

Designing a Methodology for Engaging Underrepresented Boys

IBSC 2008

Workshop Overview:

- Introduction
- Understanding the Process
- Practical Hints
- Scenarios
- Question and Answer

Why are we here?

- Prepare for our expanding programs and policies (Diversity, Multiculturalism, Global Education, etc.).
- Help engage students from different cultures and traditions.
- Consider the “tradition” of independent schools.
- Assess the culture and climate of your school.
- Ask the right questions to facilitate this investigation.

1
Designing a Methodology for
How

3 2
Engaging Underrepresented Boys
What Who

1) How do we “design a methodology?”

A. Design: (Re)shaping, (Re)forming, (Re)structuring.

- i. New or old programs and policies?
- ii. What currently works in the context of the school? What doesn’t?

Hint: Don’t reinvent the wheel.

B. Methodology: A branch of **practices, procedures, and rules** used in a discipline.

What are the current practices, procedures, and rules?

- 1. Formal and Informal
- 2. Verbal and Nonverbal
- 3. What and Why

Hint: Consider the standards, mores, and stereotypes that may be perceived as unspoken rules.

2) Who are the underrepresented boys in the school?

- Race and Ethnicity
- Religion
- Socioeconomic Conditions
- Sexual Orientation
- Family Situation
- Cultural

3) What do we mean by “engaging?”

- A. Academically
 - i. School Programs
 - ii. Teachers
 - iii. Parents
 - iv. Achievement and Expectations
 - v. Learning Resources

B. Social

- i. Campus Groups
 - a. Diversity Groups
 - b. Affinity Groups
 - c. Family Groups
 - d. Religious Affiliations
 - e. Gay/Straight Alliances
- ii. Parents Groups
- iii. Big Brother Programs
- iv. Alumni Partnerships

Strategies to Consider

- Develop community groups reflective of underrepresented population.
- Provide more platforms to discuss issues that may alienate portions of the community.
- Examine the perceptions of support and practice of support services on campus.

Strategies to Consider (cont.)

- Provide “better” professional development and workshops for faculty.
- Bring these questions to the faculty.
- Bring the student voices to the faculty.
- Consider the role of a Diversity Director.

Approaches to Consider

- Work to educate the entire community on the issues affecting the underrepresented population.
- Ask the tough questions about the school and the people.
- Hold all of the students to the same level of accountability.

Approaches to Consider (cont.)

- Improve the communication amongst all constituencies.
- Understand the difference between Affinity and Diversity.
- Don't assume a conflict will arise from underrepresentation.
- Patience and Compassion.

Scenario #1

You enter the middle school cafeteria and find a new boy, who appears to be biracial, sitting alone in the corner. When you ask him why he doesn't go sit with some kids from his class, he responds by saying that he doesn't know whether he should sit with the white kids or the black kids. How do you respond?

Scenario #2

You're having a conversation during Open House with some colleagues in the admissions office when a family of color enters the room. The admissions officer asks if they are here about financial aid. The family says nothing and looks at you. How do you respond?

Scenario #3

One of your students comes to you after class for advice. He mentions that a friend of his is having a difficult time in the school. Your student also mentions that his friend might be gay, but that he's afraid to "come out" at the school. Your student wants to help, but doesn't know what to do. How do you respond?

For further information and collaboration,
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