

# Racial Equity and Inclusion Goal-Setting

This tool is designed to support faculty and staff in their goal-setting process, especially at schools which have identified a professional growth theme related to diversity, equity, and inclusion (DEI). Because independent schools tend to be historically and culturally White, this tool leverages that reality to support faculty/staff accountability and growth around racial equity.

The structure parallels and deepens the new goal-setting process in the myFolio (to be launched 8/10/2020). Conversations and reflections captured here can then be transcribed into myFolio after the activity.

## ◆ Identify your challenges

As a warm up to the goal-setting activity, ground yourself by considering which of the statements below best apply to you:

- "I feel like there's so much I don't know or don't understand..."

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- "I want to be a louder voice when it comes to promoting racial equity and inclusion..."

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- "I'm ready to make some concrete changes to the way I do things in order to promote racial equity..."

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- "I feel like I need to take a hard look at my practice, behaviors, and the way I go about my work as it pertains to racial equity..."

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- "I'm worried that I haven't made my classroom or area of the school as inclusive as I want it to be..."

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- "As a Black, Indigenous, and/or Person of Color (BIPOC), I am exhausted by the formal or informal role I often have to play in DEI work..."

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What other challenges and gaps are on your mind as you think about racial equity and inclusion in your work?

## ◆ Understanding your starting point

Of the challenges you named in either section above, which feels most important to you? Why?

What factors are within your control that may help you undertake this challenge?

If someone approached you with these obstacles, what advice would you give?

## ◆ Goal-Setting: Samples you might consider

The list below is not a comprehensive one; it's a starting point of questions that could serve as goals related to promoting equity and inclusion. These goals can be adopted as is, or modified to suit your needs. While Folio doesn't usually provide such explicit guidance with creation of goals, we believe doing so may be helpful given the unique challenges that come with DEI-related goal-setting. Most of the goals on this list would be appropriate for almost any faculty or staff member; the first set of goals are probably most appropriate only for those who identify as Black, Indigenous, and/or People of Color (BIPOC) and only in the case where those individuals don't feel well-served by goals in the remainder of the document.

### As a BIPOC, if the goals below don't feel right for me, how might I...

- focus on self-care amidst the race-related pain and exhaustion that can come as a result of working in an independent school
- make my own choices about where and how to be involved in the work and where and how to take a step back

...in order to advance this work while also ensuring my own health and sustainability?

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### How might I LEARN...

- a more complete version of our nation's history around race and racism
- and talk about race and racism alongside other people who share my identity
- by exposing myself more to writings, art, film, music, and other media by Black/PoC artists and authors
- by asking questions and taking a curious stance towards topics of race, racism, equity, and inclusion

...in order to gain a broader and more nuanced understanding, without burdening marginalized friends and colleagues to educate me?

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### How might I INVESTIGATE...

- how my privilege and identity show up in my teaching and/or my interactions with students and adults
- what quantitative data can tell me about inequities in my classroom or area of the school? (ex. Student performance, use of student voice, student/family representation...)
- the patterns I see in my teaching or my work, explicitly paying attention to race rather than ignoring it
- whose prior knowledge and social capital are assumed or rewarded in my classroom or area of the school, and whose are not

...in order to uncover how hidden assumptions and subconscious biases may limit my ability to be as equitable and inclusive as I aspire to be?

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### How might I USE MY VOICE...

- to talk about race, racism, and racial justice in more public ways, so that the burden doesn't fall so much on the "same old voices"
- to normalize with students conversations about race, racism, and racial justice
- to name and address microaggressions and incidents of racism in proactive, productive, and constructive ways as they occur within my classroom or area of the school
- to make invisible cultural expectations and norms visible and accessible to all students and members of the community

...in order to do my share when it comes to uncovering, unpacking, and addressing racism in our community?

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### How might I REALIGN...

- my teaching or my work within the school in order to diminish the role of hierarchy, privilege, and systemic oppression
- my instructional approaches or the systems I oversee to include more elements that have been proven by research to benefit students of color and other historically marginalized populations
- my work so as to better incorporate high expectations and the belief that all students — especially students of color — can be fully successful

...in order to ensure that all — especially people of color — are truly able to succeed and thrive in our community?

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### How might I INCLUDE...

- more representation of BIPOC people and narratives in my curriculum and more connections between my course content and the lived experience of all my students
- more ways of teaching that aren't necessarily my default mode but which may be more familiar and comfortable to some of my students (ex. storytelling, song, social learning, community-based learning)
- my students more explicitly in my lesson/work planning by building stronger relationships with them and their families and deeper understanding of the cultures and communities they live in and come from
- all families more deeply in the learning process through proactive and culturally-responsive outreach

...in order to ensure all community members truly see themselves represented and their needs met within our school?