DIVERSITY IN PROGRESS:
Best Practices and Lessons Learned from The Broad Center

JANUARY 2018
Diversity, equity and inclusion are vital to our working environment — in our programs, with our partners and for our staff. They allow our organization to benefit from a broad set of skills, experiences and differing viewpoints, leading to stronger ideas and lasting results.

We believe that attracting and retaining a diverse team will help us maintain a diverse and high-performing organization.
DIVERSITY IN PROGRESS

BEST PRACTICES AND LESSONS LEARNED FROM THE BROAD CENTER

January 2018

TABLE OF CONTENTS

8 Why diversity and inclusion are priorities for us
9 An issue for all of us
10 Our beta years
12 Expanding our efforts
15 How we learned to address bias — from within
16 Refining our efforts
20 The work ahead

APPENDICES

22 Appendix 1: 13th - Film viewing and debrief facilitation notes
23 Appendix 2: Additional resources
ABOUT THE BROAD CENTER

Across entire cities and states — not just at individual schools — we need more than great teachers and principals. It also takes extraordinary people serving in the management and leadership roles in those school systems to ensure that every school, every classroom and every child gets what they need to be successful.

At The Broad Center, we identify, develop and support outstanding professionals who are inspired to work inside the system, in partnership with students, families and communities to help them open the doors to opportunity and bring their vision for educational excellence to life. Through our highly selective professional development programs, The Broad Academy and The Broad Residency in Urban Education, we are growing a diverse network of hundreds of leaders and managers in school systems across the nation — people who have the skills, knowledge and dedication necessary to ensure every student’s needs are met... so that every family’s dream for their child can be achieved.

Learn more about us, our programs and our network at www.broadcenter.org.
WHY DIVERSITY AND INCLUSION ARE PRIORITIES FOR US

The heart of the work we do at The Broad Center is focused on recruiting, preparing and supporting talented system-level leaders and managers who are driven to transform urban school systems into engines of excellence and equity that provide high-quality educational opportunities to all students. The soul of our work is changing lives.

To bring our best thinking to this challenge, we need all the help we can get — an array of people, experiences and perspectives. This work takes all of us, and we need to make sure all voices are at the table.

Throughout the years, we have sought to understand, reflect and honor diverse experiences, especially those of the students, families and communities served by urban public education systems. We believe that attracting and retaining a diverse team will result in a self-reinforcing cycle that will help us maintain a diverse and high-performing organization (Figure 1 & 2).

We also believe honoring diversity is a dynamic and iterative process, like prototypes that get better with every version. This brief outlines some of our lessons learned — both stumbles and bright spots — as a transparent model for reflective growth for us and any other organization looking to improve. We have not yet perfected our processes. But we know we are better off than when our organization was founded more than a decade ago, and we are committed to exploring and refining our diversity and inclusion efforts every day.

FIGURE 1 | BROAD CENTER EMPLOYEE DEMOGRAPHICS, 2010-2017

FIGURE 2 | BROAD CENTER EMPLOYEE DEMOGRAPHICS VS. 100 LARGEST URBAN SCHOOL DISTRICTS’ DEMOGRAPHICS

AN ISSUE FOR ALL OF US

The smartest and most successful organizations strive for a diverse workforce not only because it reflects American society but because it leads to more productivity and creativity. Decades of research show that social diversity — in race, ethnicity, gender, sexual orientation and background — leads to more innovative, creative and effective organizations. An organizational culture that cultivates positive, not merely tolerant, attitudes toward all and encourages “bringing one’s whole self” to the workplace also produces more effective teams.

Even so, most organizations — in the business world as well as nonprofits — still lack diverse workforces and leadership. The disparities are even greater among executive-level leaders. A study by Community Wealth Partners, supported by the Annie E. Casey Foundation, found that only 18 percent of nonprofit organizations’ staffs and just 7 percent of executives are people of color.

For The Broad Center and other nonprofit organizations that work to improve American public education, we believe we must better reflect America and the students and families we serve (Figure 3). In fact, diversity and inclusion are particularly urgent challenges. In 2014, our nation hit an important demographic watermark: young people of color are now the majority of students enrolled in public schools. School districts across the country are addressing their racial diversity and cultural competency gaps in the teaching and administrative ranks. We have a shared responsibility to do the same.

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1. https://hbr.org/2016/04/were-making-the-wrong-case-for-diversity-in-silicon-valley
OUR BETA YEARS

In our earliest years, we had no formal diversity or inclusion efforts. As outdated as this sounds, it was our earnest reality. Our small start-up staff was not particularly diverse in ethnicity, income or professional background. The earliest conversations about diversity began in one of our leadership development programs and then spread to the entire organization.

In 2010, we established a diversity task force, comprised of a representative from each of our organization’s four teams, and also created a diversity champion to keep our diversity hiring eye on the ball. The rest of the staff was expected to support the work of the task force and diversity champion.

The task force set a series of diversity goals, which included writing a diversity statement to codify our beliefs. Our first diversity statement explained why we value diversity and outlined our plan to attain it. We’ve changed the statement over the years to reflect a more expansive definition of diversity. For us, diversity means building a staff that reflects the core demographics of the students we help our leaders serve — especially those from Black, Latinx, low-income, immigrant and English-learner backgrounds (Figure 4 & 5).

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Figure 4 | Broad Center Staff Who Identified as Low-Income in K-12 vs. Low-Income Student Enrollment in 100 Largest Urban School Districts

Figure 5 | Broad Center Staff Who Identified as English Learner in K-12 vs. English Learner Student Enrollment in L.A. Unified School District

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THE BROAD CENTER’S DIVERSITY STATEMENT

The Broad Center created a diversity statement 10 years ago. Since then, it has evolved to incorporate a broader definition of diversity and a more strongly articulated organizational goal of honoring diversity.

In building and sustaining a diverse staff, The Broad Center values experiences and backgrounds that reflect the people we serve, which include students in urban school systems, prospective candidates, participants and alumni of our programs, and our partner organizations — large urban school districts, public charter school networks, and state and federal education agencies.

We believe our goals for diversity are dynamic, not static. Although we do not solely look for candidates with specific diversity-based characteristics, we will focus recruiting in areas that may be underrepresented at any given time. We will always balance these needs with our functional needs.

As such, we emphasize building a diverse team that reflects the core demographics of the populations we serve in terms of gender and ethnicity — in particular, people with African-American, Latinx, low-income, immigrant and English-learner backgrounds.

We emphasize building a team that reflects the diverse educational experiences of the populations we serve: attendance of and exposure to urban K-12 public school systems, a mix of higher education credentials and graduates from a range of higher education institutions.

We emphasize building a team that reflects the diverse professional backgrounds of the populations we serve: a range of years of work experience, experience in both large bureaucratic and small entrepreneurial organizations and experience in the private, public, nonprofit and educational sectors. We particularly value and seek to include staff with experience working in or directly with urban public schools.

We believe that attracting and retaining a diverse team will result in a self-reinforcing cycle that will help us to maintain a diverse and high performing organization.
EXPANDING OUR EFFORTS

After several years, we upgraded the diversity task force. It became our Diversity Council, and its purpose was to achieve the mission described in our diversity statement and to build a more diverse and inclusive staff and workplace. The council also became a team with whom employees could discuss diversity issues, and a group that would advise our leaders on diversity efforts.

The Diversity Council was a larger group that reflected the numerical growth and increasing diversity of our staff. Each year, the council's membership rotated to include new members, with the goal of giving every employee the opportunity to serve. The council met monthly, and senior leaders attended every other meeting. A senior leader was the council sponsor, advising and helping with initial direction and procedures.

Based on our initial demographic survey, the Diversity Council found that men were underrepresented across the organization but overrepresented in leadership roles on one team. In addition, white men and women were overrepresented in leadership;

GETTING STARTED

Early lessons from our diversity work

01. **Start now, no matter your organization's size:** We should have made diversity a core part of our work from the start. Begin conversations where and when you can. Explore your team's concerns around diversity. Look for a partner organization or consultant to help you engage in evidence-based diversity practices.

02. **Engage all:** Issues of diversity and inclusion exist in every organization, and everyone — not just people of color, human resources or your leaders — can help build ongoing conversations that lead to action.

03. **Elevate diverse voices, but don't burden them:** Relying too much on individual team members because of their specific backgrounds places an unfair burden on those who may struggle with a workplace that doesn't always welcome or honor them. Organizations tend to leave diversity efforts to only one staff member or only staff members of color. We know from experience that practice unfairly forces them to carry the entire organization's responsibility alone — and can prevent an organization from committing to diversity as a whole. Plus, assigning diversity responsibilities to human resources or another single department can keep others from engaging directly in the work.
and there were few team members who had worked in large urban school districts, been English learners as students or grew up in low-income households.

The Diversity Council split into small teams to develop strategies for achieving our goal to build a more diverse and inclusive staff and workplace. Each team summarized its strategy, showed why the strategy was critical, identified required resources as well as ramifications, and set a timeline and evaluation plan.

Initially, some staff were reluctant to serve on the Diversity Council. Expectations were high, there was no precedent for how to run it and employees had to handle council duties amid their busy schedules. Despite those challenges, the council agreed on several ideas for bolstering underrepresented perspectives even before job openings emerged, including providing:

- Anti-bias workshops for hiring managers,
- Professional development for women and team members of color, all of whom were underrepresented in leadership roles,
- Staff “job swaps” and shadowing days, starting cultural affinity groups and asking them to join high-level strategy meetings and
- Shadowing opportunities with educators and students in urban public schools.

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**LESSONS FOR LEADERS**

Tips from our leaders’ own experiences in advancing diversity and inclusion

01. **Build awareness:** Show sincere openness about what you know — and don’t but are striving to learn.

02. **Distribute decision-making:** Engage more people in your organizational decisions. It may take more time, but you’ll limit bad decisions based on your limitations.

03. **Build in feedback:** Our surveys regularly help us gauge staff opinion about workplace culture and activities.

04. **It’s safe here:** Tapping diverse opinions requires room for the entire staff to share their thoughts openly. This is especially important for team members new to your organization or early in their careers.

05. **Limit your response:** Practice listening rather than reacting right away.

06. **Say yes:** Be clear about what isn’t negotiable, such as budgets limits. But say yes often. Always show support, participate and don’t censor ideas—they could prove useful.

07. **Acknowledge and respect:** We strive to acknowledge employees’ “whole selves,” particularly in times of turmoil. Acknowledging emotions or tensions in the workplace — and the many ways in which colleagues may choose to express or not express those feelings — makes it safer for all team members to be themselves.

08. **Be willing to apologize:** All leaders make mistakes. All team members do, too. Set the tone by admitting mistakes and misunderstandings. Always seek to learn.
HOW WE LEARNED TO ADDRESS BIAS — FROM WITHIN

The Diversity Council’s overhaul of our recruitment and hiring practices drew inspiration and lessons from close to home — The Broad Residency in Urban Education. Since 2003, we have recruited tens of thousands, interviewed thousands and selected hundreds of high-potential management professionals who want to work in public education through the Residency program.

Early in our work, the Residency team began to notice signs of potential bias in its selection processes. Of 711 total candidates for in-person Residency interviews, white candidates were more likely to score high in the interview, and people of color often scored in the middle-to-low range. But people of color accepted into the program ranked similarly on their post-fellowship evaluations as their white colleagues.

In response, the Residency team drew from anti-bias behavioral research, created video modules to help employees build awareness of personal biases and learn to address them. We defined bias as a personal belief that certain qualities are better or worse than others — including race or ethnicity, gender identity or sexual orientation, but also personal interactions or how someone dresses. The Residency also helped each interviewer create a personal bias list and share it with a co-interviewer, practice mindfulness in interviews to be aware of bias and discuss in debriefs how initial interactions may bias the hiring process.

The Diversity Council adopted these tactics. It also decided the entire organization should have four Diversity Champions from across the team, helping oversee every hiring process, reviewing job descriptions for bias and identifying bias in recruiting. We also asked the Diversity Champions to share job postings in personal networks and push search firms to broaden and deepen their recruiting. The champions rotated out of their role after a year, with the goal of shared responsibility within the entire organization.
REFINING OUR EFFORTS

As we pursued these new hiring strategies and as new team members took their places on the Diversity Council, we also began work to ensure our growing, increasingly diverse staff thrived. We created a “Culture of Diversity” survey, first proposed by a team member during a retreat to help all employees bring their individual values and experiences to work without feeling the on-going need to “code switch” in order to be valued.

Nearly the entire team responded to the survey. Some requested more openness to a variety of work styles — for both introverts and extroverts — and regular debates on education and social issues. In our effort to shift our culture, we expanded our ritual of sharing our “leadership stories” of why we serve in education to include newcomers from the start — a step toward greater openness and helping everyone on the team better understand each other’s perspectives. We also held conversations on diversity in regular staff retreats. New employees also met with senior leaders to discuss diversity, while others met with the Diversity Council. We also worked harder to incorporate a broader range of expert speakers and perspectives into our convenings and program sessions.

CHALLENGES WE ENCOUNTERED

Issues in refining our recruitment and hiring practices

01. **Making the time**: Employees struggled to find time for this work, particularly those who launched the initiatives. Organizations should make diversity and inclusion efforts a priority.

02. **Overinvest in recruiting**: Building diverse candidate pools can take more time than traditional methods. Without the effort, organizations will continue to tap mainly homogenous candidates — or automatically advance candidates who help them meet diversity goals. Anticipating a longer timeline can help your organization find the strongest, right-fit candidates.

03. **Find resources right for you**: Plenty of tools exist to help you. When launching our diversity work, we used an organizational audit tool, scholarly texts and bias training materials from organizations such as Project Implicit and the Fellowship for Race and Equity in Education, among other resources.

04. **Be open to questioning**: Our early Diversity Council meetings proved challenging. Some team members pushed back on priorities as well as practices in recruiting and hiring. We listened and learned. To help, we adopted guidelines for diversity conversations based on best equity practices, including Glenn Singleton’s “Courageous Conversations about Race.”
CULTURE OF DIVERSITY SURVEY QUESTIONS

After years of conducting a demographic survey, The Broad Center created a complementary Culture of Diversity Survey to gauge whether the organization was successfully creating an inclusive workplace where employees felt they could bring their “whole selves” to the office. Below are the questions — where employees were asked to rank responses on a scale from 1 to 7, 1 being Strongly Disagree and 7 being Strongly Agree. Following those questions are open-ended queries which invited employees to comment as they wished.

1. *I am able to build trustful, meaningful relationships across all levels and groups (gender, race, experience).*
2. *I feel comfortable engaging respectfully and productively in dialogue about race and class.*
3. *When I have a dissenting opinion, I feel comfortable engaging in conflict productively and do not feel avoided or prematurely shut down by management and/or in cross-team collaboration.*
4. *I am able to build trustful, meaningful relationships across all levels and groups (gender, race, experience).*
5. *I feel others seek to understand my identity and perspective.*
6. *I feel comfortable engaging respectfully and productively in dialogue about race and class.*
7. *The Center/my team is eager to build upon diverse ideas and ways of thinking to make a bigger impact.*
8. *When I have a dissenting opinion, I feel comfortable engaging in conflict productively and do not feel avoided or prematurely shut down by management and/or in cross-team collaboration.*
9. *I feel others seek to understand my identity and perspective.*
10. *The Center/my team is eager to build upon diverse ideas and ways of thinking to make a bigger impact.*
11. *Does your team adequately acknowledge and address biases (including implicit biases) within the work of your sub-team (recruitment, selection and programming/content)? Please explain.*
12. *The Center/my team effectively eliminates the barriers that make it difficult for you to bring your skills, work styles, and viewpoints forward, especially when they are underrepresented in The Broad Center’s “dominant culture.”*
13. *The Center/my team intentionally seeks out and leverages skills, work styles, and viewpoints of staff members that may be unrecognized or undervalued in The Broad Center’s “dominant culture.”*
14. *The Center/my team intentionally seeks out and leverages skills, work styles, and viewpoints of staff members that may be unrecognized or undervalued in The Broad Center’s “dominant culture.”*
15. *The Center/my team effectively eliminates the barriers that make it difficult for you to bring your skills, work styles, and viewpoints forward, especially when they are underrepresented in The Broad Center’s “dominant culture.”*

- Are there any negative biases you think are present in the recruitment process for internal staff recruitment?
- Are there any negative biases you think are present in the selection process for internal staff hires?
- Does your team adequately acknowledge and address biases (including implicit biases) within the work of your sub-team? Please explain.
- Based on your experiences across the Center, what recommendations do you have for how any individual team and/or the organization could better address biases?
- In what ways do you believe the Center has done well in promoting a culture of diversity?
- In what ways do you believe the Center can improve in promoting a culture of diversity?
- Please provide any additional feedback and/or recommendations for improving The Broad Center’s culture of diversity.
Over time, several workplace affinity groups began: La Raza, led by Latinx employees; a group led by African-American employees; equaliTBC, a group led by LGBTQ employees; AAPI, a group led by Asian American and Pacific Islander employees, and a group for parents. Initially, the groups mainly gathered only those employees with shared backgrounds. Then we began to provide opportunities and additional budgetary support for the groups in the Diversity Council and encouraged them to welcome other team members into conversations and gatherings to increase awareness and dialogue. We are working to foster a culturally and linguistically sustaining work environment where differences inform better decisions and similarities build community. This work also helps acknowledge the intersectionality of our individual selves in the workplace and beyond.

In another step forward, we began to support smaller, community-based businesses and organizations in communities like those served by our program alumni. Rather than use large restaurant chains for catering, we sought out local restaurants that serve healthy food in underserved communities or that have a social justice mission. Our budgets and time increasingly reflected our values of diversity and inclusion.

Still, more work is necessary to fully achieve our goals. Working with small businesses and other mission-aligned vendors sometimes requires additional time and flexibility.

LEARNING FROM MISSTEPS

01. **Context matters**: Our specific inclusion efforts began in earnest during a time of heightened attention to racial discrimination — including the rise of the Black Lives Matter movement — even though racial and cultural discrimination has existed for centuries. Inclusion efforts should be sensitive to what’s happening in the world and our communities. Recognize that during tense times, discussions can be emotional or heated.

02. **Dead ends**: Be prepared to invest time, thought and energy into projects that may not come to fruition, and expect employee pushback.

03. **Inclusion spurs creativity**: Our work encouraged the team to propose additional inclusion-related events and conversations. Encourage this. If you don’t, you might prompt reaction against more official activities.
AFFINITY GROUPS: HOW TO ENGAGE EMPLOYEES IN INCLUSIVE CONVERSATIONS

The Broad Center created staff-led affinity groups as a way of expanding workplace inclusivity. Affinity groups, operating on a small budget, host events of their choice to help inform and educate the entire staff about a particular current event, holiday or other cultural touchstone. All events have some formal educational component — for example, a question and answer session about the origins of Día de los Muertos, or a slideshow explaining the reason for celebrating Juneteenth. Recently, the staff hosted a workplace screening of the documentary “13th,” followed by a discussion.*

* See APPENDIX for 13th – Film viewing and debrief facilitation notes.
THE WORK AHEAD

While our diversity efforts have been based on the students, families and communities we serve, our concept of diversity continues to evolve to more fully include ability, perspective and other traits.

We’ve learned that implementing diversity and inclusion strategies requires staff time and support. We’ve also found that conversations about diversity — especially in hiring — can and should be difficult at times. Our senior leaders, talent team members and Diversity Council have had to address such tensions and actively encourage frankness. Some have felt that colleagues were reluctant to have candid conversations or air legitimate concerns, fearing difficult situations. We also continue to weigh whether we should hold individuals or teams accountable on performance reviews for meeting diversity and inclusion goals. While challenging, we are committed to addressing questions and issues as they arise that will push us to make further progress.

Over more than a decade, our diversity and inclusion efforts have evolved into organization-wide, permanent strategies. We now better reflect the people we serve. We also reflect a much broader range of personal and professional experience. In the process, we have grown as an organization and as individuals on our journey of cultural competence.

This work is a continuum that benefits, every day, from this range of team backgrounds and experiences. Moving forward, we will work to build an even more diverse and inclusive team and culture. We welcome your insights, and we will continue to share our own.
APPENDIX 1

13TH - FILM VIEWING AND DEBRIEF FACILITATION NOTES

Overview and Purpose

• To facilitate conversation among colleagues on an important social and economic construct
• To bring attention to an important, yet often invisible social phenomenon
• To acknowledge the intersectionality between structural racism and the prison industrial complex
• To provide a space for people to confront and interrogate their thoughts and assumptions

Road Map

DAY 1 – 60 MINUTES
4m - Framing of the Core Topic: Race and the Prison Industrial Complex
3m - Introduction of Norms
3m - Prompt #1: What is the purpose of prison?
45m - Viewing Part 1
4m - Prompt #2: After viewing the first half of the film, what is your reaction?

DAY 2 – 120 MINUTES
2m - Revisit Norms
55m - Viewing Part 2
3m - Prompt #3: Going back to your response from yesterday, how has your definition of the purpose of prisons changed?
5m - Gallery Walk of Responses

55m - Discussion:
• React
• Reflect
• Connect/Act

Activities for Day 1

10 MINUTES - INTRODUCTION
4 minutes – Framing of the Care Topics
• Acknowledge film is about the prison industrial complex
• Acknowledge the racialized treatment of the subject within the film — story is told through the lens of the treatment of Black people in this country
• Our goal is to provide space to watch, talk and process the content together. We’ll break the film over two days and follow the second half with a one-hour discussion.

Preparation for Day 1

Pre-Session:
• Chart Paper – two sheets
  » “What is the purpose of prison?”
  » “After viewing the first half of the film, what is your reaction?”
• Slides
  » Norms should be posted on a slide
• A/V and other:
  » Projector, computer, Netflix account
  » Queue up the slide with norms and the viewing browser
• Room arrangement:
  » Table and chair setup for 30 people, facing projector screen

Activities for Day 2

2 MINUTES – REORIENTATION
• Welcome back
• Revisit norms

55 MINUTES – VIEWING
• Watch the remainder of the film.

Preparation for Day 2

Pre-Session:
• Chart Paper – one sheet
  » “Going back to yesterday, how has your definition of the purpose of prisons changed?”
• Slides
  » Norms should be posted on a slide
• A/V and other:
  » Projector, computer, Netflix account
  » Queue up the slide with norms, the viewing browser for “13th” and the YouTube clip of Bill Clinton addressing Black Lives Matter protesters
• Room arrangement:
  » Table and chair setup for 30 people, facing projector screen
  » Hand responses to Prompts #1 and #2 from yesterday

3 minutes - Norms
• Likely will experience a range of emotions including: discomfort, sadness, anger.
• We’re not going to tie this conversation in a neat bow today or at the end of tomorrow.
• To help us through the next two days as we process, we think it would be helpful to remind you of /intro you to The Four Norms.

01. Stay Engaged - Remain emotionally, intellectually, morally and socially involved in the dialogue. Do not let your heart and mind check out of the conversation while leaving your body in place.
02. Speak Your Truth - Be honest about your thoughts/feelings/opinions. Don’t just say what you perceive others want to hear. Too often we don’t speak our truth for fear of offending, appearing angry or sounding ignorant.
03. Experience Discomfort - There will be periods of discomfort in hearing someone’s truth and in speaking your own truth. However, to engage in authentic conversations, stretch yourself and be okay with the discomfort.
04. Expect and Accept Non-Closure - It is common for conversations to close without fully feeling that you were heard or expressed yourself as you wanted or without fully feeling that you understood another’s perspective. This dialogue cannot be fully satisfactory in the limited time we have. Expect and accept that you may experience non-closure. You may choose to seek it post-discussion and continue to understand and grow.

45 MINUTES - VIEWING
Watch film through the 45-minute mark
4 minutes – Prompt #2
• We’ll wrap our viewing today here. As we close today, we’d like to invite you to visit the graffiti wall on your way out and post your responses to this question: After watching the first half of the film, what are you wrestling with still processing?

* Glenn Singleton’s “Courageous Conversations about Race”
8 MINUTES – PROMPT #3 AND GALLERY WALK
• Thanks for watching.
• As you continue to process the film, we invite you to spend a moment responding to the following prompt: Going back to your response from yesterday, how has your definition of the purpose of prisons changed?
• Post your response on the chart paper in the back of the room.
• As you post your responses to the chart paper, look at what others wrote to the first two questions as a primer for our discussion.

10 MINUTES – REACT IN SMALL GROUPS
• Form groups of two or three people and spend five minutes discussing the following guiding questions. Please be prepared to share one reflection from each small group with the larger group upon reconvening.
• After five minutes, bring the group together.
  » What was striking/illuminating/surprising?
  » What’s something you’re still wrestling with/processing?
  » Optional: What feels wrong?

20 MINUTES – REFLECT AS A WHOLE GROUP
Assumptions
• Let’s hold up the mirror. What biases do we have that perpetuate/comply with the criminalization of namely men of color in education?
• What assumptions have we aired today mirror some of the same assumptions held in K-12 education about educating people of color? Working with teachers of color? In what ways? How are we complicit?

Advocacy
• Show YouTube clip of Bill Clinton addressing Black Lives Matter protesters: “Maybe you thought they were good people; she didn’t. You are the defending the people who kill the lives you say matter.”
• We’ve spoken in very passionate terms about this epidemic as a miscarriage of justice. Consider the counterargument to raising advocacy for prisoners: What do you say to those directly impacted by the behavior of incarcerated people? Where is the accountability for these actions?
• Who is acting on behalf of the incarcerated? Should they?

25 MINUTES – CONNECT/ACT (WHOLE GROUP)
Connect to Education
• How does this impact our work?
• Where do we see the manifestation of the prison industrial complex in our education system?

Commit to Action
• Quote from movie: “People say all the time, ‘well, I don’t understand how people could have tolerated slavery?’ ‘How could they have made peace with that?’ ‘How could people have gone to a lynching and participated in that?’ ‘That’s so crazy, if I was living at that time I would never have tolerated anything like that.’ And the truth is we are living in this time, and we are tolerating it. Now that we know, what are we willing to do about it?’”
  » What does rising to the occasion of this profound and urgent problem look like?
  » What does rising to the occasion look like with this epidemic?

APPENDIX 2
ADDITIONAL RESOURCES

Below are a few resources we used and continue to use in our diversity and inclusion conversations.

With Malice Towards None and Charity for Some
Anthony G. Greenwald, University of Washington, and Thomas F. Pettigrew, University of California, Santa Cruz
• https://nursing.unc.edu/files/2015/03/With-Malice-towards-None-and-Charity-for-Some.pdf

Fellowship for Race & Equity in Education website
• http://raceandequityineducation.org/

Radical Recentering: Equity in Educational Leadership Standards
Mollie K. Galloway and Ann M. Ishimaru
• http://www.academia.edu/12930475/Radical_Recentering_Equity_in_Educational_Leadership_Standards

Guess Who Doesn’t Fit In At Work
Lauren A. Rivera – The New York Times
• https://www.nytimes.com/2015/05/31/opinion/sunday/guess-who-doesnt-fit-in-at-work.html

Outsmarting Our Brains: Overcoming Hidden Biases to Harness
EY and RBC

Diversity in Progress: Best Practices and Lessons Learned from The Broad Center