

# DONOHUE CONSULTING & TRANSFORM THE COLLECTIVE

## CONSULTANTS. CHANGE STRATEGISTS. FACILITATORS.

Are you frustrated with a lack of depth in your equity work?  
Does it feel like every workshop you attend is repetitious and unimpactful?  
Are you spending more on diversity work but hitting a plateau?  
Tired and burned out with disconnected initiatives?

### DONOHUE CONSULTING, INC & TRANSFORM THE COLLECTIVE WILL HELP YOU:

- Uncover hidden dynamics that derail faculty and staff buy-in, student engagement, and achievement
- Transform implicit bias into conscious classroom practices
- Facilitate curricular redesign with a focus on incorporating sustainable equity
- Work with small groups to address equity imbalance in adult interactions and classroom dynamics
- Assess equity in the organization at micro (individual and small teams) and macro (structural) levels
- Design equity initiatives with REAL, observable impact
- Coach individuals and teams to align personal identity with pedagogy in order to maximize student outcomes

Using case studies, personal reflection and group discussions, Gibson and Donohue create avenues to explore and address the issues of diversity that appear at multiple levels of school life. Their work enables individuals, teams, and organizations to disrupt unhealthy patterns and transform them into healthy practices.

### CORE ELEMENTS OF OUR METHODOLOGY

- Understanding that race, class and gender operate from historical and psychological contexts, we design processes addressing both contexts
- Because we are all complex human beings we utilize a 'person-in-environment' perspective to address intersectionality
- Understanding the impact of racialized encounters, we incorporate trauma-informed practices, which lead to increased clarity and healing
- Considering the power of emotion as essential to the change process, we include mind/body activities in our work
- Valuing the reality that institutions consist of people, we believe individual transformation leads to lasting change in organizational culture

## HAVE YOU ENOUNTERED:

- Individual, Interpersonal, Institutional racial anxiety?
- Racially charged correspondence like emails and social media posts that create chaos and pain?
- Colleagues whose mismanaged and misplaced anger has created a significant rupture in the workplace?
- Upticks in polarizing behaviors, practices, and language from dominant voices?
- Overreactions to seemingly minor problems where race is the underlying factor?

*Donohue and Gibson provide multiple avenues to explore and resolve these and other scenarios in a thoughtful, lasting way.*



### STACEY A. GIBSON

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Stacey is a parent, consultant, educator, and writer whose research and practical interests include subversive or 'shadowed' power dynamics, human dynamics in organizations and institutions, and implementing anti-oppression practices to create equitable school and work environments. Her writing about pedagogical choices and decolonizing imaginations appeared in March 2017's *English Journal*. Additionally, she co-authored a chapter on the complexities and riches of interracial friendships in 2018's *Uncommon Bonds* and she has written professional development curriculum for the documentaries *The Dharma Brothers* and *American Promise*. Gibson, who has taught in both public and independent schools, has presented at numerous conferences since 2007, and she has facilitated with the U.S. Department of Education, The University of Chicago, DePaul University, Francis Parker School, and numerous other schools and organizations. She holds a M.A. in Education Leadership & Curriculum Development.



### BINITA DONOHUE, LCSW

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Binita has been a school social worker for over 25 years. As an immigrant to the United States, culture and race have always had profound impact on her life. Awareness of these dynamics in institutional practices has been of great professional interest. In her practice Binita integrates identity work in order to help people uncover their true and full identities. Her passion is to help schools and organizations recognize systems of oppression and replace them with systems of generativity. Binita has a wide variety of school experience that includes urban and suburban locations as well as private and public systems. She is an adjunct professor at the School of Social Service Administration at the University of Chicago, where she has taught graduate students since 2011 and she does ongoing supervision of graduates who are working toward their clinical licensure. Binita loves thinking about ideas and their connection to the mind, body and spirit of people.