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Frameworks, Tools and Strategies for Promoting **Diversity, Equity and Inclusion** Among International School Leadership

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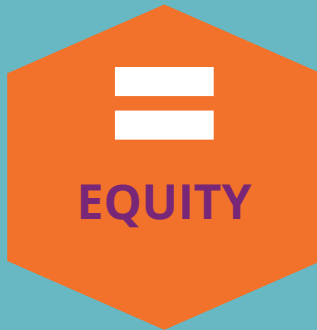
Core Definitions and Research:

What Is DEI-J & Why Is It Important?

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The presence of difference.



Ensuring everyone has what they need to fully participate.

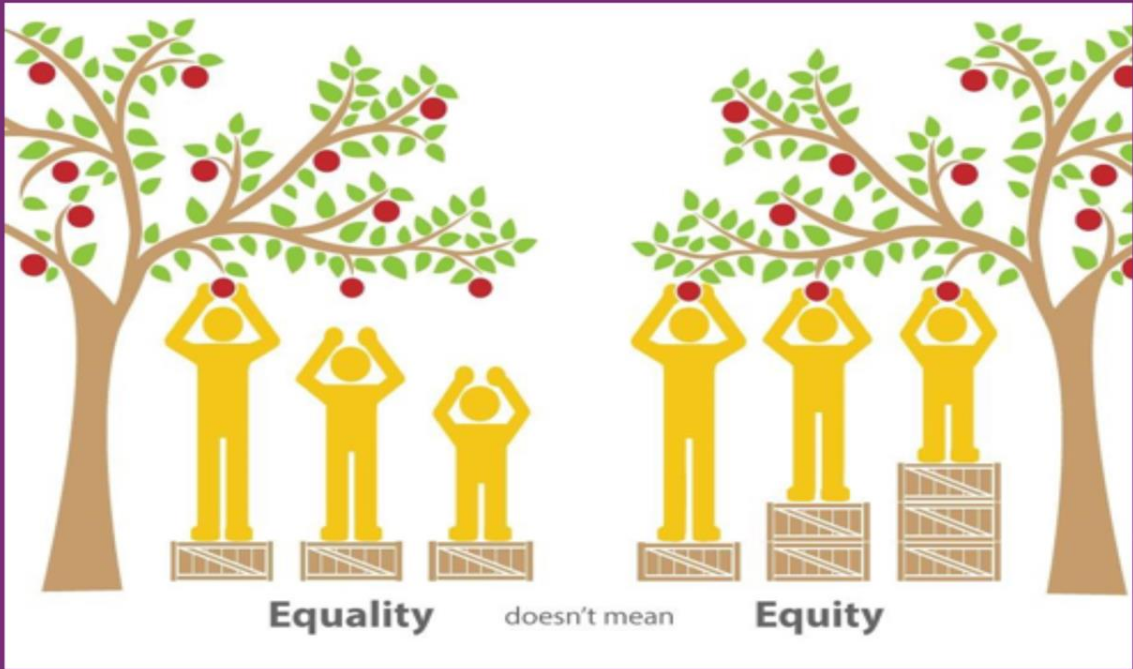


Embracing differences.



Systems, policies, & practices that ensure DEI.

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Equality

doesn't mean

Equity

Office of Health Equity. [Image]. (n.d.). What is health equity? Retrieved from <https://www.maine.gov/dhhs/mecdc/health-equity>



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Why Diversity Improves Decision Making

Diverse groups make better decisions than homogenous ones, because they benefit from varied:

Perspectives
Problem-Solving Heuristics
Interpretations
Predictive Models, and
Decision Rules

The fact that it is typically harder for diverse groups to come to consensus ultimately works to their advantage, as disagreements prevent premature, sub-optimal decisions and solutions.

- Page, Scott. *The Difference* (2007)



How Diversity Makes Us Smarter

- Decades of research show that socially diverse groups are **more innovative** than homogeneous groups.
- Groups of people with diverse individual expertise and/or from diverse backgrounds are **better at solving complex, nonroutine problems** than homogenous groups.
- People from different backgrounds **bring new information**.
- Interacting with diverse individuals forces group members to **prepare better, anticipate alternative viewpoints, and expect that reaching consensus will take effort**.

- Katherine Phillips, Columbia Business School



Some Educational Benefits to Having Diverse Teachers

- Enhances student outcomes & the learning environment
- Provides role models for students
- Affirms students' cultural identities
- Enhances parental communication
- Can increase open-mindedness and tolerance
- Prepares students for global citizenship



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Sample Diversity Purpose Statement



Our mission around diversity, equity and inclusion extends to curriculum, programs, policies and hiring practices. We embrace our role as a leader in fostering a place for all as well as a community that upholds high standards with regards to respectful and thoughtful discourse.

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Activity: Developing Personal and School DEI-J Purpose Statements

- Based on the research and your experiences, draft a preliminary, personal DEI-J purpose statement
- Read your statement aloud to your tablemates and then discuss how you have/would involve all the school's constituents in developing a school-wide DEI-J purpose statement
- Anticipate the likely reactions to such a process

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Fostering Respectful, Thoughtful Discourse About Biases and Privilege

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Implicit Bias

“Implicit bias is all about the assumptions you make about other races, genders and more without even realizing it – and it affects everyone. It’s a product of both the architecture of our brains and the disparities in society, influencing our perception, our attention, our memory and our actions – all despite our conscious awareness or deliberate intentions.”



The Architecture of Our Brains

“Categorization – grouping like things together – is something we all do, and it allows us to organize the overload of stimuli that constantly bombard us...But when we categorize people into social groups, the beliefs we have about those social groups are called ‘stereotypes’. We all use stereotypes to help us make sense of other people, but stereotypes are often culturally generated and culturally specific”



<https://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/>

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Combatting Implicit Biases

- Dare to discuss your differences in nonjudgmental, empathetic ways, because failing to discuss differences leaves us blind to discriminatory and unjust behaviors.
- Slow down, because bias is more likely to surface when you're moving quickly and/or fearful
- Remember that every person you meet is a unique individual; everyone is a human being, just like you, who experiences joy, sadness, love, etc.
- By recognizing people's complex identities, we honor them and begin to accept them for who they fully are.



Growth vs. Fixed Mindsets

- Ethical Learning (how hard we are trying to be better) vs. Moral Identity (how much we care about being a good person)
- “Good-ish” People vs. Good People
- The Skills of a Builder vs. The Identify of Believers



Ordinary Privilege

“Our intersectional identities create unique forms of headwinds and tailwinds for each of us...What makes ordinary privilege *ordinary* is that it is not something that makes us stand out as an elite or feel special. What makes ordinary privilege a *privilege* is that it usually brings some influence not easily given to those who lack it. If you want to find the tailwinds in your life, find the ordinary privilege.”



How Good People Fight Bias

- Activate a growth mindset of being a good-ish, work-in-progress, not a pre-made good person
- See the ordinary privilege we hold and put it to good use on behalf of others
- Opt for willful awareness, though our minds and lives make willful ignorance more likely
- Engage the people and systems around us to fight bias.

Activity: Identifying and Using Your Ordinary Privilege to Fight Bias

- Describe different groups in your school that enjoy tailwinds or have to fight headwinds.
- Which tailwinds do you enjoy?
- Discuss how based on the research you have/could use your tailwinds to surface and address implicit biases at your school.



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Institutional DEI-J Best Practices and Behaviors

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The Leadership Pipeline

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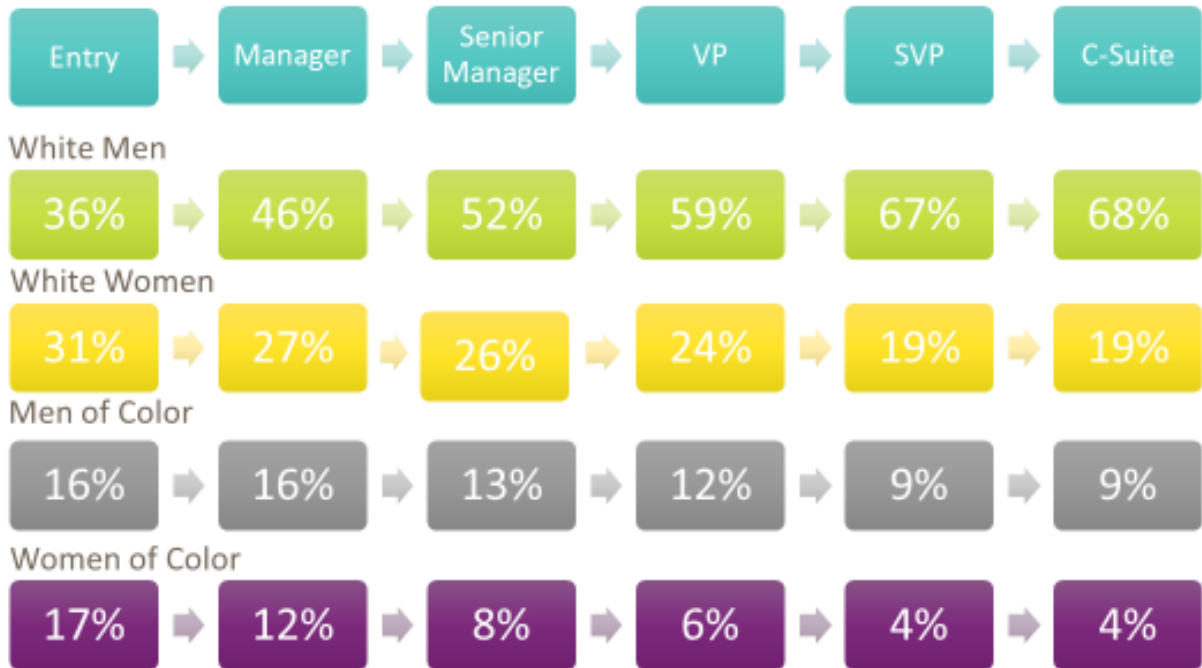
Women in the Workplace, 2018

- Comprehensive study by Lean In and McKinsey & Company on the state of women in corporate America – conducted annually since 2015
- 279 companies employing more than 13 million people shared their pipeline data and completed a survey of HR practices
- Plus, more than 64,000 employees completed a survey designed to explore their experiences regarding gender, opportunity, career and work-life issues
- Key Finding:

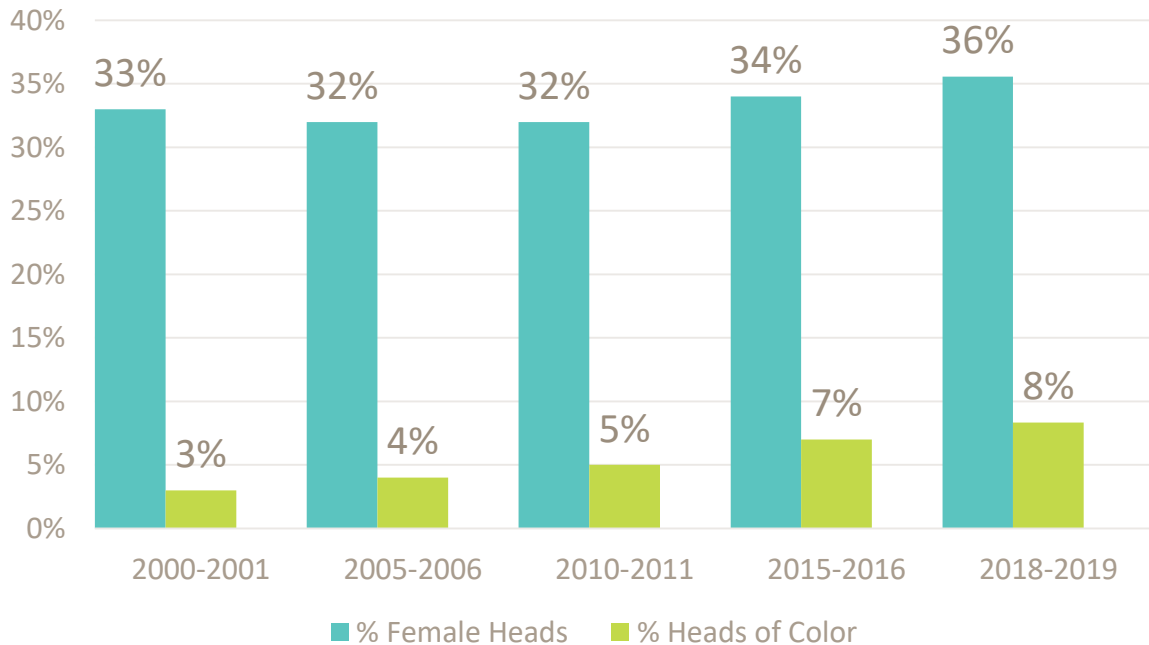
In corporate America, women fall behind early and continue to lose ground with every step, and women of color are particularly disadvantaged.

Race & Gender Representation in the Corporate Pipeline

(*Women in the Workplace, 2018*)

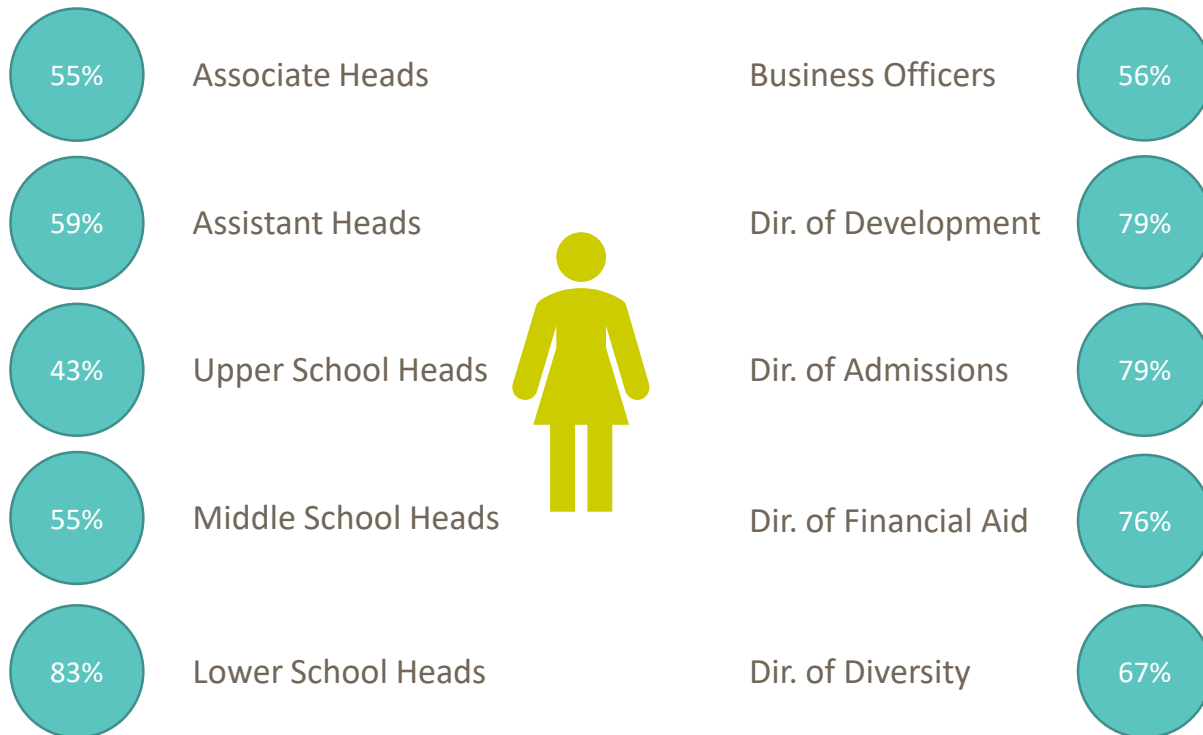


The Gender and Color of Leadership in NAIS Schools, 2019



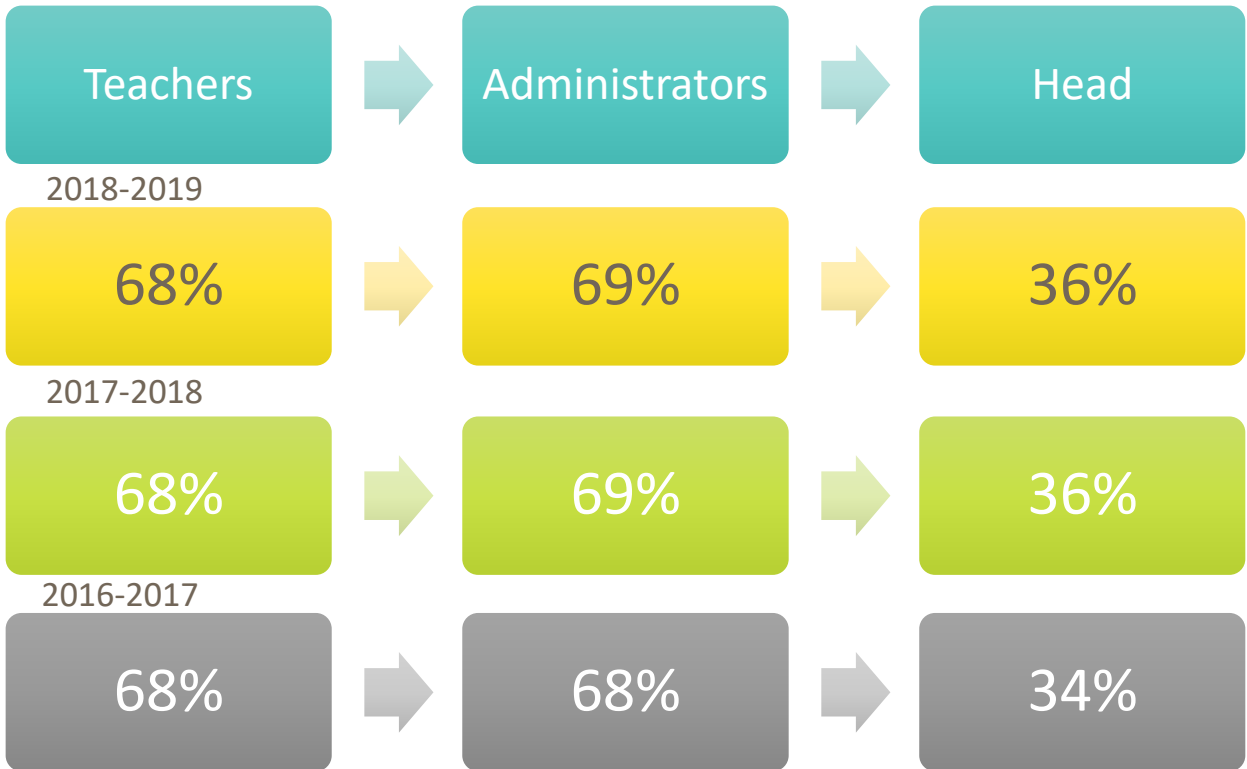
Source: NAIS DASL

Further Breakdown of NAIS Data, 2019

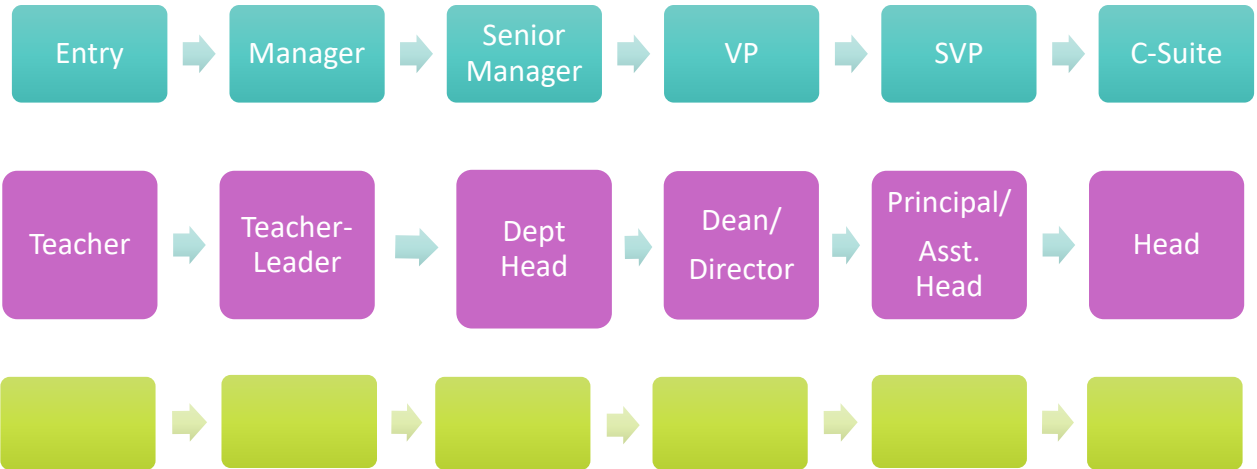


Source: NAIS DASL

The NAIS Education Pipeline for Women



The Education Pipeline at Your School



Women in the Workplace, 2018 – Recommendations

Six actions that companies need to take to make progress on diversity:

1. Get the basics right - targets, reporting and accountability
2. Ensure that hirings and promotions are fair
3. Make senior leaders and managers champions of diversity
4. Foster an inclusive and respectful culture
5. Make the Only experience rare
6. Offer employees the flexibility to fit work into their lives

Activity: Cultivating Diverse Talent for Leadership Roles I



- Targets, Reporting and Accountability
- Fair Hirings and Promotions
- Championing Diversity
- Inclusive and Respectful Culture
- Rare ONLY Experiences
- Employee Flexibility

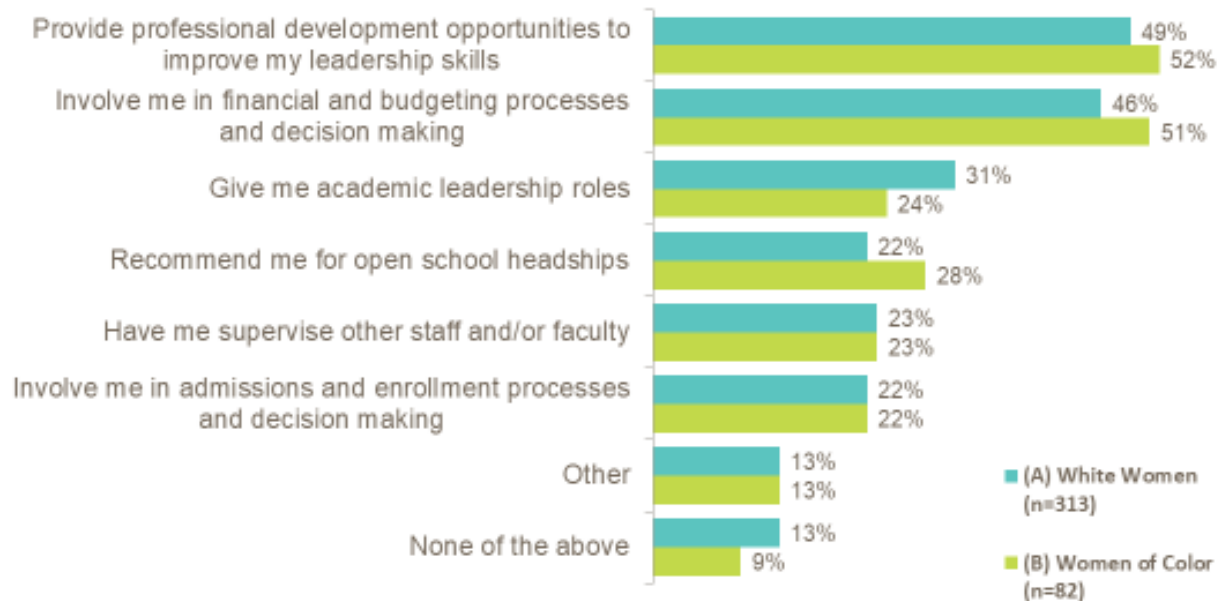
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Talent: School & Industry Cultivation



Candidates welcome general coaching and career guidance from hiring committees, search firms, and recently hired heads of schools. They also want coaching on matters specific to leadership as men and women of color and white women.

Development Opportunities Wish List



Source: People of Color and White Women in Independent School Headship, NAIS, 2018

Activity: Cultivating Diverse Talent for Leadership Roles II



- Leadership Skills
- Financial and Budgeting Experience
- Academic Leadership Roles
- Mentoring and Especially Sponsorship
- Supervisory Responsibility
- Enrollment and Marketing Experience

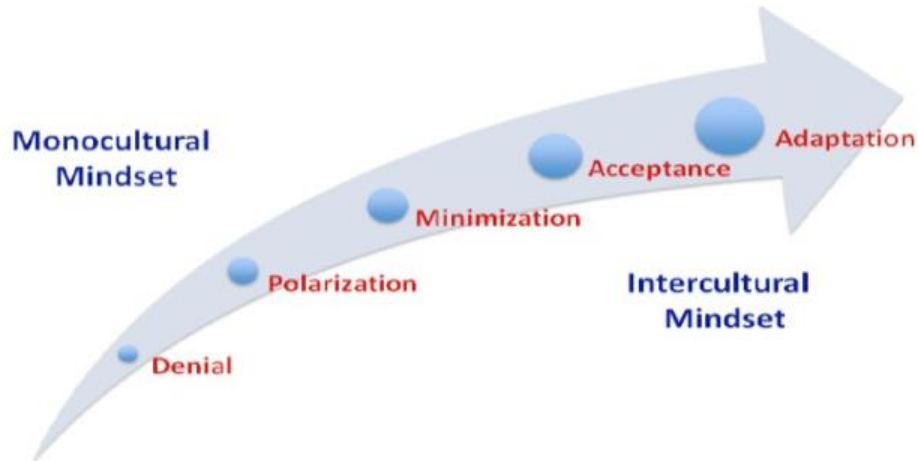
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Intercultural Development Continuum

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Intercultural Development Continuum



IDI Inventory. [Image]. (n.d.). The intercultural development continuum. Retrieved from <https://idiinventory.com/generalinformation/the-intercultural-development-continuum-idi/>



<https://idiinventory.com/video/workplace-impact-of-the-intercultural-development-inventory-4-27-minutes/?id=360>

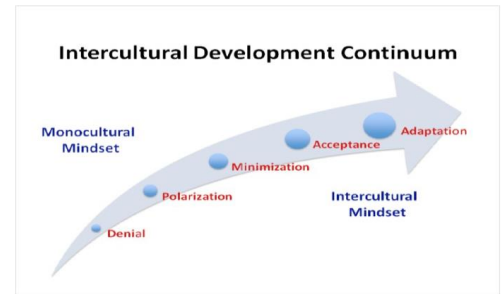
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Intercultural Development Continuum Stages

- **Denial** – Avoids or withdraws from differences
- **Polarization** – Judges differences; “Us vs. Them” mentality
- **Minimization** – “We’re more alike than different” attitude; Color-blindness
- **Acceptance** – Recognizes and appreciates differences
- **Adaptation** – Can shift perspectives and “flex” to accommodate differences without losing one’s “core”

Activity: The IDC at School



- Pair and share stories of school-based, institutional examples of each stage of the IDC



Integrated Organizational Framework

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In the spring of 2019, three groups initiated a research study to survey international school leadership and diversity:



The Diversity Collaborative



ISC Research



George Mason University



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We are a voluntary group of international educators passionate about creating more diverse, equitable, inclusive, and just educational communities across the globe

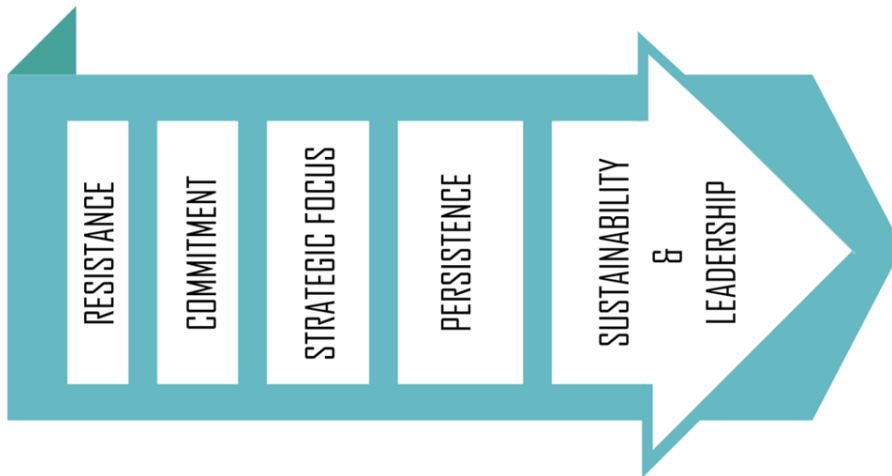
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The study was distributed to approximately 2,676 accredited international schools.



Based upon the survey data, research, and literature, we developed an

Integrated Organizational Framework

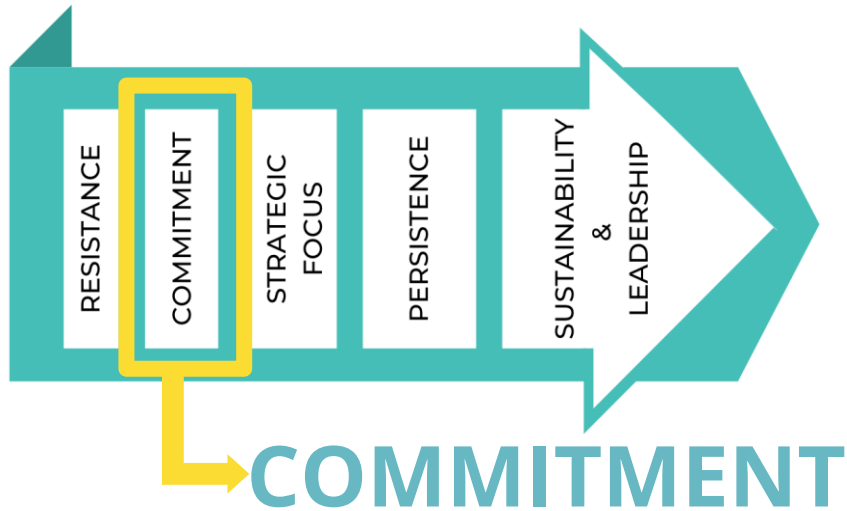


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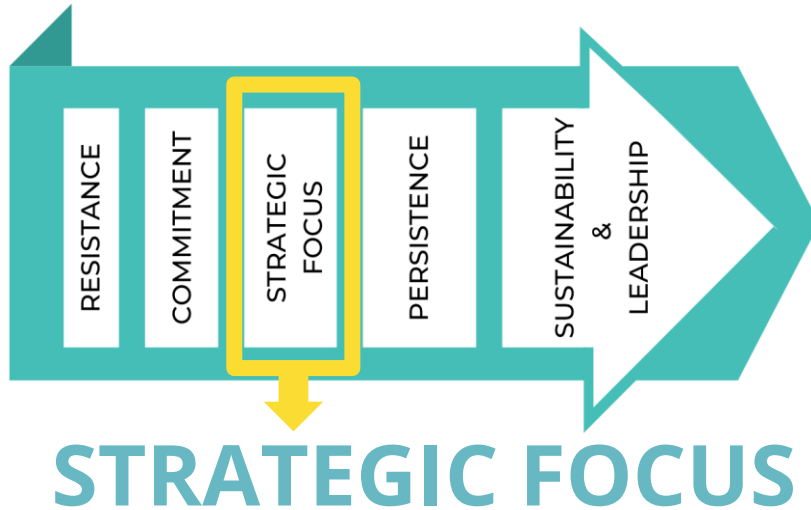
Identify source(s) of resistance and learn from schools in similar contexts.

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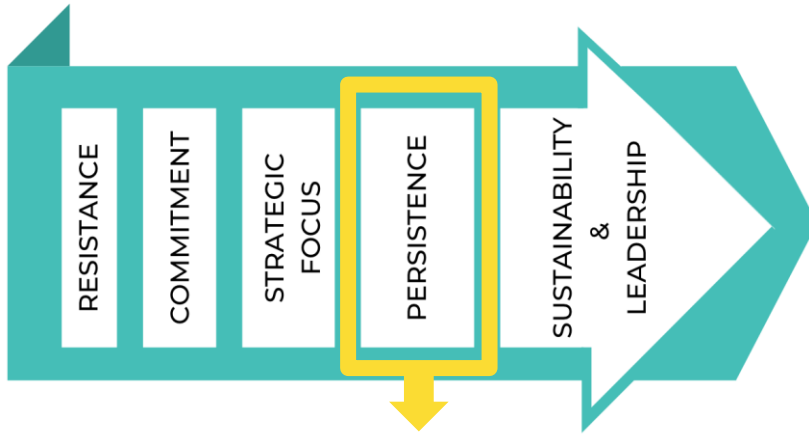
Articulate a commitment to DEI-J and interculturalism that reflects your unique context.

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Establish specific goals and long-term plans.

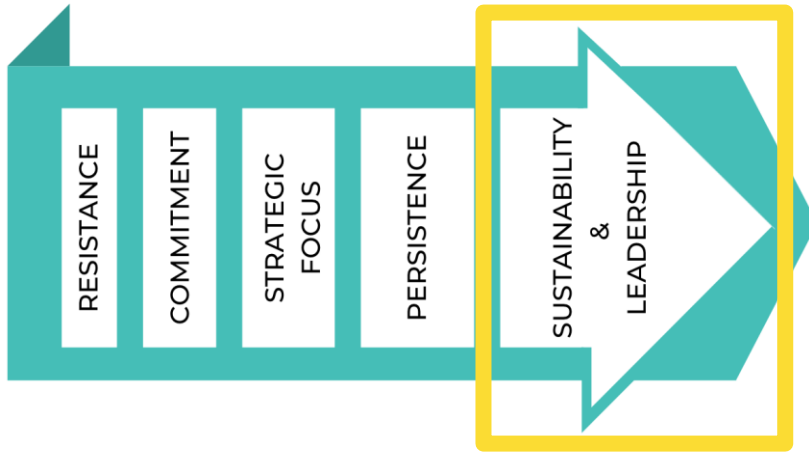
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PERSISTENCE

Respond to inevitable challenges.

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SUSTAINABILITY & LEADERSHIP

**Leverage commitment and serve as role models,
mentors and leaders.**

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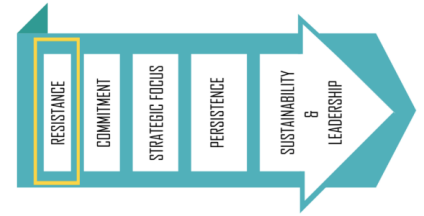
LEADERSHIP MATTERS

“School leaders have enormous power in schools. Those who prioritized diversity, equity and inclusion were able to make a difference regardless of their contexts.”

- Highlights, Diversity Collaborative Survey (2019)

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Activity: Continuing the Journey at Your School



Overall, what does your school need to focus on?

- Overcoming **resistance**
- Articulating a **shared commitment**
- Developing a **strategic focus**
- **Persisting** through setbacks/challenges
- Leveraging your **leadership**

What are 1-2 steps that you can take to foster greater leadership diversity at your school?

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Find the full report at:

<https://www.iss.edu/services/professional-development/diversity-collaborative>



To Join the Diversity Collaborative, email us at:
infodiversitycollaborative@iss.edu



Please complete the survey at:

https://gmucehd.az1.qualtrics.com/jfe/form/SV_0D1UKXL5sdVqCUd