

# DIVERSITY EQUITY *and* INCLUSION



## — RESEARCH SUMMARY

As a school, we've engaged in extensive research over the last year to gather data around the climate and culture of the school with a diversity, equity and inclusion lens. Below is a summary of some of the major findings that have helped inform our priorities and efforts as a school.

### Glasgow Group Survey

This was a survey conducted of the entire Bryn Mawr community in late January 2021. Of the 751 total students, parents, trustees, employees and alumnae who responded, students had the highest level of participation (440 participants) and alumnae had the lowest (40 participants).

- Overall, the school is perceived to be between a Culturally Competent School Community and an Equitable/Inclusive School Community, with nearly 70% of all respondents choosing one of those two designations for the school. About 30% of students and over 40% of alumnae respondents ranked the schools as either "Knee Jerk" or "Image Conscious." ([Click for a chart](#))
- For constituents whose daily experiences take place at Bryn Mawr - students, teachers, staff, administrators - they overwhelmingly felt safe, comfortable, supported, able to be themselves, and held a sense of belonging. Even though the responses were ranked high, Black staff and faculty scored lower than their White counterparts in these feelings.
- Responses suggest universal support that diversity contributes to academic excellence, makes Bryn Mawr more attractive to prospective families and employees, and prepares students for the world beyond Bryn Mawr.
- Similarly, responses affirm widespread belief from all constituents that they feel responsible for supporting diversity and challenging inequities at the school.
- For respondents in all racial groups, race stood out as an aspect of their identity that "makes a difference" in their experience at Bryn Mawr. The overall ratings by race suggest a distinct difference in how White/European American members of the Bryn Mawr community experience and perceive aspects of diversity, equity, and inclusion compared to all other racial groups.
- As a girls school, questions of gender identity and expression came up frequently in respondent comments as an area for the school to consider more deeply. What does it mean to be an inclusive girls school with respect to gender identity?

# DIVERSITY EQUITY *and* INCLUSION



## — RESEARCH SUMMARY

### Drilling Down: Using Internal Data to Drive Decisions

While we were heartened by the overall learning of the Glasgow Group survey analysis, it suggested that our community was still having different experiences at Bryn Mawr based on their identity. We used the findings to determine areas to dig even deeper into some of our daily school practices and policies.

We collected internal data to explore how one's identity factors into areas such as leadership opportunities, retention, academic achievement, and disciplinary consequences for students. According to the National Association of Independent Schools (NAIS), we are one of only a handful of schools in the country to be examining this kind of information, which is helping us to make solid, data-informed decisions.

Through this research, we have noted the following needs, which we are now working to implement:

- Expand opportunities and choice for students to actively design their academic pathway to address the real and perceived inequities in access and opportunities. Explore and identify Black African American affinity spaces for Lower School students to reduce stereotypes that might influence academic choices and success.
- Create our own benchmarks for success in our attempts to reduce the racial gaps and inequities in areas such as national standardized tests and honor recognition.
- Examine programs, policies and curriculum to ensure there is positive messaging for identities embedded into foundational practices throughout the school experience.
- Continue to review and improve upon hiring practices to reduce implicit bias, attract a more diverse candidate pool and increase the racial diversity of teachers.
- Create more affinity-based gatherings and programs to support, affirm and acknowledge the contributions of historically underrepresented groups.

# DIVERSITY EQUITY *and* INCLUSION



## — RESEARCH SUMMARY

### Parent + Caretaker Involvement

Our annual parent experience survey was conducted in May 2021 of all parents and guardians, from Little School through Upper School. More than 400 respondents participated, with 370 answering the following DEI-related questions:

- 82% of respondents agreed or strongly agreed that diversity, equity and inclusion is an important part of a Bryn Mawr education. About seven percent disagreed or strongly disagreed, with the remaining respondents feeling undecided.
- 84% of respondents agreed or strongly agreed that they feel responsible for supporting DEI in our community. Only about 4% disagreed or strongly disagreed.
- About 77% of respondents reported feeling a sense of belonging at Bryn Mawr, with about seven percent disagreeing or strongly disagreeing with that statement.
- About 65% of respondents reported confidence that the school is making progress on the DEI Action Plan, and about ten percent disagreed or strongly disagreed.