

WORKSHOP EVALUATION - 37 RESPONSES

Looking In Looking Out – Unconscious Bias and Cultural Competence at Los Medanos College

Time/Date: Thursday, January 9, 2013 8:30am – 3:00pm

Location: Library Community Room (L109)

1. After today's workshop, how would you define the following:

- **Unconscious Bias:**

- Hidden bias. Not aware of it, after you identify your bias, then you should embrace and work on other self-reflections.
- Assumptions/stereotypes/prejudices that we carry around with us (have in our heads) and often act upon...even when we're not aware of them.
- Something under the surface we are not aware of.
- Automatic predisposition.
- Bias we project based on past experiences and assumptions.
- An action /thought that may be culturally charged, but unknown to the culprit.
- Biases that I have about others that are not conscious and may affect how I interact with others.
- Things you do/say that show bias that you are unaware.
- Underlying assumptions in our psyche.
- Bias you don't realize in yourself.
- Automatic, unthinking, bias.
- Opinions we have that we don't notice.
- What you say or do without thinking or knowing.
- Bias that is below the surface.
- Bias I'm aware of
- We may still have bias, unconsciously. Treat others as human beings to avoid unconscious bias.
- All the stupid ideas in your brain that you don't necessarily agree with but do have to live with.
- The bias we all have, but are not aware of.
- Unfair behavior (actions done unknowingly).
- Biases you carry which you may be aware of but which your actions result from.
- A bias of which one is unaware.
- Bias that you don't realize you have.
- Bias you are unaware of.
- Unaware of personal prejudices expressed.
- Assumption one has that are inherent and unaware of.
- The conclusions that you have about others that you might not know about.
- Assumptions.
- Prejudices/stereotypes that are unconsciously acted out.
- Bias you are unaware of that are ingrained into mindset.

- **Cultural Competence:**

- Understanding/knowledge/sensitivity to cultures other than our own.
- Understanding what is under the surface.
- At the minimum, understanding of other cultures, at the maximum, integration...
- Awareness of cultural differences.
- Ability to adapt to your environment (people).
- Being aware of the many factors of culture and how deep they go.
- Awareness and willingness to learn more about different cultures.
- Ability to work/understand people from different cultures and backgrounds.
- Knowing the details of people's preferences.
- Truly knowing the perspective of others.
- Being open and understanding other cultures.
- Awareness of who you are within your community.
- Knowledge about cultures; competence implies that the knowledge is of things that are below the surface.
- Ability to interact effectively with people different from me.
- The ability to work with other cultures other than my own.
- The ability to work with people who are not you.
- The ability to work with people of diverse backgrounds.
- Meeting people where they are.
- Awareness and ability to appreciate, understand, and examine cultural issues and differences and change your own perceptions.
- The ability to work well with others from diverse cultures.
- The ability to work with other cultures other than your own.
- Understand cultures other than your own.
- Understanding importance of culture and bias.
- Being able to look at cultural diversity with an open mind and an awareness of bias.
- The ability to work with others from different backgrounds.
- Understanding and appreciating people.
- Knowing how to work with people from other cultures/respecting other cultures.
- The ability to work with others from varying cultures.
- Understanding culture.

2. Please describe your willingness to engage in self and group reflection regarding personal and institutional cultural competence. (Very Willing, Somewhat Willing, Not Willing):

- 20 very willing
- 1 willing
- 4 somewhat willing

3. What was the best part of the day for you and what was the most challenging part of the day for you?

BEST PART OF THE DAY:

Everything:

- All of it was a learning experience
- All of it really, I really enjoyed every aspect.
- The entire event was what I appreciated.
- Speakers – this is great! Keep this structure in mind for August.
- This was well done and very positive.

Working with Colleagues:

- Seeing so many of my colleagues open to/engaged in this process, including those who acknowledge their own issues
- Talking with my colleagues.
- Meeting and interacting with people and starting to see things from their perspective.
- It was fun to see and interact with nice folks!
- Seeing so many here and so positive
- Learning more about how others feel.
- Learning about colleagues experiences about “ism” was great.
- Having honest conversations with table.
- Clock discussions (small groups)

Program Highlights:

- Beginning was very positive and fun.
- Listening to stories.
- Describing personal experiences and biases.
- Dr. Moule’s presentation was wonderful and very enlightening.
- Introduction to topic-descriptive of how we build relationships over time
- Jean Moule’s info
- Helen’s impromptu.
- Best = Karl and Michael’s segment.
- Karl and Michael’s stories were best.
- Karl and Michael’s presentations.
- Karl and Michael were very good and thoughtful presenters.
- Video clips.
- Using humor to lower our anxiety about the topic.
- Comedy was great and I also enjoyed the LMC-focused segment.
- Videos and discussions.
- Comedy videos

MOST CHALLENGIN PART OF DAY:

Personal Experiences:

- Identifying my own biases.
- Experiencing my own issues when I hear/learn the comments and feelings of others; recognizing my issues and having to “check myself.”
- Understanding that I have biases even though I thought I did not.
- Most challenging was figuring out my own views on things.
- Karl’s question on brown and black. I cannot define.
- Challenging to share the thing that others didn’t know about me.

Wishes for a Safe Space:

- Wanting more time for dialogue in this “safe place”.
- Challenge to share in a not “too safe environment”.

Programmatic Challenges:

- Karl and Michael’s videos and discussion too long
- I wish Michael had talked a little bit about the video clips.
- The uncomfortable part was also the LMC part because it hit close to home.
- Challenging = the length of the event.

Integrating this Information/Next Steps:

- I do not know what to do now.
- The level needs to be kicked up a notch to address these issues on campus.
- The most challenging was that we used to take this topic a bit further and have tools in working with students in dealing with race and biases.

Humorous:

- Mornings are most challenging. Afternoons and Fridays are best.
- Check ids.

4. What is “one thing” that you would do differently after attending this workshop?

Personal Change:

- I’d like to get Jean Moule’s book to learn more.
- Take the Implicit Association (IAT) Test.
- Being more aware of my biases and being honest with myself. Taking responsibility.
- Understand bias and try to change it within myself and others.
- Question my assumptions and behaviors.
- I will be more open to sharing when feel comfortable in a social situation.
- I will re-examine instances where I was culturally incompetent.
- Reply to stereotypes with 4-step method.
- Be more conscious of the unconscious things I do.

- Pay more attention.
- Watching my micro-aggressions – eye contact, smiling, etc.
- Listen with my ears, eyes, and heart and continue to live “Namaste”.
- I might be more aware of the needs of my colleagues. (I am better at tuning in to my students.)
- Take the risk to be honest with myself and others.
- Watch my assumptions.
- Really recognizing these issues on daily basis.
- Feel more confident and empowered.
- Get here earlier (humorous)

Educate Others:

- Educate others when something is said that is....
- I will correct others when inappropriate remarks are made.
- Address microaggressions when they occur in my presence (using the four-step process we practiced in one of the exercises).

In the Classroom and On the Job:

- Work on building relationships with students.
- Tell about how my subject fits with my students’ lives. They should learn it (for real, not because it was part of college in 1700).
- Make a better effort to build good teacher-student relationships.
- Attempts to relate more personally to students. I try already but will do more.
- Address campus culture during first class day.
- Make sure to engage students of color more.
- Introduce myself and share my background with students and ask them to share themselves with the other students and me.
- Worksheet that asks things you might do or don’t in classrooms. To see what hidden bias that they do or don’t know.

Continue to Work Toward Change:

- Continue to push for radical change.
- Be more comfortable talking about these issues on campus. This workshop helped me feel safe in doing so.
- Attend additional seminars that will follow-up today..

5. What additional training (if any) would you like to see offered on this topic?

Continuing the Work:

- A lot more discussion and more workshops with specific aspects discussed.
- Conversation needs to be about students and education and how we serve students.
- Would like to see opportunities to continue the dialog

- The next one needs to be more in-depth, 2nd round.
- We need to continue this in more detail.
- It is always good to teach, facilitate, and incorporate these issues as part of learning and teaching.
- Forming a group for radical change.

Below the Iceberg:

- Below the iceberg.
- Second level of the iceberg. Let's go deeper.
- Aspect of culture in the part of the iceberg that is under the water.
- Specifics on relating to different cultural groups.
- More specifics on how to work with cultural groups.

Practical Tools:

- More practical tools.
- How to identify unconscious bias and how to deal with it.
- The next step – how to put this info into practice.
- Additional practical classroom tips.
- How-to workshops.
- How can I make steps towards change? What place/support can department provide?
- We need to focus more on how conflicts arise and escalate; specifically along the Lisa Delpit type focus/research.

Panel Discussions:

- Identifying a successful faculty/staff member. Observe them or have them be on a panel so that others can ask questions. Invite the students of the faculty member or students that know the staff member to sit on the panel as well.
- Discussion of scenarios and how to deal with cultural conflicts in the classroom and on campus.

Specific Topics:

- Community-specific training.
- Lots of other perspectives, gender, etc.
- Millennials/youth culture.
- LGBTQ workshop
- Something similar on Class.
- How to handle and teach issues of race in the classroom.
- Better definitions and examples of the vocabulary. Felt it went too fast and I wasn't able to remember everything; use everyday language (less academic) to define complex vocabulary.

More Opportunities:

- More opportunities for discussion.
- It would be nice to continue the discussion and have it at a time when more classified can attend.

Logistics:

- Shorter workshop
- Add hands-on piece.
- Have material out
- Have more scenarios acted out.
- We do a great job at LMC, respecting diversity. I don't think we need additional for the group here—maybe for the group not here.

6. Would you be willing to be a presenter or facilitate a workshop in the future? If so, list the topic(s) of the workshop(s).

- Conflict resolution, vulnerabilities, Fear Factor Book. (Tue Rust).
- I will be part of PDAC (am) so will contribute and brainstorm there.
- 2 additional "yes's".
- 3 "maybes"
- I don't feel culturally competent to do so...feel the need to learn.

Other Comments:

- I'm very proud of LMC for moving this topic forward and having honest discussions in comparison to other institutions.
- Thanks for being risk-takers!
- I really want to honor and give respect for the way you were willing to put your experiences out there. It's not easy and I know how it makes us feel to do so, so I applaud your courage and sincerity!
- It starts people talking and thinking but I hope it becomes action; it needs follow-through.
- Keep the dialog alive.
- Good Work.
- Big success!
- Thank you. Well done!
- Thanks for a great day.

Questions Asked:

Ratings: (5=Strongly Agree, 4=Slightly Agree, 3=No Opinion, 2=Slightly Disagree, 1=Strongly Disagree)

1. Do you think this is a relevant/important topic for LMC? **4.92 Average**
 - Strongly Agree: 34
 - Slightly Agree: 3

2. I learned what I came to learn in this workshop. **4.35 Average**
 - Strongly Agree: 18
 - Slightly Agree: 15
 - No Opinion: 3
 - Slightly Disagree 1

3. The workshop met the stated goals. **4.59 Average**
 - Strongly Agree: 26
 - Slightly Agree: 8
 - No Opinion: 2
 - Slightly Disagree 1

4. The manner in which workshop material was presented (examples, handouts, overhead, Internet, audio/visual, etc.) helped me to understand the subject matter. **4.57 Average**
 - Strongly Agree: 22
 - Slightly Agree: 13
 - No Opinion: 1
 - Slightly Disagree 1

5. The presentation was generally clear and easy to understand. **4.51 Average**
 - Strongly Agree: 22
 - Slightly Agree: 13
 - No Opinion: 1
 - Slightly Disagree 1

6. The workshop will have a positive impact on my work and/or personal life/health and well-being. **4.57 Average**
 - Strongly Agree: 25
 - Slightly Agree: 9
 - No Opinion: 2
 - Slightly Disagree 1

7. The workshop will have a significant impact on student learning and success/achievement. **4.27 Average**
 - Strongly Agree: 21
 - Slightly Agree: 9
 - No Opinion: 5
 - Slightly Disagree 1
 - No response 0