



City College Cultural Climate Survey Report

Fall 2011

Prepared by:
Office of Institutional Research and Planning
September 2011

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Overview

Cultural climate (AB4071) is one of the policies that reflects the concern for the “uneven flow” of students through the community college system. AB4071 (Vasconcellos, 1988) directed the California Postsecondary Education Commission (CPEC) to determine the feasibility of undertaking a “program of systematic longitudinal data collection” to determine the “factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups” (CPEC, 1990). The CPEC study recommended that colleges engage in a process of assessing its climate that fits the unique needs of the college, is ongoing, includes a variety of data collection methods (surveys, interviews, focus groups), and includes faculty, staff, and student input.

The development of an instrument to assess campus climate and cultural competency at the San Diego Community College District began in Spring 1993; the survey was administered to students in the Spring 1994 term. Cultural climate survey instruments for faculty and classified staff were developed in Fall 1994 and administered in the Fall 1995 term. In Fall 2009, the colleges requested that a study be conducted again on campus climate and cultural competency. The need grew out of the continued interest in diversity and equity throughout the district and a new Board policy that focuss on cultural competency (Board Policy 7100).

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students. The Board recognizes that cultural competency is an important component of being qualified. The Board further recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and cultural competency, to provide equal consideration for all qualified candidates.

The District defined cultural competence as follows:

Cultural competence refers to the ability to interact effectively with people of different cultures based on the best prevailing practices in education. The District’s interpretation of cultural competence comprises four components: 1) Awareness of one’s own cultural worldview; 2) Attitude towards cultural differences; 3) Knowledge of different cultural practices and worldviews; and 4) Cross-cultural skills. In summary, Cultural Competence is one’s ability to understand, communicate with and effectively interact with people across cultures.

In order to fulfill the need, the District Office of Institutional Research and Planning constructed a survey for faculty, staff, and administrators that assessed campus climate and cultural competency. Student surveys were recently administered at the colleges and Continuing Education that addressed this topic (Student Satisfaction Survey and the CCSSE) and will continue to be administered on a recurring basis. The Student Satisfaction Survey,

administered in Spring 2009, contained questions on campus climate as well as an opportunity for students to comment on the campus culture. This survey is scheduled to be administered every three years. In addition, the Community College Survey of Student Engagement (CCSSE) contains questions on campus environment and is administered regularly at Mesa.

Purpose

The purpose of this survey project is to collect evidence for the four SDCCD institutions (City College, Mesa College, Miramar College, and Continuing Education) and District Office on the current climate as it relates to diversity, equity, cultural competency, and the general work environment. The faculty, staff, and administrators were surveyed to elicit their perceptions and opinions on cultural climate. The information may be used to make changes in policies and procedures, and to implement strategies for improving the campus environment.

Survey Population

All faculty, staff and administrators were invited to participate in the survey across all four SDCCD institutions and the District Office. The expected response rate at each college was 20%-35%.

Diversity Framework for Cultural Climate Survey Description

The Cultural Climate survey was designed using a conceptual framework developed by Darly Smith (2009) from the Claremont Graduate University in the School of Educational Studies. The conceptual framework is a holistic approach that provides a means to focus on an inclusive approach to diversity while distinguishing where specific aspects of diversity might need to be addressed. The framework provided the foundation for building the items and survey instruments based on the following domains:

- 1) Access and Success
- 2) Climate and Intergroup Relations
- 3) Education and Scholarship
- 4) Institutional Viability and Vitality

Furthermore, the following criteria often used in organizations to manage cultural competency, as developed by the National Center for Cultural Competence (2010), were used to provide behavioral anchors for building the items in the survey instruments:

- 1) A defined set of values and principles, behaviors, attitudes, policies and structures that enable employees to work effectively cross culturally.
- 2) A capacity to value diversity, conduct self-assessment, manage the dynamics of differences, acquire and institutionalize cultural knowledge, and adapt to diversity and the cultural contexts of the communities they serve.
- 3) All aspects of policy making, administration, practice, service delivery, consumer systems, key stakeholders and communities are incorporated.

Instrumentation

The District Office of Institutional Research and Planning referenced the previous cultural climate surveys for faculty and for staff and worked with an advisory task force including college, Continuing Education, and district diversity committees to develop and finalize the survey instruments. Two survey instruments that were developed (one for the campuses and one for the District Office). The Employee Cultural Climate survey instrument contained 63 forced choice items using various Likert scales of agreement and frequency, and two open-ended questions. Likewise, the District Employee Cultural Climate survey instrument contained 50 forced choice items using various Likert scales of agreement and frequency, and two open-ended questions.

Face validity and content validity of the instruments were established based on the following criteria: 1) Survey questions should be aligned with the operational definition of cultural climate; 2) Survey questions should be directly related to the purpose of the surveys, which is to elicit perceptions and opinions of faculty, staff, and administrators; 3) Survey questions should be perceptually-based instead of factually-based; 4) Survey questions should avoid addressing complex processes or systems that most survey participants wouldn't be able to answer or are not applicable to them. The surveys were validated (content and face validity) through the feedback from the advisory task force. Furthermore, the theoretical framework was validated by applying Rasch Modeling and Factor Analysis to our pilot data. Reliability (Cronbach Alpha test) was also established through these data analyses. See Appendix A for a copy of the survey instrument.

Methodology

The surveys were made available in two modes: online form and hardcopy form. As expected, the majority of participants responded to the survey via the online format. A pre-notification about the survey was sent out to all. Online surveys were delivered via Zoomerang online survey software.

Implementation

Communications: The advisory task force and college and district Research Committees were informed and connected to the process through continuous communication, which included: 1) Reviewing the survey plan, 2) Reviewing and finalizing the survey instruments, and 3) Reviewing the final reports.

Administration: Pre-notification emails were sent out by the individual institutions to all faculty, staff, and administrators providing information about the survey and requesting an atmosphere of support for the survey process. Both the online and paper surveys were administered November 1st to November 30, 2010.

The Findings

Respondent Profile

Of the 805 employees at City College who received the invitation to survey, 280 employees responded. This is a 35% response rate. Of those who responded, 25% were contract classroom faculty, 24% were classified contract, 17% were adjunct classroom faculty, 10% were contract non-classroom faculty, 8% were adjunct non-classroom faculty, 6% were supervisors, 5% were classified hourly, and 4% were managers. In regards to gender, 68% were female and 32% were male. Exactly half of the respondents were over 50 years old (50%), 27% were between ages 41 and 50, 14% were between ages 31 and 40, and 8% were between ages 20 and 30. More than half (55%) of the respondents were White Non-Hispanic, 18% were Hispanic/Latino, 13% reported being African American/Black Non Hispanic, 6% were Asian/Pacific Islander, 4% were Other Non-White, 2% were Filipino, and 1% were American Indian/Alaskan Native. Almost half of the respondents had been with the college 11 or more years (43%) and another one-third for 2-6 years (31%). Twenty-one percent of the respondents reported being with City for seven to ten years and 5% for one year or less.

Analyses

Access and Success-This domain examines the efforts aimed at the inclusion and success of all students and employees. In particular, it looks at the recruitment, retention, and success of a diverse student population and workforce. The results for the themes in this domain include:

1. *Diverse faculty, staff, and student populations are recruited and retained (Items 6a, 6j, 6k):* A strong majority of the survey respondents (76% on average) believed that City recruits and retains diverse faculty, staff and student populations. This is evidenced through the recruitment process and by encouraging personal, cultural, and intellectual development in students.

Interpretation: These results suggest that respondents believed that there is perceived support for diverse employee and student populations which allows for individuals at City from various cultural backgrounds and experiences to interact with one another and contribute to a rich multicultural environment. Comments stated in the open-ended questions were consistent with these findings.

2. *Recognition, evaluation, equal opportunities for advancement and support are provided for successful job performance (Items 6b-6h):* More than half of the survey respondents (55% on average) felt that City provided recognition, evaluation, and support for successful job performance. They also believed that there were equal opportunities for advancement as evidenced through continued and equal opportunities for professional training, development, promotion, recognition and fair

evaluation of job performance. However, there were a fair percentage of respondents that were either uncertain (25% on average) or strongly disagreed/disagreed (20% on average) with this theme.

Interpretation: These results suggest that over half of the employees surveyed felt supported, valued, and appreciated which ultimately could lead to high motivation, positive morale, effective job performance, low turnover, and high productivity. On the other hand, the rest of the surveyed employees did not feel supported and as a result may feel less motivated or underappreciated which could lead to a variety of challenges including low morale, poor job performance, high absenteeism, and decreased productivity (Loden & Rosener, 1991).

3. *Student diversity is supported through programs and services (Items 6l-6m):* The majority of the survey respondents (62% on average) believed that City has effective programs for underrepresented groups and gives adequate consideration to the needs of disabled students. However, nearly a quarter of the respondents (24% on average) were uncertain about this theme.

Interpretation: These results suggest that among the surveyed employees, City supports underrepresented student groups through specific programs (e.g., DSPS for disabled students), helping them to succeed in their educational endeavors. However, it was prominently expressed in the comments that City needs more support available to DSPS students.

4. *Overall, the campus supports employees to be successful in their jobs (item 6i):* Approximately half of the survey respondents (52%) believed that City focused on supporting all employees so they were successful in their jobs. However, there were a fair percentage of respondents that were either uncertain (27%) or strongly disagreed/disagreed (21%) with this theme.

Interpretation: These results suggest that half of the employees surveyed felt they were supported by the campus to be successful in their jobs, whereas, the other half felt that City may not do a good job supporting all employees so that they are successful in their jobs. Thus, there is room for improvement in the current support structures at City.

5. *Overall, the campus focuses on student success (item 6n):* Clearly a strong majority of the survey respondents (77%) perceived that City focuses on efforts aimed at the success of all students.

Interpretation: The result suggests that among the surveyed employees, City is a student-centered campus committed to providing support and access for its student population so that all students succeed in their educational endeavors.

Climate and Intergroup Relations-This domain looks at the intergroup relations among all faculty, staff, and students that contribute to a positive cultural climate. In particular, it examines a shared and inclusive understanding of diversity within a welcoming campus climate. The results for the themes in this domain include:

1. *Communications reflect a culturally sensitive climate in which differences are respected (Items 7a-7b):* A large majority of survey respondents (76% on average) felt that both artifacts and communications at City reflect a culturally sensitive climate in which differences are respected.

Interpretation: These results suggest that among the surveyed employees, City demonstrates culturally sensitive communications that contribute to a multicultural environment in which mutual respect can be achieved.

2. *Improving student learning, intergroup relations and input on the planning process are facilitated through open dialogue (Items 7c-7e):* Survey respondents somewhat believed (55% on average) that City facilitates dialogue about improving learning for all students as well as dialogue about improving intergroup relations among employees and allows input into the planning process. However, more than one-quarter of the respondents (29% on average) were uncertain about this theme and 16% strongly disagreed or disagreed.

Interpretation: These results show that half of the employees surveyed perceived that satisfactory discussions are taking place regarding improving learning for all students, improving intergroup relations among employees, or opportunities to allow employee participation in the planning process. The other half of the surveyed employees, which either were uncertain or expressed disagreement, could lead to some serious consequences such as breakdown of intergroup relations among employees, as well as create bias or lack of implementation on the planning process. The lack of opportunities to dialogue in these areas could also impede employee performance and ultimately student success (Smith, 2009).

3. *Individuals are valued, respected, and if discriminated against, know where to seek help on campus (Items 7f-7h):* The majority of the survey respondents (68% on average) felt that they were valued and treated with respect and if discriminated against, knew where to seek help at City.

Interpretation: These results suggest that City employees that were surveyed felt that they are respected and treated as an important part of the organization. The positive perception in turn should contribute to a positive climate and successful job performance (Smith, 2009).

4. *Overall, intergroup relations contribute to a positive campus climate (item 7i):* A large majority of the survey respondents (72%) believed that the intergroup relations among students, faculty, staff, and administrators at City College contribute to a positive campus climate. However, there were fair amount of respondents (19%) who were uncertain with this statement. There results were consistent with the comments which

indicated that employees at City are highly satisfied with intergroup relations on campus.

Interpretation: These results suggest that among the surveyed employees, City College contributes to a positive climate for all employees and students.

5. *An awareness of inclusiveness and appreciating differences is noted (Items 8a-8f):* A large majority of the survey respondents (80% on average) believed they share an awareness of inclusiveness and appreciation of differences at City as evidenced by a lack of hearing insensitive or disparaging comments about people based on their age, disability, ethnicity, sex, religious/spiritual beliefs, or sexual orientation.

Interpretation: These results suggest that diversity differences are highly valued among the surveyed employees at City.

6. *Individuals feel a sense of belonging to the campus (Items 8g-8l):* A large majority of survey respondents felt a sense of belonging to City as a result of feeling included in activities regardless of age, disability, ethnicity, sex, religious/spiritual beliefs, or sexual orientation (90% on average).

Interpretation: These results suggest that the surveyed employees at City feel part of a common team and engage in campus activities which embrace social-cultural differences.

Education and Scholarship-This domain involves educating all students and employees for the realities of today's increasingly diverse society and global community. In particular, a curriculum that is supportive of diversity goals through learning opportunities for students and professional development for faculty/staff. The results for the themes in this domain include:

1. *Diverse perspectives are respected (Items 9a-9b):* More than half of the survey respondents (63% on average) believed that diverse perspectives are respected at City as evidenced by having employees/instructors respect other employees' or students' viewpoints that are different from their own. However, approximately 32% of the survey respondents were uncertain about most instructors respecting student viewpoints that are different from their own.

Interpretation: These results suggest that most of the employees surveyed perceived that students and/or other employees' feel comfortable expressing their cultural viewpoints without feeling disrespected. However, there is some uncertainty regarding instructors respecting student viewpoints that are different from their own.

2. *Student appreciation of diversity is enhanced by student life and identity-based organizations (Items 9c-9d):* Approximately two-thirds of survey respondents (65%) felt that student life enhances student appreciation of diversity and identity-based student clubs and organizations are supported by the campus, while a substantial proportion (37%) were uncertain about

whether City adequately supports identity based student clubs and organizations. The majority of comments regarding this theme are consistent with these results.

Interpretation: These results show that among the surveyed employees, City supports identity-based student clubs and organizations and student life does enhance student appreciation of diversity. Meanwhile, more employees at City need to be made aware of these efforts.

3. *Learning environments are designed to promote multiple ways of learning and student diversity appreciation is promoted through teaching and curriculum (Items 9e-9i):* Half of survey respondents (52% on average) felt that learning environments at City are designed to promote multiple ways of learning and teaching and that curriculum and instruction enhance student appreciation of diversity. However, more than one-third of survey respondents (37% on average) were uncertain about this theme.

Interpretation: These results suggest among the surveyed employees, City responds to its diverse student population by providing various avenues for instructors to teach and students to learn the material successfully within a climate of diversity appreciation. However, other employees, such as classified staff, may not be aware of this particular theme because they work in non-instructional areas.

4. *Academic freedom is supported by the campus (Item 9j):* A majority of the survey respondents (75%) believed that City supports academic freedom.

Interpretation: This result suggests that among the surveyed employees, City encourages academic freedom among its faculty, staff, administrators, and students and indeed supports each group to pursue their own course of action with limited restrictions when it comes to academics.

5. *Overall, students are educated for the realities of today's increasingly diverse society (item 9k):* More than two-thirds of the survey respondents (68%) believed that City educates all students for the realities of today's increasingly diverse society and global community. However, approximately 22% of the survey respondents were uncertain about this statement.

Interpretation: These results suggest that among the surveyed employees, City is doing well preparing students to thrive in a diverse global society by obtaining jobs, furthering their careers, or pursuing their dreams.

Institutional Viability and Vitality-This domain employs a holistic approach whereby diversity is integral to institutional systems and structures, including

mission, culture, leadership, and key processes. In particular, it shows the involvement of a diverse leadership that coordinates organizational change to support diversity goals. The results for the themes in this domain include:

1. *Diversity and equity are central to the campus's mission (Items 10a & 10k):* The majority of survey respondents (65% on average) perceived that diversity is central to this campus's mission and mandatory diversity training for all employees would benefit the campus, whereas 20% neither agreed nor disagreed and 14% disagreed or strongly disagreed. Substantially fewer respondents agreed with the latter portion of this theme regarding mandatory diversity training (26%). However, mandatory Equal Employment Opportunity (EEO) diversity training is currently required of all college and District employees who wish to serve on screening committees.

Interpretation: None

2. *Diversity and a positive climate are promoted by leadership through policies, procedures, and practices that are equitable and fair (Items 10b-10f):* The majority of respondents (65%) believed that City's leadership promotes diversity and a positive campus climate through policies, practices, and procedures that are equitable and fair, while approximately one-quarter (24%) were uncertain about the statement

Interpretation: These results suggest that the surveyed employees may be unclear as to how the policies and practices promote cultural competency or that employees do not see the existing policies and practices contributing to this.

3. *Communication regarding diversity efforts is shared across the campus (Items 10g-10h):* A large majority of the survey respondents (71% on average) believed that communication regarding diversity efforts is shared across the campus. However, approximately 21% of the survey respondents were uncertain about City facilitating effective communication regarding diversity efforts.

Interpretation: These results suggest that among the surveyed employees, City has communication mechanisms in place to inform personnel about diversity-related programs and activities, but that communication may not be as widespread as it could be.

4. *Building capacity for diversity is continually supported (Items 10i-10j):* The theme of building capacity for diversity include diversity related activities as well as fund-seeking support for diversity programs, which showed varied results. In particular, a large majority of survey respondents (74%) believed that there are adequate opportunities at City for them to engage in diversity-related initiatives or activities. However, more than one-third of the survey respondents (39%) were uncertain that City actively pursues external funds and grants to support new or existing diversity programs.

Interpretation: These results indicate that among the surveyed employees, City host a large quantity of diversity-related activities and initiatives for employees to engage in, but not all employees are aware of or participate in these activities.

5. *Overall, diversity is considered integral to the infrastructure of the campus (item 10l):* A strong majority of survey respondents (72%) believed that diversity is considered integral to the infrastructure and daily practices of City College.

Interpretation: The results suggest that among the surveyed employees, diversity is woven into the daily fabric of City's policies, practices, and procedures. However, approximately one-fifth of the survey respondents (19%) were uncertain about this statement, which implies that City can make improvements in this area.

References

- Loden, M. & Rosener, J. B. (1991). *Workforce America: Managing employee diversity as a vital resource*. Homewood, IL: Business One Irwin.
- National Center for Cultural Competency (2010). Cultural competence: Definition and conceptual framework. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/10/>
- Smith, D.G. (2009). *Diversity's promise for higher education: Making it work*. Baltimore, MD: The John Hopkins University Press.

APPENDIX A

Survey Instrument



City College Employee Cultural Climate Survey 2010

We want to hear from you! This survey is designed to better understand your perceptions and opinions regarding the current cultural climate as it relates to diversity, equity, cultural competency and general working conditions. Please select your responses to the survey based on your experience at **City College**. Your response to this survey will provide valuable information for the development of policies, procedures and strategies for improving the cultural climate at SDCCD. **All information you share with us will be used for research purposes only and will be kept confidential.** Thank you!

Directions:

For each question please circle only one answer per question.

1. Which is your primary employment type?
 - a) Adjunct Faculty – Classroom
 - b) Adjunct Faculty – Non-classroom
 - c) Classified Contract
 - d) Classified Hourly
 - e) Contract Faculty – Classroom
 - f) Contract Faculty – Non-classroom
 - g) Manager
 - h) Supervisor

2. How long have you been employed at this college/worksite?
 - a) 1 year or less
 - b) 2-6 years
 - c) 7-10 years
 - d) 11 or more years

3. What is your gender?
 - a) Female
 - b) Male

4. What is your ethnicity?
 - a) African American/Black Non-Hispanic
 - b) American Indian/Alaskan Native
 - c) Asian/Pacific Islander
 - d) Filipino
 - e) Hispanic/Latino
 - f) White Non-Hispanic
 - g) Other Non-White

5. Which is your age group?
 - a) under 20
 - b) 20-30
 - c) 31-40
 - d) 41-50
 - e) over 50

Please rate your level of agreement with the following statements using the scale below. Provide your answer by stating a number (level of agreement) next to each individual statement.



Access and Success

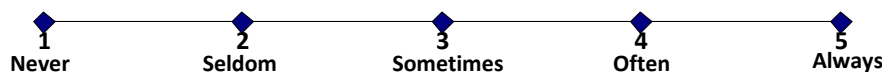
- 6a. I believe this campus actively recruits a diverse faculty and staff.
- 6b. This campus provides all employees adequate opportunities for continued professional training and development.
- 6c. I believe job performance is evaluated fairly at this campus.

- 6d. I believe excellence in job performance is recognized fairly at this campus.
- 6e. There are equal opportunities for professional advancement and promotion at this campus.
- 6f. I am given sufficient resources to succeed in my job.
- 6g. If I have a job-related problem, I know I can get sufficient support on campus.
- 6h. I have adequate opportunities to participate in the shared governance process at my campus.
- 6i. Overall, this campus focuses on supporting all employees so they are successful in their jobs.
- 6j. The campus actively recruits a diverse student population.
- 6k. In my opinion, this campus encourages personal, cultural, and intellectual development in all students.
- 6l. In my opinion, the targeted programs for underrepresented students at my campus (e.g., EOPS and DSPS) effectively contribute to student success.
- 6m. I believe that adequate consideration is given to the needs and interests of disabled students.
- 6n. Overall, this campus focuses on efforts aimed at the success of all students.

Climate and Intergroup Relations

- 7a. The artifacts on campus (e.g., student work including: artwork, exhibits, and events) reflect a culturally sensitive climate in which differences are respected.
- 7b. The communications on campus (e.g., newsletters, emails and flyers) reflect a culturally sensitive climate in which differences are respected.
- 7c. The campus facilitates an ongoing dialogue about improving learning for all students.
- 7d. The campus facilitates an ongoing dialogue about improving intergroup relations among employees.
- 7e. The campus's planning process offers opportunities for input by all campus employees.
- 7f. I believe I am valued at this campus.
- 7g. I am treated with respect at this campus.
- 7h. If I am discriminated against, I know where to seek help on campus.
- 7i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus climate.

Please rate the frequency of the following statements using the scale below. Provide your answer by stating a number (frequency level) next to each individual statement.



- 8a. I hear insensitive or disparaging comments about people based on their **age**.
- 8b. I hear insensitive or disparaging comments about people based on their **disability**.
- 8c. I hear insensitive or disparaging comments about people based on their **ethnicity**.
- 8d. I hear insensitive or disparaging comments about people based on their **sex**.
- 8e. I hear insensitive or disparaging comments about people based on their **religious/spiritual beliefs**.
- 8f. I hear insensitive or disparaging comments about people based on their **sexual orientation**.
- 8g. I feel excluded from campus activities because of my **age**.
- 8h. I feel excluded from campus activities because of my **disability**.
- 8i. I feel excluded from campus activities because of my **ethnicity**.
- 8j. I feel excluded from campus activities because of my **sex**.
- 8k. I feel excluded from campus activities because of my **religious/spiritual beliefs**.
- 8l. I feel excluded from campus activities because of my **sexual orientation**.

Please rate your level of agreement with the following statements using the scale below. Provide your answer by stating a number (level of agreement) next to each individual statement.



Education and Scholarship

- 9a. In my opinion, most employees respect other employees' viewpoints that are different from their own.
- 9b. Most instructors respect student viewpoints that are different from their own.

- 9c. Student life at this campus, i.e., student clubs, organizations, and activities, enhances student appreciation of diversity.
- 9d. Identity-based student clubs and organizations [e.g., Bahai Club, Black Student Union, Intervarsity Christian Fellowship, Movimiento Estudiantil Chicano De Aztlan (M.E.Ch.A), Muslim Student Union, etc.] are adequately supported by this campus.
- 9e. Curriculum and instruction at this campus enhance student appreciation of diversity.
- 9f. Instruction at this campus accommodates a variety of student learning styles.
- 9g. Assessment at this campus accommodates a variety of student learning styles.
- 9h. Most instructors use teaching methodologies that reflect the diverse needs of the students.
- 9i. Diversity topics are integrated throughout all courses.
- 9j. I believe this campus supports academic freedom.
- 9k. Overall, this campus educates all students for the realities of today's increasingly diverse society and global community.

Institutional Viability and Vitality

- 10a. In my opinion, diversity is central to this campus's mission.
- 10b. Administrators actively support the practice of equity for all and cultural competency building.
- 10c. I believe the campus leaders take initiative in promoting a positive campus climate.
- 10d. Policies and practices of this campus clearly demonstrate commitment to equity.
- 10e. When discrimination toward a person occurs, the campus has a procedure for responding immediately.
- 10f. I am confident that the procedures for resolving grievances at this campus are fair.
- 10g. The campus facilitates effective communication regarding diversity efforts.
- 10h. I am informed about diversity-related programs and activities on a regular basis.
- 10i. There are adequate opportunities on this campus for me to engage in diversity-related initiatives or activities.
- 10j. This campus actively pursues external funds and grants to support new or existing diversity programs.
- 10k. I believe that mandatory diversity training for all employees would benefit this campus.
- 10l. Overall, diversity is considered integral to the infrastructure (i.e., mission, leadership, and key processes) and daily practices of this campus.

Comments

- 11. Please comment on one area of cultural climate you believe this campus supports very well.
- 12. Please comment on one area of cultural climate you believe this campus needs to improve.

APPENDIX B
Item Analysis

1. Which is your primary employment type?		
	Count	Percent
Adjunct Faculty-Classroom	47	17%
Adjunct Faculty-Non-classroom	21	8%
Classified Contract	66	24%
Classified Hourly	14	5%
Contract Faculty-Classroom	70	25%
Contract Faculty-Non-Classroom	29	10%
Manager	12	4%
Supervisor	18	6%
Total	277	100%

2. How long have you been employed at this college/worksite?		
	Count	Percent
1 year or less	15	5%
2-6 years	84	31%
7-10 years	58	21%
11 or more years	117	43%
Total	274	100%

3. What is your gender?		
	Count	Percent
Female	186	68%
Male	86	32%
Total	272	100%

4. What is your ethnicity?		
	Count	Percent
African American/Black Non-Hispanic	35	13%
American Indian/Alaskan Native	3	1%
Asian/Pacific Islander	16	6%
Filipino	6	2%
Hispanic/Latino	49	18%
White Non-Hispanic	148	55%
Other Non-White	11	4%
Total	268	100%

5. Which is your age group?		
	Count	Percent
Under 20	0	0%
20-30	22	8%
31-40	39	14%
41-50	75	27%
Over 50	138	50%
Total	274	100%

Access and Success Domain

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean Response	Total
6a. I believe this campus actively recruits a diverse faculty and staff.	11 4%	31 12%	40 15%	113 43%	70 26%	3.75	265 100%
6b. This campus provides all employees adequate opportunities for continued professional training and development.	13 5%	37 14%	59 22%	97 37%	58 22%	3.57	264 100%
6c. I believe job performance is evaluated fairly at this campus.	19 7%	30 11%	60 23%	107 41%	48 18%	3.51	264 100%
6d. I believe excellence in job performance is recognized fairly at this campus.	28 11%	47 18%	66 25%	88 33%	36 14%	3.22	265 100%
6e. There are equal opportunities for professional advancement and promotion at this campus.	16 6%	38 14%	87 33%	79 30%	44 17%	3.37	264 100%
6f. I am given sufficient resources to succeed in my job.	23 9%	44 17%	59 22%	94 36%	44 17%	3.35	264 100%
6g. If I have a job-related problem, I know I can get sufficient support on campus.	21 8%	36 14%	62 24%	88 34%	55 21%	3.46	262 100%
6h. I have adequate opportunities to participate in the shared governance process at my campus.	7 3%	18 7%	66 25%	103 39%	67 26%	3.79	261 100%
6i. Overall, this campus focuses on supporting all employees so they are successful in their jobs.	18 7%	38 14%	72 27%	98 37%	39 15%	3.38	265 100%
6j. The campus actively recruits a diverse student population.	8 3%	9 3%	46 18%	93 35%	106 40%	4.07	262 100%
6k. In my opinion, this campus encourages personal, cultural, and intellectual development in all students.	5 2%	10 4%	33 12%	125 47%	93 35%	4.09	266 100%
6l. The targeted programs for underrepresented students at my campus (e.g., DSPS) effectively contribute to student success.	5 2%	20 8%	69 26%	100 38%	69 26%	3.79	263 100%
6m. I believe that adequate consideration is given to the needs and interests of disabled students.	19 7%	32 12%	56 21%	108 41%	48 18%	3.51	263 100%
6n. Overall, this campus focuses on efforts aimed at the success of all students.	8 3%	16 6%	38 14%	137 51%	68 25%	3.90	267 100%

Climate and Intergroup Relations Domain

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean Response	Total
7a. The artifacts on campus reflect a culturally sensitive climate in which differences are respected.	4 2%	15 6%	49 19%	126 48%	70 27%	3.92	264 100%
7b. The communications on campus reflect a culturally sensitive climate in which differences are respected.	4 2%	14 5%	40 15%	143 55%	61 23%	3.93	262 100%
7c. The campus facilitates an ongoing dialogue about improving learning for all students.	3 1%	14 5%	45 17%	134 51%	66 25%	3.94	262 100%
7d. The campus facilitates an ongoing dialogue about improving intergroup relations among employees.	18 7%	44 17%	103 39%	60 23%	39 15%	3.22	264 100%
7e. The campus's planning process offers opportunities for input by all campus employees.	11 4%	34 13%	80 30%	95 36%	43 16%	3.48	263 100%
7f. I believe I am valued at this campus.	11 4%	30 11%	51 19%	109 41%	63 24%	3.69	264 100%
7g. I am treated with respect at this campus.	6 2%	18 7%	44 17%	116 44%	79 30%	3.93	263 100%
7h. If I am discriminated against, I know where to seek help on campus.	19 7%	29 11%	43 17%	101 39%	68 26%	3.65	260 100%
7i. Overall, the intergroup relations among students, faculty, staff, and administrators contribute to a positive campus climate.	6 2%	17 6%	50 19%	124 47%	66 25%	3.86	263 100%

City Cultural Climate Survey Report 2011

Please rate the frequency of the following statements using the scale below							
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Never	Seldom	Sometimes	Often	Always	Mean Response	Total
8a. I hear insensitive or disparaging comments about people based on their age (reverse score).	116 44%	96 37%	37 14%	10 4%	4 2%	4.18	263 100%
8b. I hear insensitive or disparaging comments about people based on their disability (reverse score).	147 56%	72 27%	38 14%	4 2%	2 1%	4.36	263 100%
8c. I hear insensitive or disparaging comments about people based on their ethnicity (reverse score).	108 41%	91 35%	43 16%	14 5%	5 2%	4.08	261 100%
8d. I hear insensitive or disparaging comments about people based on their sex (reverse score).	131 50%	79 30%	40 15%	6 2%	4 2%	4.26	260 100%
8e. I hear insensitive or disparaging comments about people based on their religious/spiritual beliefs (reverse score).	120 47%	80 31%	38 15%	13 5%	3 1%	4.19	254 100%
8f. I hear insensitive or disparaging comments about people based on their sexual orientation (reverse score).	120 46%	81 31%	45 17%	12 5%	3 1%	4.16	261 100%
8g. I feel excluded from campus activities because of my age (reverse score).	190 74%	38 15%	20 8%	6 2%	4 2%	4.57	258 100%
8h. I feel excluded from campus activities because of my disability (reverse score).	197 79%	24 10%	23 9%	4 2%	2 1%	4.64	250 100%
8i. I feel excluded from campus activities because of my ethnicity (reverse score).	181 71%	40 16%	20 8%	10 4%	5 2%	4.49	256 100%
8j. I feel excluded from campus activities because of my sex (reverse score).	213 82%	28 11%	15 6%	0 0%	3 1%	4.73	259 100%
8k. I feel excluded from campus activities because of my religious/spiritual beliefs (reverse score).	199 77%	30 12%	21 8%	4 2%	4 2%	4.61	258 100%
8l. I feel excluded from campus activities because of my sexual orientation (reverse score).	221 85%	22 8%	12 5%	3 1%	3 1%	4.74	261 100%

Education and Scholarship Domain

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean Response	Total
9a. In my opinion, most employees respect other employees' viewpoints that are different from their own.	10 4%	24 9%	49 19%	149 57%	28 11%	3.62	260 100%
9b. Most instructors respect student viewpoints that are different from their own.	5 2%	18 7%	84 32%	119 46%	33 13%	3.61	259 100%
9c. Student life at this campus, i.e., student clubs, organizations, and activities, enhances student appreciation of diversity.	3 1%	12 5%	51 20%	131 51%	62 24%	3.92	259 100%
9d. Identity-based student clubs and organizations are adequately supported by this campus.	6 2%	13 5%	95 37%	89 35%	54 21%	3.67	257 100%
9e. Curriculum and instruction at this campus enhance student appreciation of diversity.	4 2%	11 4%	69 27%	123 48%	50 19%	3.79	257 100%
9f. Instruction at this campus accommodates a variety of student learning styles.	6 2%	20 8%	64 25%	120 47%	47 18%	3.71	257 100%
9g. Assessment at this campus accommodates a variety of student learning styles.	10 4%	21 8%	100 39%	89 34%	38 15%	3.48	258 100%
9h. Most instructors use teaching methodologies that reflect the diverse needs of the students.	7 3%	22 8%	115 44%	83 32%	32 12%	3.43	259 100%
9i. Diversity topics are integrated throughout all courses.	7 3%	25 10%	132 51%	70 27%	24 9%	3.31	258 100%
9j. I believe this campus supports academic freedom.	6 2%	12 5%	47 18%	120 47%	73 28%	3.94	258 100%
9k. Overall, this campus educates all students for the realities of today's increasingly diverse society and global community.	6 2%	20 8%	56 22%	122 47%	56 22%	3.78	260 100%

Institutional Viability and Vitality Domain

Please rate your level of agreement with the following statements using the scale below

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean Response	Total
10a. In my opinion, diversity is central to this campus's mission.	7 3%	19 8%	29 12%	111 45%	83 33%	3.98	249 100%
10b. Administrators actively support the practice of equity for all and cultural competency building.	9 4%	17 7%	49 20%	118 47%	57 23%	3.79	250 100%
10c. I believe the campus leaders take initiative in promoting a positive campus climate.	7 3%	17 7%	39 16%	115 46%	72 29%	3.91	250 100%
10d. Policies and practices of this campus clearly demonstrate commitment to equity.	9 4%	25 10%	45 18%	112 45%	58 23%	3.74	249 100%
10e. When discrimination toward a person occurs, the campus has a procedure for responding immediately.	5 2%	20 8%	86 34%	91 36%	48 19%	3.63	250 100%
10f. I am confident that the procedures for resolving grievances at this campus are fair.	12 5%	20 8%	75 30%	98 40%	43 17%	3.56	248 100%
10g. The campus facilitates effective communication regarding diversity efforts.	6 2%	11 4%	71 29%	113 45%	48 19%	3.75	249 100%
10h. I am informed about diversity-related programs and activities on a regular basis.	4 2%	15 6%	36 14%	121 48%	74 30%	3.98	250 100%
10i. There are adequate opportunities on this campus for me to engage in diversity-related initiatives or activities.	3 1%	14 6%	48 19%	104 42%	79 32%	3.98	248 100%
10j. This campus actively pursues external funds and grants to support new or existing diversity programs.	6 2%	18 7%	95 39%	73 30%	54 22%	3.61	246 100%
10k. I believe that mandatory diversity training for all employees would benefit this campus.	19 8%	26 10%	73 29%	67 27%	64 26%	3.53	249 100%
10l. Overall, diversity is considered integral to the infrastructure and daily practices of this campus.	6 2%	16 6%	47 19%	109 44%	71 29%	3.90	249 100%

APPENDIX C

Verbatim Comments

Q1. Please comment on one area of cultural climate you believe City College supports very well.

- 1) NA
- 2) Excellent variety of special events/campus presentations that promote diversity
- 3) The activities we have on campus.
- 4) Reentry and veteran students
- 5) all efforts are inclusive
- 6) World Cultures
- 7) Latin Cultura
- 8) This campus in practice is committed to providing bridges, in a variety of ways, for under-represented students in all components of education: curriculum, recruitment, retention, and transition.
- 9) All Ethnicities are celebrated.
- 10) World Cultures
- 11) Freedom of expression.
- 12) Student diversity is supported well through Student Affairs.
- 13) I believe and have seen evidence that the desire to hire faculty and administrators who are minorities is an extremely high priority for this college's administration.
- 14) Recognizing and celebrating cultural and ethnic diversity.
- 15) The ethnic diversity is support very well
- 16) Language is when I see that everyone comes together. Other than that, everyone just mind there own business.
- 17) African American and Hispanic
- 18) Certain minority groups (Chicano and Black) are well supported by programs, perspective classes, clubs, faculty/staff, etc.
- 19) The breadth of topics through the World Cultures Program.
- 20) City College does an excellent job of embracing the diversity of our student body.
- 21) exposure to cultural awareness and education
- 22) It feels like union and pro-union viewpoints are very well represented in campus activities and e-mail announcements.
- 23) Diversity
- 24) The Hispanic and Black population/cultures are mostly seen on campus through various events.
- 25) Respect for and appreciation of cultural differences.
- 26) Student demographic diversity. Presentations: World Cultures, Spanish Dept. Chicano Studies presentations
- 27) The world cultures program, book fair, and other student clubs and activities are vital and support diversity. They receive strong support from administration and faculty.
- 28) Having been on this campus for many years I believe the Latino and Black communities are well-treated on this campus.
- 29) Student diversity activities and groups

- 30) hispanic happenings
- 31) I feel the campus supports diversity well, but the overall climate has been diminished by the cuts in campus police and efforts to keep the City College campus a safe environment.
- 32) None, this campus is very poorly doing anything about cultural climate.
- 33) Student activities, world cultures, and the diversity committee.
- 34) Latino/a students
- 35) Flex
- 36) The campus does a wonderful promoting and supporting traditionally underserved groups (Latinos, African Americas, etc).
- 37) This campus overall has a fair to all cultural climate, support.
- 38) An excellent reflection of the community.
- 39) Respect for freedom of speech, academic freedom, and individual's rights.
- 40) African Americans feel very comfortable here
- 41) Hispanic cultural events.
- 42) The student population is very diverse.
- 43) Faculty and students are encouraged to participate in and explore a wide variety of cultural and ethnic events on campus.
- 44) The campus supports cultural programs such as the book fair and World Cultures, but needs to do more for other efforts or student organizations.
- 45) –
- 46) a variety of different programs and clubs devoted to support multiple ethnic groups
- 47) Ethnicity
- 48) I am not aware of this.
- 49) City College has so many opportunities and activities that encourage diversity; I see a lot of fliers around campus that indicate diverse cultural groups.
- 50) World Cultures activities.
- 51) The campus does an excellent job of promoting support services, student learning communities, student groups, events, etc. related to diversity. Overall, it is a positive environment in which to come to work and learn each day.
- 52) Appreciation of diversity and support for ethnic minorities, immigrants and refugees.
- 53) Cultural education
- 54) Several events throughout the academic year take place on campus to pay homage to the history of various different cultures.
- 55) This campus is the most diverse I have been on and I love that.
- 56) World cultures demonstrates effective knowledge for diversity on campus.
- 57) SDCC is more of holistic approach toward ethnicity to be more diverse campus that I have taught during my 30 years university teaching.
- 58) The atmosphere on this campus is welcoming to all groups
- 59) Ethnic diversity
- 60) I believe that this campus has engaged in many opportunities to support the social economically disadvantaged population that is represented here on this campus, and in the community at large.

- 61) I think the diversity of student programming is an excellent reflection of the diverse student population. And these programs, in my experience, have been targeted to all groups on campus - not just to those who most closely identify with the group sponsoring the program.
- 62) We have many different programs and services for a wide variety of students. Unfortunately, those programs lack full support (i.e. funding) to grow and effectively serve larger groups of students.
- 63) Multicultural arts and humanities programs, specifically through it's World Cultures Program
- 64) All students regardless of their ethnicity are loved and supported.
- 65) I believe this campus does a tremendous job at promoting and supporting students in the developmental process of their identities when it is based around racial, ethnic or cultural, religious identity.
- 66) All viewpoints and opinions are valued at City College.
- 67) HES DEPT.
- 68) City College offers an incredible array of support services and courses to assist students succeed in their educational pursuits, especially students needing ESL and math skills as a foundation for learning.
- 69) Black and Hispanic students
- 70) Environment of diversity i.e. student organizations, World Cultures program.
- 71) Since our student population is the most diverse in San Diego county, City College's continual focus on how to develop curriculum and programs that reflect that diversity is one of our strengths. Our constant self-questioning and the support faculty and staff have to create new ways of meeting our students' needs is fantastic.
- 72) The questions in this survey are too general. I am a teacher, but I can't comment on how all instructors teach and react to their diverse students. I think the questions should be directed more individually, for I could answer the questions about myself or perhaps my department.
- 73) Student program (MESA,Puente ect.)
- 74) City College truly embraces and supports its diverse community - students, faculty, staff and administration.
- 75) The curriculum of our campus meets the needs of ALL students. The diversity is well met.
- 76) Students from all walks of life seem to feel accepted here at City; as a result there is less pretentiousness here compared to other campuses I've worked or attended.
- 77) Activities that students of many cultures can participate in, feel pride in, and that students from other cultures can enjoy and be educated by...festivals, music presentations, special days, events, fairs.
- 78) As I walk around the campus of see evidence of a positive cultural climate in the types of student work displayed and the many advertisements for a variety of cultural events.
- 79) Presentations by various groups.
- 80) I think that cultural diversity is valued and student outcomes are important.
- 81) WE have a world culture program that displays movies and theater acts and speakers from all cultures.
- 82) Celebrating the cultural contributions of all ethnicities.

- 83) Lots of special events to promote multicultural awareness through world cultures, and other groups that promote diversity and cultural sensitivity.
- 84) Enrolling students from many different ethnic groups.
- 85) The cultural art expressions which each of us brings to campus.
- 86) CITY SEEMS TO HAVE A STRING CROSS SECTION OF DIVERSITY, HOWEVER EXPECTATION AND SUPPORTIVE EFFORTS TO FOSTER THE NEEDS OF THE VARIOUS ETHNICITIES DOES DOES A BIT PARTIAL.
- 87) We seem to have adequate diversity in student clubs.
- 88) -support of variety of student clubs -support of diverse events and on campus activities
- 89) Ethnic and age Diversity
- 90) THE WARMTH OF SUPPORT BY FACULTY AND STAFF TO SUPPORT STUDENTS
- 91) excellent support of minority populations
- 92) Promoting diversity-related events through the World Cultures Program
- 93) MLK Day.
- 94) The world cultures program is fantastic and the 7 year old Diversity Committee provides a forum to air concerns regarding cultural differences
- 95) Disability services is well supported.
- 96) Ltinios
- 97) I think there is an attempt to really address issues of ethnicity on this campus, but it is often in terms that do not necessarily politicize the term--really talk about racism. it is about appreciation & tolerance, not addressing the need for systemic change.
- 98) events and activities
- 99) Student club organization events
- 100) World Cultures does an excellent job with the limited resources it has of creating opportunities for multicultural dialog. Evaluation processess allow faculty to teach in a fairly flexible way.
- 101) Cultural climate is OK, but administrative support is severely lacking.
- 102) variety of culture-specific arts & performance events are highlighted & advertised regularly.
- 103) City College has many different programs to support diversity. These programs are well advertised.
- 104) I believe the World Cultures program is an incredibly rich aspect to City's campus life. Though I am not sure of how this program is either funded or run, it is the strongest component to City's diversity programs, and contributes greatly to the college's cultural climate.
- 105) I have been a tenured instructor in 4 other institutions of higher learning. I believe this campus excels in supporting the arts.
- 106) There are many cultural activity that students and faculty share and celebrate on each occasion
- 107) The World Cultural Program is a wonderful forum for expanding the intellectual and cultural horizons of faculty and students
- 108) Handicap students are well taken care of at City college
- 109) outreaching to students during campus activities.

- 110) through the classes offered (i.e. Black Studies, Chicano Studies), and the different cultural clubs they have on campus.
- 111) cultural fairs, demonstrations, readings, workshops scheduled for students.
- 112) Diverse activities for a diverse student population
- 113) The World Cultures program is wonderful, and I think it's great that these events are part of our FLEX, so that we have opportunity AND motivation to fit diversity into our busy schedules.
- 114) Instructors' efforts to make a diverse student population feel welcome in our classes.
- 115) Demographically specific support programs.
- 116) The Hispanic Cultural climate is supported very well.
- 117) Administrators, faculty and staff are consistently sensitive to the diverse needs of students enrolled in classes here.
- 118) This campus supports the Latino population 100%
- 119) I think the student themselves are very supportive of their own cultural differences. There are opportunities each semester for open discussion, and I'm always pleased to see how they feel safe to ask each other questions about their different cultures , religions, and family traditions.
- 120) Diversity
- 121) Instructors work hard at integrating materials that give students opportunities to enhance their understanding of different cultures.
- 122) N/A
- 123) Student activities are varied and reflect the diversity of the campus. I have had students tell me that they like being at City College because they have learned a lot about other cultures.
- 124) The entire campus was united as it responded with compassion to the tragic loss of a student. It is clear that administrators, faculty and staff care about our the safety of our students.
- 125) I believe there are no negative issues with diversity. If someone feels this way it is usually because they bring it upon themselves from past experiences. The campus totally supports diversity in all areas.
- 126) Minority students.
- 127) Hispanic
- 128) It's very clear that the college values diversity, but it doesn't seem that the college values competency and effectiveness. I've never worked somewhere that was more confusing about how to get work done effectively. The HR department is particularly difficult to navigate.
- 129) Respect for all is clearly a part of the institutional culture.
- 130) We provide a wide variety of world cultures events open to the entire community, AND provide effective special programs for under-represented students.
- 131) There were many presentations about many subjects through the world culture
- 132) the "world cultures" program and "new authors" week selections
- 133) I like the diversity at city college

Q2. Please comment on one area of cultural climate you believe City College needs to improve.

- 1) The cultural climate for students with disabilities.
- 2) The campus is good at appearing to let people participate in campus decisions, but I wonder how much the input is actually listened to. There needs to be more communication between Business Services/District and departments - if there is a problem with something turned into Business Services/District, they need to let us know in a timely manner. It would be nice if Business Services answered the first email and not the reminder I send a week later. Also, if they could answer the whole question in the email and not give a quick answer without looking into the situation, that would be appreciated. The evaluation process is flawed, and tenure is automatic as long as the paperwork is filled out. The interview process is flawed. The district is more concerned about not getting sued than it is about actually getting a decent employee. There needs to be more latitude.
- 3) I have suggestions in the forms of questions. How do classrooms across the campus promote cultural competence and the valuing of diversity? What can administration do to demonstrate how it values such practices and classroom environments?
- 4) n/a
- 5) disabled students
- 6) faculty support for students with disabilities
- 7) Student diversity
- 8) Europe Cultures
- 9) We need to have more funding to our DSPS and Mental Health Counseling. These two departments are experiencing acute rises in clients and at the same time, have been cut drastically. In DSPS we have only ONE full-time counselor! That's unheard of and unacceptable. And our Mental Health Counseling is in no better shape. Our folks are working beyond what is logically possible!!
- 10) It would be great if some of the more long term contract faculty were required to go to a FLEX on cultural diversity that helped them explore their prejudices and entrenched negative attitudes.
- 11) DSPS
- 12) More respect and opportunities for adjunct faculty (2nd class citizens with little prospect for growth or opportunity to move up based on performance evaluation/job excellence) 2) Better training of instructors on diversity issues in the classroom
- 13) Accepting various political viewpoints, especially those that run counter to the prevailing political climate on campus (i.e. left-leaning, pro-union, etc.)
- 14) Disability Support Services has gone from evaluation to only accommodation and i think they should have evaluation again.
- 15) More cultural activities on campus.
- 16) Caucasion
- 17) There are two: Academic freedom (some faculty in power positions impose their personal beliefs and preferences on others (even if those beliefs are in conflict with current academic research and data) & intra-group communication could be better (campus to sister campus,

campus to district, admin to faculty/staff). Sometimes it seems like the "opportunities for input" are just a box checked off to say it's "done," but it's not done purposefully. There is often a lack of meaningful response or acknowledgement of different viewpoints... or a blatant denial of what a majority of participants has communicated.

- 18) More support and counselors available to DSPS students, since half of the staff retired this past summer.
- 19) Right now there's a rising intolerance of Muslims in the US. I've seen a new hesitance from Muslim students to refer to their religion; for example, two students waited almost half the semester to explain to me that their breaks at sunset are for prayer. I would like to see some college activities to counter this new discriminatory trend and to increase the comfort level of our Muslim students.
- 20) student activism on cultural issues
- 21) Tolerance in conservative political viewpoints.
- 22) No opinion.
- 23) Where are the events to help educate or show their native culture from Middle Eastern countries?
- 24) Continued effort to diversifying contract faculty.
- 25) Support for exclusionary racist groups such as la raza and mecha is the same as supporting the KKK
- 26) We need to hire more latino, african american and asian professors and administrators.
- 27) We need a bit less condescension with regard to "diversity." We are professionals with graduate degrees. It would be insulting to suggest we be given "mandatory diversity training" like the kind raised in one of the survey questions. SLO's and the imposition of a brain dead business model are far bigger threats to academic freedom and cultural diversity than racism or sexism on campus. This is, in many ways, an ideal campus, but, at times, I have seen racial solidarity invoked to excuse sexism and even domestic abuse in some faculty quarters (horrifying but true). In an other instance, white folk were race-baited for insisting that EVERYONE is protected by our contract--even if they are white and someone wants to get rid of them or block their transfer to our campus in the name of diversity (a sad but true tale as well). There were no consequences for this kind of behavior however. Perhaps the assumption was that only white folks engage in discriminatory behavior. On the other hand, there are a small number of conservative white folks who like to use the DL to vent in ways which are racist and sexist. Mostly, folks are wise enough to ignore them, but it does make for grim days online at work. In sum, most of my colleagues are fine people, but there are instances when people cross the line. Nonetheless, the only thing more offensive than cultural insensitivity is the notion that we can ultimately police diversity.
- 28) I will make sure we make up signs in different languages in several languages to make everyone welcomed on campus. These signs will be posted all over campus.
- 29) N/A
- 30) American Indian events/awareness/appreciation
- 31) We need to take campus security much more seriously. While this is not "cultural" diversity, per se, it is an area where our campus truly needs improvement. This was a position I held

before the death of *****, and one that has only deepened in the aftermath of her tragic death.

- 32) international students
- 33) ALL,
- 34) Instruction
- 35) religious diversity
- 36) Direct face to face communication between individual faculty members and their Deans.
- 37) Not all of us are members of traditionally underserved groups, so now we are the underserved group, ironically. Some may think that's just fine, but I don't think it contributes to equality and supposed "diversity", but merely continues to exclude people. Honestly, the campus does just fine on diversity and needs to stop worrying about it so much. Focus should be paid on low morale due to incompetent employees, managers who don't practice progressive discipline in terms of either improving or eliminating employees, and a beauracrcy that supports that stagnation. It can be a stifling environment to try and accomplish anything.
- 38) I feel that this campus can improve on fair pay to hard working hourly. The culture climate should support and improve fair pay to hard working houly workers who have been here for over 7-10 years to present, and have not received a raise, for their hard work, this is redicklous and should be address right away. For \$9 dollars per hour and no raise this is not fair for working so hard. I know High School students make more and how can you live on this kind of income. Please address this issue. It's just not fair. Thank you
- 39) Overly focusing on diversity can detract from our mission of helping students prepare for a career. Further, due to their ethnicity, too many students are afflicted with a misguided sense of financial entitlement!!
- 40) The college smoke-free policy goes against the culture of diversity and allows inequitable treatment of smoking employees vs. non-smoking employees. The college should have designated smoking areas.
- 41) Management and faculty need to reflect the student body. There is an 'inside track' to assignments here that is dominated by one group.
- 42) All other ethnic and non ethnic cultural events.
- 43) Better classified staff evaluations. Employees are afraid to address poor work performance of others for fear of being called racist
- 44) Not committing reverse discrimination by becoming overly concerned with being culturally sensitive.
- 45) A great focus is placed on how we are different or unique. At some point, we need to see each other as fellow residents of San Diego, with a larger purpose of culture and shared heritage. It's great to recognize our backgrounds, but it would also be great to be able to do something that would bring all these things together as "San Diegan". Unity can start with the kind of educational setting we provide.
- 46) This campus needs to improve its hiring practices in the adjunct as well as full-time professorial ranks. If you examine the staff, you will find that there are not enough diverse professors to reflect the student population's multi-cultural make-up.

- 47) –
- 48) Diversity training for faculty - how can instructors better teach people of differing ethnicities than their own
- 49) You just can't change some people's attitude and reaction to diversity.
- 50) I have felt a lot of political pressure while working at City, especially with the recent elections. I do not appreciate being told how to vote. I also do not like the feeling that I will be reprimanded or excluded if I don't have the same political beliefs as others.
- 51) As non-classroom faculty, I'm not completely informed as to how the students are reacting to (benefitting from) the diversity activities on campus.
- 52) Performance evaluation of staff is not completed or applied well. Performance evaluations have no meaning, given the AFT OT contract that makes removal of a poor performing employee virtually impossible (short of them committing a crime.) There is no mechanism to reward outstanding employees in comparison to those with poor performance/attitudes.
- 53) It is sometimes difficult to publicly disagree with the prevailing wisdom, even for the sake of academic discourse. It seems sometimes that there are only certain viewpoints that are considered "correct" on matters of cultural sensitivity. While I generally agree with the prevailing viewpoint, it troubles me to think that when I do disagree there might be consequences for voicing opinions that are not strictly progressive.
- 54) Preach tolerance
- 55) Not sure...
- 56) Disability access, inclusion, and special needs are lacking.
- 57) N/A
- 58) ibid.....
- 59) civility
- 60) The campus needs to improve in hiring and keeping a diverse adjunct faculty pool, and to hire diverse full time faculty. To do this, it must be more proactive.
- 61) We could be doing better with issues of sexuality, esp transgender issues.
- 62) I believe that inclusionary efforts need to be made where all feel opportunities for advancement is granted and supported.
- 63) STAFF, FACULTY, ADMINISTRATION cohesion!!! This campus is a WAR ZONE - there is an all out feud between classified staff and faculty. Especially in the LRC and Business Services. That ***** is a vile, mean-spirited woman whom I have personally heard make disparaging remarks about Faculty members. If I was offered a full-time faculty position here I would probably decline - it's such a horrible work environment. Students are frustrated by barriers at every turn - and it's no wonder. Even i'm frustrated as an adjunct faculty member!!!!
- 64) There is bullying that goes on amongst faculty. People with presumed political power pick on others in the department. It's appalling at what happens at some of the meetings. We need to institute a policy that states we are opposed to it as a campus.
- 65) Better promotion and participant inclusion of the World Cultures Program
- 66) Not sure....I hope that Muslim and gay groups are supported as they are the most at risk for discrimination in my opinion.

- 67) This campus could do better at incorporating a more inclusive environment of identity politics. That is to say, address the intersectionalities of students' AND STAFF (because historically that never gets decompressed) identities, for example...historically, the student and or staff groups for women and lgbtq folks have been predominantly white, when the overlap is TREMENDOUS. Also, in light of the recent closure of the East Village shelter...perhaps promoting in some way as student homeless organization as a form of outreach to homeless folks on campus to become students could be beneficial.
- 68) N/A.
- 69) MUSIC DEPT.
- 70) No comment
- 71) I think the college can solicit more input from employees regarding their needs to be effective in their work, and it can also obtain more feedback from students regarding their needs to be successful in school.
- 72) In our well-intentioned desire to meet the needs of a diverse student population, sometimes we substitute representation for substance. In other words, having a diverse faculty by what ever means necessary can result in unfair practices and end up discriminating against fine instructors who may happen to be white. In trying to undo the history of racism and exclusion, we don't want to end up committing the very same sins that have plagued us as a society in the past. This is not to say creating a diverse faculty should not be a central goal; this is to say that it is important that the contractual and legal processes in place to protect EVERYONE should be followed.
- 73) n/a
- 74) Culture needs to be seen. There are many cultural activities and events on campus, but the campus could use more permanent cultural displays.
- 75) N/A
- 76) The support of first generation and underrepresented students in the form of programs, counseling and other services. We have some but enough for the large pop. of these students that we have.
- 77) The relationship of administration working with faculty, knowing the faculty, giving every faculty member consideration, not just the few who have direct contact.
- 78) As a former student, teacher at the high school next door for over 37 years, and Adjunct faculty member of this institution, I can say I am satisfied with the climate as it is. This institution does a fantastic job in this area.
- 79) Social events - dances, family weekend events.
- 80) I think that some teachers are still not as helpful as they could be, and I think that Adjuncts should be given more opprtunities for additional hours and permanent employment.
- 81) This campus's programs are very good and I am sure they improve each year.
- 82) Celebrating the cultural contributions of people of all sexual orientations.
- 83) Better relations between people with different job classifications on campus--workshops to integrate everyone on the campus community, to promote awareness, understanding and respect--opportunities to socialize.
- 84) Hiring faculty that reflect the campus student diversity

- 85) Politeness, and awareness of others, seems to be overlooked.
- 86) I believe that we are aware of cultural diversity and we do not need a class for ALL faculty/staff
- 87) HIRING ON A CONTRACTUAL BASIS WOULD BETTER SERVE THE STAFF AND COMMUNITY. TENURED STAFF SHOULD BE REQUIRED TO TEACH IN ORDER TO MAINTAIN EMPLOYMENT. LEARNING OUTCOMES NEED TO ENCOURAGE AND MOTIVATE STUDENT ACHEIVEMENT. THE EVALUATION PROCESS WOULD BE MORE EFFECTIVE IF IT DIRECTLY AFFECTED THE INSTUCTORS FUTURE RETENTION.
- 88) Students different learning needs
- 89) -this might be totally a "budget issue" - but financial support is needed for participation in more cultural events.
- 90) Sexual orientation
- 91) ENHANCED RESOURCES FOR AFRICAN AND LATINO MALES. MONEY FOR SUCH PROGRAMMING AND ACTIVITIES IS ESSENTIAL
- 92) Disability support services and programs.
- 93) Better support of military students and veterans
- 94) Diversity in hiring
- 95) More focus on Asian-american students in particular Southeast Asian students residing within the servicing area of the college.
- 96) Nothing
- 97) Adjunct professors are treated as dispensable articles and tossed out when new teachers are recruited.
- 98) Africian-American male population
- 99) it needs a lot of improvement dealing with issues of sexism--not as a competing force with racism--but as an integral part of the discussion. many campuses act as if those are two separate issues & when one is highlighted the other loses out. this is not my point here, but that we need to see women's (and men's) issues in relationship to patriarchy. this campus does not have a women's resource center, a women's/gender studies program, etc...given the student population, this is highly problematic.
- 100) Safety
- 101) Some events are short notice communication
- 102) Stripping down of DSPS is unacceptable. We could help EOPS, CalWorks, and TRIO find alternative funding sources.
- 103) Cultural climate is OK, but administrative support is severely lacking.
- 104) is there an atheist or agnostic student or awareness group? would be nice to have for this in-the-minority identity perspective :)
- 105) The campus climate has become significantly more 'radical' in the past few years. Anyone who doesn't support liberal ideas probably doesn't feel very welcome at City College. Many of my students who have served in the Military (Vets) have been made to feel (by many of their professors) that they have done something wrong by serving their country. Many of these same students have had their grades lowered on papers because they do not share their professors' liberal view points (or they write their papers hiding their true opinions because

they know that their professor is so liberal that they fear their professor will "take it out on them" either in class, or with a lower grade in the course or on an assignment). I don't see posters, presentations, etc. that celebrate the "American Dream" and this campus does not foster any type of pride in being an American. It is a difficult place to work if you believe in God and love your Country. Faculty are bombarded with union mailers, emails and phone calls about who we should vote for in an election (all Democratic Candidates), what propositions we should support, and worst of all, we were all encouraged to bring our students to attend a 'teach in' where the students could "learn" about the candidates and propositions. Was there anyone there who was discussing and supporting anything other than Liberal candidates and propositions? If you do not support liberal candidates and policies, it is increasingly difficult to exist on this campus; you are in the minority and you probably feel like you need to keep your mouth shut. I believe there should be more 'idea sharing' through panel discussions, guest speakers etc. which focus on INTELLECTUAL HONESTY and present students with BOTH sides of an economic or political issue. Students are often very impressionable and at City College, they are currently only being exposed to one side of the political and economic spectrum. We should be encouraging students to do their OWN research on political candidates or issues ... not TELLING them who to vote for.

- 106) Information, and the distribution of that information, is the only place I feel we could really improve. Perhaps, if all City students had greater access to e-mail streams, and alternate forms of "bulletin board" kind of information. It's just that the student body comes from such a variety of socioeconomic and tech-savvy backgrounds, it's hard to know how best to spread the word about City cultural activities.
- 107) I cannot provide you with an example. I believe the campus is the best I've ever worked for.
- 108) I think more classes about other cultures and traditions that are practiced here on our campus but misunderstood by some faculty and students
- 109) The administration needs to do a better job communicating with the faculty to receive viewpoints and implement fresh ideas. The current climate does not encourage one to participate unless required.
- 110) more clubs or cultural events.
- 111) need serious help in knowing what to do when staff, (faculty, Admin or Classified employees) have clearly been discriminatory. We need processes in place to address it because usually nothing is done when something happens.
- 112) There seems to be a lot of workplace bullying amongst the Counselors on campus. The climate within the Counseling Department is one that lacks collegiality, respect, and collaboration amongst Counselors within the department and with Counselors from other counseling programs. Additionally, many of the Counselors in the Counseling Department don't seem to respect differences of opinions and viewpoints.
- 113) This might sound strange, but perhaps more of a cultural balance. Most of my students are "diverse" and it doesn't seem like a cultural balance for the demographics of San Diego.
- 114) Providing tutor services for more advanced classes beyond introductory English and math.
- 115) I dislike the District's continual use of the classification "White Non-Hispanic". There are a lot of people who are White and Hispanic.

- 116) This campus needs to improve on the African American Cultural.
- 117) Both lack of resources and the failing to sometimes draw out campus community members who tend to be reticent results in less participation.
- 118) Justice and opportunity for all cultures, and individuals.
- 119) I think the focus should always be on not how we are different, but how we are alike. Instead of more clubs based on ethnic similarities, sexual preference, etc. why not more clubs on topics everyone would benefit from? Science clubs, business clubs, arts clubs and recruit all who are interested in expanding their minds and relationships.
- 120) Develop a culture of student success in which faculty educate students in how to improve their study skills.
- 121) I wish there were more staff development activities that help faculty and staff accommodate students from different backgrounds.
- 122) N/A
- 123) Administrators need to spend some time in individual departments to observe meetings and interactions to see how individuals are treated in their "home".
- 124) Incorporating cultural climate themes into special events Town Hall meetings or programs featuring nationally recognized presenters, would re-affirm the value we place on such themes and its role in enlightening our student body.
- 125) On the other hand, our culture/(union specifically) supports and gives it's opinion too much on political issues and uses my money to do so and i think it is totally wrong. I do think the union is too involved in politics and uses it power negatively.
- 126) hiring more full time faculty in the area of Chicano Studies and providing a space for chicano faculty and staff to congregate, like a department office, that would also have space for adjunct to utilize. not just full time faculty. a central location that students know they can go when they need support and resources from chicano faculty and/or staff.
- 127) Student services does a poor job supporting vets. This is not a vet friendly campus. Nor is the district as a whole vet friendly.
- 128) Muslim
- 129) I think great strides have taken place in diversity (although I don't know how much it needed to be addressed, as San Diego is a very diverse city), but the bureaucracy has created a stifling climate that needs to be addressed.
- 130) I believe in the importance of the classic Greek and Roman legacy. I don't know how much attention is paid to that.
- 131) When we are in a position to hire again we need to be more effective in ensuring that district HR processes support us in our desire to ensure recruitment in places that will provide highly-diverse candidate pools.
- 132) No comment.
- 133) how adjuncts are treated and respected, EOPS not given enough respect
- 134) nothing--i can think of