

Welcome!

If You Build It, They Will Come: How to Build, Foster, and Execute a DEIB Strategic Plan



Brandon Jacobs

Search Consultant,
Search and Consulting Services
brandon.jacobs@carneysandoe.com



SAIS

SERVING &
ACCREDITING
INDEPENDENT
SCHOOLS



Workshop Agenda

- Expectations/Quick Introductions
- **Strategic Plans...Tell me more.**
- Check Yourself Before You...
- **5.5 W's to DEIB Strategic Plans**
- Lessons and Examples Learned the Hard Way
- **Q & A**

EXPECTATIONS/GUIDEPOSTS

1. **Somethings may seem like common sense, but unfortunately, they are not common practice.**
2. **“Off the shelf” layouts cannot and will not work.**
3. **We won’t solve all DEIB strategic plans in 90 mins...but we’re going to try!**
4. **Speak your whole truth.**
5. **All notes will be shared!**

SAIS MOTTO: “Our approach?
Think of it as *warm hugs & crispy
bacon.*”



Carney
Sandoe
& ASSOCIATES



SAIS

SERVING &
ACCREDITING
INDEPENDENT
SCHOOLS



Who's in the room?

GA	SC	DEIB DIRECTOR	PK-12
NC	FL	TEACHER	MS-US
TN	VA	ADMINISTRATOR	9-12
AL	MS	STAFF	DAY
KY	LA	BOARDING	
	TX	HAVE A DEIB STRAT PLAN?	

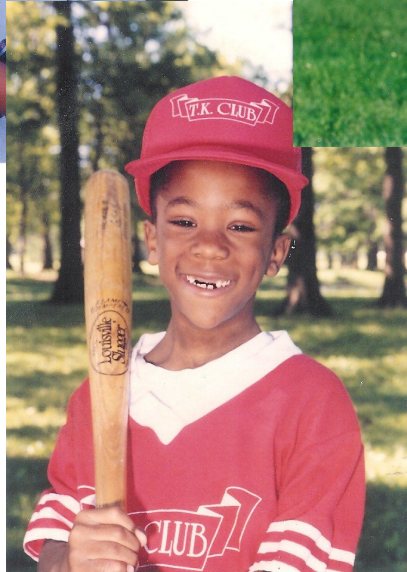
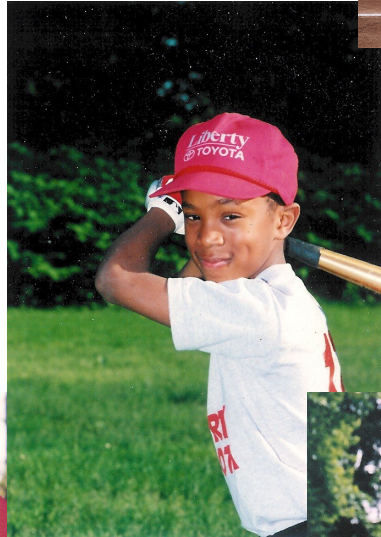


“One of the most vital ways we sustain ourselves is by building communities of resistance, places where we know we are not alone.”

- bell hooks



My Story...





STRATEGIC PLANS

“Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy.”

- Wikipedia



School Strategic Plans

- Mission aligned/driven
- Span 3-5, 5-10, years etc.
- Incorporate a “process”
- Set vision, plans, goals
- Provide measurements & metrics
- Allow for fund & resource allocation

DEIB Strategic Plans

Area/intent focused.

- Timelines can span up to 5 years.
 - Involve a “process”
- Re-establish vision, plans, goals.
 - Structure measurements & metrics around largest need.
- Create opportunity for fund & resource allocation

Strategic Plans

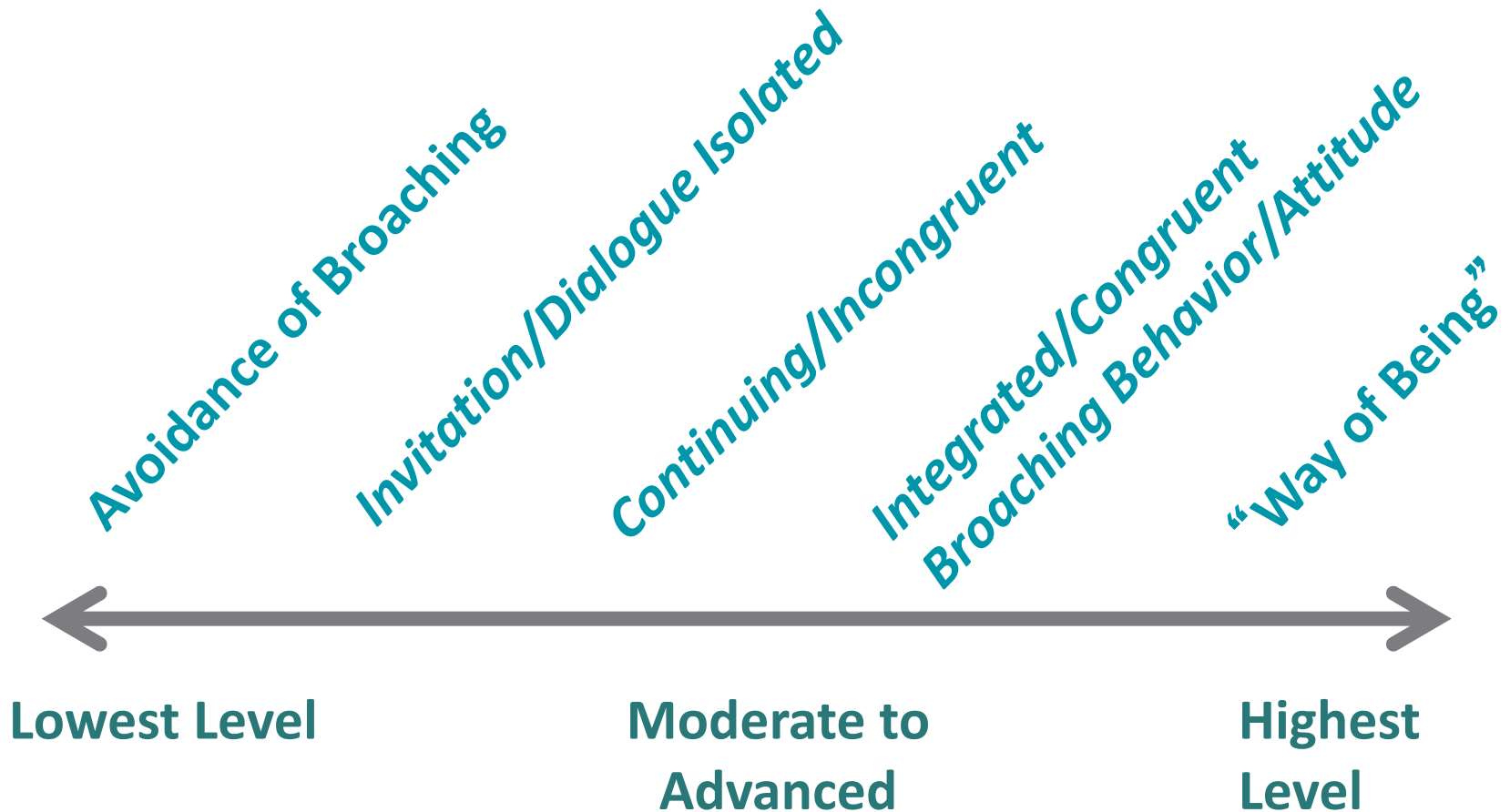
- Mission aligned/driven
- Span 3-5, 5-10, years etc.
- Incorporate a “process”
- Set vision, plans, goals
- Provide measurements & metrics
- Allow for fund & resource allocation

DEIB Strategic Plans

- Area/intent focused.
- Timelines can span up to 5 years.
- Involve a “process”
- Re-establish vision, plans, goals.
- Structure measurements & metrics around largest need.
- Create opportunity for fund & resource allocation

Continuum of Broaching Behavior

(Day-Vine & Wise 2020)



Continuum of Broaching Behavior

(Day-Vine & Wise 2020)



	Avoidant	Continuing/ Incongruent	Integrated/ Congruent	Infusing
School Stance	Refusal to address controversial issues (reprimand quietly, no schoolwide communique; Issue is not considered a teachable moment	Address controversial issues – but awkwardly, mechanically, superficially, inappropriately	Address controversial issues - Thoughtful well-intentioned statements and actions (individual teachers and/or administrators have mastered the art and science of addressing controversial topics; comfortable talking about race)	Social Justice Interventions/Activities Schoolwide professional development All stakeholders
What is said/done	Nothing	All Lives Matter Discuss race, ethnicity, culture – Just Do It with accompanying tools	Thoughtful Reflection Heartfelt	Engage Racial Issues Directly and Effectively Schoolwide Annual professional development

Continuum of Broaching Behavior

(Day-Vine & Wise 2020)



	Avoidant	Continuing/ Incongruent	Integrated/ Congruent	Infusing
Rationale	Fear of being seen as racist; Fear of reprisal by powerful parent groups; Fear of losing funders; Desire for problem to disappear; Lack of a skill set to address concerns; No consensus about how organization feels;	Lack of tools to manage controversial issues that arise	The lived experience of individual teachers in the school	Addressing issues related to race, ethnicity and culture is part of the school culture, vision, and mission; The lived experience of the school
Individual Teachers	Fearful of talking about race; Believe that students are colorblind	Teachers recognize that racialized issues warrant the discussion but don't have the tools to facilitate dialogue effectively	Have a heightened sense of critical consciousness; deep structural understanding of racial issues; Have made individual efforts	All personnel have been trained as part of a schoolwide initiative that imparts knowledge and skills to address racialized issues
Administrative Response	Top down mandate by administration to ignore the issue; Discipline handled quietly; parents brought No training on handling issues	Top down mandate to discuss race, ethnicity and culture without guidance	Training occurs, but is not infused throughout the school	Equity Audit Schoolwide training Faculty/staff/students are social justice minded

Continuum of Broaching Behavior

(Day-Vine & Wise 2020)



	Avoidant	Continuing/ Incongruent	Integrated/ Congruent	Infusing
Systemically	<p>Little collection, analysis, and application of data points</p> <p>Race and equity is reflected in hiring, onboarding, and evaluation process</p> <p>No apparent commitment to diversity in hiring</p>	<p>Data collected, disaggregated and reported; Accept or don't critique disparities; Administration doesn't know what to do with data to guide changes</p> <p>Rhetorical commitment to diversity</p>	<p>Collection, analysis, disaggregation of data, but done by individual teachers;</p> <p>Highly diverse faculty/staff</p> <p>Aspirational commitment to diversity</p>	<p>Only collection, analysis, and application of data points</p> <p>Disaggregates data appropriately with an eye towards racial equity</p> <p>Race and equity is reflected in hiring, onboarding, and evaluation process</p>
Consequences	<p>Anger; Student disengagement</p> <p>Withdrawal; Political Flashpoint;</p> <p>Parents rally against the administration</p> <p>Racially Illiterate</p>	<p>Embarrassing Gaffes</p> <p>Racially Illiterate</p> <p>School personnel poorly equipped to manage discussions</p> <p>School develops dispositions but they are not accompanied by racial literacy tools</p>	<p>Racial literacy is inconsistent throughout the institution</p>	<p>Broaching is a competency practice!</p> <p>Framework becomes a map for addressing other issues;</p> <p>School is not derailed by racialized issues that emerge.</p> <p>Everyone is racially literate</p>
Themes	<p>Silence</p> <p>Stevenson Quote</p>	<p>Limited Engagement</p>	<p>Some of us</p>	<p>All of us</p>

Where is your school on this DEIB journey?



**DIVERSITY/
EQUALITY**



**INCLUSION/
EQUITY**



BELONGING?

CHECK YOURSELF....

Where is your school
on this DEIB journey?



Where is your school on this DEIB journey?

- What holds you school back from being where you want it be?
- What would need to change for you to be there?
- What resources do you have available to get there?



DEIB STAGGERED START



5.5 W's to DEIB STRATEGIC PLANS

WHY?

WHO?

WHAT?

WHERE?

WHEN?

...HOW?

5.5 W's to DEIB STRATEGIC PLANS

WHY?



- Start with the Why...

- Explain to your community why.
- Tie to the mission of the school.
- Embed need/desire to further the school's current/future strategic plan.
- Spend time upfront understanding the needs/desires of the community.

5.5 W's to DEIB STRATEGIC PLANS

WHO?



- Involve the who.

- Ask the right questions. Ask the right people.
- Understand your data and findings.
- Take care...and take your time.
- Establish voice...not choice.
- Building buy-in and build your team.

5.5 W's to DEIB STRATEGIC PLANS

WHAT?

WHAT?

- Examine the what.

- What can be changed? What can't be changed?
- What does _____ (Belonging) look like?
- Establish buckets and goals for tangible outcomes.

5.5 W's to DEIB STRATEGIC PLANS

WHERE?

where?

- Locate the where.

- Where are the largest areas of impact?
- Where are the resources for the goals and plans?
- Where can you find the resources within your community?
- Where can you reach to find these outside of your community?

5.5 W's to DEIB STRATEGIC PLANS

WHEN?



- Define the when.
- Outline timelines for the plan.
- Rollout dates and metrics for the plan.
- Create dashboards and goals that can be assessed over time.
- Begin the work when ready.

5.5 W's to DEIB STRATEGIC PLANS



...HOW?

- Find out how it's working.

- Build in/out feedback opportunities for those in your community. Assess the “process” and the “product”.
- Don't be afraid to make changes as you go.
- GET HELP!

5.5 W's to DEIB STRATEGIC PLANS

WHY?

WHO?

WHAT?

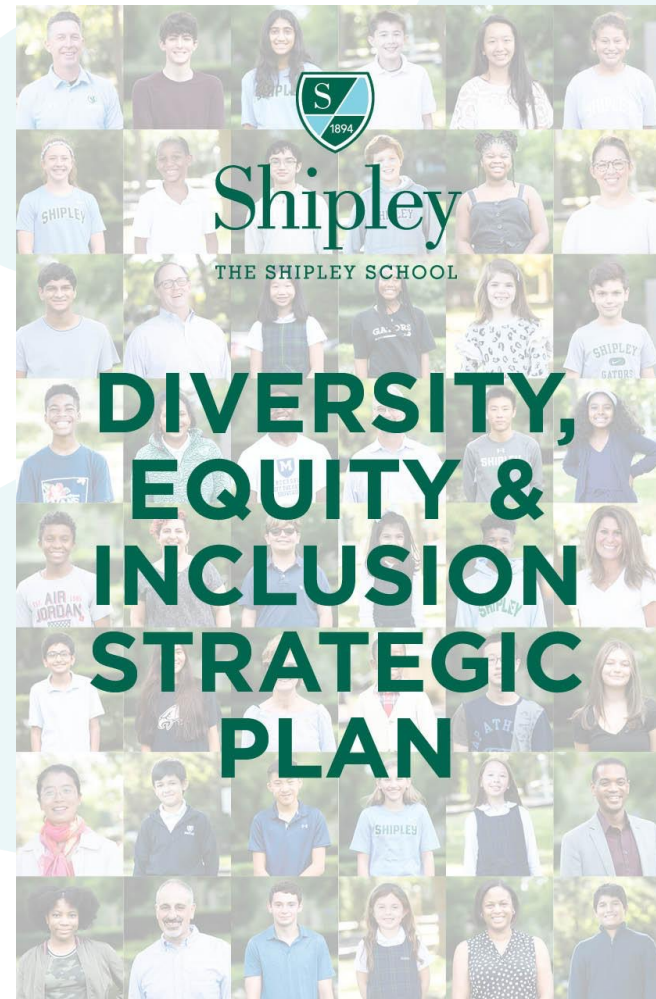
WHERE?

WHEN?

...HOW?



5 Lessons Learned... The Hard Way



5 Lessons Learned...

The Hard Way

- **Get help...early.**
- **Don't assume...anything.**
- **Attach everything to the mission.**
- **Get the right players on board.**
- **Everyone needs to be heard, but
not followed.**



Q & A

THANK YOU!

Brandon Jacobs

Search Consultant,

Search and Consulting Services

brandon.jacobs@carneysandoe.com



SAIS

SERVING &
ACCREDITING
INDEPENDENT
SCHOOLS