigue that lead individual teachers of color to leave the profession.

See the study entitled [Teachers of Color: In High Demand and Short Supply](#). This section will address the challenges involved in recruiting, hiring, and retaining BIPOC faculty, while also taking up the professional development dollars spent on DEI work and faculty training by the Dean of Faculty office. The school has made significant strides and progress in recent years but believes that if we are to serve our students well, our work must continue.

Affirmations

- The Dean of Faculty's (DOFs) Office has made a commitment to cultivating a diverse candidate pool for every job posting and all potential hires are evaluated on each of the following qualifications: a demonstrated commitment to the tenets described in the school's [Statement on Diversity, Equity, and Inclusion](#) and [Portrait of the Graduate](#) and an interest in joining a residential community that serves a diverse student body.
- In 2013, 13% of faculty hired were BIPOC; between 2016-2020, 37% were BIPOC (22/59). 57% of all hires have a marginalized identifier between 2016-2020.
- The Penn Residency Masters in Teaching program has been successful in hiring faculty who self-identify as BIPOC, but it has been less successful in retaining these faculty members after the 2-year program has concluded.
- The DOFs office has been supportive of professional development for faculty as it pertains to DEI work as spending on DEI related professional development work increased from \$16,123 in 2016-2017 to \$39,923 in 2019-2020. For the 2021-2022 school year, the DOF office has placed DEISJ (Diversity, Equity, Inclusion, and Social Justice) work in the highest level priority category.
- The DOF office continues to look beyond the traditional "triple threat" candidate for impactful ways a candidate can contribute to working with students of marginalized identifiers.
- The Taft faculty have engaged deeply and broadly in the education around cultural competency, microaggressions, deep listening, and implicit bias through teacher-led training, outside speakers and consultants, conference attendance, and full faculty meetings.

Areas of Needed Improvement

- Taft continues to need a more diverse teaching faculty as students of all identifiers benefit from interacting with people of traditionally marginalized identifiers and students of traditionally marginalized identifiers most especially.
- Efforts to retain PRMT fellows should be reevaluated in light of the fact that fellows infrequently stay beyond their two-year commitment to the school and the low retention rate is exacerbated for PRMT teachers who self-identify as BIPOC or another traditionally marginalized group.
- Taft should account for the fact that BIPOC adult community members are frequently the primary contact people for students of traditionally marginalized groups which represents

an extra and often emotionally taxing responsibility that negatively impacts the long-term retention of BIPOC employees.

- Taft should institute a formal, multi-year, benchmarked training program for faculty to ensure that school employees regularly undertake DEI training that is needed to be an effective teacher in a diverse and equitable community.
- Taft should make a formal and concerted effort to cultivate the leadership skills of BIPOC faculty in order to expand the pool of BIPOC employees who might apply for leadership positions.

Student Life

The school's efforts to ensure that every student feels they belong, are valued, and can succeed have become more intentional and pervasive than ever. The efforts take many forms and Taft has seen real benefits. However, it is clear from listening to traditionally marginalized students—both in the form of anecdotes and survey data—that there is much work to be done: that a significant number of students feel that because of a certain identifier they do not feel a sense of belonging. Given the school's belief that every student should look back at graduation feeling they belonged, there is much work to do. In describing the Taft student experience and engagement with DEI initiatives on campus, it is appropriate to distinguish between the various areas of student experience. As such, the loosely defined term “student life” has been divided into four categories: residential experience, peer-to-peer and adult relationships outside of the classroom, student activities and enrichment, and student discipline. Within this section, each of the aforementioned categories will be described in detail insofar as they relate to DEI for the Taft student. The objective of this section is to assess the on-campus experience for students of color (SOCs), but feedback from other traditionally marginalized groups is also considered and warrants further investigation. Data was collected through surveys administered to the entire student body as well as student focus and leadership groups. Written responses from students and interviews with faculty members provided additional information and evidence.

Affirmations

- Taft creates a warm, safe, welcoming environment for most of our students in the dorms by intentionally assigning new student roommates, selecting dormitory monitors, and placing residential faculty in ways that are fair and prioritize the student experience.
- Taft is structured to provide opportunities for students to interact with faculty of shared identifiers in a variety of settings, and in potentially meaningful ways. Residential faculty, extracurricular directors, class deans, and faculty advisors keep the individual student experience at the center of the work they do.
- Advisory Meeting time has represented a prime opportunity for Taft to incorporate DEI programming into the student experience.
- Taft recognizes that race, ethnicity, gender identity, and financial status all affect a student's experience at school sponsored gatherings and in co-curricular activities and strives to offer a wide variety of programming in order to satisfy all students.
- Taft encourages students to recognize the diversity of experience, background, and perspective that characterizes the Taft community, and to engage in meaningful conversations surrounding these and other themes. The school acknowledges that all

members of the community should feel that they can be themselves on campus—a message shared frequently by school leaders including the head of school—and fosters an environment where channels of communication are available when a community member feels that violations of community norms or expectations have occurred.

- Taft has created a vibrant and active affinity group program for students, offering supportive and safe spaces as well as leadership opportunities.
- Elected and selected student leadership positions (school and dormitory monitors, team captains, club leaders, etc.) reflect the diversity of the school.
- Taft has taken specific actions to broaden opportunities in leadership for students in elections, student clubs, and dormitory monitorship.

Areas of Needed Improvement

- Taft should develop methods to regularly solicit feedback from students in order to inform improvements, communicate expectations to student and faculty residents, and implement meaningful programming in the dormitory as the absence of such feedback limits the residential life experience for students of color and students of other traditionally marginalized groups.
- Taft should craft a more comprehensive orientation and training program for residential student leaders and residential faculty.
- The small number of BIPOC faculty members and faculty members from other traditionally marginalized groups makes it difficult for all students of different identifiers to find an advisor with whom they share a marginalized identifier and places an additional burden on this group of faculty which can negatively impact their experience and consequently retention.
- Diversity, equity and inclusion should be built into coaching practices, input should be systematically sought from students of traditionally marginalized identifiers, and the inequities between co-curricular groups, especially those based on gender, should be formally recognized and addressed.
- Methods of choosing school leadership positions should be reevaluated to ensure meaningful opportunities for all students.
- Recognizing needs for student privacy, Taft should work to better educate students about the intricacies of the disciplinary process in order to increase understanding and transparency.