EAB

diversity equity
inclusion justice

Hallmarks of an Anti-Racist Institution

Hallmarks of an Antiracist Institution

The Behaviors and Actions that Promote Racial Justice in Education

We will begin at 12:02 p.m. Eastern Time once everyone has joined

Zoom Webinar Features

Meet the Research Team

Catherine Kelley

Kurubel Belay

Joe Infantino

Alyssa Buccella

Jahanara Saeed

Jane Alexander

Liz Rothenberg, PhD

George Floyd's Death Reinvigorates the Civil Rights Movement

Despite Years of Murders, Public Awareness Doesn't Spike Until 2020

Shooting Victims, #blacklivesmatter Searches

George Floyd & Rayshard Brooks →

Alton Sterling & Philando Castile

Terence Crutcher

Jocques Clemmons

Stephon Clark

Botham Jean

Breonna Taylor & Ahmaud Arbery

Atatiana Jefferson

2016   2017   2018   2019   2020
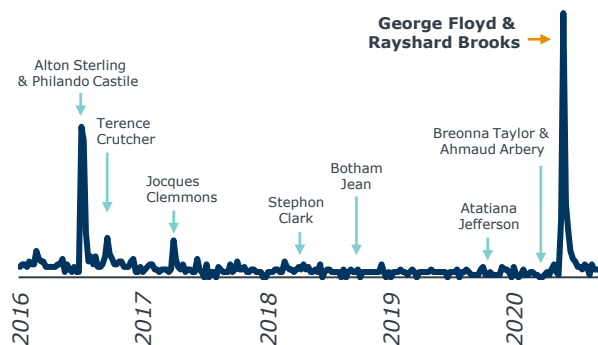
Self-Education on Racial Justice Hits an All Time High

NYT Best Sellers, September 2020

1 White Fragility

2 So You Want to Talk About Race

3 Born a Crime

4 The Warmth of Other Suns

5 Just Mercy

Americans Take to the Streets in Record Numbers

" About 15 million to 26 million people in the United States have participated in demonstrations over the death of George Floyd and others…These figures would **make the recent protests the largest movement in the country's history**."

New York Times, July 3, 2020

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Sources: Good Trends; New York Times; EAB Interviews and Analysis.

an·ti·rac·ism | *noun*

\ ˌan-tē-ˈrā-ˌsi-zəm

1: the **active process** of identifying and eliminating racism by **changing systems, organizational structures, polices, practices, and behaviors** that implicitly or explicitly promote racial discrimination

Four Levels of Racism

Societal

System of public policies and institutional practices that perpetuate racial inequality

Institutional

Discriminatory treatment, policies, and practices within organizations & institutions

Interpersonal

Bias and racial discrimination expressed between individuals and groups

Personal

Personal beliefs, ideas, and prejudices internalized by individuals

Sources: Smithsonian; EAB interviews and analysis.

Urgent Forces for Change

Institution-Wide Transformation Is Required

Mission Critical
Failing to make progress on racial justice harms students, teachers, staff, and communities

Financial Sustainability
Addressing racial inequity is critical amid changing demographics and school enrollment decisions

Current Climate
Failing to commit to racial justice progress now puts institutions at risk of being left behind

Source: EAB interviews and analysis.

A (Very) Slow Increase in Student Diversity

Despite Gaines, BIPOC Are Still Underrepresented in Independent Schools

Percentage Distribution of Private School Enrollment, by Race/Ethnicity

Year	White	Black	Hispanic	Asian/PI	2+ Races	AI/AN
2009	73	9	9	6	3	0
2011	71	9	10	6	3	1
2013	70	9	10	7	4	1
2015	69	9	10	7	4	1
2017	67	9	11	7	5	1

0%　　　　　　　50%　　　　　　　100%

■ White ■ Black ■ Hispanic ■ Asian/PI ■ 2+ Races ■ AI/AN
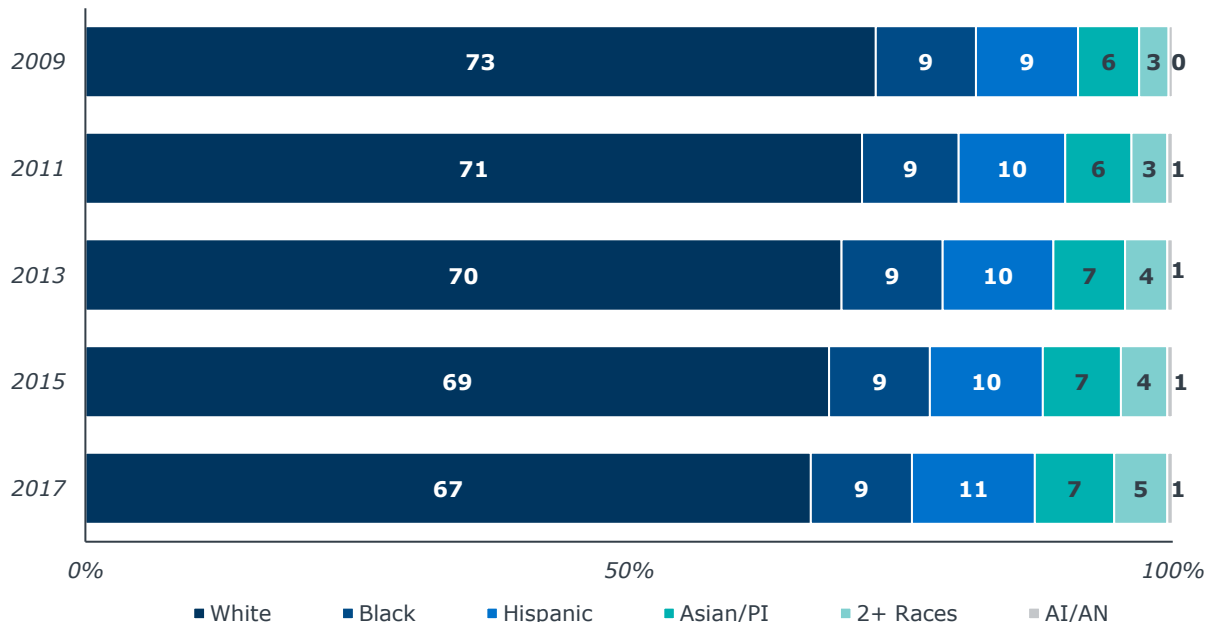
Faculty Diversity Lags Student Diversity

But Scope of Problem Extends Well Beyond This Diversity Gap

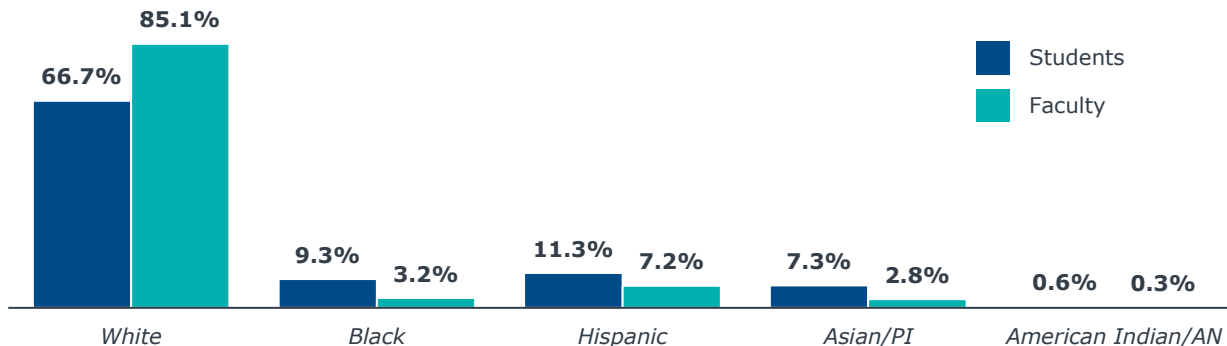### Student Enrollment Versus Faculty Employment by Race/Ethnicity, 2017-18

Legend:
- **Students** (dark blue)
- **Faculty** (teal)

	White	Black	Hispanic	Asian/PI	American Indian/AN
Students	66.7%	9.3%	11.3%	7.3%	0.6%
Faculty	85.1%	3.2%	7.2%	2.8%	0.3%

BIPOC Underrepresented in Leadership at All Levels

86%
Of school principals identify as White

92%
Of heads of school identify as White

78%
Of board members identify as White[1]

1) Based on an analysis of public school boards; compares to 87% of private higher education board members and 84% of non-profit board members.

Sources: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2017–18; Taie, S., and Goldring, R. (2020). Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2017–18 National Teacher and Principal Survey; "Today's School Boards & Their Priorities for Tomorrow," National School Boards Assication, 2018; EAB interviews and analysis.

Racial Bias Undermines Success for BIPOC Students

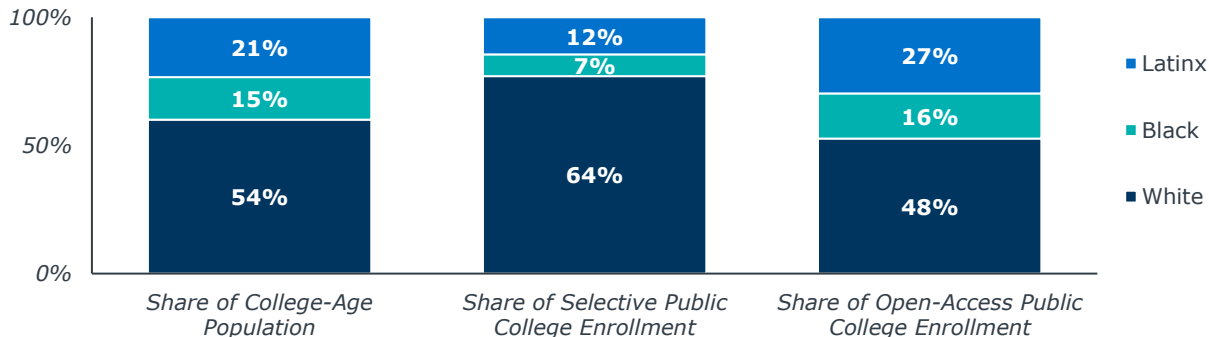## Racial Bias is A Direct Hindrance to Academic Performance and Success

"Two sources of stress encountered by Black and Latinx students examined in the report are **perceived discrimination—**the perception that you will be treated differently or unfairly because of your race—and **stereotype threat—**the stress of confirming negative expectations about your racial or ethnic group.

…Perceived discrimination from teachers was related to **lower grades, less academic motivation and less persistence** when encountering an academic challenge. The study also found that the anxiety surrounding the stereotype of academic inferiority **undermined students performing academic tasks**."

"How the Stress of Racism Affects Learning," The Atlantic, 2016

Black, Latinx Students Disproportionately Funneled into Open-Access Institutions

Share of College-Age Population: White 54%, Black 15%, Latinx 21%
Share of Selective Public College Enrollment: White 64%, Black 7%, Latinx 12%
Share of Open-Access Public College Enrollment: White 48%, Black 16%, Latinx 27%

Legend: ■ Latinx ■ Black ■ White

Sources: Anderson, M., "How the Stress of Racism Affects Learning," The Atlantic, October 2016; Georgetown University Center on Education and the Workforce, Our Separate & Unequal Public Colleges: How Public Colleges Reinforce White Racial Privilege and Marginalize Black and Latino Students, 2018; EAB interviews and analysis.
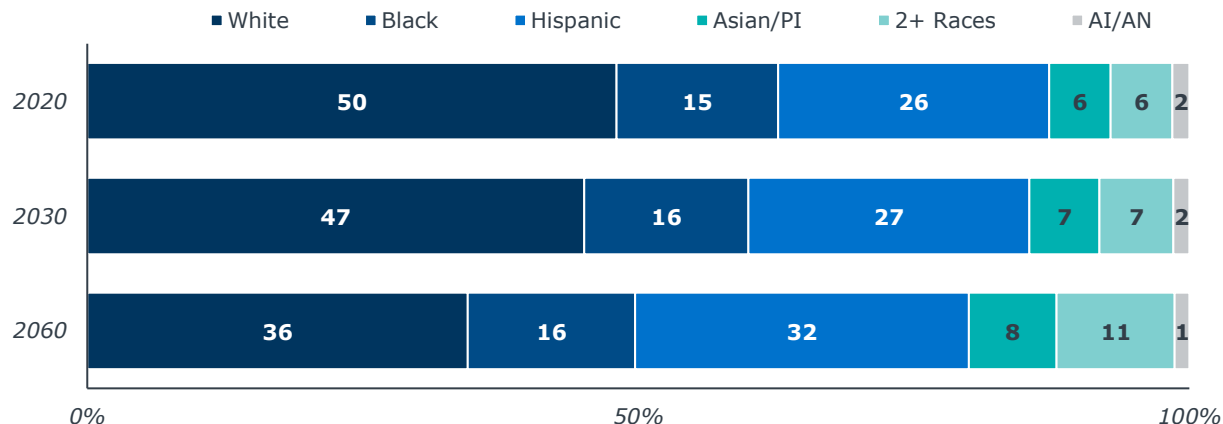
A Look at the Enrollment Picture

COVID-19 Puts More Pressure on Enrollment Amid Diversifying Student Body

1.8% **Annual growth** in enrollment among NAIS members *(2014-2019)*

4% **Decrease** in enrollment among NAIS members *(2019-2020)*

Racial and Ethnic Composition of Children Under Age 18, 2020 to 2060

Legend: ■ White ■ Black ■ Hispanic ■ Asian/PI ■ 2+ Races ■ AI/AN

Year	White	Black	Hispanic	Asian/PI	2+ Races	AI/AN
2020	50	15	26	6	6	2
2030	47	16	27	7	7	2
2060	36	16	32	8	11	1

0%   50%   100%

Sources: "NAIS Independent School Facts at a Glance," National Association of Independent Schools, 2014-2020; U.S. Census Bureau, 2017 National Population Projections.; EAB interviews and analysis.
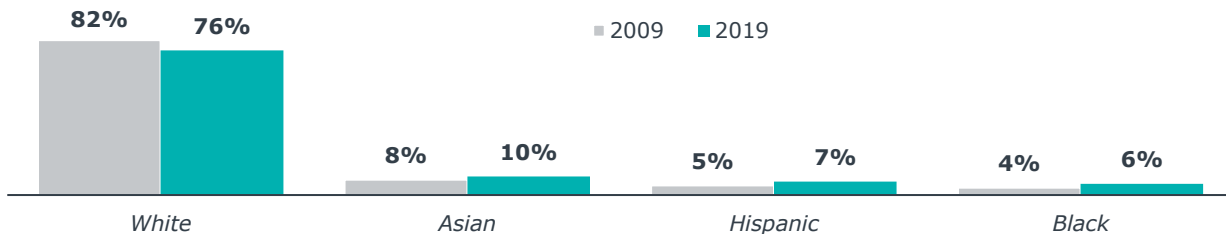
Racial Justice Imperative Across Income Levels

More Diversity among Full-Pay Families, But Cost Is Increasingly Out of Reach

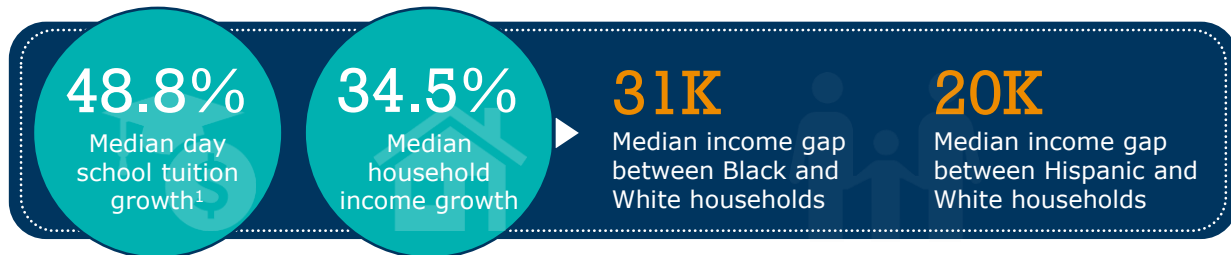### More Racial Variation in Households Earning Over $200K...

Share of Households with an Income of $200,000 and Greater, by Race/Ethnicity

	White	Asian	Hispanic	Black
2009	82%	8%	5%	4%
2019	76%	10%	7%	6%

...But a Decade of Tuition Increases Outpaces Family Income Growth, Putting Affordability in Question for Many Families

Median Day School Tuition and Household Income Growth, 2010-2020

48.8%
Median day school tuition growth[1]

34.5%
Median household income growth

31K
Median income gap between Black and White households

20K
Median income gap between Hispanic and White households

1) Among NAIS member schools.

Sources: U.S. Bureau, Current Population Survey (CPS) Annual Social and Economic (ASEC) Supplement.; "NAIS Independent School Facts at a Glance," National Association of Independent Schools, 2010-2020; EPI analysis of Current Population Survey Annual Social and Economic Supplement Historical Poverty Tables (Table H-5 and H-9).; EAB interviews and analysis.

A Value Proposition in Question
Evolving Market Requires New Approach

" …Parents of color aren't compelled by 'diversity' as much as they are by reality. Independent school administrators **may be invested in preparing White students for an increasingly multicultural future**…But parents of color…**are more concerned with ensuring their kids' success in the still predominantly White spaces of the present.**"

Judith Ohikuare, "When Minority Students Attend Elite Private Schools"

The High Price of Structural Change

Immense Cost Pressure Imperils Needed Investments in DEIJ

Transformation Takes Investment

Creating Inclusive Classrooms
- Discipline reform
- Supporting dialogue about racism

Re-envisioning Equitable Pedagogy
- Flipped-classroom renovations
- Ongoing professional development

Diversifying Teacher Ranks
- Expanded recruitment networks
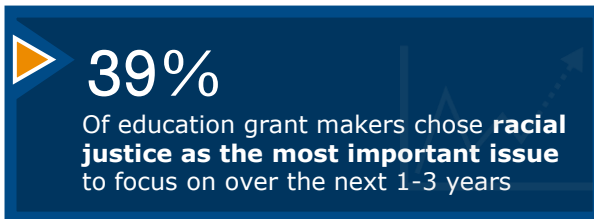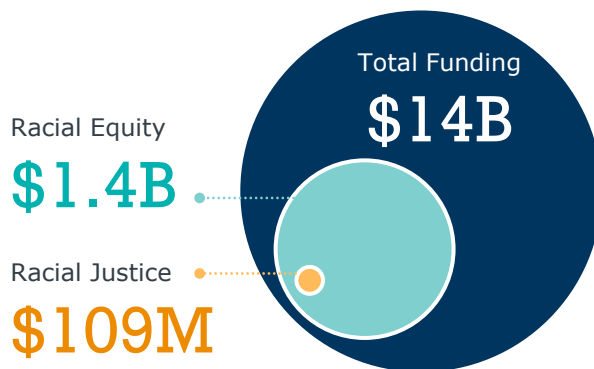- Competitive compensation packages

Impacting Underserved Communities
- Health and mental health care
- Pathways into higher education

At the Intersection of Opportunity and Need—Funders Flock to DEIJ

Education Philanthropy, 2017-2019

Total Funding
$14B

Racial Equity
$1.4B

Racial Justice
$109M

39%
Of education grant makers chose **racial justice as the most important issue** to focus on over the next 1-3 years

Intensifying Expectations for Action

Institutions Not Committed to Making Progress at Risk of Being Left Behind

Private Sector	Political Landscape	Higher Education

BEN & JERRY'S

Why Ben & Jerry's Response to White Supremacy is So Extraordinary

-CNN, 2020

President Biden **rescinds executive order** that placed restrictions on diversity training programs

81%

Of **higher education institutions** released a public statement following the murder of George Floyd

W

NFL's Washington Redskins to Change Name After Years of Backlash

-ABC, 2020

Biden directs all federal agencies to **conduct an internal review**, devise plans for advancing equity

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

Launched **$10 million fundraising campaign** to support recruitment of diverse students, faculty, and staff

Source: EAB interviews and analysis.

Sensing Opportunity, Students Demand Change

K-12 Students Participate in Nation-Wide Protests at Unprecedented Levels

2018: March For Our Lives Protest

1.2M Participants marched for gun control in the student-led movement *March For Our Lives*

2019: Global Climate Strike For Future

1M+ Activists participated in school strikes across the world urging action on climate change

A Picture of 2020:

The New York Times	*High School Students and Alumni Are Using Social Media to Expose Racism*

n p r	*Young Activists Find Their Voice Organizing Protests for Racial Justice*

78% Of Gen Zers have **taken action in relation to Black Lives Matter Protests**

"The rise of the Black Lives Matter movement has increased our awareness of phenomena like the school-to-prison pipeline. **But awareness is not the goal; action is.**

Awareness should only be used as a tool to stimulate action within our schools. The solution will not be easy, and it certainly will not be one-size-fits-all. But right now, **you have a historic opportunity to create change** and have access to **countless students who are willing to be allies**."

Darlene Folas, 18
West Orange High School, NJ

> **"** There is still much for us to learn as a firm on antiracism and equity….I hope this work is just the start of our efforts to combat systemic racism and other injustices in education."
>
> David Felsenthal, EAB CEO

Racial Justice Efforts Began with a Look Inward

EAB

Robust Review of Hiring Practices	**Vivid – Our New BIPOC Leadership Program**	**Supporting Racial Justice Nonprofits**
• Examining recruiting, hiring practices to be more equitable, inclusive of BIPOC • Collecting data to determine where BIPOC employees are/are not funneling into leadership positions	• Leadership development, coaching, career advancement for BIPOC Directors, Senior Directors • Participants get exposed to firm senior leaders, provide input on initiatives, strategy	• Matched donations of 250+ employees to racial equality and justice nonprofits • Gifted additional $30K to nearly 50 nonprofits, such as NAACP Legal Defense and Education Fund

Recognizing Our Role in Sector-Wide Transformation

Antiracism a Central Focus Across EAB

***Moonshot for Equity* Project**
Five-year public-private partnerships to eliminate equity gaps in higher education by 2030

***Way Forward Initiative* for HBCUs**
Pilot with Bank of America to support 5 HBCUs to drive transformational change for students, communities

DEIJ Resource Center
Curated research, resources, tools, insights from across EAB

Dedicated Research Initiatives
Concentrated effort to study best practices in diversity, equity, inclusion, and justice

Hallmarks of an Anti-Racist Institution Research Initiative

EAB's research on racial justice in education will help our partners to:

1 Reimagine K-12 and higher education for racial justice

2 Move beyond incremental progress on DEIJ goals

3 Lead transformative, institution-wide change

Long-Overdue Attention on Systemic Racism

But Analysis of Commitments Raises Concerns about Long-Term Prognosis

EAB Analysis of Public Antiracism Statements Across K-12 and Higher Ed...

200
Antiracism statements reviewed across K-12 and higher education and

33%
Of K-12 institutions analyzed released a public statement

81%
Of higher ed institutions analyzed released a public statement

...Revealed Four Barriers that Impede Long-Term Progress on Antiracism Work

1 **Insufficient Understanding of Systemic Racism**

3 **Inadequate Accountability Mechanisms**
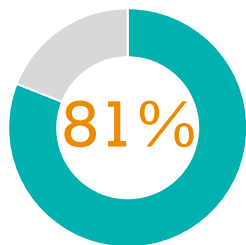
2 **Unclear Strategy and Priorities**

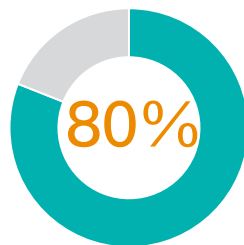**4** **Lack of Coordination and Collaboration**

Insufficient Understanding of Systemic Racism

"Systemic Racism" Increasingly Enters Vernacular...

81%

Of statements included references to **structural or systemic racism**

...But Few Connect Antiracism Back to Institutional History or Structures

80%

Of statements **did not contextualize the impact** of racism on the institution or local community

Hyper-Focus on Individual Interventions Overshadows Need for Long-Term Structural Changes

Individual → *Structural, Systemic*

Hiring a chief diversity officer	Developing DEIJ or antiracism plan	Increasing racial representation among board and leadership
Book clubs, self-reflection exercises	Renaming buildings, celebrating Juneteenth	Acknowledging racial oppression in the local community, region
Anti-bias, antiracism trainings	Expanding recruitment of racially diverse teachers	Creating faculty evaluation structures that acknowledge racial justice goals

Source: EAB interviews and analysis.

Unclear Strategy and Priorities

Institutional Efforts Center on Incremental, Low-Resource Commitments

Commitments in Our Comfort Zone

Percentage of Statements with Action Items that Include Commitment to:

Conduct Implicit Bias/ Antiracism Trainings	53%
Conduct Listening Tour/ Climate Assessment	47%
Form a Committee or Taskforce	27%
Review Policies Under a Racial Equity Lens	13%
Expand Community Partnerships	13%

No Connection to Long-Term Strategy

77%

Of K-12 statements with action items did not **connect them** to institutional strategic plans

Actions Without Dollars Undermine Sustainability

31%

Of statements with action items **allocated funding or staff resources** to them

Source: EAB interviews and analysis.

Inadequate Accountability Mechanisms

EAB Analysis Reveals Gaps Around Ownership and Timelines

87% Of statements with action items **did not include an implementation timeline**

93% Of statements with action items **did not include measures of success**

Difficulty Translating High-Level Strategy to Unit and Individual Levels

"Grassroots efforts and initiatives don't typically last long without admin backing—from the Board, administration, and Head of School. But the strategy can't just be top-down because then there is resentment and things are forced. **The work has to be both top-down and bottom-up simultaneously**."

Director of DEI,
Independent School

Barriers Preventing Broad Engagement with Antiracism Work

Insufficient Training and Development
Teams lack tools, culture to support individual reflection and build ownership over antiracism efforts

Concerns About Professional Retaliation
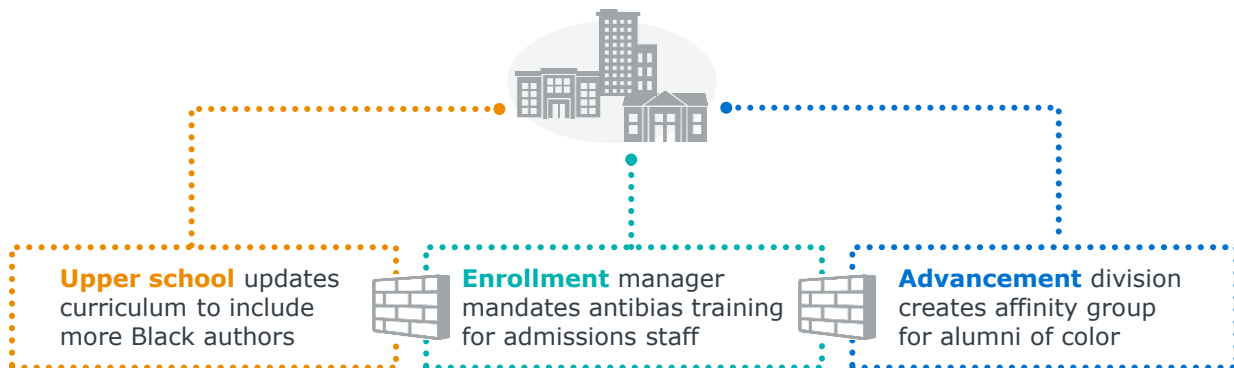Perceived personal risk in speaking up and engaging in this work due to fear of retaliation

Misaligned Incentives
Work that is recognized and rewarded not aligned with institutional vision and goals for antiracism

Lack of Coordination and Collaboration

Siloed Efforts Pose a Considerable Obstacle to Systemic Change

Antiracism Work Often Done in Isolation Across Divisions and Schools

Upper school updates curriculum to include more Black authors

Enrollment manager mandates antibias training for admissions staff

Advancement division creates affinity group for alumni of color

Missing Interdependencies Limits Impact and Scale

Lack of connectivity results in redundancy and wasted resources

Siloed support systems result in uneven experiences across the institution for BIPOC

Insufficient attention to relationships leads to mistrust and lack of buy-in

We are currently taking a **five-minute break** to refresh ourselves.

If you have any questions or need assistance, please send a private chat to the Meeting Host.

Lessons from Out-of-Industry

What Approach is Needed to Effectively Address A Systemic Problem?

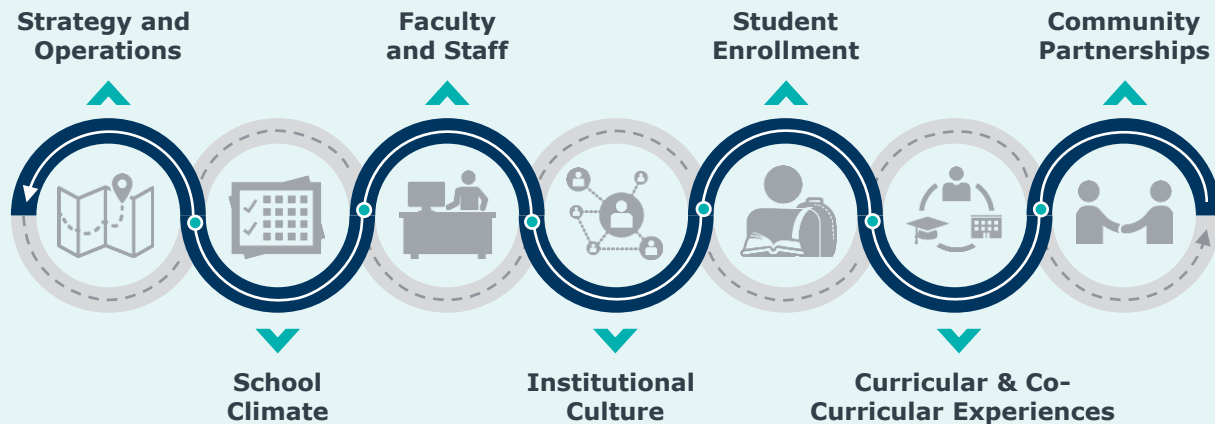*Comprehensive*   *Contextualized*   *Interdisciplinary*   *Structural*

Continuous Behaviors and Actions that Promote Racial Justice in Education

A Framework for Transformation

Strategy and Operations

Faculty and Staff

Student Enrollment

Community Partnerships

School Climate

Institutional Culture

Curricular & Co-Curricular Experiences

Guiding Questions

What are the defining behaviors of an antiracist institution?
What are the primary barriers to advancing racial equity?

Research Methodology

120+
Articles examined for literature review

200
Antiracism statements reviewed across higher education and K-12

50+
Research calls with executives, faculty, and content experts

30+
EAB experts across higher ed and K-12 functions

Get Caught Up Now

Individual Resources
- Curated Reading Guide
- Key Terms Brief

Institutional Resources
- Statement Analysis Insights
- *Coming Soon: Interactive Infographic*

Three Key "Must-Haves" Amid Many Charges

Holistic

- Does not focus too narrowly on one functional area or a single goal; represents roles, departments, and functions across the institution
- Takes a P-20 Lens

Flexible

- Provides bold strategic vision and foundation to drill down into day-to-day
- Allows institutions to account for unique context and needs
- Provides agency for individuals to map out solutions within their areas of expertise

Blends Theory and Practice

- Research informed
- Incorporates lived experiences of practitioners
- Not filled with jargon, language is widely accessible

Schools Lack Tools to Disrupt, Reduce, Repair Bias Incidents

#1

Race/ethnicity is the **most common motivation** behind hate and bias incidents in schools

40%

Of administrators reported they **did not have an action plan to respond** to incidents of hate or bias

25%

Following an incident, only 25 percent of administrators **provided support to targeted racial groups**

Build an Inclusive Climate That Promotes Learning & Safety for All Community Members

Engage in **productive, open, and ongoing dialogues** about enduring racism across campus

Foster communal learning and growth and provide regular opportunities for community members to recognize and disrupt their own biases
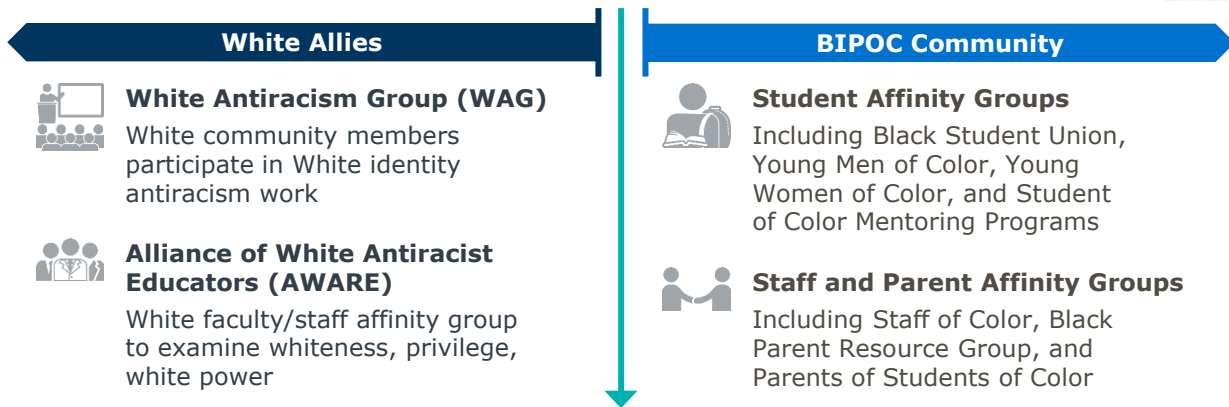
Create a safe and open environment for BIPOC to share experiences of bias or harassment and **ensure that such incidents are appropriately addressed**

Calling In the Entire Community to Join the Work

Georgetown Day School Creates Targeted Structures for Ongoing Reflection

GDS Offers Differentiated Antiracism Programming…

GDS

White Allies	BIPOC Community

White Antiracism Group (WAG)

White community members participate in White identity antiracism work

Alliance of White Antiracist Educators (AWARE)

White faculty/staff affinity group to examine whiteness, privilege, white power

Student Affinity Groups

Including Black Student Union, Young Men of Color, Young Women of Color, and Student of Color Mentoring Programs

Staff and Parent Affinity Groups

Including Staff of Color, Black Parent Resource Group, and Parents of Students of Color

…Alongside Opportunities for Collective Learning and Discussion

▷ **Dinner & Conversations**
- Events held in evenings
- Space for families to engage with each other, GDS experts/staff
- New topics each dinner
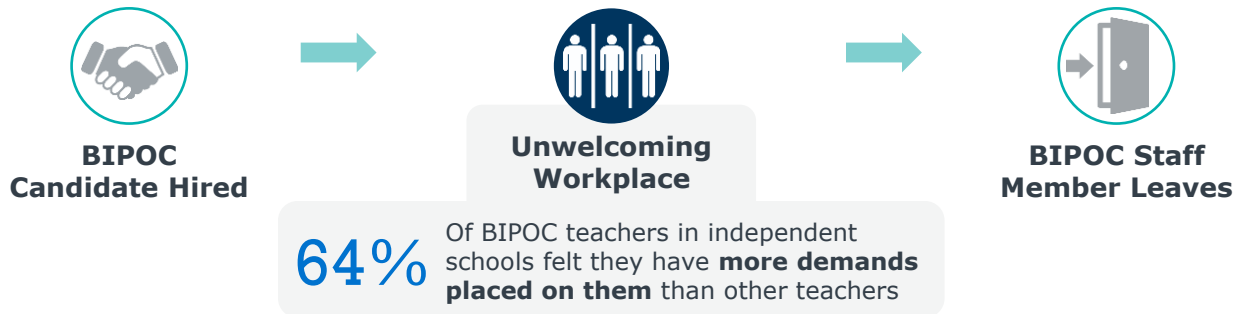
▷ **PD for Faculty/Staff**
- 20-21 theme: Collective Care, Self-Reflection, Action
- Yearlong discussion of *The Racial Healing Handbook*, a new shared text/workbook

▷ **Annual Teach-In**
- Social justice-focused workshops for middle and high school students
- Students explore themes related to antiracism

Faculty and Staff

Hiring Efforts Go to Waste If Retention Is Left Unaddressed

**BIPOC
Candidate Hired**

**Unwelcoming
Workplace**

**BIPOC Staff
Member Leaves**

64% Of BIPOC teachers in independent schools felt they have **more demands placed on them** than other teachers

Sustain Investment in Recruiting, Developing, and Advancing the Careers of BIPOC Faculty and Staff

Actively monitor trends and disparities in employee racial diversity **across all phases of teacher and staff hiring, retention, and promotion**

Ensure that racial representation is reflected across functional areas of the institution and that BIPOC are **not primarily relegated to financially vulnerable positions**

Invest in the ongoing professional development of staff and **create viable pathways for BIPOC to advance** into tenure-track and leadership roles

Sources: Kane, P., Orsini, A., "Attracting and Retaining Teachers of Color," NAIS; EAB interviews and analysis.

Partnering to Create a Pipeline

Two Independent Schools Partner to Cultivate Diverse Faculty

Penn Charter and CPS' Urban Teaching Fellows (UTF) Pilot Program

Key Features

- Joint program between the William Penn Charter School and Community Partnership School
- 2-year program, 2-3 fellows per year
- Rigorous interview and selection process

Fellows Develop into Faculty

- Co-teachers model guides developing skills
- Gain exposure to distinct school settings and student populations
- Deep self-reflection through mentorship, PD
- Weekly Lunch & Learn sessions engage fellows in difficult conversations

Schools Enhance their Pipelines

- Attract BIPOC candidates from across the country
- Shared diverse faculty network
- Fellows grow sense of belonging in independent school settings
- Fellows influence veteran teaching strategy, school culture, student interests

UTF Pilot Shows Early Promise

"UTF helped me find a place in independent schools…No better form of professional development can quite prepare an educator with their identities—black, queer, and gender non-conforming."

Marvin Shelton, Former Fellow
Riverdale Country School (NY)

Institutional Culture

Center and Celebrate the Lived Experiences of BIPOC within Institutional Culture

Acknowledge and **address historical complicity** in racial segregation, oppression, and slavery

Ensure that institutional **traditions and symbols are reflective** of the diversity of the broader community

Elevate the cultural assets of BIPOC across all dimensions of the student, staff, and alumni experiences

> For activists…who have fought for eradicating the symbolic representation of racism, however, changing names and taking down monuments are just the first steps in building truly inclusive learning communities. **Creating real change requires fully addressing the legacies of racist oppression on campuses** as well as being proactive in fighting such oppression now and into the future.

Mariah Stewart, *Insight Into Diversity,* August 2020

Sources: Stewart, M., "Symbols Matter: Colleges and Universities Respond to Movement Against Racist Imagery and Namesakes," Insight Into Diversity, August 2020; EAB interviews and analysis.

The Bates College Community Explores the 'Whole Picture'

Bates

Faculty Probe

- Professors prompt discussions of connection to slave economy in 2000s
- Faculty lead courses, projects, master classes, seminars contextualizing college's founding fathers

Students Investigate

- Alumnus writes thesis revealing complex race relations during college's 'abolitionist' history
- Students assist faculty to research, present on college's social, economic, political history
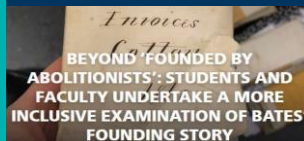
Institution Affirms and Publicizes

- College publishes, circulates faculty, student investigations and insights
- Communications Office compiled singular report of insights uncovered
- Report published in major college news outlets

Broad Engagement Builds Shared Understanding of Institutional Past

23,300+

Readers reached since fall 2020 through publication of self-study in Bates Magazine

BEYOND 'FOUNDED BY ABOLITIONISTS': STUDENTS AND FACULTY UNDERTAKE A MORE INCLUSIVE EXAMINATION OF BATES' FOUNDING STORY
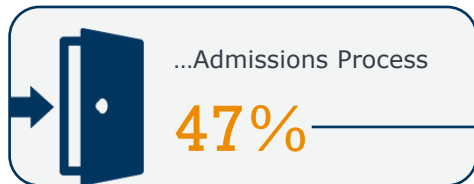
Beyond 'Founded By Abolitionists' Report

Student Enrollment

Percentage of Independent School Diversity Practitioners Who See Diversity and Inclusion Considered in Their School's...

…Admissions Process

47%

…Marketing & Communications

34%

Expand Enrollment Strategy to Promote Access and Affordability for BIPOC Students

Elevate a racially diverse student body as a **fundamental asset to building a campus community** and a central component of overall vision and strategy

Confront the **exclusionary impact of historical admissions practices** on the BIPOC community

Intentionally prioritize efforts to **build accessible and affordable pathways** into independent schools for BIPOC students

Sources: "2019 NAIS Diversity Practitioner Survey Excerpt: Diversity Implementation at Independent Schools," National Association of Independent Schools, 2019; EAB interviews and analysis.

Discussion: Student Enrollment

Share with Colleagues in the Chat

Share an **example of a change or initiative** you are planning **to expand enrollment** for BIPOC at your institution.
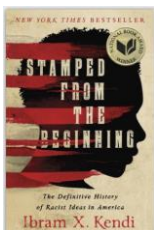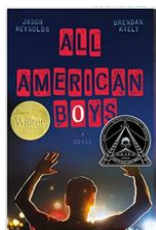
Curricular & Co-Curricular Experiences

Sharp Rise in Parents Seeking to Ban Antiracist Books in US Schools

Antiracist Books Flood the American Library Association's Top 10 Most Challenged Books List in 2020

#2

#3

#6

#10

Create and Scale Curricular and Co-curricular Experiences that Are Reflective and Inclusive of BIPOC

Recognize how **curriculum and instructional practices** commonly whitewash disciplines, reinforce racist ideals, and impede the learning and engagement of BIPOC

Interrogate the consequences of **legacy practices related to student academic placement and progress** on the success of BIPOC students

Ensure that BIPOC students have **equitable access to education- and career-enhancing** services and supports

Quick Poll: Curricular & Co-Curricular Experiences
Choose the Response That Best Fits Your Institution

Which area within curricular & co-curricular experiences **is most urgent for your institution** to make progress on in the next 1-2 years?

Community Partnerships

Establish Robust Partnerships to Advocate for Racial Justice in the Local and Extended Community

Despite Potential for Collective Impact, Partnerships and Advocacy Are Often Overlooked in Institutional Strategy

Seek and center the leadership and lived experiences of BIPOC to understand and heal legacies of racial trauma in the local community, region, and in society

Reevaluate relationships with businesses and organizations that perpetuate cycles of systemic racism and inequity

Commit to sustained **investment in infrastructure and partnerships** that uplift BIPOC communities

Building or expanding partnerships takes time and resources

Reevaluating terms of long-standing relationships can be tricky to navigate

Lack of alignment with central strategy makes efforts hard to sustain

Source: EAB interviews and analysis.

Strategy and Operations

Need for Shared Ownership over Antiracism Work and Progress

> Creating more diverse, equitable, and inclusive campuses is a transformative process. **Hiring a chief diversity officer** is a good first step, but without the proper infrastructure and genuine support from an institution's top leadership, **it's little more than a doomed public-relations stunt**." *-The Chronicle of Higher Education, 2018*

> One refrain we heard again and again was that White educators, even those who see themselves as committed to equity, frequently consider antiracist work **something outside of their responsibility**."
> *-Learning for Justice, 2020*

Consistently Assess Institutional Strategy, Policies, and Operations Through a Racial Justice Lens

Avoid being "colorblind" in strategic visioning, planning, budgeting, and resource allocation, and **intentionally consider the impact of all decisions on BIPOC**

Create structures that support **coordinated and sustained implementation** of racial diversity, equity, and inclusion efforts institution wide
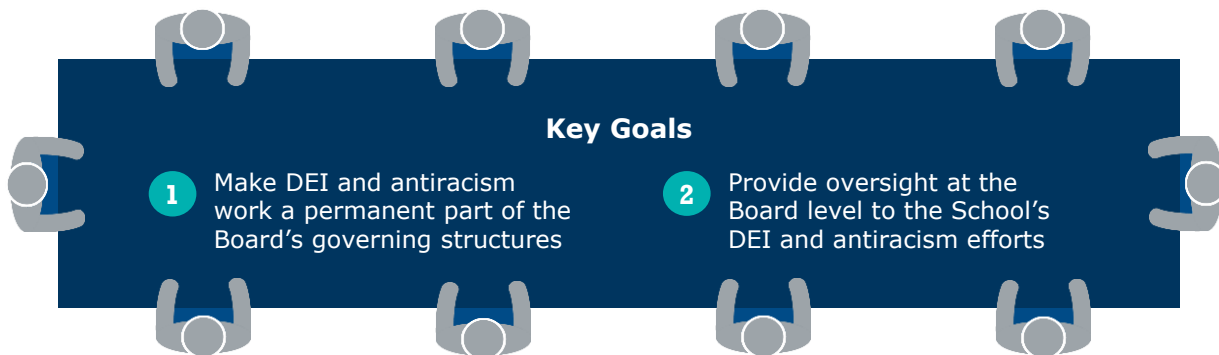
Build shared buy-in, ownership, and accountability for progress toward racial justice and **do not disproportionately burden BIPOC** in antiracism work

Sources: Alex-Assensoh, Y.M., "Hiring a Diversity Officer Is Only the First Step. Here Are the Next 7." The Chronicle of Higher Ed, June 2018; Brazas, C., McGeehan, C., "What White Colleagues Need to Understand," Learning for Justice, Spring 2020; EAB interviews and analysis.

Sustaining Board Engagement for the Long Haul

Grace Church School Establishes Board Ownership Over Antiracism

GRACE
GRACE CHURCH SCHOOL 1894

Graces' Institutional Culture Committee (ICC)

Key Goals

1. Make DEI and antiracism work a permanent part of the Board's governing structures

2. Provide oversight at the Board level to the School's DEI and antiracism efforts

Structure

- Led by two Board-appointed co-chairs from among its trustees
- 4-7 meetings per year
- 7 subcommittees

Key Members

- 32 total members
- At least 3 board members and a vestry trustee
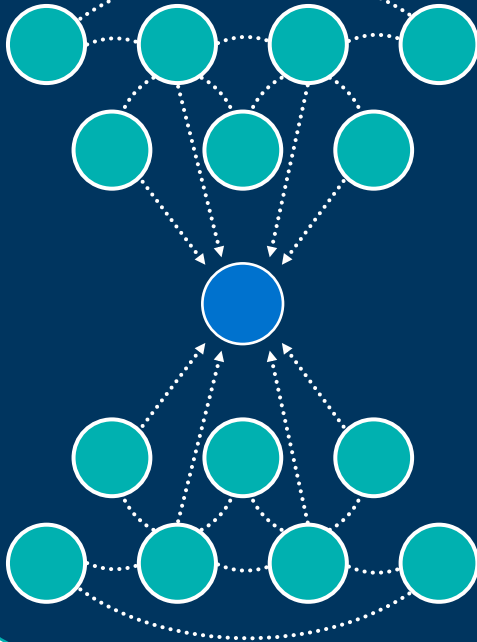- Admin, faculty, staff, and 2-3 upper school students

Outcomes

- Quarterly progress updates to community
- Board-directed projects such as the history dept.'s antiracism self-study and a DEIJ data dashboard

Systems Thinking Provides Philosophy and Tools for Implementation

Systems Thinking In Brief

Centers around **synthesis**, rather than analysis, to better understand complex systems and how they operate

Considers the processes, inputs, and feedback loops **happening congruously** across interconnected parts of a system

Numerous **tools and archetypes** allow institutions to identify and target root causes of problems, instead of symptoms

Has been **widely applied** including fields such as sociology, management, computer science, psychology, and law

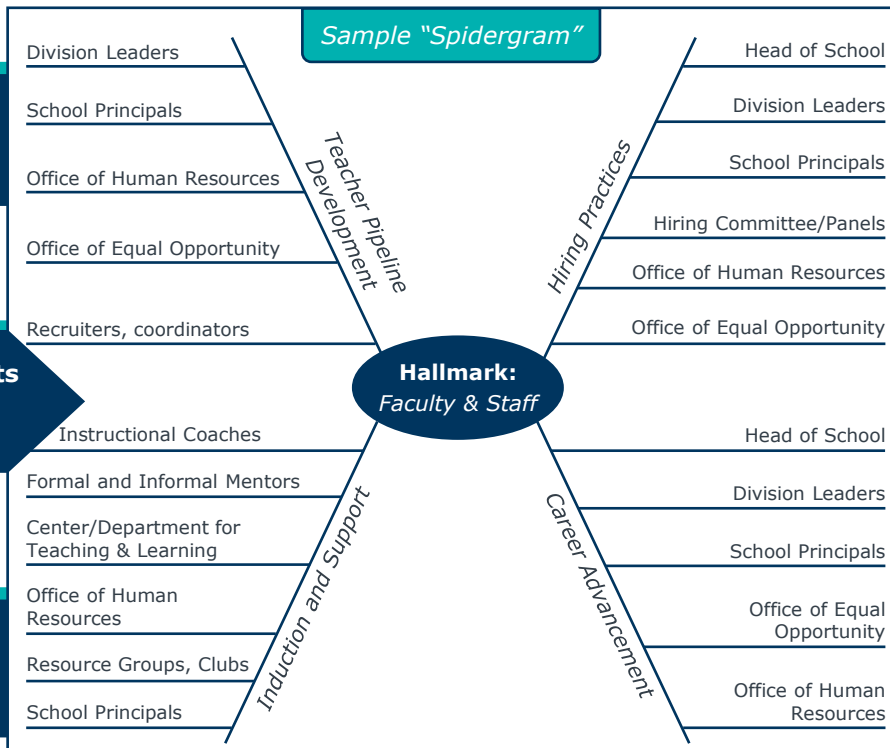EAB's Templates and Exercises Support Strategy and Intention

1

Keeps **strategic goals at the center** of decision making

2

Accounts for **ripple effects and interdependencies** within the system

3

Helps to anticipate **change management assets and risks**

Sample "Spidergram"

Teacher Pipeline Development
- Division Leaders
- School Principals
- Office of Human Resources
- Office of Equal Opportunity
- Recruiters, coordinators

Hiring Practices
- Head of School
- Division Leaders
- School Principals
- Hiring Committee/Panels
- Office of Human Resources
- Office of Equal Opportunity

Hallmark:
Faculty & Staff

Induction and Support
- Instructional Coaches
- Formal and Informal Mentors
- Center/Department for Teaching & Learning
- Office of Human Resources
- Resource Groups, Clubs
- School Principals

Career Advancement
- Head of School
- Division Leaders
- School Principals
- Office of Equal Opportunity
- Office of Human Resources

EAB Workshops to Support Next Steps at Your Institution

DEIJ Strategic Plan Review

Goals
Ensure your institution has a differentiated, accessible, and actionable strategic plan in place to promote diversity, equity, inclusion, and justice (DEIJ)

Key Components
A customized report including specific, research-driven advice, institutional examples, and tailored guidance to improve your current strategy

Applying Systems Thinking to Drive Progress

Goals
Apply systems thinking frameworks to one hallmark and identify the actions you must take to address root cause problems and achieve desired outcomes on campus

Key Components
An overview of EAB's hallmarks framework coupled with facilitated cross-team discussion and systems thinking tools

We Appreciate Your Feedback

Please take a moment to answer this **final poll question** on your overall experience with today's session.

We have also shared a link to a **short online evaluation in the chat**; please take 2-3 minutes to give us additional feedback and **let us know what you need next**.