

<b>PART I: PERSONAL INFORMATION</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
1. Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
2. Respondent's ethnicity	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander
3. Length of time affiliated with Gamaliel or associated with Gamaliel affiliate	_____ Number of years <i>[if less than 1 year, enter 1]</i>
4. Position(s) held within Gamaliel <i>[check all that apply]</i>	<input type="checkbox"/> National Board member <input type="checkbox"/> Officer (Ex. Director, President, Assoc. Dir) <input type="checkbox"/> Central Staff, Department Staff <input type="checkbox"/> Leadership Table Chair <input type="checkbox"/> Member of Leadership Table (e.g., GNCC, ILA, CRI, AALC) <input type="checkbox"/> Territorial Staff <input type="checkbox"/> Member of Territorial/Joint Territorial Table <input type="checkbox"/> Member of State or Local Table <input type="checkbox"/> State or Local Staff <input type="checkbox"/> Strategic Partner, Ally, Partner <input type="checkbox"/> Other (specify: _____)
5. Respondent's primary profession	<input type="checkbox"/> Clergy <input type="checkbox"/> Organizer <input type="checkbox"/> Other (specify: _____)

<b>PART II-A. RACIAL EQUITY ISSUES &amp; THE AALC</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p>Since its beginning, Gamaliel has tried to promote social justice by organizing a national network of urban faith-based organizations and building the skills of local clergy and organizers through its leadership training programs.</p> <p>A.1.a. To what extent has Gamaliel’s recruitment efforts and leadership training programs promoted racial inclusion and equity within the network?</p> <p><i>Probe to find out what the respondent’s opinion is based on or for examples that illustrate their assessment of the situation.</i></p>	<p>A.1.a. Promotion of racial inclusion/equity...</p> <p><input type="checkbox"/> Not at all</p> <p><input type="checkbox"/> Somewhat</p> <p><input type="checkbox"/> A moderate amount</p> <p><input type="checkbox"/> A great deal</p> <p><input type="checkbox"/> Don’t know</p> <p><input type="checkbox"/> Refused to answer</p> <p>Evidence/example provided by respondent:</p>
<p>A.1.b. Do you think that African Americans and other people of color have had equal access to staff/supervisory positions within the Gamaliel network (e.g., serving on national leadership committees)? Have women?</p> <p><i>Probe to find out what the respondent’s opinion is based on or for examples that illustrate their assessment of the situation.</i></p>	<p>A.1.b. Equal access to leadership positions...</p> <p>For African Americans: YES NO DK/REF</p> <p>For others of color: YES NO DK/REF</p> <p>For women: YES NO DK/REF</p> <p>Evidence/example provided by respondent:</p>





<b>PART II-B. LEADERSHIP DEVELOPMENT ISSUES</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p>It has been proposed that goals, timetables and benchmarks for the development of African Americans and other people of color be developed, and that Gamaliel assume more responsibility for promoting inclusion and racial equity in its leadership structures.</p> <p>B.1.a. Considering Gamaliel’s mission, how important is it that African Americans and other people of color have equal access to staff/supervisory positions and leadership tables?</p>	<p>B.1.a. Importance of equal access...</p> <p><input type="checkbox"/> Not at all important</p> <p><input type="checkbox"/> Slightly important</p> <p><input type="checkbox"/> Moderately important</p> <p><input type="checkbox"/> Extremely important</p> <p><input type="checkbox"/> Don’t know</p> <p><input type="checkbox"/> Refused to answer</p>
<p>B.1.b. Do you think that establishing goals and benchmarks will be enough to ensure equal access to staff/supervisory positions within the network?</p> <p>If not, what else will need to be done to promote equal access?</p> <p><i>Probe to find out how these things could be accomplished (the actions or strategies mentioned by respondent)</i></p>	<p>B.1.b. Goals/benchmarks will ensure equity...</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> Don’t know    <input type="checkbox"/> Refused to answer</p> <p>Other actions/strategies to promote access:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>



<b>PART II-B. LEADERSHIP DEVELOPMENT ISSUES</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p>B.1.d. <i>(continued)</i></p> <p><i>Probe to find out why the respondent thinks current process and criteria for filling staff/supervisory positions is/isn't fair or appropriate.</i></p>	<p>Evidence of unclear/unfair process or criteria:</p>
<p>B.1.e. What changes in the current process or criteria used for filling staff/supervisory positions or leadership tables could you suggest that would ensure equal access to African Americans and other people of color?</p>	<p>B.1.e. Suggestions for changes:</p> <p><input type="checkbox"/> Don't know any      <input type="checkbox"/> Refused to answer</p>



<b>PART II-C. CONFLICT RESOLUTION</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p>C.1.a. Which officers or national leadership structures* should be accountable for meeting racial equity goals and benchmarks?</p> <p><i>*leadership structures include the Board, national officers, Central Staff, Council of Presidents, &amp; national leadership tables</i></p>	<p>C.1.a. National leadership structures that should monitor progress...</p> <p><input type="checkbox"/> National Board</p> <p><input type="checkbox"/> Executive Director</p> <p><input type="checkbox"/> President</p> <p><input type="checkbox"/> Associate Director</p> <p><input type="checkbox"/> Council of Presidents</p> <p><input type="checkbox"/> Other (specify: _____ )</p> <p><input type="checkbox"/> Other (specify: _____ )</p>
<p>C.1.b. Can you suggest ways that Gamaliel could monitor and promote progress toward racial equity goals?</p>	<p>C.1.b. Ways tables could help monitor progress...</p> <p><input type="checkbox"/> Don't know any    <input type="checkbox"/> Refused to answer</p>
<p>C.2.a. Recently, members of the AALC left as a result of issues related to distribution of resources, support for the committee, and input into planning for the annual conference. Based on your knowledge of Gamaliel's operations, do you think the conflict was due to its structure,* personality differences, or both?</p> <p><i>* its multiple leadership groups, informal decision-making processes, lack of specific policies or ways authority is delegated</i></p>	<p>C.2.a. Conflict was due to...</p> <p><input type="checkbox"/> Gamaliel's structure</p> <p><input type="checkbox"/> Personality difference</p> <p><input type="checkbox"/> Both</p> <p>Other comments:</p>

<b>PART II-C. CONFLICT RESOLUTION</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p>C.2.b. Some conflict is inevitable and can be productive by identifying ways in which an organization can improve its operations. Some conflicts, however, can become corrosive and harm an organization. What can Gamaliel do to identify these more serious conflicts early and resolve them effectively?</p>	<p>C.2.b. Ways to identify serious conflicts early...</p> <p><input type="checkbox"/> Don't know any    <input type="checkbox"/> Refused to answer</p> <p>Ways to resolve effectively...</p> <p><input type="checkbox"/> Don't know any    <input type="checkbox"/> Refused to answer</p>
<p>C.2.c. To what extent should Gamaliel's Executive Director, Board, or Council of Presidents play a role in resolving these serious conflicts?</p> <p><i>Probe to find out more about the type of role (if any) each should play.</i></p>	<p>C.2.c. Role in minor conflict resolution...</p> <p>Ex. Dir.: Major    Minor    None    DK/REF            Board:    Major    Minor    None    DK/REF            COP:    Major    Minor    None    DK/REF</p> <p>Comments:</p>

<b>PART II-D. COMMUNICATION</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p>D.1.a. Does the Gamaliel network have and adequate formal communication structure?</p> <p><i>If so:</i> Is it used effectively?</p> <p><i>If not:</i> How could it be improved?</p>	<p>D.1.a. Adequate communication structure...</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> Don't know    <input type="checkbox"/> Refused to answer</p> <p>Effective use of communication structure...</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> Don't know    <input type="checkbox"/> Refused to answer</p> <p>Ways to improve formal communication:</p>
<p>D.1.b. Does the Gamaliel network's current communication structure work better for some groups than for others?</p> <p><i>If so:</i> For which groups does it work well?</p>	<p>D.1.b. Communication works better for some...</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> Don't know    <input type="checkbox"/> Refused to answer</p> <p>It works well for these groups...</p> <p><input type="checkbox"/> Board members</p> <p><input type="checkbox"/> Officers, Central Staff, Department Staff</p> <p><input type="checkbox"/> Leadership Tables</p> <p><input type="checkbox"/> Territorial Tables    <input type="checkbox"/> Territorial Staff</p> <p><input type="checkbox"/> State Tables            <input type="checkbox"/> State Staff</p> <p><input type="checkbox"/> Affiliates</p> <p><input type="checkbox"/> Other (specify: _____ )</p>



<b>PART II-D. COMMUNICATION</b>	
<b>QUESTIONS</b>	<b>RESPONSES</b>
<p>D.2.b. Can you suggest ways in which the viewpoints and concerns of African Americans and other people of color could be more effectively communicated to the national leadership?</p>	<p>D.2.b. Ways to communicate to leadership...</p> <p><input type="checkbox"/> Don't know any      <input type="checkbox"/> Refused to answer</p>
<p>D.2.c. Can you suggest ways in which communication among African Americans within the network could be improved? Communication among members of other ethnic groups (e.g., Latinos, Asians, etc.)? Communication between the different ethnic groups?</p>	<p>D.2.c. Ways to improve communication within each ethnic group &amp; between groups...</p> <p><input type="checkbox"/> Don't know any      <input type="checkbox"/> Refused to answer</p>

