Diversity for heads and trustees: A working conversation about governance

November 7, 2016
- Almaden Country School
- Athenian School
- Aurora School
- The Bay School of SF
- Bentley School
- The Berkeley School
- Black Pine Circle Day School
- Branson School
- Brentwood School
- Buckley School
- Bush School
- The Carey School
- Castilleja School
- Cate School
- Children's Day School
- Chinese American International School
- College Prep
- Convent Elementary School
- Crane Country Day School
- The Crowden School
- Crystal Springs Uplands School
- Curtis School
- École Bilingue
- Episcopal High School
- French American International School
- The Gillispie School
- The Hamlin School
- Head Royce School
- Hillbrook School
- Holy Names Academy
- International High School
- Jewish Community HS of the Bay
- Kalmanovitz School of Ed, SMC
- Katherine Delmar Burke School
- Keys School
- Lick-Wilmerding High School
- Los Gatos-Saratoga Observation Nursery School
- Marin Academy
- Marin Country Day School
- Marin Prep
- Marin Primary & Middle School
- Mark Day School
- Marlborough School
- Menlo School
- Montessori Family School
- Moses Brown School
- Mount Tamalpais School
- National Cathedral School
- Oregon Episcopal School
- Pacific Ridge School
- Park Day School
- Peninsula School
- Presidio Hill School
- Prospect Sierra School
- Redwood Day School
- Sacred Heart Schools, Atherton
- Sage Hill School
- St. Gregory College Prep
- St. Mary's College
- St. Ignatius College Preparatory
- Samuel Merritt University
- San Francisco Day School
- San Francisco Friends School
- The San Francisco School
- San Francisco Waldorf School
- Sea Crest School
- Stuart Hall for Boys
- Town School
- TVT Community Day School
- University Prep
- The Urban School of San Francisco
- Vacaville Christian Schools
- Viewpoint School
- Village School
- Westridge School
- Westside Neighborhood School
- Wildwood School

Other clients:
- Aim High/Crossroads
- BATAD
- Beyond Differences
- CATDC
- Education Outside
- EPA, Region 9
- NWAIS
- Siemens Healthcare Diagnostics
- SMART
- Summerbridge, UHS

Conferences:
- Affinity Group Educators
- AsEA
- CAIS
- Creating Balance in an Unbalanced World
- EBISA
- Equity and Inclusion Through a Leadership Lens
- Lick-Wilmerding Asian-American Student Conference
- NAIS
- NPEA
- POCC
- POCIS of Northern CA
- PSPP
- WPC
- Wildwood MLI
Intended outcomes

• Useful, advancing understandings of diversity, inclusion and equity
  o What and why
  o Leadership responsibilities and opportunities

• Language, tools and more practice having vital conversations about diversity, inclusion and equity as a leadership team and in community

• Questions, needs and goals to do leadership’s part in advancing diversity, inclusion and equity, including your own continued professional growth
Working agreements

• Confidentiality

• “Yes, and...”

• Make this useful
Diversity, inclusion and equity

How’s it going?
Why does it matter?

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Diversity: mission-vital?

• “To spark in students of diverse backgrounds and talents a passion for learning, accomplishment, and contribution to their communities” (The Bush School).

• “Oregon Episcopal School prepares students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities” (OES).

• “University Prep is committed to developing each student’s potential to become an intellectually courageous, socially responsible citizen of the world” (UPrep).

• “Villa Academy is a Catholic independent school dedicated to excellence in the education of the whole child and guided by the Cabrini tradition of educating compassionate hearts and confident minds” (Villa Academy).
Diversity for critical and creative thinking

• Encourages us to think critically and consider information more accurately and open-mindedly (Sommers, 2006)
• Prompts us to think creatively, instead of making assumptions about what we all know or believe—i.e. cultivates growth—not fixed—mindset (Neale & Phillips, 2006)
• “Jolts us into cognitive action in ways that homogeneity simply does not” (Loyd et al., 2014)
Homogeneity: a vicious cycle

Homogeneity is a contributing factor to groupthink (Janis, 1972), which cultivates:
• defensive close-mindedness,
• collective rationalization, and
• stereotypes of outgroups (Mitchell & Daniel Eckstein, 2009)
How diversity makes everyone smarter

My perception of anyone I view as “different” triggers my awareness that other perspectives are possible (and that I, in fact, have a perspective, not a universal truth), so I think better, just because of who’s in the room (Phillips, 2015).

Ex. Racial heterogeneity (in relationships and situations) enhances integrative complexity (Antonio et al., 2004).
Diversity for discernment

• “Diverse groups of problem solvers—groups of people with diverse tools—consistently outperformed groups of the best and brightest... In my model, diversity trumped ability” (Page, 2008).

• Social diversity, like educational and professional diversity, brings greater diversity of experiences and perspectives to a group (Phillips, 2015).

• Heterogeneous groups are more likely to generate opinion minorities, which enhances:
  • divergent thinking,
  • perspective-taking (Nemeth, 1992), and
  • integrative complexity (Gruenfeld et al., 1998)
Diversity: a working definition

Differences in those aspects of identity that impact the social experiences—including perception, status, privilege, opportunity and access to resources—of entire groups of people within a community.

“Diversity” includes dominant and majority groups, without whom there would be no perceived and/or experienced norm.
Inclusion: a working definition

Beyond simply being nice or prohibiting discrimination, how a group actively creates an environment in which diverse members “share a sense of belonging, mutual respect, being valued for who they are, and supportive energy and commitment from others so that they can do their best work” (Miller & Katz, 2002).

The practice of inclusion begins with noticing and broadening our own sense of “normal” and “how we do,” to cultivate shared rights and mutual stewardship of the community.
Equity: a working definition

As opposed to treating every individual equally (i.e. identically), equity practice presumes diversity and strives to equalize the ability of diverse individuals and groups to thrive in a community by differentially recognizing and addressing unfair differences of experience, status and access to resources and opportunities.
Diversity, Inclusion, Equity

Diversity is a fact of any group. Inclusion and equity are a group’s practices and systems (intention) and diverse people’s experiences of belonging and thriving (impact) that build a group into a community.
How do you know how diversity, inclusion and equity are going?

• What our kids tell us
• (No) 911’s
• Climate survey
Leadership responsibilities for advancing diversity, inclusion and equity

• Vision and mission: A clear and useful purpose/philosophy statement
• Accountability: Dashboard and metrics for assessing progress toward articulated goals
• Structures and systems: Resources and means to empower and hold community members accountable for their roles and responsibilities
• Everyday cultural competency: Intentionally inclusive everyday practice and engagement (even when you don’t think diversity is “an issue”)
• Ownership in your role
Diversity statement: What, why and so what
NWAIS’ “Commitment to diversity”

“The inclusion of diverse perspectives and backgrounds strengthens the quality of a school’s culture and educational program. A commitment to diversity acknowledges and honors the diverse perspectives and backgrounds within the school community and makes every member feel that he or she belongs and is equally valued. NWAIS believes that this commitment to diversity is essential for free and open inquiry to flourish.

NWAIS schools must provide their students with access to, knowledge of, and opportunity for open discourse about different perspectives and backgrounds in ways that are meaningful and that clearly demonstrate commitment to the NWAIS core values of commitment to diversity and free and open inquiry” (NWAIS).
Diversity statements for discerning action

• (Re)define “diversity”
• Establish mission-vitality
• Ground in research, current best practices
• Educate: address misinformation and misunderstandings
• (Include anti-bullying, harassment, discrimination policy/position)
• Provide high-level guidance for planning and action
Diversity lists

“The Big 8” (adopted by NAIS):
1. Ability - Mental and/or physical
2. Age
3. Ethnicity
4. Gender
5. Race
6. Religion
7. Sexual Orientation
8. Socio-Economic Status/Class

But what about (now “The Big 10”):
9. Learning style/ability
10. Family make-up

Not to mention... (aka “Sample cultural identifiers”):
11. Body image
12. Educational background
13. Academic/social achievement
14. Geographic/regional background
15. Language
16. Beliefs: political, social, religious
17. Globalism/internationalism
18. ?
Who gets to say *which* diversity matters?

- Individual
- Community
- Institution
Diversity by community: Hurdles to clear

Urgency
Agency
Safety

Against the flow of privilege

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Identity matters in education

• Male students are 6 times more likely to take engineering than female students (National Science Foundation, 2012).

• Black and Latino students are under-represented in “gifted and talented programs” (US Dept of Education, 2012).

• Black students are 3.5 times more likely than white students to be suspended (Southern Poverty Law Center, 2012).

• “Rich kids graduate; poor and working-class kids don’t” (Tough, 2014).

• US born Hispanic and Asian students have higher college attainment rates than their internationally born peers (US Dept of Education, 2010).

• Students with physical disabilities are under-represented in AP courses (US Dept of Education, 2014).
Privilege: a working definition

Unearned social advantage in the form of:

• entitlement to resources and opportunities;
• preferential treatment;
• or immunity from stigma, obligation or expectation that is tacitly, automatically activated for members of a particular identity group.

Reflection:
What identities are privileged at your school? How?
Diversity institutionally, defined

“Holy Names Academy, the oldest continually operating school in the State of Washington, was founded by the Sisters of the Holy Names of Jesus and Mary on November 9, 1880. This Catholic secondary school serves young women of diverse ethnic, economic, and religious backgrounds. The unique character of a Holy Names education is achieved in various complementary ways” (excerpted from and emphasis added to HNA’s Mission Statement).
Accountability: Dashboard and metrics for assessing progress toward articulated goals
Getting the horse in front of the cart

- Know your focus and goals
- Articulate benchmarks
- Craft your inquiry to provide insight into gots, needs and growth edges

“We just want to see how we’re doing”
(Collecting data... Should we use AIM? HSSSE? TTCS?)
What is a diversity and inclusion dashboard?

A tool that depicts your school’s diversity and inclusion goals and priorities, and clarifies where the school is in advancing towards those goals.

The exercise of dashboarding compels a school to clarify and concretize what “diversity” and “inclusion” mean internally, and provides accountability for the school’s commitment to equity and inclusion, by providing a tool to measure the impact of intention, initiatives, strategies and programs across diverse constituencies. By taking various pulses throughout the community, a well-designed dashboard provides more complete, complex insight into a school’s particular and overall strengths and growth edges as an inclusive community and can help the school discern strategic needs and immediate next steps.

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Dashboarding diversity

Dashboarding **diversity** entails specifying what types of diversity a school recognizes as critical dipsticks for assessing equity within and across its community (ex. race, gender, age, socioeconomic status, family structure, sexuality, learning abilities and/or religion), and providing references for the school’s diversity (ex. the diversity of the surrounding community, the richness of that diversity across the school, and diversity trends within the school over recent years). While a school may broadly welcome many forms of diversity, a **diversity dashboard** indicates which aspects of identity the school specifically gauges to assess its inclusiveness and equity in fulfilling its mission and strategic goals.
UC Berkeley Demographic Shares

The following charts show different campus populations at various stages in joining the UC Berkeley community. Each small chart shows the demographic shares of a given population by gender and race/ethnicity. Comparisons can be done across rows, columns, or within a single chart. (How to understand the dashboard)

→ Indicate where there are statistically significant differences in a given row.

### Demographics Dashboard

#### Undergraduate Pipeline

<table>
<thead>
<tr>
<th></th>
<th>Availability Pool</th>
<th>Applicants</th>
<th>New Entry</th>
<th>Current Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td><img src="chart3.png" alt="Chart" /></td>
<td><img src="chart4.png" alt="Chart" /></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(A-G HS Graduates) (UCB New Freshmen Applicants) (UCB New Freshmen Enrollees) (UCB Undergraduate Census)

#### Graduate Student Pipeline

<table>
<thead>
<tr>
<th></th>
<th>(Top US Baccalaureate Recipients)</th>
<th>(UCB Graduate Applicants)</th>
<th>(UCB New Graduate Enrollees)</th>
<th>(UCB Graduate Census)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td><img src="chart3.png" alt="Chart" /></td>
<td><img src="chart4.png" alt="Chart" /></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URM</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
The following chart shows UC Berkeley undergraduate responses to the UCUES question "Students of my [group] are respected at this campus" with responses ranging from "Strongly Agree" to "Strongly Disagree." The groups are broken down by race/ethnicity, gender, sexual orientation, religious preference, immigrant status, and socio-economic status. Heterosexual respondents reported the highest feelings of respect with 97% agreeing that their sexual orientation is respected on campus. African American respondents reported the lowest feelings of respect with 57% agreeing that their race/ethnicity is respected on campus. (How to understand the dashboard)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>1515</td>
</tr>
<tr>
<td>Eastern Religion</td>
<td>106</td>
</tr>
<tr>
<td>Male</td>
<td>798</td>
</tr>
<tr>
<td>Female</td>
<td>994</td>
</tr>
<tr>
<td>Not particularly spiritual</td>
<td>736</td>
</tr>
<tr>
<td>Non-Immigrant</td>
<td>1265</td>
</tr>
<tr>
<td>Middle-class</td>
<td>654</td>
</tr>
<tr>
<td>Upper-middle or professional-middle</td>
<td>511</td>
</tr>
<tr>
<td>White</td>
<td>504</td>
</tr>
<tr>
<td>International</td>
<td>100</td>
</tr>
<tr>
<td>Spiritual but not associated with a major religion</td>
<td>245</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
</tr>
<tr>
<td>Asien</td>
<td>653</td>
</tr>
<tr>
<td>Wealthy</td>
<td>29</td>
</tr>
<tr>
<td>Working-class</td>
<td>370</td>
</tr>
<tr>
<td>Immigrant</td>
<td>481</td>
</tr>
<tr>
<td>Christian</td>
<td>551</td>
</tr>
<tr>
<td>Muslim</td>
<td>32</td>
</tr>
<tr>
<td>LGBOQ</td>
<td>158</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>8</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>217</td>
</tr>
<tr>
<td>Low-income or poor</td>
<td>221</td>
</tr>
<tr>
<td>Jewish</td>
<td>65</td>
</tr>
<tr>
<td>African American</td>
<td>44</td>
</tr>
</tbody>
</table>

Feelings of Respect among Undergraduate Students by Group
Diversity... & inclusion?
(UC Berkeley, 2012)

<table>
<thead>
<tr>
<th>% of undergraduate population</th>
<th>% agree my race/ethnicity is “respected”</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 39% Asian</td>
<td>• 90% “Other”</td>
</tr>
<tr>
<td>• 29% White</td>
<td>• 73% White</td>
</tr>
<tr>
<td>• 12% Chicano/Latino</td>
<td>• 59% Asian</td>
</tr>
<tr>
<td>• 10% International</td>
<td>• 57% African-American</td>
</tr>
<tr>
<td>• 4% “Other”/decline to state</td>
<td>• 55% International</td>
</tr>
<tr>
<td>• 3% African-American</td>
<td>• 43% Chicano/Latino</td>
</tr>
</tbody>
</table>
Dashboarding inclusion

Dashboarding inclusion entails identifying and articulating metrics for belonging and thriving within a school (ex. qualitative feedback from individuals about their perceptions and experiences, quantitative data about engagement and outcomes) and providing snapshots of climate and experience for different identity groups within the community to identify universal strengths/weaknesses and group-level inequities in experiences and actual outcomes.
Domains of inclusion

• Integration of diversity in policy and programs
  *Ex. Wildwood School’s definitions (ex. advisory, ASM, maker spaces)*

• Participation in programs and expectations
  *Ex. Enrollment in advanced courses*

• Thriving in programs and expectations
  *Ex. Having academic conversations with other students outside of class*

• Subjective assessment of climate and experience
  *Ex. To what extent do you agree or disagree that: I feel I have to work harder than other students to be perceived as a good student (Cornell).*
  *I feel like I can have respectful conversations about controversial topics with people who may not agree with me.*
Dashboarding already

- What data about student, family, employee, volunteer diversity is your school already collecting?
- What information about diversity, inclusion and equity do you have?
- How is your school already using that information to advance toward its diversity, inclusion and equity vision and goals?
Structures and systems
(aka Should we have a Director of E&I?)

Given clear vision and goals:

• What is the scope of work?

• Who is responsible for what? (Fac/staff, BOT, parent/guardian committee? Taskforce? Council? Advisory?)

• How are advancement and impact assessed: Climate surveys? Student, professional and community assessment (summative v. formative)?

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Practice: Cultural competency everyday (even when you don’t think diversity is “an issue”)

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Cultural competency: A working definition

The shared understandings, habits of heart and mind and skills that a community expects of, educates to and holds its members accountable for:

• Awareness of **self**, including recognition of own identities, cultural norms, assumptions, habitual perspectives, privileges/disadvantages and blindspots;

• Awareness of **others**, including the apparent and unapparent diversity of our community, the assumptions and biases through which we view others, the horizons of our empathy and the potential difference between our intention and our impact;

• Awareness of **environment**, including structurally and systemically activated privileges and disadvantages;

• **Language, tools and skills** to connect with others and cultivate equity, in order to achieve shared goals and thrive mutually.

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Cultural competency: The means, not the end
Anti-bias Framework: Skills kids—and adults—can develop (Teaching Tolerance, 2014)

• **Identity**: Who am I?

• **Diversity**: Who are you? How do we disconnect and connect?

• **Justice**: How are status, access, privileges and experiences in our community different for different people in our community?

• **Action**: What can I do? What can we do? What’s our opportunity and responsibility?
Cultural competency knowledge and skills
(TTABF, 2014)

• **Identity** (ID.K-2.1): I know and like who I am and can talk about my family and myself and name some of my group identities.

• **Diversity** (DI.6-8.9): I know I am connected to other people and can relate to them even when we are different or when we disagree.

• **Justice** (JU.9-12.14): I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

• **Action** (AC.3-5.18): I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone’s words or behavior.
Cultural competency habits, abridged

• What’s my gut response to the issue? And where is it coming from?
• What’s my intention, institutional and personal?
• What are my blind spots?
• What are the biases of our evidence base? Which biases are bona fide, and which aren’t?
• Who’s not at the table? What perspectives are we missing?
• What are at least 3 different ways to view and/or act on the issue?
• Whom (which groups) does each proposal serve best?
• So now what? What’s the decision and takeaways?
Leadership responsibilities for advancing diversity and cultural competency

• Vision and mission: A clear and useful purpose/philosophy statement
• Accountability: Dashboard and metrics for assessing progress toward articulated goals
• Structures and systems: Resources and means to empower and hold community members accountable for their roles and responsibilities
• Everyday cultural competency: Intentionally inclusive everyday practice and engagement (even when you don’t think diversity is “an issue”)
• Ownership in your role
OK, so now what?

• What’s the plan? What are your next steps? Who else needs to be engaged in this conversation and work?
• What are your resources and strengths?
• What do you need to ask, rethink or create?
• What are your personal and collective growth edges? What knowledge, language, habits and skills do you need to cultivate and practice within the board to advance diversity and inclusion?
Professional growth opportunities

• Trustees and Heads Working for Diversity, inclusion and Equity
  Facilitated w/ Barre Fong (Trustee, Lick-Wilmerding HS and BATAD) and Alex Wong
  (Trustee, Town School for Boys), December 9, 2016; POCC, Atlanta, GA
• “We Want to Hire Leaders of Color—There Just Aren’t Any Candidates!” (Actually, There Are)
  Facilitated with Steve Morris (HOS, The SF School) and Percy Abram (HOS, The Bush School), December 8, 2016; POCC, Atlanta, GA
• Measuring Inclusion and Equity: Assessment and Accountability for Advancement
  January 7, 2017; 9am-noon; Marin Country Day School, Corte Madera, CA

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Thank you

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