

Moving From Tolerance to Inclusion: A Matter of Justice



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Cura Personalis - Students



- Moving from tolerance to inclusion is a matter of justice and important step in a diverse Jesuit school setting. This workshop will focus on the experience 'under represented' students have in Jesuits high schools - specifically students of color and the LGBT community.

Introduction



- Is your school a place of tolerance or inclusion ?
- Turn and talk 2 minutes.

Answer

- a. Yes
- b. No
- c. Tolerance
- d. Inclusion



How did I get here ?



- Director of Faculty Formation 2008
- JSEA colloquium @ Santa Clara 2010
- JSEA Symposium @ Marquette 2012
- NYK Colloquium October 2012 (focus group)
- JSEA Colloquium @ SLU 2013
- Gay Straight Alliance – Jesuit Schools 2007 – present
- Why are all the black kids sitting together ?

Conversation/Observation Topics



- JUG lists
- Detention/Suspension Rates
- Retention/Drop out Rates
- Student seating
- Cafeteria/Offices
- Athletics
- Awards
- 'Safe Spaces'

Enough about me what about you?



- Describe your school.
- What's your racial demographic ?
- How do marginalized students experience YOUR community ?
- Does your school mirror national statistics, trends and graduation rates ?

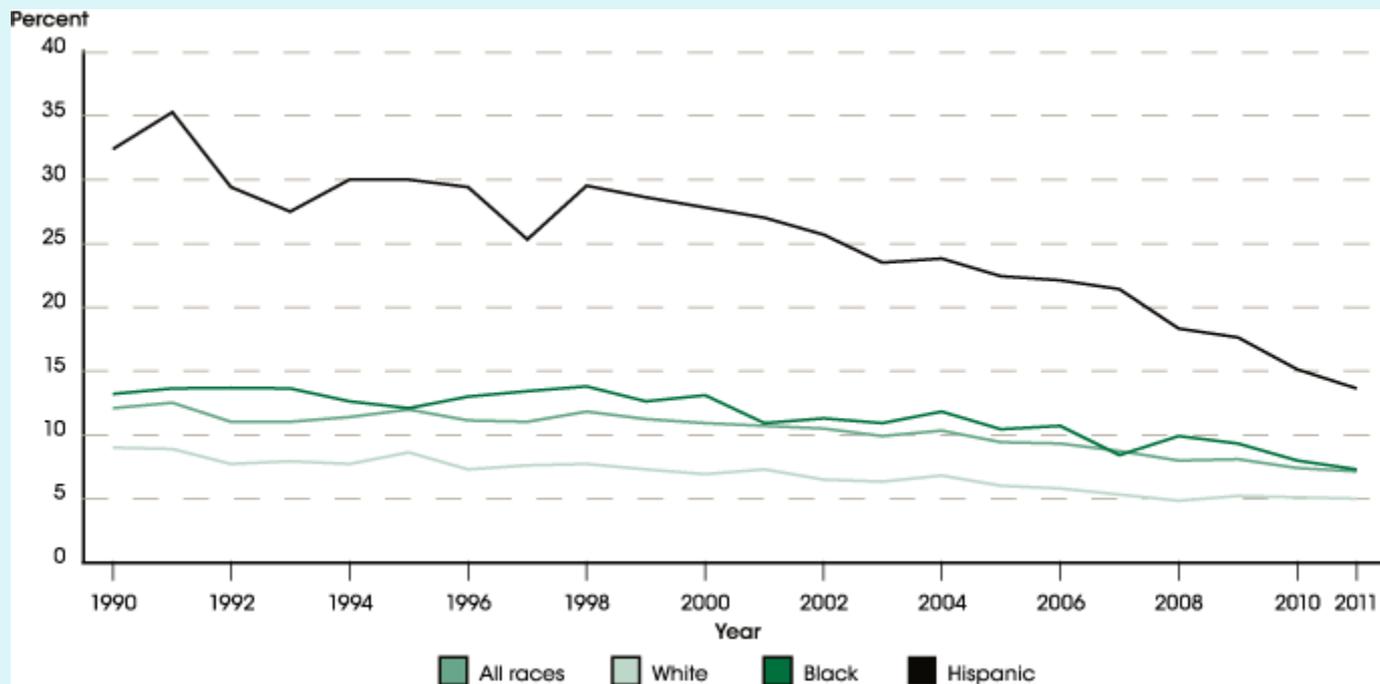
Review of Data and Literature



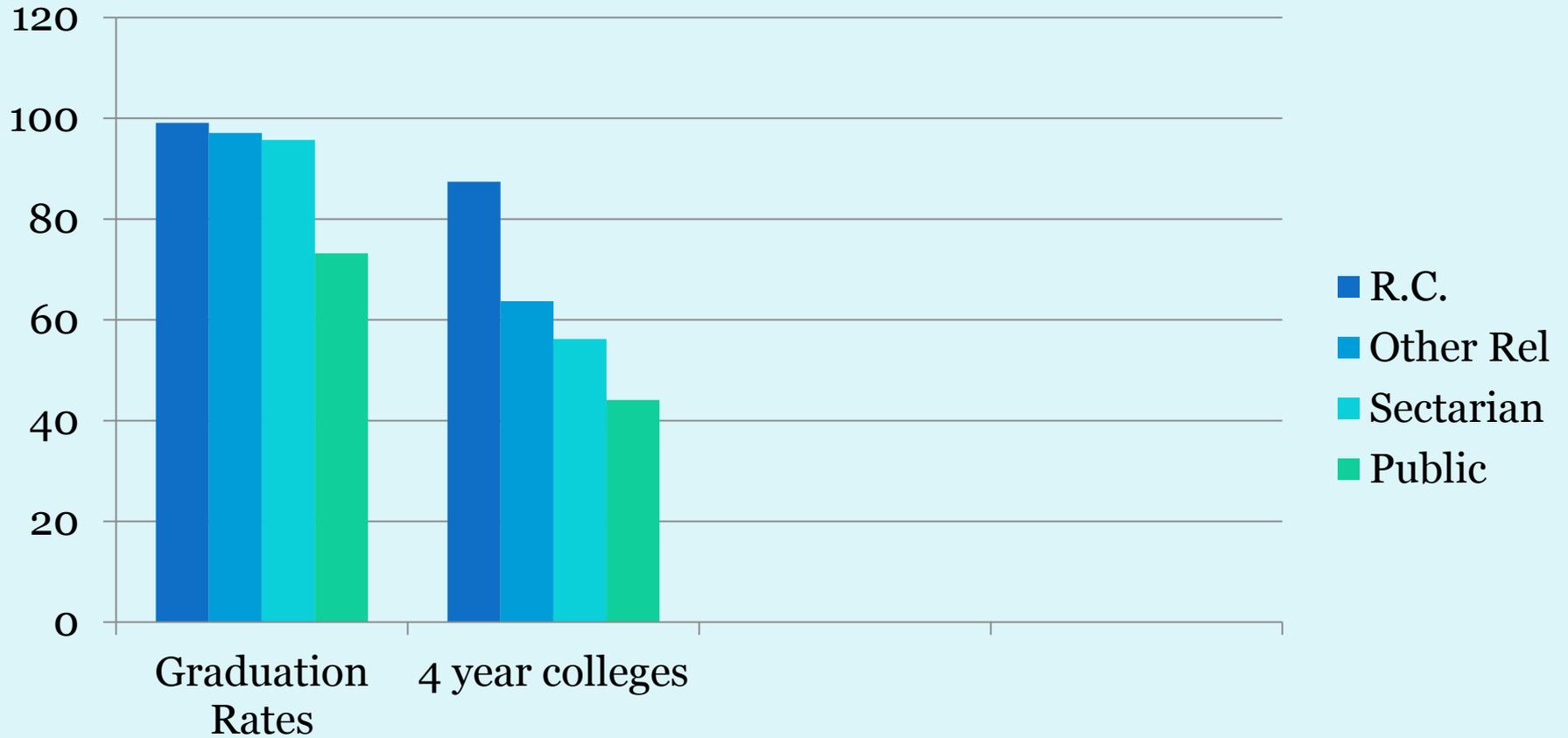
USA High School Education

- Public
- Parochial
- Religious – Non Catholic
- Sectarian
- Jesuit

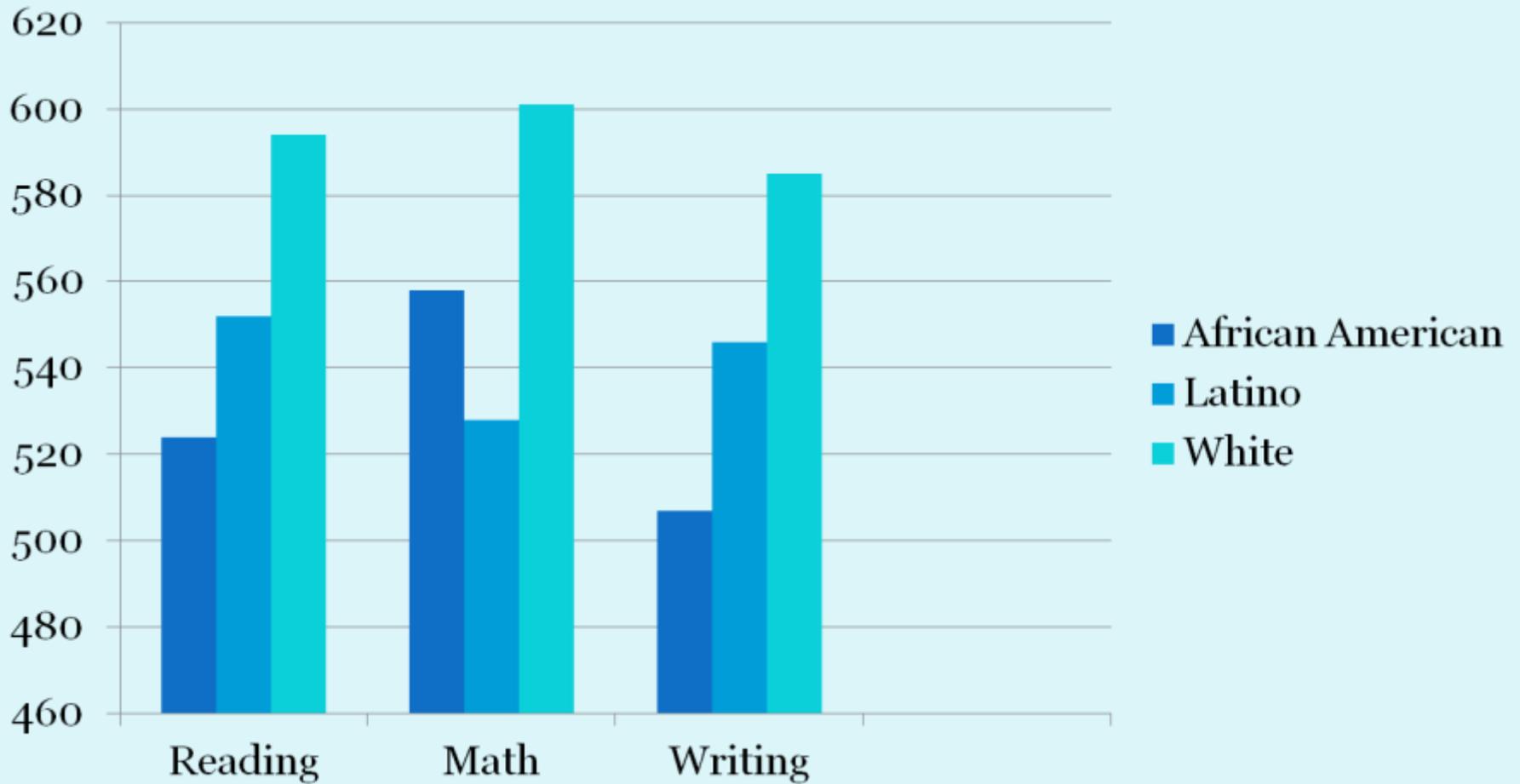
Figure 1. Status Dropout Rates of 16- through 24-year-olds, by Race/Ethnicity: 1990 through 2011 in U.S. High Schools (Aud, et al., 2013)



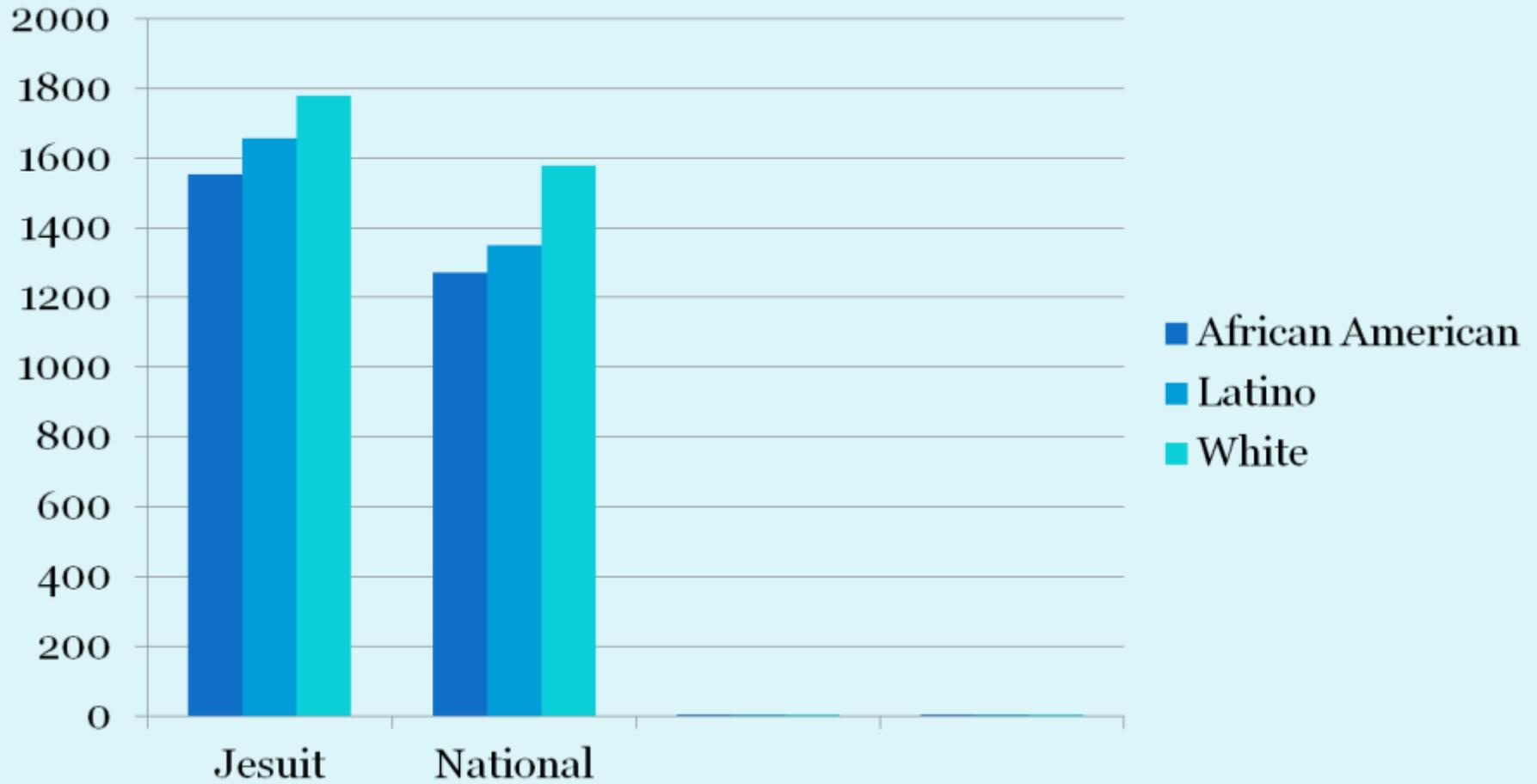
Education Data



SAT DATA



National SAT averages



Student Success



- Largely depends on the adults they encounter in school
- Teachers
- Role models
- Counselors
- Coaches
- Administrators
- Support Staff

Says Who ?



- The Widget Effect: The Gates Foundation
 - NCLB : High Qualified Teacher
 - Race to The Top:*recruit, develop, reward, retain effective teachers.
 - Darling-Hammond (2010)
 - Weisberg et al (2003)
 - Danielson Framework (2014)
 - Diane Ravitch
- BUT.....

Personal Connections



- Educators have a much more significant role in the success of students in high schools than previously thought (Ravitch, 2011).
- Teachers influence student success in two ways; first, the interpersonal relationships students build with their teachers, mentors, and advisors have significant impact on their own behaviors, such as school attendance, peer relationships, and community engagement. Secondly, the effectiveness of the teacher in the classroom also has a significant impact on the academic success of the student.

Mentors and Role models



- High school students gain higher levels of achievement and better personal relationships when they have close relationships with their teachers (Rimm-Kaufman, 2014).
- When students make personal connections, have a mentor, or find schools to be a welcoming environment, they are less likely to engage in at risk types of behavior. The mentor relationship has been found to be significant in several national studies, “mentored youth improved in their emotional/psychological well-being, peer relationships, academic attitudes and self-reported grades” (DuBois, Herrera, & Grossman, 2013, p. 63).

Not a new topic in Jesuit Schools



Jesuit Mission



- Many organizations promote diversity while struggling to fully leverage the business benefits of a diverse workforce. 
- Arrupe (1973) Live three essential values: to love and respect the dignity of all human beings, to not profit from or be suborned by privilege or power, and to do more than reject injustice, actively fight against it. 

Most significantly for us.....



- Jesuit Documents...
- Grad at Grad
- Profile of an Ignatian Educator
- Go Forth and Teach
- Ratio Studiorum
- Ignatian Pedagogical Paradigm

JSEA Creating Communities of Inclusion in the 1970's !



- This was a pivotal moment in the evolution of Jesuit schools, which were fielding criticism. With great fortitude, the provincial assistants, JSEA, and school leaders answered the call for a national discussion. Once the conversation began publicly, the floodgates were opened:
- From many other sources we began to hear about the primacy of community: universities initiated programs to study and foster sound dynamics for living together and sensitivity training was stressing the importance of the human qualities that were basic to a trusting relationship. (McDermott, 1976, p.15)

JSEA Workshops on Faith & Justice In Response to GC 32



- A desire for change that leads a person to a place where they truly desire and are able to act and love justly, a personal conversion (metanoia) so that freed from self-interest we will be able to be critical of social and religious structures that have oppressed people and made them less human and less able to call God their Father. (McDermott, 1976, p.9)

Modern Mission of Jesuit Schools

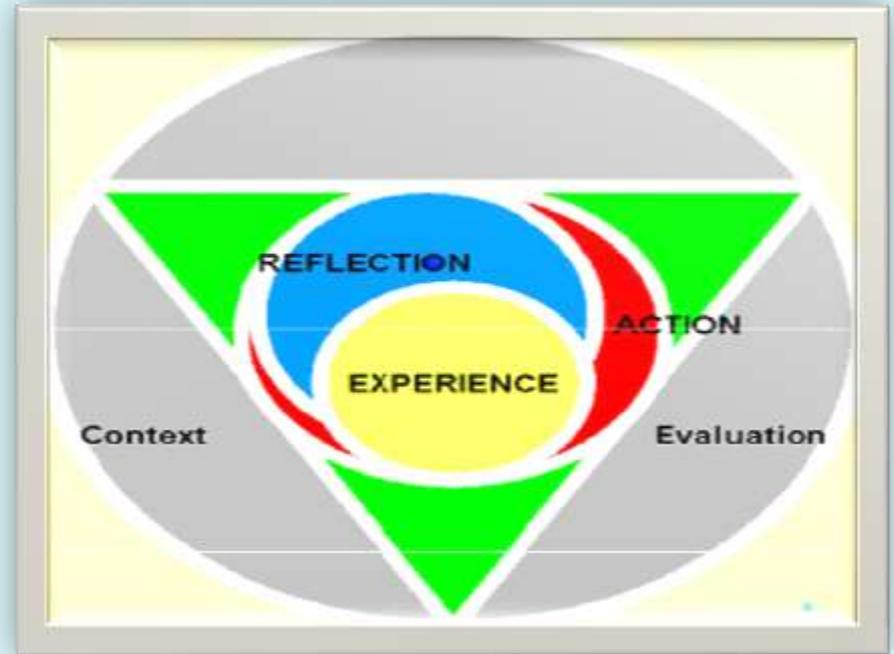


- The Thirty-Second General Council of the Society of Jesus (Society of Jesus, 1975) called for Jesuits and lay collaborators to live a life of faith and justice. The Society of Jesus recognized that much work still needed to be done in their commitment to social justice.
- The Thirty Fourth General Congregation (1995) recommitted the Jesuits to social justice as in integral part of their mission. Over 30 years since the original decree of the Thirty Second General Council (1975),
- the Thirty Fifth Council (2008) once again described justice at the heart of mission.

Jesuit Schools - IPP



- Given the importance of relationships, role models and personal connections...
- How do Black, Latino ,LGBTQ students experience Jesuit Schools ?
- Turn and talk – what is happening in your school ?



Jesuit High Schools at the Forefront



- In schools where there are significant resources committed to equity and inclusion (not diversity)
 1. There is a higher % of students of color
 2. The achievement gap is smaller
 3. The retention rate for students of color is higher
 4. First generation college bound students succeed in 4 year colleges
 5. LGBT students are openly recognized, supported and welcomed

However , research also found ...



- Jesuit High Schools are places where Black, Latino and LGBT students feel ‘tolerated’
- Tolerate is Not Inclusion
- Inclusion is central to the Jesuit Mission
- Misinformation is prevalent
- Lack of role models and visible representation

Jesuit High Schools and POC



- In his dissertation, “Profile of Graduating African American Males in Jesuit High School,” Franklin (1997) found that a significantly higher number of African American males were dropping out of Jesuit high schools than their White counterparts. Furthermore, 90% of the dropouts transferred to other Catholic schools. His research found that African American males found Jesuit schools hostile and unwelcoming places.

“How are the Black, Latino, and/or LGBT population being served in Jesuit high schools,”

- “It was frustrating for me to see and hear about being men and women for others for four years and see students going off to “save the world” when there were people who needed saving right in front of them. The same students who visited service sites made jokes in class the next day about how they had met my Mama the week before. I doubted it, she works in a bank in the city as a VP for marketing but they assumed we were poor, undereducated, and homeless. My parents both have Master’s degrees and executive jobs and people would joke about my Dad being the janitor. It never stopped. Service in our school meant nothing and it made no difference, it was just rich white kids making themselves feel better. Student”

What about 'Internal Justice'



- “Our primary goal as Arrupe said is to create men and women who are for others, we strive to do that through service in everything we do.” Faculty
- “The school is all about being men for others; they talk about that A LOT. And kids get it; we see the opportunity for service, to be a man for others when we graduate and to keep it going. It doesn't always happen in the classroom though, it just doesn't occur to us”. Student

Jesuit Schools & LGBTQ



- Despite the pastoral message “Always Our Children” USCCB, many LGBTQ students in Catholic schools continue to have negative experiences. Maher (2001) found that across the nation, Catholic high schools were not fulfilling this pastoral mandate, but were, in fact, places of homophobia and antigay violence with students’ reactions varying from feeling uncomfortable to dropping out and attempting to take their own lives.

Justice ‘outside’ of the classroom



- The most common sentiment we heard and read regarding the concept of service was about service to the external community. Faculty and administrators who mentioned service said that “the students are required to participate in service,” or “we do a lot of service”. This is undoubtedly a key tenet of Catholic Church teaching and Jesuit identity. What we heard infrequently and observed even less was service of others *in* the community.

Research Recommendations



- Understand tolerate and include are NOT the same
- Inclusion is a shared responsibility
- Sense of Urgency
- Role of School Leadership is key
- Hire for Mission
- Adult Education /Formation
- Community Education /Formation

Tolerate or Include?



Tolerate

- Heroes & Holidays
- Authors in literature/curricula review
- History/Social Studies
- Affinity Groups
- Employees/Role models
- Invited to the 'Party'
- Affirming stereotypes
- No discussion of LGBT issues

Include

- Throughout the year
- Representation of Women, LGBTQ & People of Color
- Racism is not a 'past' issue
- Student Government
- Identity of Employees
- Invited to 'Dance'
- Same sex 'dates' at Prom, & other public events

Radical Commitment to Justice



- Over 45 Jesuits have been killed since the 32nd General Congregation in 1975, because of their radical commitment to justice. The lay men and women who work in Jesuit schools have no less of a calling to be radically committed to justice.
- The current Pope, Francis , has made social justice and service to the poor a focus of his ministry. "Any Church community, if it thinks it can comfortably go its own way without creative concern and effective cooperation in helping the poor to live with dignity and reaching out to everyone, will also risk breaking down" (Francis, 2013).

How Jesuit Schools Move to Inclusion ?



- Conversion of Hearts
 - Adult Education – how do we react to a comment, a joke, every element of prejudice.
 - Embrace inclusion as central to the mission
 - Diversity is not a recruitment tool
 - Everyone’s responsibility – not just a few
 - Check our bias at the door
- Courageous Conversations
 - One brave soldier !
 - Small group....
 - Curriculum
 - Inclusive Language
 - Affinity groups that are integrated
 - Cultural Competency
 - Every space is a ‘safe space’

Examples of Success



- Learning Support

 Academic Resource Centre

Diversity Clubs/Activities

 Student Council/Government

Anglo Saxon Literature

 Inclusive Curriculum

Director of Diversity

 Director of Equity and Inclusion

How do we get there?

Begin with Cultural Competence (–) Where are you on the continuum?

POSITIVE

Cultural Proficiency

implements change to respond to cultural needs, do research and teach

Cultural Competence

recognize individual and cultural differences, seeks advice from diverse groups, hires unbiased staff

Cultural Pre-competence

explores cultural issues, are committed, assess needs of organization and individuals

Cultural Blindness

differences ignored, treats everyone the same, only responds to needs of dominant group

Cultural Incapacity:

racism, maintains stereotypes, unfair hiring practices

Cultural Destructiveness

forced assimilation, subjugation, rights and privileges for dominant groups only

NEGATIVE

(Credit to unnamed source at unnamed school)

Two Spheres, One Outcome: Top-to-Bottom Cultural Proficiency

Academics Side

Admissions
Curriculum
Recruitment
Retention
Hiring
Professional Development & Support
Parent Support & Education
Diversity Programs & Events
Community Outreach
Co-curricular Programs
Campus Ministry/ Spirituality
Counseling
Financial Assistance
Magis

Development Side

Recruitment,
Appointment,
Orientation and PD for
Trustees, Regents, Parent Clubs

Alumni Outreach and Support

Public Relations and Marketing

Development and Alumni Office
Recruitment, Hiring, Support,
and PD



Adult Formation



- Serve the needs of every student, Cura Personalis.....
- Be free of assumption
- Empathize
- Provide role models
- Talk, read, discuss, share, educate.....your self and others.
- Don't ever turn a blind eye – ever.

Personal Reflection



- The conversation for each and every individual in a Jesuit high school should include questions such as:
- How am I man or woman for and with my students?
- How do I model service, justice, and community every day?
- How do I advocate for all of my students?
- How do I teach, coach, administer, or lead in a way that is infused with the desire for a complete inclusion that is beyond tolerance?
- How do my curriculum, team, office, and staff reflect this goal?
- Who is represented in my pedagogical work?
- Who am I including and who am I excluding?

Language...Power of Words



- The second step to inclusion is paying attention to language, including how we speak, what is in our written policies, who is invited to the table, and how they are presented. A conversion of heart does not automatically lead to a conversion of head or tongue! Jesuit schools should review all policies and school documents for inclusive language, asking questions such as:
- Is there an opportunity for translation of documents on the school website?
- Are documents gender neutral or giving same-sex parents the opportunity to identify themselves equally?
- Do documents assume there is a father in every home or that the father is the primary parent?

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