



A National Program
For School Leaders and Educators

Diversity Directions Independent School Seminar

Monday, July 9 – Saturday, July 14, 2018

Sponsored by:



Keynote Speaker:

Dr. Beverly Daniel Tatum

Race Relations Expert, Psychologist,

Author: *Why Are All the Black Kids Sitting*

Together in the Cafeteria? (2017 Revised Edition)

Featured Speaker:

John Palfrey, J.D

Head, Phillips Academy, Andover

Author: *Safe Spaces, Brave Spaces: Diversity and
Free Expression in Education*

Host School:

Brooks School

North Andover, Massachusetts

"The Diversity Directions experience was among the very best in my 32 years as a school head. Your vision for how to take us through a process that includes deep learning, personal connections, captivating content, and actionable plans is extraordinary."

Steve Wilkins, '16 Seminar
Head of School
The Carroll School MA

Early Bird
Discount
Deadline:
April 20



A National Program For School Leaders and Educators

"Our team came to Diversity Directions knowing elements of diversity and inclusion, but the Seminar gave us a complete and clear view of how to move forward as a school."

May Chen, '17 Seminar
Chinese Teacher & Asian Affinity Advisor
Holland Hall School, OK



"Diversity Directions strikes a good balance as it meets the needs of both those who are new to the concepts of inclusion, but also expands the thinking of those of us who are deep into the work by providing us with great ideas for new frameworks and practices."

Luke Anderson, '17 Seminar
Middle School Humanities Teacher
The Gordon School, RI

"The amazing Focus Groups are where I unpacked the larger group presentations and worked to more deeply process it all with my peers. I hope to maintain a professional connection with everyone who supported and inspired me during the Seminar week. Thank you!"

Kate Hernandez, '17 Seminar
Science Instructor
Phillips Exeter Academy, NH

"This has been a week of enlightenment, both challenging and necessary. And as a faculty member of color, it was important to be among so many allies, both faculty and participants, who are passionate about the work of inclusion."

Andrew Ledee, '17 Seminar
Diversity Coordinator
Greenwich Country Day School, CT

"The Seminar allowed me to more deeply understand what our students and colleagues of color face in our schools on a daily basis. The week allowed me to hear and feel their experiences first-hand, and to learn what it really means to be an active ally. Also, coming to the Seminar as part of a school team was very valuable."

Nancy Van Arkel, '17 Seminar
Middle School Principal
Westtown School, PA

The Seminar Topics

- ***Leading the Work of Inclusion and Multicultural Practice in Different School Settings - Four Heads of School Share How:***
Michael Gary, Friends Select School, PA
Jane Moulding, Cambridge School of Weston, MA
John Palfrey, Phillips Andover Academy, MA
Mark Stanek, Shady Hill School, MA

Keynote Workshop:

Racial Identity Development in Children and Adolescents

Dr. Beverly Daniel Tatum, Race Relations Expert, Author, *“Can We Talk About Race?”* and *“Why Are All the Black Kids Sitting Together in the Cafeteria?”* and President Emerita, Spelman College

- ***Why Create An Inclusive School Culture?***
- ***Implicit Bias Among The Well-Intentioned***
- ***Strategies for Hiring and Retaining A Diverse Faculty***
- ***Identifying and Responding to Privilege and Entitlement in Independent Schools***
- ***Diversity Beyond Black and White:***
 - ***Asian-American and Latino Students in our Schools***
 - ***Making Schools Safe For Gay, Lesbian, Bi-Sexual and Transgender Students, Families and Faculty***

New for 2018: *Building Bridges to Engage Independent School Alumni of Color*

Special Focus Group Sessions For:

- **Diversity & Inclusion Directors: *Aligning Your Role with School Leadership***
- **School Leaders - Heads, Assistant Heads, Division Directors and Deans of Faculty: *Inspiring, Planning and Managing the Work of Inclusion***
- **Teachers: *Multicultural Teaching and Classroom Practices***
- **Counselors/Psychologists: *Counseling Diverse Populations***
- **Admissions and Financial Aid Officers: *Access and Affordability***

Also:

- **People of Color, GLBTQ, and Gender Caucus Opportunities**
- **Dinner in Nearby Historic Newburyport**
(Birthplace of Abolitionist William Lloyd Garrison)



THE SEMINAR FOCUS

Diversity and Inclusion in Independent Schools

Most independent schools have committed themselves to diversity and inclusion, presenting it in their mission statements, on their school website, and among their student body. Many have developed standing committees on diversity and begun to recruit a diverse faculty, while others have also established diversity leadership positions. Despite taking these steps, schools often find themselves unable to sustain their original achievements or to make further progress toward their goals.

A highly experienced team of independent school professionals, who have successfully created inclusive communities, established diversity programs and applied multicultural teaching practices in their individual schools, as well as having spent over 20 years assisting other independent schools nationwide, provide the leadership of the Diversity Directions Independent School Seminar.

Combining the most current academic research with intellectual strength and emotional engagement, the Seminar team helps schools develop a common vision and strategic methods to examine and address the personal, interpersonal, and institutional factors that can advance or impede a school's inclusion initiative, and suggests approaches and methods for designing systems, enhancing climate, and each participant to be heard and supported in both full seminar and small group sessions. Team leaders meet their small groups each day to discuss the large group experiences, exploring how the ideas and strategies being presented can be applied to their own schools.



THE SEMINAR SPONSOR

The Diversity Directions Group, which consults exclusively to independent schools, is a diverse team of educational leaders with deep professional experience in NAIS schools. Diversity Directions has consulted to over 80 NAIS have served as long-term diversity directors, independent school psychologists, administrators, and master teachers. Christine Savini leads Diversity Directions and consults full time. Other team members consult on an adjunct basis. Diversity Directions' approach is to meet the client school where it is in its evolution as a diverse and inclusive community, and using an inquiry-based appreciative method, Diversity Directions seeks to help each school access current research, resources, and techniques in multicultural practices, so that it may develop and meet its own strategic, mission-driven goals for diversity and inclusion. **To receive a Diversity Directions Consulting Brochure e-mail: csavini@diversitydirections.com**



THE SEMINAR TEAM

Seminar Founder/Director



Christine Savini, Founder and Principal Consultant of Diversity Directions, has been a leader in independent school diversity for over 25 years. Christine holds a M.A. in American Racial and Ethnic Studies, and for 17 years served as Director of Diversity Planning at Milton Academy (MA). While at Milton Christine sought and received a \$400,000 Wallace Foundation Grant to develop diversity and multicultural programming, and chaired a strategic planning process for the recruitment and retention of faculty of color at the school. She also served on several NAIS Multicultural

Assessment teams, and on the board of trustees of a RI independent school, where she chaired the strategic planning process.

Christine is the author of the article *Unconscious Bias and How It Affects The Hiring Process*, which appears the NAIS book *The Inclusive School: A Selection of Writing on Diversity Issues in Independent Schools*. She is also a contributor to the AISNE *Guide to Hiring and Retaining Teachers of Color*, the NAIS Middle School Handbook and the AISNE publication *How White Educators and Educators of Color Can Make Diversity Work*.



Featured Speaker



Beverly Daniel Tatum, A recipient of the Carnegie Academic Leadership Award, **Dr. Beverly Daniel Tatum** served as President of Spelman College from 2002-2015. Her tenure as President was marked by a period of great innovation and growth, leading Spelman to be consistently ranked among the top 100 liberal arts colleges in the nation. Previous to her tenure at Spelman, she spent 13 years at Mount Holyoke College, as professor of psychology, department chair, dean of the College and Acting President.

Widely recognized as a race relations expert, Dr. Tatum is the author of *Can We Talk About Race? And Other Conversations in an Era of School Resegregation* and *“Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations about Race (Revised 2017)* as well as *Assimilation Blues: Black Families in a White Community*. She served on President Bill Clinton’s National Task Force on Race in America. And for over 20 years, Dr. Tatum taught courses on the psychology of racism. She has also led workshops on racial identity development and its impact in the classroom.

Dr. Tatum is a member of several boards including Educational Testing Service, Institute for International Education, Teach for America and Smith College. In 2014, the American Psychological Association presented Dr. Tatum with the Award for Outstanding Lifetime Contribution to Psychology, the highest honor presented by the APA.

Resident Faculty



BOBBY EDWARDS, is **Director of Community Inclusion and External Relations at The McLean School (MD)**.

Bobby was also Dean of Community and Multicultural Development and Senior Associate Dean of Admission at Phillips Academy, Andover (MA). He has also been Director of the DC KIPP to College program. Bobby has presented on diversity issues at numerous conferences, and is a contributing author to *The AISNE Guide to Hiring and Retaining Teachers of Color*, and *AISNE's Thriving In Independent Schools: A Guide for Educators of Color*.



TRINA GARY is the **Founder and Executive Director of Independent Trust**, the national organization of independent school graduates of color.

Previously, Trina was Associate Dean of Faculty/Director of Multicultural Education at The Governor's Academy (MA), Director of Multicultural Education at Pingree School (MA), Associate Director of Admissions at The Peddie School (NJ), and a teacher at Pomfret School (CT). Trina, who holds a M.Ed. in Leadership in Learning and Instruction, also served as a faculty member at the Gardner Carney Leadership Institute.



KEITH HIINDERLIE who holds a Ph.D. in Counseling Psychology, is **Director of Equity and Inclusion at Choate Rosemary Hall School (CT)**.

Keith has also served as Director of Student and Family Services at The Barrie School (MD), Director of Programs for the SEED Foundation (DC), Director of Student Services at Graland Country Day School (CO), and Assistant Dean for Community Relations and School Counselor at Milton Academy (MA). Keith has worked as a psychologist in higher education and family centers, and specializes in issues of African-American male students, children of trans-racial adoption and bi/multi-racial children.



OLIVIA MOOREHEAD-SLAUGHTER, Psychologist at The Park School (MA), holds a Ph.D. in clinical psychology.

She has 30 years of experience working with children, adolescents, adults, and families in schools, clinics, courts, health centers, and social service agencies. Olivia is Senior Faculty Consultant for the Center for Multicultural Training in Psychology at Boston University School of Medicine and Boston Medical Center. She is a member of the Board of Directors of The Association of Independent Schools of New England (AISNE), past President of The Society for the Psychology of Women of the American Psychological Association (APA), and past Chair of the Massachusetts Board of Registration of Psychologists.



MARK STANEK, Head of Shady Hill School (MA) holds a M.Ed. in Private School Leadership.

Mark also served as Head of School at Ethical Culture Fieldston School (NY), Middle School Principal at Milton Academy (MA) and Middle School Dean of Students at The Athenian School (CA.). He co-authored the 2nd edition of *The NAIS Middle School Handbook*. At Shady Hill, Mark led efforts to write a new diversity mission statement, expand student and parent affinity groups, refine the hiring process to enhance faculty diversity, and assess the impact of socio-economic class on the community. Mark serves on the boards of The Heads' Network and The Association of Independent Schools of New England (AISNE).



GLORIA FERNANDEZ TEARTE, is **Director of Diversity and Staff Development at Greenwich Academy (CT)**.

She began her independent school career as the founding Executive Director of REACH, a program which places students of color in independent schools in Fairfield County, CT and Westchester County, NY. Before working in independent schools, Gloria, who holds a MSW, directed human resource initiatives for business

and government, creating affirmative action policies and conducting sexual harassment awareness workshops.

Visiting Faculty

Lynn Bowman is the Director of the Middle School at The Gordon School in Providence, RI.

Lynn also directed the Teacher Residency Program at Gordon School and Roger Williams University, a Master degree program with a focus on teaching for social justice, and how identity impacts teaching and learning. A middle school teacher for 12 years, Lynn developed Social Studies and Language Arts curriculum, created an 8th grade Civil Rights trip to the American South to enhance the social studies curriculum, and revised the service learning component of the 8th grade curriculum.

Michael Gary is Head of Friends Select School, a Quaker K-12 day school in Center City Philadelphia. Over his career, Michael has been Director of Admission at Phillips Exeter Academy, NH, Director of Admission at The Peddie School, NJ, and an admissions officer and teacher at Pomfret School, CT. He is also Founder of Inner City Lacrosse, which brings Yale and Trinity College lacrosse players together with inner-city students to teach them lacrosse and mentor them academically. Additionally, Michael has been on the faculty of The Association of Boarding Schools (TABs) Admissions Academy, and on the TABS Board. He also serves on the Board of Trinity College, CT.

Jane Moulding, for the past 13 years, has been **Head at The Cambridge School of Weston,** a progressive day and boarding school that places students at the center and believes deeply in education for democracy. Formerly chair of Seeking Educators of Color, a 12-school consortium founded to build diverse settings in our schools, more recently Jane co-founded the Progressive Education Lab (PEL) a 2-year teacher-training program that “creates agents of change in the profession.” Jane grew up in England and has also lived and taught in The Hague, Houston, Tripoli and in 3 independent schools in the Boston area.

John Palfrey, J.D. is Head of School at Phillips Andover. Previously he was the Professor of Law and Vice Dean for Library and Information Resources at Harvard Law School, and had served as Executive Director of the Berkman Klein Center for Internet & Society. John has published extensively on how young people learn in a digital era, as well as on the effect of new technologies on society. He is the author of several books, including: *Safe Spaces Brave Spaces: Diversity and Free Expression in Education*; *Born Digital: How Children Grow Up in a Digital Age*; and *BiblioTech: Why Libraries Matter More Than Ever in the Age of Google*. He is also chair of the board of the John S. and James L. Knight Foundation and LRNG, and serves on the boards of the Berkman Klein Center for Internet & Society at Harvard University, School Year Abroad, and Data + Society.

Robert Parlin, History/Social Science Teacher at Newton South High School (MA), co-founded GLSEN, Gay, Lesbian and Straight Education Network in 1989, with Kevin Jennings and Kathy Henderson. Working for the Massachusetts Department of Education’s Safe Schools Program and GLSEN, Bob has conducted workshops for teachers, students and parents from over four hundred Massachusetts schools. He also co-authored Newton’s 9th grade Sexuality and Health curriculum, one of the nation’s most progressive. Bob was appointed to the Cambridge, MA GLBT Commission, has been a guest on NPR’s Talk of the Nation and Fox’s Current Issues, and has published his personal story in the anthology *One Teacher in Ten*. Newton MA Mayor Setti Warren and State Rep. Ruth Balser presented Bob with citations from the City of Newton, the MA House of Representatives, and the MA State Senate for his advocacy work on behalf of LGBTQ people.

Randy Testa is Associate Director for Programs in Professional Education at Harvard Graduate School of Education. Previously, Randy was Vice President of Education and Professional Development at Walden Media. He holds a doctorate in Teaching, Curriculum and Learning Environments, and for many years, was Director of the Elementary Teacher Education Program at Dartmouth College. Randy has also taught in independent schools, including Graland Country Day School (CO) and The Ross School (NY). Randy co-authored the anthology *Growing Up Poor* with Robert Coles.

Vivian Wu Wong is History Chair at Milton Academy (MA), where she holds the Lawrence Lombard Chair for Excellence in Teaching the Social Sciences, and is also the Asian Student Advisor. Also, Vivian, who holds an M.Ed in history, directs the Primary Source summer educators’ seminar, Asians in America. She is the author of the secondary study guide *Early Chinese Immigration and the Process of Exclusion* and the article *Somewhere between Black and White: The Chinese in Mississippi*, both published by the Organization of American Historians. Her article “*Getting It Right: Schools and the Asian American Experience*” appeared in the Winter 2011 issue of Independent School Magazine and in the textbook *Transforming Practices in Urban Education*.



Brooks School Campus, North Andover, MA

The Seminar Location

The Independent School Diversity Seminar will take place at **Brooks School, N. Andover, MA**, an independent coeducational, college preparatory boarding/day school for grades 9 -12. Brooks School's 250-acre hillside campus, overlooking Lake Cochichewick, provides the perfect retreat setting for the Diversity Seminar. All sessions will take place in the air-conditioned Lehman Art Center and adjoining Henry Luce Library. The air-conditioned Wilder Dining Hall and Student Center, with its media and game rooms, will also be available to Seminar participants.

Participants will have access to walking and cross-country trails on the nearby lake-shore and fields, and to the air-conditioned Brooks School Athletic Complex with a fully-equipped fitness room, swimming pool and basketball courts, as well as the Danforth Squash Center. Located 30 miles north of downtown Boston, Brooks is accessible from Boston's Logan Airport and Amtrak Acela's South Station. **The Diversity Seminar will run free shuttle buses from Logan Airport and South Station to Brooks School the morning of the Seminar, and at the Seminar's conclusion.**



Discounts for School Teams Attending the Seminar:

Attending the Seminar with at least one other person from your school will help you and your school better apply the concepts from the Seminar. In past years, schools that have sent administrative teams have reported a great deal of success in developing a common understanding and common language for implementing their diversity initiatives. Fees are designed to encourage schools to send teams to the Seminar.

Registration Confirmation/Travel Information

Registration confirmation and additional information contained in the Seminar Handbook will be sent, via e-mail to registered participants. This attachment will include travel information, the seminar schedule, direction to Brooks School, etc. **Please be sure your e-mail address is accurate and clearly legible on the registration form, so you will be able to receive information about the Seminar.**

Seminar Dining

The Seminar Registration Fee provides all participants with five breakfasts and lunches, four dinners, and break refreshments. Meals will model how a school food service can offer multicultural-themed dining – healthy and vegetarian selections will always be available. Participants will have the opportunity to have dinner in nearby historic Newburyport on Wednesday evening, either in groups with Seminar participants or on their own.

Information for Resident Participants

Participants may attend as residents or commuters. Since the Seminar has evening sessions on most days, residential participation is strongly recommended for anyone with more than a 30 minute commute to North Andover. **(There is no additional charge for campus lodging.)** Residential participants will be assigned a single room (unless a double room is requested) in a residence hall on the Brooks campus for the evenings of July 9-13.

Past participants from the Pacific and Mountain Time zones strongly advise traveling on July 8, to avoid possible flight delays and a late arrival at the Seminar. Since we are unable to provide overnight accommodations for the evenings of July 8 or July 14, we suggest those who need to arrive early or stay later find accommodation in downtown Boston for those evenings. *(Diversity Directions will provide a recommended list of moderately priced Boston hotels to registered participants.)*

Important Registration Information

Unlike conferences in which participants choose sessions they wish to attend, the Seminar is designed as a unitary course. Like a course, daily presentations depend on the previous days' learning. Therefore each participant needs to be present at every session to receive the full benefit of the Seminar. **The Seminar begins at 1:00 PM on July 9 and ends at 1:00 p.m. on July 14.** Participants are asked to arrive on time and to stay until the Seminar's completion. If you cannot remain for the entire Seminar and attend all sessions this summer, we ask you to postpone participation to another year.

Since enrollment is limited, we recommend Early Bird registration. Although we cannot predict when the Seminar will fill each year, most registrations usually arrive by the early-bird registration deadline of April 20. We regret we cannot reserve spaces by telephone or e-mail requests or by registration forms submitted without payment. In the interest of fairness, the only way to ensure your registration to the Seminar is to mail the registration form and a school or personal check to the address listed at the bottom of this page. (We are not able to accept credit card registrations.) **A registration will not be considered complete until we receive both a registration form and payment for each participant.**

Seminar Fees

(include Registration, Meals, Lodging, and Logan Airport/S. Station Shuttle)

Early Bird Fees for Registrations Received By April 20:

Single participant from a school: \$2,300

Two participants from a school: \$2,200 each

Three to six participants from a school: \$2,100 each

For Registrations for Seminar Received After April 20:

Single participant from a school: \$2,500

Two participants from a school: \$2,400 each

Three to six participants from a school: \$2,300 each

***For further information please email:
csavini@diversitydirections.com***

Please mail registration, with a school or personal check payable to **Diversity Directions**, to:

DIVERSITY DIRECTIONS
40 Hills View Road
Milton, MA 02186

(We are not able to accept credit card registrations.)



Seminar Registration

1. To receive complete information, this form needs to be filled out by the individual attending the Seminar not by other school personnel.
2. Please write legibly and be sure to fill out all information requested.
3. Please make copies of this form, if your school is registering additional participants.

School Name _____

School Address _____

Your Name _____

Your Position in Your School _____

ADMINISTRATORS: Please list grade level. TEACHERS: Please list discipline and grades.

E-Mail _____ Home Phone _____

School Phone _____

Years at your current school _____ Years working in education _____

Ethnic Identity _____ Gender Identity? _____

(We request this information to create balance in break-out groups.)

Do you have any diversity responsibilities at your school? _____

If yes, what? _____

Have you taken part in any other diversity education program? _____

If yes, where? _____

_____ I would like to reserve a single room on the Brooks campus.
(There is no additional charge for campus housing.)

_____ I have elected to stay off-campus, and do not need a room at Brooks.

Do you have Special Needs requirements (including dietary)?

If so, please describe: _____

Please list a family member or close friend that we should contact in the event of an emergency. (This should be someone who can make medical decisions for you in the event you are unable.) This information is required for attendance.

Contact's Name & Relationship _____

Contact's Phone(s) _____

TOTAL FEES ENCLOSED: \$ _____ for _____ participants.

I agree to be fully committed to the Seminar, and will attend all sessions for the duration of program (beginning at 1:00 pm on July 9 and ending at 1:00 pm on July 14.)

_____ (signature)

(beginning at 1:00 pm on July 9 and ending at 1:00 pm on July 14.)

The Independent School Diversity Seminar

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A 2017 Seminar Focus Group