

Philipstown DEI Survey 2022 Results Summary

Introduction

Through a collaborative effort, the Desmond-Fish Public Library, Julia L. Butterfield Library, Garrison Union Free School District and Haldane's PTA Equity, Diversity and Inclusion (EDI) Committee, released a Philipstown-based survey to collect information on issues of diversity, equity, inclusion, bias and discrimination in the community. Responses to the survey will be used to inform public programming by the four institutions.

The survey was open from March 4, 2022 through May 15, 2022. People who live and/or work in Philipstown who are 13 years of age or older were eligible to take the survey. All responses were anonymous and confidential and data were gathered into aggregate data representing the group of respondents, not as individuals. The survey was available in both English and Spanish, online, and in paper format at the two libraries. This was a convenience sample; respondents were not selected randomly or purposefully; respondents self-selected to participate. Respondents were recruited through the following methods: electronic flyer with QR code distributed through the four institutions' lists; newspaper print and digital advertising; Facebook and Instagram postings; in-person flyers distributed at public meetings and events; link on the Town of Philipstown and Chamber of Commerce websites; distribution to middle school and high school students at Haldane and GUFSD; other word-of-mouth efforts.

Survey Questions

The survey questions were developed by a group of volunteers from each of the institutions and were pilot tested on a small sample for readability, comprehension and inclusion. All survey questions were optional. The following constructs were measured via quantitative (i.e., closed-ended) questions: community inclusivity; community diversity; community bias and discrimination; community interest in programming related to inclusivity, diversity, bias and discrimination. Optional demographic questions captured data on town/village/city of residence and age. Qualitative (i.e., open-ended) questions asked respondents to reflect on personally witnessed or experienced incidents of

bias/racism/discrimination; programs they would like to see in the community; and book examples that address these topics.

Survey Responses: Residence and Age

Four hundred and forty three (443) respondents completed the survey; four of these were completed in the Spanish version (5.2% of the Philipstown population 13 years and older). Fifty-three percent of respondents indicated that they live in Cold Spring (38.7% Cold Spring; 6.0% Nelsonville; 8.0% North Highlands); 41.0% live in Garrison; 1.5% live in Continental Village; and 4.8% live in Beacon, Peekskill, Putnam Valley or other. Seven percent of respondents indicated that they have lived in their place of residence their entire life; one-third (32.0%) have lived there for over 20 years; 44.6% have lived there for 5-20 years; and 16.5% have lived there for four years or less. Thirty-one percent of respondents (31.1%) both live and work in Philipstown; 96.3% of residents live in Philipstown full-time and 3.7% are part-time residents; 6.0% of respondents work in Philipstown only (but do not live in Philipstown). The majority of respondents (51.2%; n=220) were between 40-65 years old; 24.0% (n=103) were over 65 years of age; 15.1% (n=65) were 21-39 years of age and 9.8% (n=42) were less than 21 years of age. See Table 1 for a summary of demographics.

Survey Responses: Experience With Diversity, Equity, and Inclusion

Three in 5 respondents (62.0%) indicated they did feel a sense of inclusion in Philipstown, while one in 5 (20%) indicated they did not feel a sense of inclusion. The final 1 in 5 (18.3%) indicated they were not sure whether they felt a sense of inclusion (Table 2).

Respondents were asked where they find diversity in Philipstown (Table 3). Diversity was not defined, so respondents were able to interpret diversity along any and all dimensions, such as age, race, ethnicity, income, gender, etc.. Following is a rank list of where respondents find diversity in Philipstown: :

- at service jobs (44.6%);
- walking on Main Street (43.9%);
- in parks and trails (39.3%);

- at the grocery store (34.6%);
- at private gatherings in people's homes (34.3%); at restaurants (30.0%);
- at public schools (24.1%);
- at public libraries (21.6%);
- at community or public events (21.1%);
- at their place of worship (13.9%);
- and at their workplace (11.6%).

Sixteen percent of respondents indicated they did not find diversity anywhere in Philipstown.

Respondents were asked to indicate what they thought the presence of bias, racism and discrimination is in Philipstown, from not at all present to very present. Almost 65% indicated that bias/racism/discrimination is very or somewhat present (21.4% very; 43.2% somewhat); one-quarter (24.6%) indicated it is slightly present; and 10.8% indicated it is not present at all (Table 4).

Fifty-seven percent (56.9%) indicated they have witnessed biased, racist or discriminatory acts, words and attitudes in Philipstown and nearly one in five respondents (18.8%) indicated they have been subject to biased, racist or discriminatory treatment in Philipstown.

Nearly one third of respondents (n=131; 30.0%) provided qualitative information on biased/racist/discriminatory treatment; one-third (33.0%) of these detailed responses were race-related; 8.0% were income-related; 7.1% were "outsider-related" (i.e., not being originally from Philipstown); and the remaining incidents were related to multiple dimensions (20.5%), religion (4.5%), sex (3.6%), politics (3.6%), sexual orientation (2.7%), educational status (2.7%), age (0.9%), gender (0.9%), or weight/body (0.9%).

Social media and online platforms were named several times as a space where biased/racist/discriminatory treatment was witnessed or experienced; local stores, sporting events, other community events and schools were also named. There were a handful of reports of housing discrimination and several reports of bias/racism/discrimination directed toward young people.

Impact of Diversity Dimensions

A list of diversity dimensions were presented and respondents were asked to indicate whether they each impacted the community, from having no impact, little impact, some impact to significant impact (Table 4). Bias based on politics had the most indicated impact: 94.5% of respondents indicated that politics has little/some/significant impact on the community; income status (91.6%) and educational status (91.9%) were the next most impactful indicated by respondents.

Nearly half of respondents (46.2%) indicated politics as being a significant factor impacting the community; nearly two-fifths (38.2%) indicated race as being a significant factor and one-third indicated ethnicity (35.1%) and income (34.0%) as being significant factors.

Interest in Furthering Understanding

Just over three-quarters of respondents indicated they were interested in deepening their understanding of bias, racism and discrimination in Philipstown and society, in programs that are open to the public (77.6%) and in learning more about actions individuals and communities can take to increase diversity, equity and inclusion in Philipstown (78.5%; Table 5). Seventy-three percent indicated an interest in learning more about Philipstown's history of bias/racism/discrimination; 52.0% indicated an interested in learning more about New York's history and 48.0% indicated an interested in learning more about United States' history. A small number of respondents (n=4) expressed disdain for school, library or community efforts regarding DEI and one respondent insisted that issues of diversity should only be addressed at home and not in public.

Program Suggestions

Respondents were asked to suggest some programs or actions they would like to see in the community to increase inclusion and equity. The most frequently suggested programs were for school-based programs, community workshops, speaker series, and book discussions. Many suggested that these programs should inform and educate without conveying guilt, and help us learn to identify our own racist inclinations. Other suggested programs included: more programs at libraries and other community spaces that expand the community's vision of culture and art; collaborations

with neighboring (more diverse) communities for school, library and cultural events; more opportunities for adult education, including professional learning opportunities at the schools; a panel discussion on Black history and enslaved people in New York, focusing on Philipstown and the Philips family; and talks for small children introducing them to diversity at a young age. Finally, there were several suggestions for increasing affordable housing and low-cost daycare; Spanish translation of town and village materials, websites, notices to make Philipstown more welcoming to diverse families; having more people of color working in the local schools; integrating teaching about diversity into the school's curriculum; holding workshops for faculty, staff, families and students at the schools; regularly featuring diverse writers and experts in local newspapers; creating incentives to draw diverse business owners to the town and encouraging a commitment to supporting local businesses that reflect diversity; and increasing diverse representation on the boards of community organizations and among organizational leadership.

Book and Resource Suggestions

Finally, respondents suggested many books and resources that could help members of the community continue to deepen our understanding of racism, discrimination and bias historically and today. Sixty-one (61) books were recommended (the complete list is in Appendix A). The following books/authors were cited a minimum of five times by respondents: *Caste* by Isabel Wilkerson; *How to Be an Anti-Racist* by Ibram X. Kendi, *I am Not Your Negro* by James Baldwin; *White Fragility* by Robin D'Angelo and Michael Eric Dyson; *So You Want to Talk About Race* by Ijeoma Oluo; *1619 Project* by Nikole Hannah-Jones. Additional book, documentary, movie, website and podcast suggestions are compiled in Appendix A.

Conclusion

While the survey is not scientific and represents a low response rate, it is the first effort of its kind in Philipstown. It also represents the cooperative efforts of four local institutions that can each play a role in redressing some of the problems highlighted by the survey. The libraries and schools have formed a Philipstown DEI Committee that will plan follow-up activities.

The survey does indicate that there have been multiple instances of bias, racism, and discrimination affecting Philipstown residents, and that many people will welcome efforts to ameliorate those injustices. The Philipstown DEI Committee welcomes any organization or individual who would like to share in this effort.

Contact Director Johanna Reinhardt at the Julia L Butterfield Library (845-265-3040)

(jbldirector@butterfieldlibrary.org)

or Director Dede Farabaugh at the Desmond-Fish Public Library (845-424-3020)

(director@desmondfishlibrary.org)

Table 1. Respondent demographic characteristics (n=434).

Demographic variable	n (%)
Place of residence	
Cold Spring	154 (38.7)
Continental Village	6 (1.5)
Garrison	163 (41.0)
Nelsonville	24 (6.0)
North Highlands	32 (8.0)
Beacon	7 (1.8)
Putnam Valley	4 (1.0)
Peekskill	1 (0.25)
Other	7 (1.8)
Length of time in residence	
Less than 1 year	5 (1.2)
1-4 years	64 (15.3)
5-10 years	106 (25.3)
11-20 years	81 (19.3)
20+ years	134 (32.0)
All my life/I was born here	29 (6.9)
Work/live in Philipstown	
Live in Philipstown	265 (63.0)
Work in Philipstown	25 (5.9)
Both live and work in Philipstown	131 (31.1)
Live full or part-time in Philipstown	
Part-time resident	15 (3.7)

Full-time resident	392 (96.3)
Age group	
<21 years	42 (9.8)
21-39 years	65 (15.1)
40-65 years	220 (51.2)
>65 years	103 (24.0)
Note: Percentages may not add to 100% due to rounding and missing responses.	

Table 2. Sense of welcoming and inclusivity in Philipstown (n=434).	
How welcoming do you think the community of Philipstown is to visitors?	n (%)
Very or somewhat unwelcoming	31 (7.1)
Sometimes unwelcoming; sometimes welcoming	134 (30.9)
Very or somewhat welcoming	269 (62.0)
How welcoming do you think the community of Philipstown is to all who live here?	
Very or somewhat unwelcoming	31 (7.1)
Sometimes unwelcoming; sometimes welcoming	107 (24.6)
Very or somewhat welcoming	297 (68.3)
Do you feel a sense of inclusion in Philipstown?	
No	85 (19.7)
Yes	268 (62.0)
Not sure	79 (18.3)
Note: Percentages may not add to 100% due to rounding and missing responses.	

Table 3. Diversity in Philipstown (n=434).

Where do you find diversity in Philipstown?	n (%)
At service jobs (such as convenience store clerk or landscaper)	
Walking on Main Street	193 (43.9)
At parks or trails	173 (39.3)
At the grocery store	152 (34.6)
At private gatherings in people's homes	151 (34.3)
At restaurants	132 (30.0)
At public schools	106 (24.1)
At public libraries	95 (21.6)
At community volunteer or fundraising events and public meetings	93 (21.1)
At my place of worship	61 (13.9)
At my workplace	51 (11.6)
Other	20 (4.6)
I don't find diversity anywhere in Philipstown.	72 (16.4)

Table 4. Degree of impact of bias or discrimination in Philipstown (n=434).

Dimension of diversity	n (%)		
	No impact	Little or some impact	Significant impact
Age	68 (16.1)	295 (69.9)	59 (14.0)
Disability status	54 (13.1)	265 (64.2)	94 (22.8)
Educational status	34 (8.1)	290 (69.4)	94 (22.5)
Ethnicity	54 (12.7)	222 (52.2)	149 (35.1)
Gender identity	67 (15.9)	271 (64.2)	84 (19.9)
Income status	36 (8.4)	246 (57.7)	145 (34.0)
Nationality	59 (14.3)	283 (68.4)	72 (17.4)
Political beliefs	23 (5.5)	203 (48.3)	194 (46.2)
Race/skin color	59 (13.9)	203 (47.9)	162 (38.2)
Religion	79 (19.0)	297 (71.6)	39 (9.4)
Sex	100 (24.2)	287 (69.5)	26 (6.3)
Sexual orientation	79 (18.8)	272 (64.8)	69 (16.4)
Weight/body	77 (18.5)	291 (69.8)	49 (11.8)
Overall bias in Philipstown	47 (10.8)	295 (67.8)	93 (21.4)
	n (%)		
	No	Yes	Not sure
Respondent has witnessed bias or discrimination in Philipstown	125 (28.7)	248 (56.9)	63 (14.5)
Respondent has been the subject of bias or discrimination in Philipstown	309 (70.9)	82 (18.8)	45 (10.3)

Note: Percentages may not add to 100% due to rounding and missing responses.

Table 5. Community and individual action in Philipstown (n=434).

	No interest	Some interest	Extreme interest
Interest in deepening understanding about bias, racism and discrimination in public programs.	60 (13.9)	239 (55.3)	133 (30.8)
Interested in learning more about actions individuals and communities can take to increase diversity, equity and inclusion in Philipstown.	72 (16.6)	194 (44.8)	167 (38.6)
Interested in deepening understanding of bias, racism and discrimination in:	n (%)		
Philipstown	314 (73.2)		
New York	223 (52.0)		
United States	206 (48.0)		
Not interested	103 (24.0)		

Note: Percentages may not add to 100% due to rounding and missing responses.

Table VI. Witness and experiencing bias, by age group (n=434).

Witness bias	No	Yes	Unsure	Chi-square test p-value
<21 years	11 (26.2)	19 (45.2)	12 (28.6)	
21-39	13 (20.0)	39 (60.0)	13 (20.0)	
40-65	57 (25.9)	143 (65.0)	20 (9.1)	
65+	40 (39.2)	44 (43.1)	18 (17.6)	
Experience bias	No	Yes	Unsure	
<21 years	28 (66.7)	9 (21.4)	5 (11.9)	
21-39	43 (66.2)	14 (21.5)	8 (12.3)	
40-65	146 (66.4)	48 (21.8)	26 (11.8)	
65+	85 (75.9)	21 (18.8)	6 (5.4)	

Appendix A: Resources for the Community

BOOKS & MEDIA	
Adichie, Chiminandah Ngozi	<i>Americanah</i>
Alexander, Michelle	<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>
Baldwin, James	<i>I Am Not Your Negro</i> (7 mentions) (also documentary film)
Baldwin, James	<i>The Fire Next Time</i>
Ball, Edward	<i>Slaves in the Family</i>
Bonilla-Silva, Eduardo	<i>Racism without Racists</i>
Bowen, Catherine Drinker	<i>Miracle at Philadelphia</i>
Brown, Austin Channing	<i>I'm Still Here</i>
Brown, Dee	<i>Bury My Heart at Wounded Knee</i>
Burns, Ken, director	<i>New York Documentary film</i> (2 mentions)
Burrell, Tom	<i>Brainwashed: Challenging the Myth of Black Inferiority</i>
Caro, Niki, director	<i>McFarland USA Film</i>
Chernow, Ron	<i>George Washington, A Life</i>
Coates, Ta-Nehisi	<i>Between the World and Me</i> (4 mentions)
Coates, Ta-Nehisi	<i>Water Dancer</i>
Conroy, Pat	<i>The Lords of Discipline</i>
D'Angelo, Robin and Michael Eric Dyson	<i>White Fragility</i> (8 mentions)
Deloria, Vine Jr.	<i>God is Red</i>
Derricotte, Toi	<i>The Black Notebooks</i>
DuVernay, Ava, director	<i>The 13th Film</i> (2 mentions)
Edman, Elizabeth M.	<i>Queer Virtue</i>
Ehrenreich, Barbara	<i>Nickel and Dimed; other works on social class</i>

Ellison, Ralph	<i>Invisible Man</i>
Finney, Caroline	<i>Black Faces, White Spaces</i>
Garvin, Jeff	<i>Symptoms of Being Human</i>
Gordon, Aubrey	<i>What We Don't Talk About When We Talk About Fat</i>
Hannah-Jones, Nikole	<i>1619 Project</i> (5 mentions)
Hanson, Victor Davis	<i>The Case for Trump</i>
Hayes, Chris	<i>A Colony in a Nation</i>
Hong, Cathy Park	<i>Minor Feelings</i>
hooks, bell	<i>Feminist Theory</i> ; other feminist writings
Jones, Kimberly	<i>How We Can Win: Race, History and Changing the Money Game that's Rigged</i>
Kendi, Ibram X.	<i>How to be an Anti-Racist</i> (7 mentions)
Kendi, Ibram X. and Jason Reynolds	<i>Stamped</i> (2 mentions)
Kivel, Paul	<i>Uprooting Racism</i>
Kozol, Jonathan	<i>Savage Inequalities</i> ; writings on education
Kropotkin, Peter	<i>Mutual Aid: A Factor of Evolution</i>
Kruse, Kevin M.	<i>One Nation Under God</i>
Lee, Harper	<i>To Kill a Mockingbird</i> (2 mentions)
McBride, James	<i>The Color of Water</i>
McGhee, Heather	<i>The Sum of Us</i> (2 mentions)
Menakem, Resmaa	<i>My Grandmother's Hands</i> (4 mentions)
Menakem, Resmaa	<i>The Quaking of America: An Embodied Guide to Navigating Our Nation's Upheaval and Racial Reckoning</i>
Muhammad, Khalil Gibran	<i>The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America</i>
Okada, John	<i>No-No Boy</i>

Oluo, Ijeoma	<i>So You Want to Talk About Race</i> (6 mentions)
On Being	<i>Civil Conversations</i> " Project (podcast)
Orenstein, Peggy	<i>Girls and Sex, Boys and Sex</i>
Orwell, George	<i>Animal Farm</i>
Perry, Imani	<i>Breath: A Letter to my Sons</i>
Rankine, Claudia	<i>Citizen</i>
Rankine, Claudia	<i>Just Us</i> (3 mentions)
Richardson, Heather Cox	<i>How the South Won the Civil War</i>
Rothstein, Richard	<i>The Color of Law: A Forgotten History of How Our Government Segregated America</i> (4 mentions)
Saad, Layla	<i>Me and White Supremacy</i>
Saslow, Eli	<i>Rising Out of Hatred: The Awakening of a Former White Nationalist</i>
Sexton, Jared Yates	<i>American Rule</i>
Slater, Dashka	<i>The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives</i>
Smith, Clint	<i>How the Word is Passed</i>
Snyder, Rachel Louise	<i>What We Don't Know About Domestic Violence Can Kill Us</i>
Suarez, Ray	<i>Latino in America</i>
Thomas, Angie	<i>The Hate U Give</i> ; and film based on book 2 mentions
Twain, Mark	<i>Huckleberry Finn</i>
Villavicencio, Karla Cornejo	<i>The Undocumented Americans</i>
White, Richard Antoine	<i>I'm Possible</i>
Wilkerson, Isabel	<i>Caste</i> (9 mentions)
Wilkerson, Isabel	<i>The Warmth of Other Suns</i> (2 mentions)
Wright, Richard	<i>Native Son</i>

RESOURCES	
1776 Curriculum, Hillsdale College	https://k12.hillsdale.edu/Curriculum/The-Hillsdale-1776-Curriculum/Access/
Hollaback Training (now: Right To Be)	https://righttobe.org/ (2 Mentions)
Learning for Justice (formerly Teaching Tolerance)	https://www.learningforjustice.org/
POVERTY SIMULATION (produced by the Rockland Teachers Center):	www.rockteach.org/about-rockland-teachers-center www.embodiedequityproject.com/resources
PROJECT HUMANITIES Arizona State University	https://projecthumanities.asu.edu/
“Relearning Highlands History” series by Hudson Highlands Land Trust	
Soul Fire Farm Anti-Racism Training	https://www.soulfirefarm.org/
UNDOING RACISM Workshops	(People’s Institute for Survival and Beyond) 2 Mentions https://pisab.org/
Yes! Magazine	https://www.yesmagazine.org/
Harvard Faculty Recommend Books on Issues of Race	https://news.harvard.edu/gazette/story/2020/06/a-reading-list-on-issues-of-race/ https://scholar.harvard.edu/files/dobbin/files/an2018.pdf
Zinn Education Project: Teaching for Change	https://www.zinnedproject.org

APPENDIX B

Representative Comments on Experiences With Discrimination

I've either witnessed, been made aware of, or directly experienced the following:

A. being "monitored" in public places

B. comments heard by my family muttered by folks passing by on the street, parking lots, or other public places

C. harassment of students in schools by classmates

D. harassment and unwieldy treatment of students (elementary) by teachers & staff

E. lewd statements and acts being directed at multiple people during public forums, on multiple occasions.

F. neighbors who have experienced property being defaced.

G. being disregarded in shops by owners and patrons

I have overheard and had statements said directly to me that were anti-fat, biased against disabled people, and that make assumptions based on race.

The ability to live in the area without major wealth has become a major impediment to most individuals looking to join this community.

Housing discrimination as a gay couple.

On several occasions I have had customers demean Hispanic employees.

Desmond-Fish Public Library racist Zoom-bombing incident.

None. There isn't any so stop pushing it as if there is.