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**Building Institutional Capacity for Sustained Conversation About Race
PoCC 2019 Heads' Equity and Inclusion Track Workshop
Friday, December 6th, 2019 8:00 - 9:15am**

Case Studies

1. A Latina parent asks to meet with you explaining that the school has not been a welcoming place for her and her family. She discusses how the PA feels like a private club for white moms who do not work, how white families who have been at the school since lower school have cliques and socialize without any outreach to families of color who began in later divisions. This parent wants to know what you are going to do about this issue, which she says is not just a problem for her but for many other parents of color.
2. Your school always has a photo of the new faculty and staff each September in the back to school community newsletter. This has been a tradition for the past 15 years as school head. You hear from the white upper school head that a long serving faculty member of color came to her to express concern that 7 out of 7 new teacher hires were all white people and has requested a meeting where you and senior admin come speak with the faculty of color affinity group to address this issue.
3. A black parent comes to share his concern about a book his son is reading in the 7th grade, featuring an incident involving the KKK in a small New England town. The parent explains that this book will be traumatic for his son as the only black child in the class.
4. An Asian teacher comes to meet with you because he is feeling like there is no place for him within the faculty and staff affinity group for people of color. He explains that because he is one of very few Asians on the faculty and because most of the people of color are African American, his voice and experience get lost, and he feels excluded and frustrated during meetings. He wants to hear what you are doing to recruit and retain more Asian teachers, and he also wants some help bringing this issue to the leaders of the Faculty and Staff Affinity Group.
5. The students in your school organize a walk out in support of the #Metoomovement. Most of the black students boycott the student walkout because they are upset that their white and Asian peers did not support their walk out in support of the Black Lives Matter Movement. Parents, students, and faculty believe this rift needs to be addressed.
6. In the past two years, three high profile women of color leave the school to pursue career opportunities in administration at other schools. One of them had applied for an open administrative position at your school, but did not get the job. There is a building narrative that people of color are leaving the school, and that there is no room for growth and advancement for women of color at the school.

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Systemic change for Anti-Racism IS NOT:

- Diversity Day
- Changing admission form to list parent 1 and parent 2, instead of “Mother” and “Father”

Systemic change for Anti-Racism IS:

- Racial affinity group structures for sustaining trained leadership, group membership and support
- Hiring structures to ensure racial equity and the recruitment and retention of racially diverse faculty and staff
- Admissions structures for examining the process and decision making from an anti-racism lens
- Advancement structures for forming and sustaining racially diverse parent association leadership and donor cultivation
- Strategic Planning structures which place anti-racism goals front and center
- Data collection for tracking anti-racism programming and progress
- An adult space where discussions about race are ongoing and practiced regularly
- School wide ongoing reading and discussion about race and pedagogy
- Strategic anti-racism training at the Board level