



A National Program
For School Leaders and Educators

Diversity Directions' Virtual Independent School Seminar

Monday, July 8 – Friday, July 12, 2024

Sponsored By:



The Seminar Will Be *Virtual* This Summer

Early Bird
Discount
Deadline
April 30

I will recommend the Diversity Directions Seminar to friends and colleagues. I am ever so thankful for the experience, for the deliberate planning, for the opportunities to discuss, for the demand to look inward, and for the inspiration to act. You assembled a dream team, and I am thankful for your leadership.

Hans Richter
Upper School English/11th Grade Dean
Pacific Ridge School, Carlsbad, CA

Just had to tell you how glad I am to have FINALLY attended Diversity Directions. What a rich, powerful, thought-provoking week! There were many issues that had been percolating in my mind for some time and were clarified, and others I hadn't considered. There was also so much helpful guidance, which left me incredibly appreciative of your work, both individually and collectively. It has been a true gift. My heart is full.

Terri James Solomon
Assoc. Director, College Counseling/Muslim Student Advisor
Milton Academy, Milton, MA



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The Diversity Directions Seminar was an exceptional experience and some of the best professional development I have ever engaged in. I was impressed and inspired by the presentations and conversations, and I feel very fortunate to have been part of it.

Jennifer Landis, Head of School
Oak Knoll School, Summit NJ

Let me start by reemphasizing how impactful, valuable the entire Diversity Directions Seminar was. Thank you, thank you for introducing me to amazing faculty and giving me the time to focus on diversity, inclusion, and anti-racism practices. The entire Seminar was one to remember not only for the conversations, but for also the incredible organization.

Marcie Howard, Head of Lower School
Fessenden School, Newton, MA

Our experience with Diversity Directions was outstanding. Transformative leadership begins from within, and the Seminar empowered our leadership team to lean into brave conversations and self-reflection. The Focus Groups established safe spaces for inquiry, and each facilitator left us with actionable steps to take back to our school. We recommend the Diversity Directions Seminar wholeheartedly!

Thu-Nga Morris, Asst. Head of School,
Short Hills Campus
The Pingry School, Short Hills, NJ

I want to share my deep gratitude for all the remarkable work for our Diversity Directions Remote Week with your absolutely stunning Team. It was so well done, deeply moving and inspiring. I'm stirred up in all the right ways, working on my own synthesis, and next steps - big & small.

Mary Dolbear, Middle School Director
Buckingham Browne & Nichols School,
Cambridge, MA

The Seminar Topics

- **Why Create an Inclusive School Culture?**
Dr. Olivia Moorehead-Slaughter, Psychologist, The Park School/B.U. Medical School & **Christine Savini**, Principal Consultant, Diversity Directions
- **Understanding Racial Identity Development in *Both* BIPOC and White Students**
Dr. Holly Hinderlie, Psychologist and Director of Counseling, Holton Arms School, MD
- **Strategies for Hiring *and Retaining* a Diverse Administration, Faculty and Staff**
Christine Savini, Principal Consultant, Diversity Directions
- **Understanding Micro-Aggressions in the Age of Black@**
Dr. Keith Hinderlie, Psychologist, Hinderlie Consulting
- **Steering the Work of Inclusion and Anti-Racism: A School Head Shares How**
Mark Stanek, Head of School, Shady Hill School, MA
- **Beyond the DEI Strategic Plan: Building Systems for Action & Accountability**
Linda Carter Griffith, Assoc. Head, Phillips Academy, Andover, MA
Bobby Edwards, Director of Community Inclusion & External Relations, The McLean School, MD
- **Bias Incident Reporting: Pathways for Interpersonal Accountability for Students & Adults**
Dr. Vanessa Cohen Gibbons, Milton Academy, MA
- **A Call to Action: Identifying and Responding to Privilege and Entitlement in Independent Schools**
Dr. Randy Testa, Assoc. Director for Programs in Professional Education, Harvard Graduate School of Education
- **Supporting Asian/South Asian-American & Asian/South Asian International Students**
Vivian Wu Wong, Asian-American Student Advisor & History Teacher, Milton Academy, MA
- **Including Latine Students & Families in Independent Schools**
Rosanna Salcedo, Dean for Equity & Inclusion, Cambridge School of Weston, MA

ALSO

- **BIPOC, LGBTQ, and Gender Affinity Groups**

THE SEMINAR FOCUS

Diversity, Equity and Inclusion in Independent Schools

Most independent schools have made a commitment to diversity, equity and inclusion, presenting it in their mission statements, on their school website, and representation within their student body. Many have developed standing committees on equity and inclusion, taken steps to recruit a diverse faculty, and established equity and inclusion leadership positions. Despite taking these steps, many 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 equity programs and applied inclusive and identity safe teaching practices in their individual schools, as well as having spent over 25 years assisting other independent schools nationwide, provide the leadership of the Independent School Diversity 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 ensuring lasting progress. The Seminar's size and schedule is designed to allow 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.



A Seminar Zoom

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 150 NAIS schools in 19 states. The Diversity Directions team includes professionals who have served as long-term diversity and inclusion directors, independent school psychologists, administrators, and teacher/leaders. 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, provide specific, practical steps to help the school reach its next level of development. 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, equity and inclusion.

To receive a Diversity Directions Consulting Brochure, e-mail:
csavini@diversitydirections.com

Seminar Founder/Director



CHRISTINE SAVINI, Founder and Principal Consultant of Diversity Directions, has been a leader in independent school diversity efforts 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*.



LINDA CARTER GRIFFITH is **Associate Head of School at Phillips Academy - Andover (MA)**. Linda had previously served as Andover's Assistant Head for Equity, Inclusion, and Wellness, and Dean of Community and Multicultural Development. Also, at Andover, Linda worked as a Cluster Dean, helped develop the Life Issues curriculum, and taught in the summer African Institute in Kenya and Tanzania. Her commitment to underserved students began working summers for MIT's Upward Bound Program, while teaching English at Boston Latin School. Linda also worked as the Associate Director of Project LASER (Learning Activities for Science & Engineering Readiness) at Emmanuel College. Linda holds an M.Ed. and also teaches in Andover's Theatre Department.



BOBBY EDWARDS is **Director of Community Inclusion and External Relations at McLean School (MD)**. He previously served as the Head of Lower School at McLean. 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 Teachers of Color*.



HOLLY HINDERLIE is the **Upper School Psychologist at The Holton-Arms School (DC)**. Previously, Dr. Hinderlie was the Wellness Coordinator at Choate Rosemary Hall. And, for 12 years, she served as Director of Counseling at Maret School in Washington, DC., where she co-chaired the Committee on Equity and Inclusion. Also, at Maret, Dr. Hinderlie was the co-creator of the intensive professional development program, *Deepening the Discussion About Race*. *Deepening* has been shared as a model for independent schools at local and national conferences and through consultation with other institutions.



KEITH HINDERLIE-SMITH, who holds a Ph.D. in Counseling Psychology, consults to independent schools. Keith served as **Director of Equity and Inclusion at Choate Rosemary Hall**, 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. Olivia is also a Clinical Associate Professor of Psychiatry for the Center for Multicultural Training in Psychology at Boston University School of Medicine and Boston Medical Center. She has been a member of the Board of Directors of The Association of Independent Schools of New England (AISNE), is a past President of The Society for the Psychology of Women of the American Psychological Association (APA), and a former Chair of the Massachusetts Board of Professional Licensure of Psychologists. Olivia is a Fellow in APA and serves on the APA Council of Representatives. Within the field of psychology and beyond, Olivia has received recognition for her deep commitment to personal and professional mentorship.

VISITING FACULTY



VANESSA COHEN GIBBONS, Chief Equity & Inclusion Officer at Milton Academy (MA), joined Milton in 2016 as an upper school math teacher and dorm faculty, after spending seven years at a day/boarding school in Maryland. Throughout her independent school career, Dr. Gibbons led many DEI endeavors, including affinity spaces, training and professional development programs, policy creation task forces, and strategic planning teams. In her current position, she leads the team of Lower, Middle, and Upper School Directors of Equity and Inclusion. Vanessa is responsible for developing and implementing Milton's institution-wide vision, while promoting alignment and integration of DEI strategic initiatives throughout the school.



ROSANNA SALCEDO is the incoming **Head of Community Preparatory School (RI)**. **Currently Dean of Equity and Inclusion at The Cambridge School of Weston (MA)**, she also served as Dean of Multicultural Affairs and Associate Dean of Faculty at Phillips Exeter Academy (NH), where she was also Dean of Admissions and Dean of Students at the Exeter Summer session. Rosanna has also taught Spanish and History. Rosanna, who holds an Ed.M. in Human Development and Psychology, also worked as a Clinician in Counseling and Clinical Services in Boston area social service agencies. Rosanna is the co-author of two books with Paul Gorski and J. Landsman: *Voices for Diversity and Social Justice: A Literary Education Anthology* and *Talking Back and Looking Forward: An Educational Revolution in Poetry and Prose*.

continued



MARK STANEK, Head of Shady Hill School (MA) holds a M.Ed. in Private School Leadership. At Shady Hill, Mark led efforts to establish a two-person, full-time DEI Office, write a new DEI mission statement, refine the hiring process to enhance faculty diversity, create a critical mass of BIPOC representation on the Board, expand student, parent, and faculty/staff affinity groups, and assess the impact of socio-economic class on the community. Mark also has 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 serves on the board of The Heads' Network and was Board President of The Association of Independent Schools of New England (AISNE). Mark also co-authored the 2nd edition of *The NAIS Middle School Handbook*.



RANDY TESTA is Senior Project Manager for Social Impact & Lifelong Learning at The Harvard Graduate School of Education and the Educational Director of the H.G.S.E. X-Media Lab. He holds a doctorate in Teaching, Curriculum and Learning Environments, and previously was Director of the Elementary Teacher Education Program at Dartmouth College. Randy also served as Vice President of Education and Professional Development at Walden Media, and has also taught at Graland Country Day School (CO) and The Ross School (NY). Randy co-authored the anthology *Growing Up Poor* with Robert Coles, and for many years has volunteered at Haley House, a soup kitchen, food pantry, and community center in Boston's Roxbury neighborhood.



VIVIAN WU WONG teaches History 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, directed 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 *Independent School Magazine* and in the textbook *Transforming Practices in Urban Education*.

Registration Information & Confirmation

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 registered administrative teams have reported a great deal of success in developing a common understanding and common language for implementing their diversity, equity and inclusion initiatives

Registration confirmation and additional information contained in The Seminar Handbook will be sent, via e-mail, to all registered participants. **Please be sure your e-mail address is accurate and clearly legible on the registration form, so you will be able receive information about attending the Seminar.**

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 9:00 a.m. on July 8 and ends at 1:00 p.m. on July 12.** 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 when your full participation is possible.**

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 30.

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

Early Bird Fees for Seminar Registrations Received by April 30 : \$1250.

For Registrations Seminar Received After April 30 : \$1450.

For further information please e-mail: csavini@diversitydirections.com

Please mail your completed registration form (which can serve as an invoice to your business office), with a school or personal check payable to Diversity Directions *(We are not able to accept credit card registrations.)*

to:
Diversity Directions
40 Hills View Road
Milton, MA 02186



Recent Seminar Image

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 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 _____ Cell 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 and inclusion responsibilities at your school? _____

If yes, what? _____

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

If yes, where? _____

Do you have Special Needs requirements?

If so, please describe:

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 on July 8 and ending on July 12)

_____ (signature)

Diversity Directions' Virtual Seminar

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A Seminar Focus Group

