

Community, Inclusion, and Equity: THE WORK AHEAD

PRIORITIES



**BUILD
GILMAN SKILLS**
**DEVELOP
CHARACTER
AND WELLNESS**

Program



**ENGAGE
A TALENTED,
INCLUSIVE
COMMUNITY**

People



**STRENGTHEN
SCHOOL
VITALITY**

Resources

OBJECTIVES
ACTION
ITEMS

COMMITTEE
RESPONSIBLE

| CURRICULUM REVIEW | STUDENT AND COMMUNITY EDUCATION | COMMUNITY OUTREACH AND PARTNERSHIPS | ENROLLMENT | HIRING | PROFESSIONAL DEVELOPMENT | RESOURCES | POLICY REVIEW | BENCHMARKING |
|---|--|---|--|---|--|---|--|--|
| <i>Thoroughly reviewing the School's curriculum to ensure that all students are fairly represented and celebrated.</i> | <i>Partnering with subject-matter experts who can facilitate meaningful conversations with our entire community. (Develop in all of our students cultural competencies and an understanding of what it means to be anti-racist.)</i> | <i>Expanding and strengthening community outreach efforts, building significant and impactful relationships with Baltimore organizations.</i> | <i>Strengthening our ability to enroll a diverse mosaic of the most gifted and motivated boys from all corners of the Baltimore metropolitan area.</i> | <i>Establishing hiring practices that are intentional and guide how we attract, hire, and support more BIPOC and other underrepresented faculty and administrators.</i> | <i>Investing in regular professional development aimed at reinforcing the cornerstones of inclusion and equity, including identifying all forms of racial unfairness, whether overt or subtle, intentional, or unintentional.</i> | <i>Allocating additional resources (time, funding, and personnel) to community, inclusivity, and equity efforts to ensure that all students will be successful regardless of any social identifier.</i> | <i>Beginning a review of current policies and procedures to uncover any discriminatory language or processes in place that may not be equitable.</i> | <i>Establishing a set of inclusivity and equity benchmarks, and developing a system of accountability through regular surveying and data collection.</i> |
| <ul style="list-style-type: none"> Integrate a diverse reading list that demonstrates the universal human experience across cultures throughout each division of the School. Content will promote history, texts, values, beliefs, and the perspectives of people of different cultures and experiences. | <ul style="list-style-type: none"> Include topics in all academic courses that encourage students to explore the concepts of power, privilege, and micro-aggression in our society. | <ul style="list-style-type: none"> Continue and enhance Gilman's partnership programs with various schools in Baltimore and international programs to widen students' understanding and effective interaction cross-culturally and globally. | <ul style="list-style-type: none"> Cultivate an awareness of the cultural nuances of all families by celebrating our diverse community. Establish relationships with communities and schools where prospective students are located. | <ul style="list-style-type: none"> Work with diverse search committees in proactive outreach for applicants in underrepresented groups. Provide a collaborative and family-friendly work environment that reflects the School's commitment to CIE and appeals to candidates of various backgrounds. | <ul style="list-style-type: none"> Encourage faculty to pursue summer grants related to CIE. Invest in anti-racist, anti-bias training. Sponsor faculty and student attendance at NAIS programs, such as CIE Leadership Institute and CIE Practitioners Workshop. | <ul style="list-style-type: none"> Establish and maintain a support system to ensure students meet with success in all facets of their Gilman experience using data to track their progress. | <ul style="list-style-type: none"> Adopt a nondiscrimination statement applicable to all programs and policies, in full compliance with local, state, and federal law. The School should make the law the <i>floor</i> — not the <i>ceiling</i> — for establishing itself as a diverse, inclusive, safe, and welcoming community. | <ul style="list-style-type: none"> Regularly evaluate all efforts concerning CIE through qualitative and quantitative longitudinal retention data. Assess school culture and efforts in admission, hiring, retention, financial aid, and curriculum. |
| CIE Executive Committee, Divisional Leadership | CIE Executive Committee | CIE Board of Trustees Committee, CIE Executive Committee | CIE Executive Committee, CIE Steering Committee | Human Resources Committee, Headmaster's Office | CIE Executive Committee (Faculty and Staff), CIE Steering Committee (Parents), CIE Board of Trustees Committee (Board) | Human Resources Committee, CIE Board of Trustees Committee | Human Resources Committee, CIE Board of Trustees Committee | CIE Steering Committee (SOC) |