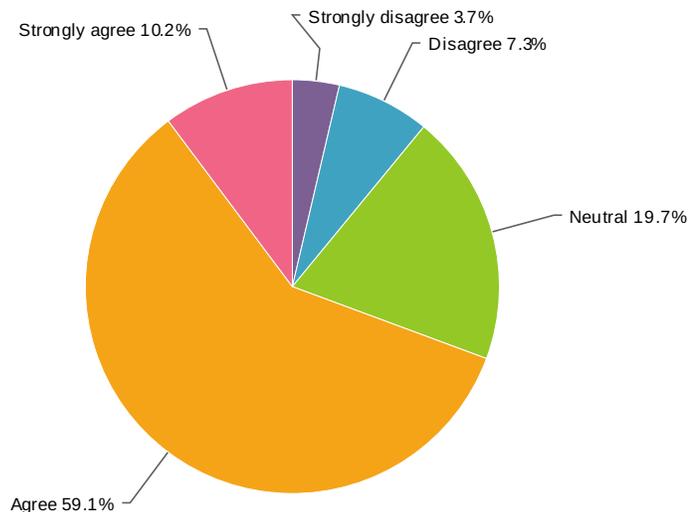


# Summary Report

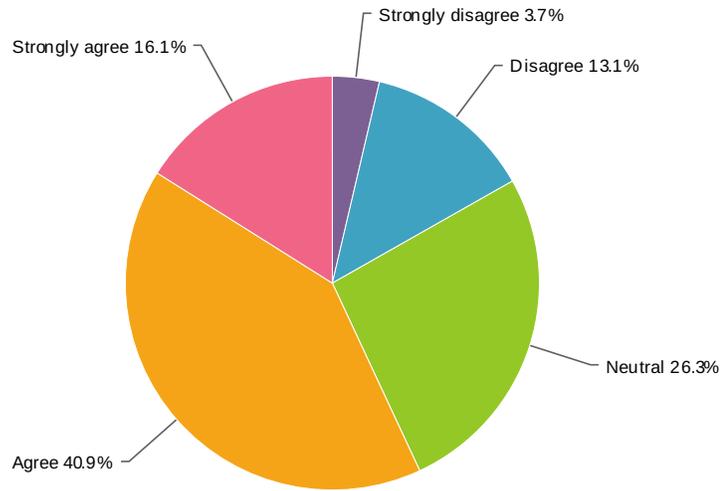
Survey: October In-service on Diversity & Inclusion, October 16, 2014

1. This in-service day helped to provide or extend my understanding of the language and knowledge base relating to issues of equity and inclusion.



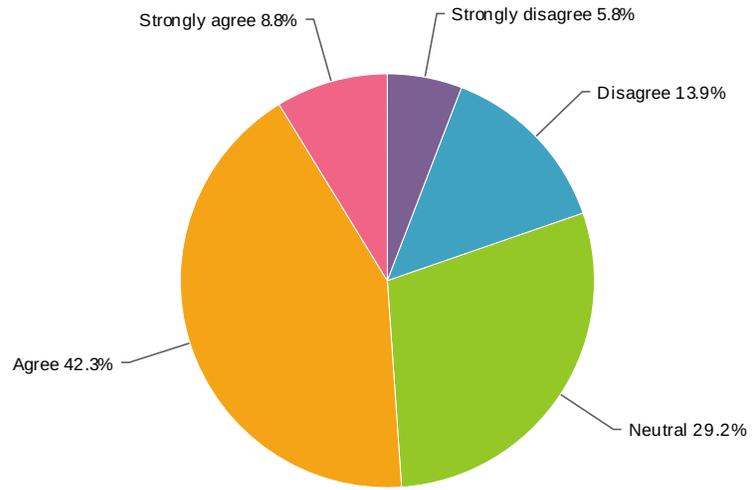
				<b>Statistics</b>	
Strongly disagree	3.7%		5	Sum	500.0
Disagree	7.3%		10	Average	3.6
Neutral	19.7%		27	StdDev	0.9
Agree	59.1%		81	Max	5.0
Strongly agree	10.2%		14		
Total			137		

2. This in-service day deepened my understanding of the relationship between cultural competency and undoing systems of inequity.



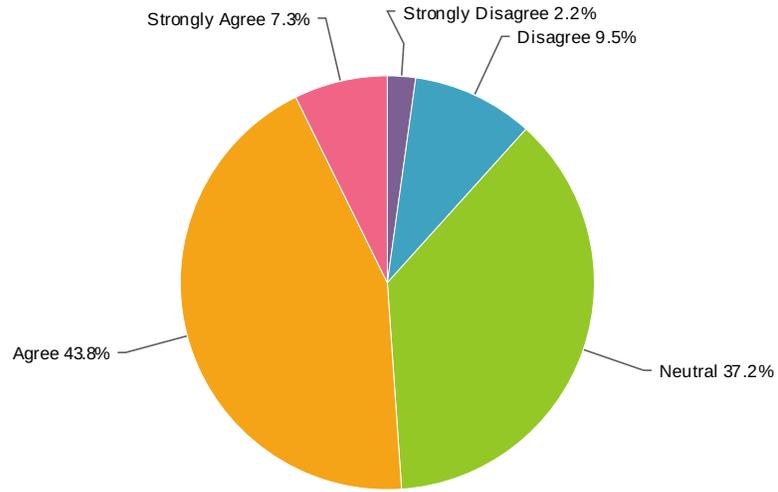
				<b>Statistics</b>	
Strongly disagree	3.7%		5	Sum	483.0
Disagree	13.1%		18	Average	3.5
Neutral	26.3%		36	StdDev	1.0
Agree	40.9%		56	Max	5.0
Strongly agree	16.1%		22		
Total			137		

3. This in-service day helped me identify ways to apply cultural competency skills with humility.



				<b>Statistics</b>	
Strongly disagree	5.8%		8	Sum	458.0
Disagree	13.9%		19	Average	3.3
Neutral	29.2%		40	StdDev	1.0
Agree	42.3%		58	Max	5.0
Strongly agree	8.8%		12		
Total			137		

4. My small group provided an opportunity to apply or extend the morning's inservice presentations.



				<b>Statistics</b>	
Strongly Disagree	2.2%		3	Sum	472.0
Disagree	9.5%		13	Average	3.4
Neutral	37.2%		51	StdDev	0.8
Agree	43.8%		60	Max	5.0
Strongly Agree	7.3%		10		
Total			137		

5. Since time was limited, many small groups were not able to get to the "Stop, Start, Continue" prompt. As a way to continue this conversation, please consider offering your responses to any or all of the following questions. In light of what you learned last Thursday: What will you start doing in your area of the school? (classroom, stage, athletic field, office, etc) What will you stop doing in your area of the school? What will you continue doing in your area of the school?

Count	Response
1	-Making my clubs more diverse ... recruiting actively!
1	I liked the idea of the "one story" and will try to remember/use that as a reference.
1	I will continue to treat all students with trust no matter their race or color.
1	I will get back to you
1	I will start to think about each person's story and will stop assuming that it is like my own.
1	I'll continue to try to treat each child as an individual American.
1	Keep learning!
1	Not sure. Our reflection group lacked a facilitator and did not get much accomplished.
1	See #7 below
1	Submitted mine on Thursday.
1	The inservice gave me no information to allow me to answer this question
1	not present
1	Start - doing the homework assigned by Dr. Butler - the analyzing exercise we did at the end - internal/external Stop - accepting that there is one story Continue - getting others to accept their own story and fill in the gaps
1	I will begin to revision some of my lesson plans regarding sexuality and race. Can't talk about 1 without the other. PS. I have no idea what questions 3 is asking.
1	Start: using the danger of a single story to frame analysis of a text. Stop: letting students volunteer to speak (cold call more) Continue: asking questions about author bias and perspective
1	I will start being more tolerated and sensitive to the different backgrounds of students. I will stop jumping to a conclusion about a student too soon before talking to him/her. I will continue having some personal talking with my students to understand their differences.
1	Start being more aware of the spontaneous comments that I make. Stop assuming that everyone thinks the same. Continue being positive
1	we are here for our students. thinking about where they are in their lives is important and using that information builds trust and support. Continue teaching from multiple lenses. Reaching out to all our students to help them achieve their most is very important.
1	This is where my frustration lies. I'm not sure what I can start/stop/continue to do to help diversity at SI. I myself cannot change my ethnicity, nor can I change the numbers of students backgrounds accepted to SI. I can continue to get to know each student regardless of their race and background. The "single story" TED talk was relevant to me and a good reminder when working with our students. Not sure how to apply anything else.
1	Start- examining how different cultural groups are portrayed in the material used in my classes like videos. Stop- shying away from any discussion of race or identity Continue- to be conscious of how welcome students of different backgrounds feel in my class
1	Start - offering alternative assessments to allow students to explore and research contributions from different cultural

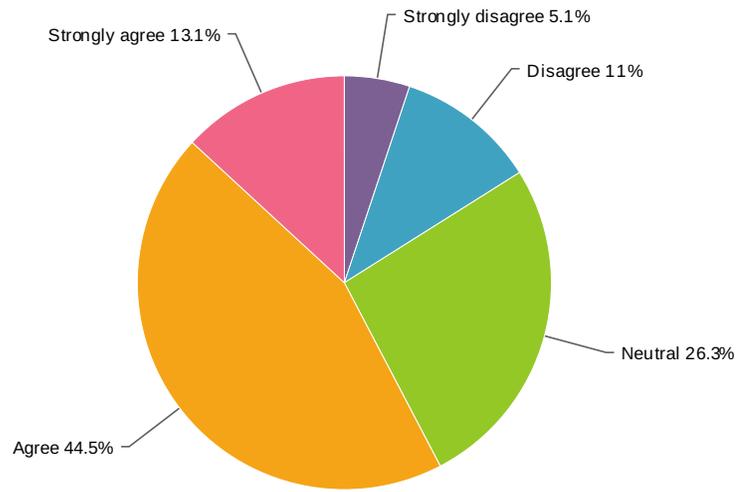
backgrounds Stop - pushing ahead with curriculum instead of taking time to explain and explore difficult questions Continue - offering students the opportunity to do creative projects in diverse groups that allow them to learn from one another

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- 1 Start doing my own research about the untold stories. Continue asking the unasked questions. Stop caring if my colleagues seem disinterested or if they'd rather "gauge their eyes out" than talk about diversity.
- 
- 1 Start: approaching issues of equity in Cura so that it is a continual conversation for students over the four years at SI Stop: taking small, culturally awkward interactions with co-workers personally, focus instead on brining those interactions to director of diversity to encourage more professional development as we seek to gain cultural competency at SI! Continue: to be a safe person for students of color to speak with when discussing their personal struggles having their equity recognized on campus.
- 
- 1 I will start examining ways in which I perpetuate a "single story" in my curriculum and teaching and hopefully identify and stop it. I will continue looking at SI through the dual lens of the external/structural and the internal/personal as we work on this diversity issue. I will ask not only how I may or may not perpetuate personal bias in my work at the school, but how I may or may not perpetuate structural inequity by, for instance, being silent or by not asking important questions.
- 
- 1 Start considering how I oppress others Stop labeling people by one identity Continue promoting these ideas in my daily interactions with co-workers
- 
- 1 I will start thinking about what are the questions I need to ask to see what else is going on in a situation.
- 
- 1 I will try to stop my frenetic pace at school in order to be more attentive to my words and actions. I think a lot of unconscious harm can come from an environment that's too fast-paced at times to allow for reflection.
- 
- 1 I'll start to be more attentive to the impact of my actions as well as conveying my intent. I'll continue to keep my classes welcoming and continue to teach skills in communication through the lens of both intent and impact.
- 
- 1 I will start including more ways to be inclusive(checking in who is participating and how frequently, being mindful of calling on males vs. females, and if my students of color are scoring at least the class average on assessments and feel comfortable participating). I will stop assuming that students have the same type of experiences especially when it can separate student economically. For example, I did a concept map building activity asking students, "who has gone to Disneyland?" to break Disneyland into different categories as an example when I then realized that several students have not went there and may have felt excluded. I will continue checking in with all students who are struggling and continue to do random grouping as a way for students to learn from one another and hear more than the single narrative that they are familiar with.
- 
- 1 Start seeking out more diverse literature to include in my English curriculum. Stop following the status quo of what literature "should" be taught--does it appropriately apply to OUR student body? I will continue looking for ways to represent each of my students in the literature we study.
- 
- 1 I will continue to let everyone in my class know that we are all equal and that I am grading each person as an individual. Easy to do in PE
- 
- 1 Take care in words I use/how I say something Continue to call students on inappropriate things said Continue to respect all immigrant groups who have experienced discrimination, segregation, disrespect and stereotyping
- 
- 1 I will continue to attempt to treat all members of the community with respect and minister to each of my students according to their needs.
- 
- 1 I will start asking for more advice when I am uncertain about the impact that something might have.
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- 1 I would like to continue learning from others on how I can/should handle language, examples, etc. I know that there are ppl on staff I can talk to about an encounter or lesson and go to, to ask "What should I include? consider? Be sensitive to." When something goes "wrong" I would like to ask how I should have handled something.
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- 1 Continue making a personal effort to get to know my students personally to hear their own experience and story.
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- 1 As someone who belong to one group of minority I will stop having a negative outlook when the discussion of equity and inclusion only concentrate on a certain group of minority and feel unimportant in the society compared to other group of people.
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- 1 In my department, I will begin to have discussion around the topics discussed and look for ways to engage our students (and

each other) in these conversations.

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- 1 I don't know. Teaching math, I don't think I have the same opportunities as teachers of other subjects. I will continue to try to be sensitive to issues of race and not make assumptions about my students.
- 
- 1 I will START looking for contemporary minority authors that I can introduce to my students. I will STOP presenting the few minority authors we do have in our curriculum in the same way they've always been done. I will CONTINUE to weave the ideas of acceptance and "power" into everything we do.
- 
- 1 I think I will continue to reflect on how I am interacting with anyone in the school - student, faculty member, etc., and think how power and privilege are at play in that interaction.
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- 1 Start: Go full steam ahead on the new diversity committee of which I'm a member. Stop: Misusing equity/equality & integration/assimilation Continue: Ensuring that Genesis both represents SI's existing diversity and moves us ahead to a deeper understanding of the value of diversity.
- 
- 1 This is unfortunate that we missed this. I would really like to have more discussions based on the practical outworking of what we are learning. Student panels would be great. So far, I feel like we haven't had many examples that relate to our setting in particular and while I would hope that most of us agree that we need to become more inclusive and aware of the diversity in our classrooms, it is difficult to understand how this is done on a day to day basis, especially for those in math or science.
- 
- 1 Start: informing my colleagues of ways we can bring attentiveness to issues of diversity and resources in our community Stop: to be go go go and pause for a moment to listen to the individual stories and backgrounds of my colleagues Continue: ask holistic questions to get the multiple stories of who a student is via counseling and bringing resources for all groups
- 
- 1 Start challenging homophobia. Stop laughing at homophobic jokes. Continue to learn about the diverse experiences of our students and colleagues.
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- 1 Consider my curriculum and how it can best represent more than just "a single story" for our students. Stop making excuses about why something works/doesn't work in my curriculum. Continue reading and finding more ways to include relevant, diverse voices in my curriculum.
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- 1 I will start to ask more questions of others to learn more about them and their perspectives. I will try to stop making assumptions about people. I will continue to create balance in my life so I will continue to love this community and my job.
- 
- 1 Start trying to be more cognizant of different cultural backgrounds and the history involved that has led us to today. Stop thinking everyone is on the same page. Continue to approach students at their level as much as possible.
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- 1 continuing to stand up for those who are compromised...and making sure that we challenge the 'culture' which we accept as a norm at SI...we need to look and then look deeper at the culture we allow to exist here
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- 1 I will start... highlighting the accomplishments of programmers and designers from varied cultures and backgrounds. I will stop... students from making insensitive remarks. I will continue... to show diversity and inclusion through the art we create by producing SITV.
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- 1 I will make sure underrepresented groups are well represented in my club's leadership. I will stop apologizing for making sure that a diversity of people and opinions are around the table. I will stop believing that efficiency and harmony trump inclusion and "disequilibrium." I will continue to self analyze for my own hidden biases by having colleagues check for how I call on and make eye contact with all my students.

6. Overall, I found this in-service day worthwhile.



				<b>Statistics</b>	
Strongly disagree	5.1%		7	Sum	479.0
Disagree	11.0%		15	Average	3.5
Neutral	26.3%		36	StdDev	1.0
Agree	44.5%		61	Max	5.0
Strongly agree	13.1%		18		
Total			137		

7. Please feel free to include any additional comments about the in-service.

Count	Response
1	Breakfast into workshop ... nice!
1	Dr Butler was great.
1	Fantastic and engaging! Please keep the future in-services like this!
1	Great! We need more Dr. Butler
1	I believe in a distinct, AMERICAN culture. Crucify me.
1	I felt like it was a black vs. white thing. I enjoyed Dr. Jones talk better.
1	I would like to thank everyone for their hard work in putting this day together. cad
1	It was a good in-service
1	Jerold should have been publicly recognized as helping make the session a success.
1	Need more concrete assistance: how do I bring this into my day-to-day job(s)?
1	See above.
1	Thank you.
1	The personal talk from Daniel was great!
1	seemed redundant to last inservice
1	I didn't like the meditation at beginning of program where asked to visualize a favorite place and then asked to talk about it.
1	Unfortunately, I was not able to stay for the full talk and small group discussions. Thanks for bringing forth an important topic for our community.
1	One of my small group members was deeply struggling with the day and the agenda for the day so his initial lack of participation and then his sharing challenged all of us as a group. It was important he shared but I am not sure the group was equipped with what to do with someone who felt the way he did.
1	Danielle's talk was helpful because it provided concrete examples of things she did that helped change her perspective and motivated her to take action. Shakti Butler's resources were very good, especially the TED talks, and the resources for us to follow up with on our own: <a href="http://racialequitytools.org">racialequitytools.org</a> , implicit bias test.
1	I liked the presenter very much. BUT I thought the whole day was just a repetition of Dr. Jones. I felt there was very little to nothing to "ok, I get what I don't get. NOW WHAT DO I DO?????"
1	I am glad to see cultural competency as something we continue to spend time working toward during in services. I was very thankful for the members of my small group, but it did feel like we were the "preaching to the choir" group. Things that were overheard in other groups or that members of other groups chose to share with me were particularly concerning, and illuminated well the fact that we still have a long journey ahead of us as a school before we can consider ourselves culturally competent.
1	It is still difficult for me to vocalize how the systems that we have in place are exclusive, and how I (or we as as a school) can move to change those systems. I loved the video and NY Times article that were sent out in preparation. Those seemed to help me as much (if not more) than the actual in-service day.
1	Loved Danielle's talk, very inspiring. I believe our presenters style and my needs were different. It was hard for me to get into it. Material seemed appropriate but the delivery of it was hard for me.
1	The relationship between the two previous in-services and the skills we name as constitutive of cultural competency does not

yet seem clear to me.

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- 1 I hope we continue to do these inservices on this topic. But I hope that we each time take it a step deeper. Since these are learned skills, we should "graduate" to the next level each time. We should start talking about more and more deep topics that matter to our own community not just outside examples. Let's all together discuss what the problem is, if any. Have an open discussion. Listen to different viewpoints, and start helping to fix the problems. I know the action plan is over 5 or so years, but we should start discussing the plan amongst faculty as well.
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- 1 Thank you for being sensitive to TIME and the need to grade exams, do grades. etc. The working breakfast was a good idea. The presenter was very good, as was Danielle. The small groups in the Commons and the wrap up back in the Chapel were unnecessary and redundant.
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- 1 I'm afraid I've watched several videos in the past covering the same material. I would have preferred an hour with full time SI faculty members sharing their experiences and advice.
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- 1 Like every cultural awareness session I've been a part of before, I left feeling that I care about my students and their cultural history, but without the tools to do anything about it.
- 
- 1 Thank you! The presenter was good and informative and I enjoyed learning more about the history and the laws that were in place after emancipation. Horrible. R
- 
- 1 I felt the speaker needed to interact more with the audience . I felt some of the audience left confused and felt that there were repeat questions from the audience that have not been addressed yet because the audience member had the same comment and question. I felt that a lot of people had the meeting after the meeting and people were not really being real and held in a lot of what they were really wanting to say in front of the audience. What I did like was that people came open minded .
- 
- 1 I'd love to see a specific workshop aimed at tweaking curriculum across the board to ensure that classes here better incorporate values of diversity.
- 
- 1 Paul & Matt, sorry I was not able to stay for the whole in-service. What I was present for was worthwhile. I marked Neutral for the items that I did not participate in. Thanks for all the work - Nick
- 
- 1 While I left with a better understanding of how systems perpetuate inequity, I didn't leave with any better sense or skill in how to proactively work with our community to address issues with equity and inclusion.
- 
- 1 It seems as though we spend a lot of time on the black-white divide. I feel as though our diversity issues here (SF and SI) are even deeper relating to Asians and Latinos. I appreciated the positive tone of the presentation, but many people in the one-up group still felt judged. That might be less of a problem if we were able to get to the practical part of the discussion.
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- 1 Love eating and meeting. Hope we can do this all the time. Need to focus on this topic on specific issues at our school. From admissions, to the hallways, classrooms, counseling center, activities and after school. Then develop a specific plan from small groups back to big groups and back to small and then big groups on action plans how to improve each area that include a diverse group of students, family members as well so it can be a community decision versus top down process. Also it would be great to hear examples how this is working great now at specific schools and universities like High Potential Program, trio, multicultural and diversity centers AND specific examples how inclusion and acceptance is demonstrated on our campus with stories from our students and families. I think a lot of folks did not feel good at the end...and it is key to specific how we have improved but how much more we need to improve with issues: all ethnicities, genders ...again why is there is no female Brophy program still, work with students with disabilities (sometimes faculty members say some real insensitive stuff to students at times not many but it is sad to hear, LGBT because kids still not feel safe to be open who they are in our community and just be open, aware and conscious we all have multiple layers of stories, perspectives, contributions and inadequacies.
- 
- 1 Danielle's story was great, and Shakti Butler's presentation was clear and helpful. She gave a very clear explanation of the "graph" showing the interplay of the internal and external components of inequity. We also had a good small group discussion that included everyone and dealt with things we don't always talk about, like privilege in the school.
- 
- 1 She was a great speaker to listen to and I enjoyed the film clips. I'm just not sure what I got out of it to move forward with. But it was enjoyable
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- 1 While I appreciated Dr. Butler's presentation, I would like to have spent more time on the application part of the

diversity/inclusion process. After Dr. Jones' presentation last year, I felt like my eyes were opened, and my hope was that this past inservice would go beyond just raising awareness of racial inequality to taking concrete steps toward making our community more inclusive and diverse. Perhaps I am impatient—I am sure this is an immensely complex process that takes more time than has passed. However, I would like to have seen more time spent on how to practically implement tools in our respective areas of the school.

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- 1 I feel as though this day was aimed at adult understanding of issues surrounding equity and inclusion. During the time spent there was hardly any ideas, shared responses or activities addressing a lens of diversity for our students. I felt as though this was an excellent retreat for decision and policy makers: Administration, Admissions and Development, but not teachers. It is not enough to include teachers in the dialogue (which it really wasn't) and not have any opinion in hiring or admissions process. Again, excellent in-service for Administrators, fell short for teachers. I suppose the following comments are in the form of questions: 1) why do we worry about getting people out at a certain time? 2) what if we didn't view PD as a necessary evil, but a worthwhile time to be spent with and among faculty, staff and administration? 3) why don't PD activities mirror effective teaching pedagogy? Talking for extended periods of time without pauses for reflection or conversation? It is as simple as 10/2 (for every 10 minutes of teaching spend 2 minutes of talking/sharing). 4) Besides a Q&A session from a DIG member before the group leaves for the day, why aren't there activities spread throughout the day/time so as to encourage/ elicit responses and keep a room full of (smart/bright) people engaged rather than passive? In the spirit of collegiality I do hope this is somewhat helpful. Thank you for the opportunity to share.
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- 1 It was hard for me to understand how to apply this in the LC. It is still unclear to me whether this is an admissions issue- pulling more students from different backgrounds to come to SI? If that is the case, I'm not sure how the rest of the staff should or needs to be involved.
- 
- 1 I found the in-service speaker to be interesting and engaging, however I do not leave the day knowing how to apply what we learned, what to do differently, examples of situations, etc.
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- 1 I really like listening to an employee's perspective, like Danielle's. I think the breaks could be shorter. I thought the this presenter and the last presenter did a great job...wish it were longer, so we could spend more time with the topic allowing the concepts to sink in better.
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- 1 I feel I gained more knowledge as a result of the in-service. However, I'm unclear on how the school at large would like to proceed with equity and inclusion. It would be helpful if this was clearly articulated with specific goals and expected outcomes.
- 
- 1 Discourse is always good, but I wish we focused more on the "how to " and practical implementation of cultural competency. A few ideas would be to create a mandatory "Cultural Competency" class for 9th or 10th graders. SI can mimic the classes at Lick, University, Urban, and even Lowell. Every 9th grader at Urban takes an "Identity and Ethnic Studies" class where they explore how race is a social construction, examine legal cases, etc. SI also can expand the # of electives offered, specifically with history and english. The electives offered are narrow and not contemporary.
- 
- 1 I think there were some important ideas that were shared with us, but I'm not sure if that was self-evident (which is ok). There seemed to be some "missed opportunities." Is that right? I wish we could have combined reactions and thoughts to Rice, Smolitz and Butler in a follow-up session.
- 
- 1 I think many of the people in my group felt that this was a repetition from the last inservice. I believe many people in my group would have wanted a more practical approach to the curriculum. For example, how do I apply this to my subject?
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- 1 I think all immigrant groups should have been acknowledged for enduring discrimination and continued stereotyping. Too much focus on black v white. What about Latinos? No addressing the huge lumping of "white": some students or adults are immigrants or first generation in the US but are simply considered white; different "white" groups have experienced discrimination and continue to deal with stereotyping. (not to the extent of blacks or Native Americans, but some comments could have been made at least in the intro) Very few solutions or applications pertinent to teaching were presented...how do we go from here, etc
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- 1 The inservice had no teeth in it. We once again talked about the issue of inequity and inclusion, but where is the action. What are we going to do about it? What can and should we do?
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- 1 Again, as with the last in-service on equity and inclusion, it must begin with the Administration. If the administration isn't on board, how are we to implement these changes and talk about the importance of these changes.
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- 1 I really enjoyed hearing Danielle's life story because she connected this idea of white privilege and single narrative and gave

examples of how she stepped out of her comfort zone and how she gave her students this opportunity to do the same in her class. I would like to hear examples of how I can bring in more cultural competency and inclusivity in a science classroom.

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- 1 I agree with Patrick Ruff's statement at the end of the day about how this topic is part of our mission and part of our work. How do we work with people who are not on board with this?
- 
- 1 Diversity is a critical conversation. I think we should continue to have these discussions. Great job! I love the early start. Amazing food.
- 
- 1 I am still waiting for real takeaways that I can use in my classroom on a daily basis; responses I can add to my toolkit. Are we ever going to get to this work?
- 
- 1 This is a difficult topic to have co-workers facilitate. At some point, I think there is a need to have trained equity facilitators (from outside) guide group discussions - and really be direct in calling us out on our unintended biases.
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- 1 I will share more in person with Matt Balano, but I left the day frustrated more than helped. I did not feel that the presenter knew the concerns of the SI community well enough to know how to focus what she had to offer us. I also felt that the "elephant in the room" was that the specific problems around diversity here at SI have not been clearly acknowledged.
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- 1 Instead of serving as a productive discussion on how to promote diversity within our community, the day was a history lesson of racial bias. While presented in a very clear and professional manner, I did not find the presentation productive nor helpful.
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- 1 More practical strategies to improve experiences of students and staff- to make school safe and inviting to more diverse student body and staff
- 
- 1 When I look out at my class I see diversity in gender, in learning styles, in sexual identity and in race. To me this inservice was very narrow in its focus and focused on the black white issue. I think this would be a great inservice for admin or admissions to learn about hiring practices or admitting students - but the faculty don't have a say in either. The last inservice gave me a broader view of diversity and many thoughts to bring in front of the class. Daniel's speech was wonderful and set a great tone which was immediately dropped with a 15 min break - there should have been no break - go right into Matt's talk. I think the faculty really wants these days to go well - i just think there needs to be more planning and practice.
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- 1 I think we could of spent more time hearing about how some people feel. Example being the only black woman of color at SI. etc.
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- 1 Unfortunately I felt like this day did not cover the goals set out in the morning and moved us backwards from Dr. Jones great presentation.