



FOR THE HONOR OF TRUTH

Current State of DEI Work at MB

(2020-2021)

DEI Leadership and Structure

As of 2020, MB's Diversity, Equity and Inclusion work is led by three All-School Diversity clerks in partnership with six divisional clerks (two in each division). This team of nine meets monthly to address school issues and plan committee work. DEI clerking responsibilities are assigned in addition to other full-time duties and compensated by a stipend.

The All-School Diversity Committee (ASDC) meets monthly and includes representatives from all constituencies except students, including the Head, Assistant Heads, other members of the administration, faculty, staff, parents and, in some years, alumni or trustees. The group works to understand and address DEI issues across the school and participate in cultural competency training (recent topics have included intersectionality, being an upstander, cultural appropriation and building a culture of feedback). The Lower and Upper School Diversity Committees focus on programming, curriculum and professional development. In the Middle School, the Diversity clerks lead similar work during regular faculty meetings.

MB's DEI efforts are also advanced by a very active Parent Diversity Committee, formed in 2014 as a means of supporting families from under-represented demographics. They focus on three areas: supporting admissions and communication, providing family educational programming, and organizing social events.



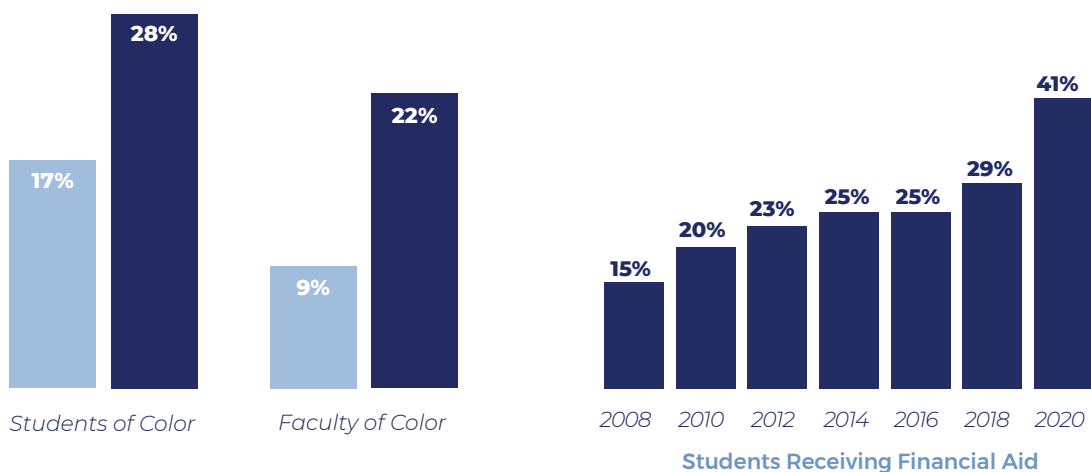
Recent Strategic Initiatives

Before 2012, much of the DEI work at Moses Brown focused on intellectual conversations about human identity (race, gender, religion, language, sexuality, etc.). Throughout the school, isolated pockets of in-class and special programming helped students understand these identifiers as being part of everyone’s experience.

Sensing the limited impact of these efforts, the ASDC clerks led the school to embrace a deeper understanding of identity — naming the importance of living and working in a diverse environment, understanding the experiences of others and making sure that those with different identifiers feel the same sense of belonging as those who have always enjoyed that privilege.

Recognizing the benefit of further diversifying MB’s student and faculty bodies, the ASDC played a lead role in recommending that the school adopt targets for enrollment and hiring — specifically, a 50% increase in the percentage of students of color (from 17% to 25%) and a 100% increase in faculty of color (from 9% to 18%) over the course of ten years, a recommendation endorsed by the Head and Board of Trustees. Extensive efforts by the Admissions team and the Administrative Council have allowed MB to achieve and surpass these goals.

Progress on student diversity has been attributable to a focus on access and affordability: the Admissions team increased outreach to feeder schools with diverse populations, and the school increased financial aid substantially. Providing scholarships for families who could not otherwise afford a Moses Brown education has been a priority of the school since its founding in 1784, and an absolute necessity since the economic downturn of 2008. MB is now substantially more diverse both racially and socio-economically than it was before that time.



MB’s All-School Diversity Committee played a lead role in recommending that the school increase its students of color by 50% and increase faculty of color by 100% in a ten-year period. Moses Brown has now met — and surpassed — these goals. Progress on student diversity is attributable to a focus on access and affordability, and increasing financial aid. Providing scholarships for families who could not otherwise afford an MB education has been a priority of the school since its founding in 1784. MB is now substantially more diverse, racially and socio-economically, than it was a decade ago.



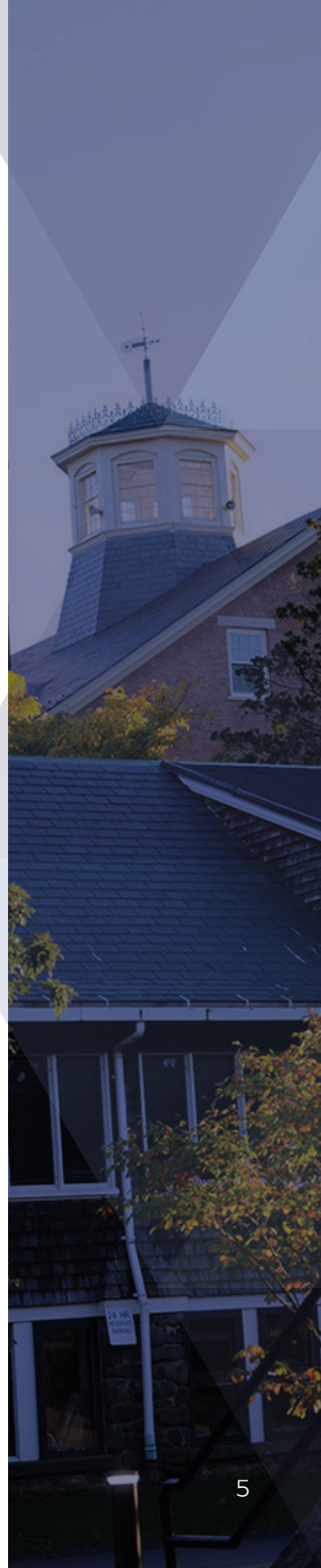
Recent Strategic Initiatives *(continued)*

Progress on faculty diversity is attributable to the school's focus on implicit bias in the hiring process. In 2017, the ASDC clerks arranged for Dr. Arin Reeves to offer a workshop on implicit bias at MB, and created an in-house workshop highlighting ways to mitigate bias in each step of the hiring process (now offered to hiring supervisors and committees, department heads, and faculty in all three divisions). With input from DEI leaders, the Head of School also established written protocols governing and standardizing the hiring process at MB.

The clerks have also worked to raise awareness of DEI issues more broadly within the MB community. They brought other consultants to the school, including Rosetta Lee (2013), Jennifer Bryan (2014), and Alison Park (2015-present), who provided training to employees, students, parents and school leaders. The clerks also partnered with the Head of School and others to organize mandatory summer reading and discussion for all employees focused on gender (2019) and race (2020). A common theme of these efforts has been to help dominant groups understand the value of having different voices at the table and the need to expand narrow definitions of "normal" in order to become a more inclusive community.

Over the past eight years, much of the DEI work at MB has focused on increasing employee and student understanding of gender, gender identity and patterns of gender bias in the community. A number of initiatives and clubs, e.g., the Gender and Sexuality Alliance, Equal Voice Club, Girls on the Run, and the Girls Leadership Collaborative, have supported this work. In 2018, the school designated 15 single-stall bathrooms on campus with all-gender signage. Anecdotal evidence suggests that the manner in which the school has engaged with and supported transgender students has been largely successful and that some candidates apply because they have heard that MB is a place where trans students can feel a sense of belonging.

In June 2019, a female and non-binary employee group crafted a minute for the Head of School's consideration, describing examples and patterns of gender bias that individuals have experienced at MB. Following one of its recommendations, in 2020 the school launched a survey to assess employees' perceptions of workplace culture in terms of diversity, equity and inclusion. The survey was designed in collaboration with and administered by DEI consultant Alison Park from Blink Consulting. The findings, reflecting input from almost every MB employee, identified areas of strength (e.g., a strong sense of inclusivity among employees, and feelings of being treated with dignity and respect) as well as areas needing attention (e.g., different experiences based on gender, creating a workplace free from discrimination, and a need for increased cultural competency among administrators, faculty and staff).



Recent Strategic Initiatives *(continued)*

Following one of Alison Park's recommendations, a task force has been created for 2020-21 to carry out an equity audit, which will probe and quantify specific conditions, structures and outcomes relative to DEI, rather than people's perceptions of them. The task force will also assist with implementation of DEI professional development.

Lastly, in recent years, MB's DEI leadership has also been involved in managing and responding publicly to the rise in discriminatory behavior and hate speech, both in our country as a whole and also within our own student body. Despite a strong value system and professed commitment to diversity, the MB community suffers from micro-aggressions and incidents of racism, sexism, homophobia and hate speech. Such events inflict dignitary harm on members of our community who share the targeted identities, preventing them from feeling welcome and undermining their ability to fully participate and thrive at Moses Brown.

In order to address concerns about student awareness and behavior, the ASDC clerks teach three DEI-focused classes for all 9th graders. This work is designed to ensure that all students entering the Upper School have a baseline understanding about identity, privilege, race and gender as well as the school's expectations for treating everyone with respect. The clerks have helped to organize student (and adult) discussions about texts such as *Between the World and Me*, *So You Want to Talk About Race* and *The Hate U Give*. They have facilitated explicit discussions about the historical and modern-day impact of using the n-word. And they helped to devise a Care and Communication protocol to guide administrators' management of incidents of bias and hate.

Examples of DEI work and support also exist elsewhere within MB's structure and curriculum, as indicated in the following dashboard.



DEI Snapshot, 2020: Programs, Policies and Structures

As we look to advance Diversity, Equity and Inclusion work at MB, the school has a solid, if also haphazard, foundation to build upon. While not comprehensive, the following dashboard highlights a sampling of programs, policies and structures that have supported DEI work at MB in recent years.

Curriculum

Lower School

- New N-5 Social Justice curriculum (2020)
- 2nd: Family Unit
- 3rd: Debunking the Thanksgiving Day story
- 4th: World Religions
- 5th: Civil Rights
- Annual grade-level diversity workshops (topics include self-identity, race, gender, ability, class and power, oppression, privilege, code switching)

Middle School

- 6th: reading of Refugees; reading circle choices include books focused on abilities and disabilities
- 7th: Racial Justice curriculum; Dangers of a Single Story (history); reading circle choices include *Stars Beneath Our Feet*, *All We Have Left*, *Nyxia*, *I Am Not Your Perfect Mexican Daughter*
- 8th: Global History curriculum; reading circle choices include *The Hate U Give*, *The 57 Bus*, *Poet X*, *Aristotle and Dante Discover the Secrets of the Universe*

Upper School

- Freshmen Studies course involves introductory DEI lessons; 9th graders formerly worked with DEI specialist Liza Talusan (2015-19)
- Semester-long electives in Literature of Race, Literature of Gender, Psychology of Race, and the Mathematics of Inequality
- All students read *The Hate U Give* (summer 2020) and are participating in a discussion-based DEI curriculum during Advisory and Community Block

Student Experience

- Lower School: Affinity Groups (2020); SPARK; Quaker Life student group; Girls on the Run (after-school program)
- Middle School: Gender and Sexuality Alliance (GSA); SPEAKS Club; Diversity 101 training for all students; strong attendance at AISNE diversity and students of color conferences
- Upper School: gender- and race-based affinity groups; attendance at annual NAIS Student Diversity Leadership Institute and AISNE Students of Color conference; Gender and Sexuality Alliance (GSA); Equal Voice Club; Girls Leadership Collaborative; Night of Advocacy



DEI Snapshot, 2020 *(continued)*

Employee and Trustee Experience

- All-employee summer reading on gender (2019), race (2020)
- Administrative Council attended 5-day Diversity Leadership Institute (2020)
- Attendance at NAIS People of Color Conference and AISNE Diversity conferences (annual)
- Gender, Sex, Sexuality and Identity workshops (2016-18)
- Gender-based affinity groups (since 2019)
- Gender Bias workshop (2019)
- Implicit Bias workshops (2017, 2018, 2019)
- Board of Trustees DEI workshops (2015, 2016, 2019, 2020)

Policies, Practices and Leadership Structure

- Robust non-discrimination and reporting policies
- Affirmative action in admissions and hiring
- Anti-bias hiring protocols
- Workplace culture survey and resulting DEI Task Force and Equity Audit (2020)
- All-School Diversity Committee (three clerks), six divisional DEI clerks (two per division), Lower and Upper School Diversity committees, Parent Diversity Committee
- Transgender support structures and policies (since 2016)
- Care and Communication protocol for instances of bias and hate (2020)

Public Education & Engagement

- DEI speakers: Rosetta Lee (2013), Jennifer Bryan (2014), Alison Park (2015, 2016), Arin Reeves (2017), Alex Myers (2019)
- Film screenings: *I'm not racist... am I?* (2015); *I Am Not Your Negro* (2017); *Landfill Harmonic* (2017); *A Night of Jewish Film* (2018); *Quakers: The Quiet Revolutionaries* (2018); *The Existence of Homophobia* (student documentary, 2019); *Mental Health Awareness at Moses Brown: Real People; Real Stories* (student documentary, 2019)
- Parent-sponsored book discussions: *Between the World and Me* (2016), *Black Ice* (2017), *The Hate U Give* (2018), *So You Want to Talk About Race* (2019), *Eloquent Rage* (2020), *Stamped: Race, Anti-racism and You* (2021)
- Live performances: Prism of Praise Gospel Choir (2016); Mixed Magic Theater's Letter from Birmingham City Jail (2018); Rise Up Singing Again: Hope and Strength (2018); visiting poets Yosef Komunyakaa (2017), Tracy K. Smith (2018), Tyehimba Jess (2019); FirstWorks presents Ajijaak on Turtle Island (2019)

2020-21 Moses Brown Demographics and Decision-Making Groups

- Students: 28% SOC (NAIS avg.: 28%); 41% scholarship (NAIS avg.: 26%); 50% female, 50% male
- Faculty: 22% POC (NAIS avg.: 18%); 60% female; 40% male
- Administrative Council: 27% POC (NAIS avg.: 18%); 40% female, 60% male
- Trustees: 22% POC (NAIS avg.: 15%); 44% female, 56% male
- Parents Association Board: 7% POC; 87% female, 13% male
- Alumni Association Board: 10% POC; 32% female, 68% male