Strategic Plan for Institutional Commitment to Anti-Racism

On July 17, 2020, we sent this letter to the Brophy community, committing to being an anti-racist institution, affirming that Black lives matter, and promising a process that would lead to a plan published by November 1.

We have identified five strategic priorities, with specific action items for each. We do not believe this is a finished product, but rather a living document with some concrete next steps. We imagine that as we begin these steps, this learning process could change some items and demand the creation of others. Similarly, some of our action steps have concrete starting points and/or deadlines, while others, so far, do not. We will update the community periodically as we make progress and set new action steps, deadlines, or priorities.

REPRESENTATION: We heard repeatedly in each constituency meeting/listening session that representation matters. We commit to actions that lead to an increased and sustained presence of people of color at every level: Boards of Regents and Trustees, administration, faculty, staff, our student body, and in our various parent organizations and activities. Specific action steps include:

- Create a Faculty of Color Cohort Group and acquire data about retention of faculty of color.
- Beginning now, we will expand places where we post, recruit, and network in order to find highly qualified people of color to join our faculty and staff. We will also include commitment to anti-racism as a qualification in all job postings, and include questions related to that commitment in each interview.
- We will cultivate an interest in being a part of the Brophy faculty as a person of color by deepening relationships with both current students and alumni of color.
- We will increase the diversity of both the Board of Trustees and the Board of Regents.
- We will deepen institutional relationships between our school and Black, Indigenous, and People of Color (BIPOC) and all related communities.
- By fall 2021, we will have an administrative-level position that will oversee the Office of Equity and Inclusion (OEI) and lead the school’s anti-racism efforts.

PROFESSIONAL DEVELOPMENT: We commit to ongoing anti-racist and implicit bias training for our faculty and staff. We know that any plan of action requires the buy-in of all members of
our school community and we know that we must provide support and training to ensure that all members of the community are indeed anti-racist in their work.

- We have a plan for a two-year arch of professional development for all faculty and staff members that includes:
  - Using our mid-year faculty/staff retreat in January 2021 to continue conversations about how our faith calls us to this work and to deepen our personal understanding of race and racial identity.
  - Implicit Bias workshops for all faculty and staff in spring 2021.
  - Specific training, beginning in May 2021 and continuing in August 2021, in relevant arenas to facilitate changes on campus and in the classroom, including:
    - How to navigate and facilitate conversations about race — particularly in class and with students
    - Culturally responsive curriculum
    - Anti-racist content and pedagogy
  - Regular faculty meetings through 2021-22 to ensure growth and progress in these areas.
  - Goal-setting and individual plans for growth in the areas of equity and inclusion from all adult community members.
  - Generating a list of additional professional development resources — including relevant books, conferences, CORE resources, etc. — that faculty and staff might use in the pursuit of those individual goals and plans.
- Between now and December 2021, all Department Chairs will receive targeted anti-racism training in order to better offer guidance and support within departments and department meetings on how to continue implementing anti-racism structures in curriculum and classroom practices.

CURRICULUM AND INSTRUCTION: We know that unless there are well-thought-out culturally responsive changes in both curriculum and pedagogy, the student experience changes very little. We commit to a more culturally responsive curriculum anchored in our Catholic, Jesuit identity that is inclusive and reflective of the experiences and histories of our entire student body.

- Beginning in spring 2021, the administrative team (in conjunction with OEI committee members) will study the following practices/policies and make recommendations accordingly:
  - Ensure that all classes are culturally responsive and inclusive of diverse racial and ethnic cultures
  - Review policies regarding AP/Honors access and entrance requirements
  - Study more equitable grading practices and implications of such practices in order to determine how best to implement them
- Department chairs, with support from OEI committee members, will lead an internal audit of all curriculum during spring 2022 with the primary goals of studying and then (if
necessary) changing existing reading lists to ensure that all reading lists are representative of our entire student body and their histories/narratives.

- By spring 2022, all classroom observations by administrators will offer feedback related to anti-racist classroom structures, systems and pedagogical practices. Similarly, faculty will be asked to provide the same feedback with annual peer classroom observations.
- We will ensure continual points of reflection for faculty members to process how things are going, what has been made better, and what still needs to change/develop. By 2022-23, we will include related questions in all student surveys to aid in this reflection process.

**PROGRAMMING AND RESOURCES:** Our community consists of more than administrators, faculty and staff. We recognize that our entire community needs support in creating the culture change we desire. We commit to providing programming and resources for our students, parents, and board members so that we may effectively engage all stakeholders in the work of anti-racism.

- Develop and provide a series of workshops for Board members, parents and the broader Brophy community that addresses topics related to race, equity and anti-racism.
- We will develop and offer similar programming for students — particularly as a way to onboard students into the Brophy community and our commitment to anti-racism.
- Beginning immediately, we will engage in a strategic process to examine our work study/Work Grant program and make changes beginning in 2021-22, as appropriate.
- Similarly, in 2021-22, we will study all ‘other’ student experiences we consider foundational to the formation of a Brophy student and determine how we can make those experiences more equitable for all. These experiences include:
  o Access to all athletics (school and club)
  o Access to and participation in immersion trips
  o Access to and participation in extracurricular activities (dances, football games, theatre, etc.)
- We will engage in training around the college admissions process as it specifically pertains to students who are first-generational and/or from low-income homes.
- We will expand our current student support structure to include ongoing and more thorough emotional and mental health support for current students.

**RECONCILIATION AND REPARATIONS:** We know from our own experiences, examining our history, and from listening sessions with current and former students and parents that we have created hurt. We are sorry for the ways, either by omission or commission, that we have made the Brophy experience anything less than supportive and lifegiving for our community members. Unless we seek to reconcile with people and communities whom we have harmed and work to repair the damage done, there will continue to be distrust and hurt that prevents us from becoming an anti-racist institution. Anticipated action steps include:

- We will publicly collect, document, and share feedback from alumni of color.
• We will continue to challenge racism when we see it and take public action to support and work alongside BIPOC communities.
• We will publicly and consistently acknowledge the Native land we now occupy and we will continue an exploration of our history with the Phoenix Indian School and the history of all Arizona Native communities.
• We will deepen relationships with our own alumni of color and with local BIPOC communities.
• We will extend outreach to young people in those same BIPOC communities, partnering to provide meaningful experiences that deepen those relationships and work to build trust, including:
  o Opportunities for mentorship from Brophy students/alumni and access to summer enrichment programs for middle school students
  o Partnering with teachers/schools in BIPOC communities in order to learn and serve together
  o Workshops to aid in both the Brophy Admissions process and with financial aid opportunities for interested middle school students