THE ILLUSION OF INCLUSION
COMMUNITY COMMITMENTS

At Greenhill School, we acknowledge that our pursuit of true scholarship requires us to continuously seek, explore, and examine diverse perspectives that stretch, challenge, inform, and ultimately expand our pre-existing knowledge, attitudes, beliefs, values, etc.

Because we strive to ensure our diverse community of learners is inclusive, we will...

SEEK TO UNDERSTAND ALL PERSPECTIVES, STARTING WITH OUR OWN.
CALL PEOPLE “IN” VS. CALL PEOPLE “OUT.”
HELP SUPPORT MARGINALIZED VOICES IN OUR COMMUNITY.
OWN OUR OWN “STUFF” (OUR INDIVIDUAL BELIEFS, BIASES, PREJUDICES, ETC.).
LISTEN TO LEARN.
ASSUME POSITIVE INTENT (WE ARE ALL LEARNERS).
RIDE THE WAVES OF DISCOMFORT; THEY INDICATE GROWTH!
SUSPEND JUDGMENT OF OTHERS.
HAVE AN OPEN MIND—A GROWTH MINDSET!
INITIATE AND ENGAGE IN CIVIL DISCOURSE.
PROTECT OUR HOUSE! (WE LIVE OUR MISSION AND CORE PRINCIPLES.)
#RELENTLESS EFFORT
I SMELL A POP QUIZ!

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2019 People of Color Conference
Seattle, Washington
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Seattle, Washington
A sense of belonging; Feeling respected, valued and seen for who we are as individuals.

Having actual evidence that we have a level of positive, supportive energy from school leaders, colleagues and others so that we —individually and collectively—can do our best work.
Diversity itself is seen as a **value-add**, and it is **leveraged** in order to achieve excellence.

DEI is the lens through which everything about the School is viewed.

Diversity, Equity, and Inclusion is seen as the norm; it is woven into the fabric of the community. It is NOT something we “do”- IT IS WHO WE ARE.
The PATH from EXCLUSIVE to INCLUSIVE

Primary Resource: Frederick Miller & Judith Katz
Stage 1

Hallmarks of the Exclusive/Passive Phase

• People feel pressure to “fit in”

• People fear speaking up/being AUTHENTIC

• Relationship-driven culture, where “who you know” is more important than “what you know”

• Cliques are common; you trust the people closest to you

• Denial of differences is considered a virtue (“we don’t see differences here”)

• Hard for outsiders to learn the rules—it’s sink or swim to prove yourself

Primary Resource: Frederick Miller & Judith Katz
Stage 2
Hallmarks of the Symbolic Difference Phase

- Nominal expansion of “others” which is more symbolic as opposed to authentic; monocultural “norms” still rule the day

- As such, you’d better “fit in” or experience the “not the right fit” phenomenon

- Sometimes motivated by “peer pressure,” “reaction to tragic, public event within the school community, desire for an athletic championship, their assumption of the “rarely-found ‘right’ diversity,” etc.

- Pioneers and Champions are present (weary (more than likely)- but present nonetheless)

Primary Resource: Frederick Miller & Judith Katz
STAGE 3

HALLMARKS OF THE CRITICAL MASS PHASE

- **Diversification or “Website Syndrome”:** Add members who are different from the original group. (and make sure they are featured on the website 😊)

- **Round Peg/Square Hole Syndrome:** Old monocultural norms and stereotypes no longer fit, but there are no new standards and procedures to take their place.

- **Tolerance is NOT the same as Inclusion:** Tolerance is insufficient to truly take advantage of all that people can bring.

- **“Reverse Discrimination” Syndrome:** This is a time when members of the traditional group may feel most threatened. They may believe that they have fewer opportunities and resent that the rules are changing.

*Primary Resource: Frederick Miller & Judith Katz*
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Stage 3
Hallmarks of the Critical Mass Phase

Primary Resource: Frederick Miller & Judith Katz

Commitment

If you fail to plan, you plan to fail.
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Primary Resource: Frederick Miller & Judith Katz

Stage 3: Involvement vs. Commitment
Hallmarks of the Critical Mass Phase

Agile Safari

Hey Pig, we should open a restaurant
I'm not sure, what would we call it?

Ham and eggs?

No thanks, I'd be committed and you'd only be involved!

Primary Resource: Frederick Miller & Judith Katz
STAGE 3: INVOLVEMENT VS. COMMITMENT

HALLMARKS OF THE CRITICAL MASS PHASE

Agile Safari

WHAT IF I AM COMMITTED AS WELL?

I DON'T SEE HOW YOU COULD BE!

PIG & CHICKEN PART 2

HMMMM... I KNOW, WE CAN OPEN A LUNCH PLACE CALLED WINGS-N-RIBS

WITH BOTH OF US COMMITTED, I'M IN!

Primary Resource: Frederick Miller & Judith Katz
• People are able to bring their full, authentic selves to their work.

• The organization encourages and welcomes people to contribute different opinions and points of view.

• The organization has a performance-driven culture, where knowledge and ability matter most.

• People form dynamic and diverse teams; trust is a given.

• Differences are seen as additive and productive.

• The mindsets and behaviors for success are explicit and the Head of School leads and supports people in adopting them. (You can’t expect what you don’t inspect)

• The organization has an interactive culture, where an array of points come in contact with each other unity

Primary Resource: Frederick Miller & Judith Katz
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People
Employees, Students, Prospective Students & Families, Alumni, etc.

Policies
Discipline, SST recs, Paternity Leave, Hiring, etc.

Pecuniary Practices
Financial Aid, DEI PD, Stipends, etc.

Programs
Arts, Academics, Athletics, Admissions, Summer Programs, Community Partnerships, Development, Parents-as-Partners, etc.

Practices
Climate Assessments, Institutional Research, Strategic Planning, etc.
WHERE ARE YOU ON THE PATH?

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What has been your “Science Learning Experience” at Greenhill?
Girls in Science at Greenhill: How are we doing?

Focus Group 2.mp3

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2019 People of Color Conference
Seattle, Washington
<table>
<thead>
<tr>
<th>Trans ID</th>
<th>Comment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not enough representation of women in the science department. I enjoy math and take AP math classes. I dodged AP science classes. I arrived here in the 8th grade arrived in 6th grade. Has only had 1 female science teacher...by 11th grade, science classes were driven my male students and it was hard to keep up with &quot;what they knew&quot;</td>
</tr>
<tr>
<td>2</td>
<td>4 Easier for teachers to communicate with boys in physics They (boys) already had experience before class- physics. [female student perception]</td>
</tr>
<tr>
<td>3</td>
<td>6 Agree...Boys do read beyond scope of class- Biology</td>
</tr>
<tr>
<td>4</td>
<td>7 Males have a bigger personality and drive the direction of the class</td>
</tr>
<tr>
<td>5</td>
<td>I remember when I corrected a physics teacher about the math in the class (several times) but when we came to the conclusion of the experiment, it went towards the boys.</td>
</tr>
<tr>
<td>6</td>
<td>9 There is a culture of Boys versus girls in AP Physics</td>
</tr>
<tr>
<td>7</td>
<td>10 The boys spend extra time learning stuff for no reason.</td>
</tr>
<tr>
<td>8</td>
<td>11 Specific boys know stuff Boys ask questions that lead to additional questions and move the lesson off track or in a new direction. Boys are more confident that I am. I did the reading and knew the answers but I would answer</td>
</tr>
<tr>
<td>9</td>
<td>13 Girls have to be over aggressive to get the same amount of attention or time from the teacher.</td>
</tr>
<tr>
<td>10</td>
<td>14 Girls get interrupted more by boys. I connect more with a female teacher. Boys connect more with male teachers</td>
</tr>
</tbody>
</table>
Girls in GH Adv. Science

Focus Group Session A

Resource 1: Discourses
Resource 2: Role of Question
Resource 3: Role of Feedback
Resource 4: Girls Biology, Boys Physics - Free Choice
Resource 5: Learning paths vs conventional instruction

Department
- Communication
- Boys Knowledge
- AP Physics Culture
  - Confidence
  - Interactions
  - Competition
  - Innate Gender Traits

Common Themes
Mingle Huddle/Report Out
Collective Leading and Learning

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Exclusive/Passive
Symbolic Difference
Critical Mass
Welcoming
Inclusion
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https://tinyurl.com/KBPoCC19

INCLUSION
OR
BUST!

INCLUSION ACADEMY