



# PORTLAND COMMUNITY COLLEGE

## CAMPUS CLIMATE ASSESSMENT FINAL REPORT

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*submitted by*

Charles H.F. Davis III, Ph.D.  
*Director of Higher Education Research & Initiatives*  
Center for the Study of Race & Equity in Education

Edward J. Smith  
*Research Associate*  
Center for the Study of Race & Equity in Education



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## EXECUTIVE SUMMARY

The University of Pennsylvania's Center for the Study of Race and Equity in Education is frequently consulted to conduct assessments of collegiate campus climates. This includes offering of a survey instrument to all campus stakeholders to assess broad issues of diversity and inclusion; the college's competency in addressing matters of harassment and discrimination; the ways in which faculty and staff respond to changing institution demographics; the extent to which the college is committed and responsive to matters of diversity and inclusion; and perceptions regarding the current campus climate as one supportive of equality and equitable outcomes for all stakeholders. In addition, and consistent with our work at other colleges and universities across the nation, we spent four days at the Cascade, Rock Creek, Southeast, Sylvania campuses of Portland Community College facilitating dozens of focus groups students, faculty, and staff whom could provide perspective on the campus climate.

### STUDENT, FACULTY, AND STAFF SURVEY SUMMARY

All members of the PCC community were invited to participate in the survey. A total of 2,169 respondents initiated the survey, yielding 1,554 completed surveys and 71% completion rate. The survey contained 45 multiple choice items and 2 short-answer responses for respondents to provide descriptions and commentary related to witnessing or experiencing harassment and discrimination. The survey was designed to have respondents provide information about their personal experiences as members of the PCCC community, their perceptions of the campus climate for members of their own socio-demographic and social identity group(s), and perceptions of institutional actions, including policies and procedures, and campus initiatives regarding discrimination and/or harassment on their campus.

#### Demographics

The demographics of the 1,554 participants completing the survey are as follows:

- 903 students, 235 faculty, and 416 administrators/staff<sup>1</sup>
- 435 participants of color (321 students and 114 faculty/administrators/staff)<sup>2</sup>
- 811 participants with disabilities (526 students and 285 faculty/administrators/staff)<sup>3</sup>
- 344 members of the LGBTQQ community (227 students and 117 faculty/administrators/staff)<sup>4</sup>

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<sup>1</sup> Possible undercounts of "Administrators" due to the selection of "Other" and write-ins of "Administrator/Administration" in responding to "My primary role at the college."

<sup>2</sup> This number does not include the number of respondents who "Preferred not to answer."

<sup>3</sup> This includes all respondents who selected a physical, mental, or emotional disability or impairment including sensory disability (e.g., visual or hearing impairment), Attention Deficit or Hyperactivity, Learning Impairment (e.g., Dyslexia), Mental or Emotional Health Disorder, Disability of size or stature, or a Chronic health or medical condition.

<sup>4</sup> This does not include respondents who "Preferred not to answer."

- 17 participants identifying as Transgender <sup>5</sup>
- 917 women (500 students and 417 faculty/administrators/staff)

## KEY THEMATIC FINDINGS

Themes were revealed from a factor analysis <sup>6</sup> of the quantitative data and a content analysis <sup>7</sup> of the qualitative data, which included short-answer responses regarding having witnessed or experienced of harassment and discrimination.

### *Student Themes*

Key themes emerging from student survey data include: 1) marginalization, isolation, and discrimination based on race, age, religious affiliation, disability status, and sexual orientation; 2) perceptions of an unwelcoming climate for those in the LGBTQQ community; and 3) ineffectiveness of institutional actions including administrative policies and campus initiatives regarding discrimination and harassment complaints.

### *Faculty/Staff Themes*

Key themes emerging from the faculty/staff survey include: 1) marginalization, isolation, and discrimination based on faculty status (full-time, probationary, temporary vs. full-time, continuous); 2) discomfort and unwillingness to file discrimination complaints out of fear of retribution; and 3) ineffectiveness of administrative policies and procedures in connection with discrimination, harassment, and sexual assault prevention.

## MULTI-CAMPUS FOCUS GROUP SUMMARY

### Focus Groups and Site Visit

A team of researchers from the Center for the Study of Race and Equity in Education at the University of Pennsylvania spent four days visiting each of the Portland Community College campuses. During that time, our team simultaneously facilitated dozens (n=72) of 90-minute, demographically homogenous focus groups with students, faculty, and staff. Participants (see Table 1) provided perspectives on campus-specific and college-wide climate as related to their individual and collective experiences. These groups included:

**Table 1. Total focus group participation by campus**

| Cascade | Rock Creek | Southeast | Sylvania | Total |
|---------|------------|-----------|----------|-------|
| 35      | 42         | 39        | 43       | 159   |

<sup>5</sup> This number is left in the aggregate to increase anonymity.

<sup>6</sup> Factor analysis permits the reduction of a large set of variables to a smaller set of underlying patterns (Kerlinger, 1986).

<sup>7</sup> Content analysis is a method of studying and analyzing communications in a systematic, objective, and quantitative manner to measure variables. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts (Kerlinger, 1986).

## **Faculty Groups**

- Women Faculty and Staff
- Men Faculty and Staff
- Faculty and Staff of Color
- Faculty and Staff with Disabilities
- White Faculty and Staff
- Women Faculty and Staff of Color
- Men Faculty and Staff of Color
- Queer Faculty and Staff

## **Student Groups**

- Veteran Students
- International Students
- Men Students
- Women Students
- Queer Students
- Men Students of Color
- Women Students of Color
- Students with Disabilities

## **KEY THEMATIC FINDINGS**

### *Student Themes*

Key themes emerging from focus groups with students include: 1) students of color experience exclusion through microaggressions<sup>8</sup> (from peers and faculty in the classroom); 2) faculty/staff lack professional competency in supporting diverse student populations; 3) lack of support for non-traditional students; 4) limited recognition of preferred gender pronouns (PGP)<sup>9</sup> for Trans\*, gender queer, and gender non-conforming students; and 5) limited awareness of campus policies and procedures for and discomfort with reporting sexual assault.

### *Faculty/Staff Themes*

Key themes emerging from focus groups with faculty/staff include: 1) discomfort and unwillingness to file discrimination complaints out of fear of retribution (especially for women faculty/staff and faculty/staff of color); 2) lack of racial/ethnic diversity among full-time faculty and senior administration; 4) managing conflict through dismissal and silence of faculty/staff of color; 5) College maintains neoliberal positions of neutrality amidst college-wide racial conflict; and 6) lack of professional equity based on employee status/rank (e.g., full-time vs. part-time and union vs. non-union).

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<sup>8</sup> Microaggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages often based on stereotypes and tropes of target persons identity (e.g., race).

<sup>9</sup> A preferred gender pronoun is the pronoun or set of pronouns that an individual would like others to use when talking to or about that individual.

# RESEARCH METHODS

## COLLEGE-WIDE SURVEY

All members of the PCC community were invited to participate in a survey administered by the Center and publicized widely by the College. A total of 2,169 respondents initiated the survey, yielding 1,554 completed surveys and 71% completion rate. The survey contained 45 multiple choice items and 2 short-answer responses for respondents to provide descriptions and commentary related to witnessing or experiencing harassment and discrimination. The survey was designed to have respondents provide information about their personal experiences as members of the PCC community, their perceptions of the campus climate for members of their own socio-demographic and social identity group(s), and perceptions of institutional actions, including policies and procedures, and campus initiatives regarding discrimination and/or harassment on their campus.

### Sample Demographics

The demographics of the 1,554 participants completing the survey are as follows:

- 903 students, 235 faculty, and 416 administrators/staff<sup>1</sup>
- 435 participants of color (321 students and 114 faculty/administrators/staff)<sup>2</sup>
- 811 participants with disabilities (526 students and 285 faculty/administrators/staff)<sup>3</sup>
- 344 members of the LGBTQQ community (227 students and 117 faculty/administrators/staff)<sup>4</sup>
- 17 participants identifying as Transgender<sup>5</sup>
- 917 women (500 students and 417 faculty/administrators/staff)

## CAMPUS FOCUS GROUP INTERVIEWS

The primary qualitative data collection method for this portion of the assessment included facilitating homogenous focus groups across identities of race, gender, sexual orientation, ability status, etc. The Office of Equity and Inclusion assisted our team in populating focus groups, coordinating with several college centers, campus offices, student organizations, and using university e-mail to personally invite students, faculty, and staff

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<sup>1</sup> Possible undercounts of “Administrators” due to the selection of “Other” and write-ins of “Administrator/Administration” in responding to “My primary role at the college.”

<sup>2</sup> This number does not include the number of respondents who “Preferred not to answer.”

<sup>3</sup> This includes all respondents who selected a physical, mental, or emotional disability or impairment including sensory disability (e.g., visual or hearing impairment), Attention Deficit or Hyperactivity, Learning Impairment (e.g., Dyslexia), Mental or Emotional Health Disorder, Disability of size or stature, or a Chronic health or medical condition.

<sup>4</sup> This does not include respondents who “Preferred not to answer.”

<sup>5</sup> This number is left in the aggregate to increase anonymity.



to participate. As result, we conducted individual, 90-minute focus groups with the following populations:

### **Faculty and Staff Groups**

- Women Faculty and Staff
- Men Faculty and Staff
- Faculty and Staff of Color
- Faculty and Staff with Disabilities
- White Faculty and Staff
- Women Faculty and Staff of Color
- Men Faculty and Staff of Color
- Queer Faculty and Staff

### **Student Groups**

- Veteran Students
- International Students
- Men Students
- Women Students
- Queer Students
- Men Students of Color
- Women Students of Color
- Students with Disabilities

### **DATA ANALYSIS**

The data were analyzed using factor analysis of the quantitative survey data and a content analysis of the qualitative data, which included short-answer responses regarding having witnessed or experienced of harassment and discrimination the survey as well as the transcriptions of the focus group conversations. Factor analysis permits the reduction of a large set of variables to a smaller set of underlying patterns. Content analysis is a method of studying and analyzing communications in a systematic, objective, and quantitative manner to measure variables. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts, which are then aggregated into themes.

# STUDENT SURVEY FINDINGS

## SAMPLE DEMOGRAPHICS

**Table 1. Student participation by enrollment status**

| Response     | n          | %           |
|--------------|------------|-------------|
| Full-time    | 520        | 58%         |
| Part-time    | 347        | 39%         |
| Other*       | 34         | 4%          |
| <b>Total</b> | <b>901</b> | <b>100%</b> |

\* Response of “other” included write-in options of Non-Degree/Continuing Education (n = 18), Dual Enrollment/High School (n = 9), Alumni (n = 6), and More Than Part-Time, Less Than Full-Time (n = 5).

The final sample of students completing the survey consisted of 901 respondents, of which 58% (n = 520) were enrolled full-time and 39% were enrolled part-time (see Table 1.) A remaining 4% (n = 34) of respondents included non-degree seeking students, dual enrollment/high school students, alumni, and those attending classes beyond part-time, but not full-time.

**Table 2. Student participation by campus location**

| Response     | n          | %           |
|--------------|------------|-------------|
| Cascade      | 216        | 26%         |
| Rock Creek   | 205        | 25%         |
| Southeast    | 114        | 14%         |
| Sylvania     | 298        | 36%         |
| <b>Total</b> | <b>833</b> | <b>100%</b> |

Participation by campus (see Table 2) remained consistent with overall enrollment patterns. Whereas Sylvania, the largest and central campus of Portland Community College, comprised 36% of respondents, respondents from Southeast (14%) were nearly half the number of respondents from Cascade (26%) and Rock Creek (25%).

Table 3. Student participation by race/ethnicity

| Response                         | n          | %           |
|----------------------------------|------------|-------------|
| American Indian/Alaskan Native   | 22         | 2%          |
| Arab American                    | 11         | 1%          |
| Asian American                   | 87         | 10%         |
| Black/African American           | 64         | 7%          |
| Bi or Multiracial                | 47         | 5%          |
| Caucasian/White                  | 527        | 58%         |
| Hispanic or Latino/a             | 77         | 9%          |
| Native Hawaiian/Pacific Islander | 13         | 1%          |
| Prefer Not to Answer             | 53         | 6%          |
| <b>Total</b>                     | <b>901</b> | <b>100%</b> |

More than half of all respondents racially identified as Caucasian/White (see Table 3) and gender identified as either Men (37%) or Women (55%) (see Table 4).

Table 4. Student participation by gender

| Response                             | n          | %           |
|--------------------------------------|------------|-------------|
| Gender Nonconforming or Gender Queer | 24         | 3%          |
| Man                                  | 331        | 37%         |
| Trans                                | 13         | 1%          |
| Woman                                | 500        | 55%         |
| Other*                               | 18         | 2%          |
| Prefer Not to Answer                 | 15         | 2%          |
| <b>Total</b>                         | <b>901</b> | <b>100%</b> |

\* Response of “other” included write-in options of Gender Fluid (n = 6) and Agender (n = 4).

Table 5. Student participation by religious affiliation or practice

| Response             | n          | %           |
|----------------------|------------|-------------|
| Buddhism             | 33         | 4%          |
| Christianity         | 266        | 30%         |
| Islam                | 19         | 2%          |
| Judaism              | 11         | 1%          |
| Not Affiliated       | 350        | 39%         |
| Other*               | 121        | 13%         |
| Prefer Not to Answer | 101        | 11%         |
| <b>Total</b>         | <b>901</b> | <b>100%</b> |

\* Response of “other” included write-in options of Atheist (n = 21), Agnostic (n = 4), Bahai (n = 9), Jehovah’s Witness (n = 9), Pagan (n = 8).

Table 6. Student participation by sexual orientation

| Response              | n          | %           |
|-----------------------|------------|-------------|
| Asexual               | 22         | 2%          |
| Bisexual              | 70         | 8%          |
| Gay                   | 25         | 3%          |
| Lesbian               | 28         | 3%          |
| Heterosexual/Straight | 629        | 70%         |
| Queer                 | 31         | 3%          |
| Questioning           | 16         | 2%          |
| Other*                | 35         | 4%          |
| Prefer Not to Answer  | 45         | 5%          |
| <b>Total</b>          | <b>901</b> | <b>100%</b> |

\* Response of “other” included write-in options of Pansexual (n = 16), Panqueer (n = 5), Homoflexible (n = 6), and Heteroflexible (n = 4).

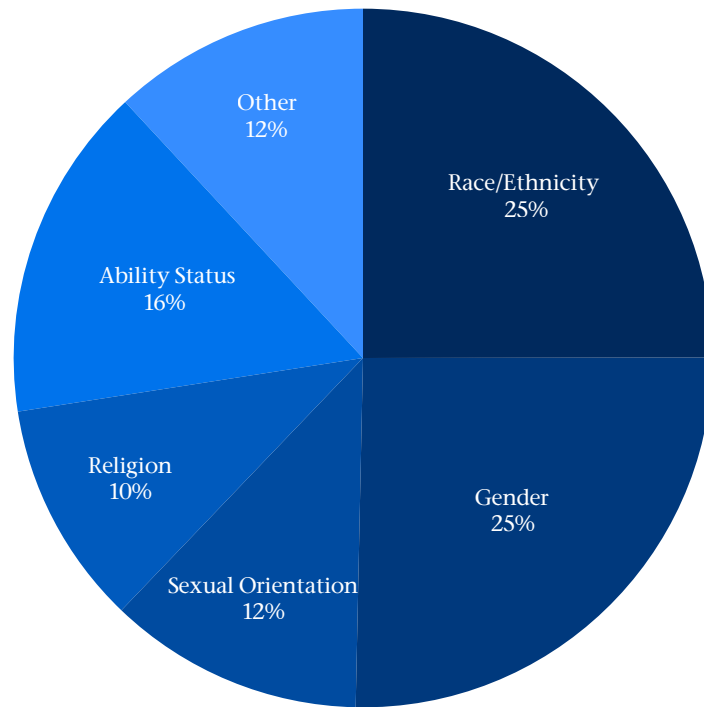
With regard to affiliating or practicing a religion, 39% of respondents reported not being affiliated with a religion (see Table 5). Of respondents indicating they affiliated with or practiced a religion, most identified Christianity (30%) as their faith tradition. In addition, although 70% of respondents identified as heterosexual/straight, 25% of respondents reported their sexual orientation as something other than heterosexual/straight (see Table 6) with 5% preferring not to answer.

Table 7. Student participation by disability status

| Response                            | n          | %           |
|-------------------------------------|------------|-------------|
| Attention Deficit or Hyperactivity  | 80         | 16%         |
| Autism                              | 8          | 2%          |
| Chronic Health or Medical Condition | 89         | 18%         |
| Disability of Size or Stature       | 14         | 3%          |
| Learning Impairment                 | 45         | 9%          |
| Mental or Emotional Health          | 175        | 35%         |
| Physical Disability                 | 51         | 10%         |
| Post-Traumatic Stress Syndrom       | 5          | 1%          |
| Sensory Disability                  | 34         | 7%          |
| Social Anxiety/Anxiety Disorder     | 6          | 1%          |
| <b>Total</b>                        | <b>507</b> | <b>100%</b> |

Over 50% of all survey respondents reported living with a disability, of which 35% indicated a mental or emotional health concern (see Table 7). Other respondents reported included 16% of respondents living with either Attention Deficit or Hyperactivity (ADD or ADHD), 18% with a chronic health or medical condition, and 10% with a physical disability or impairment.

Figure 1. Identity awareness by percentage



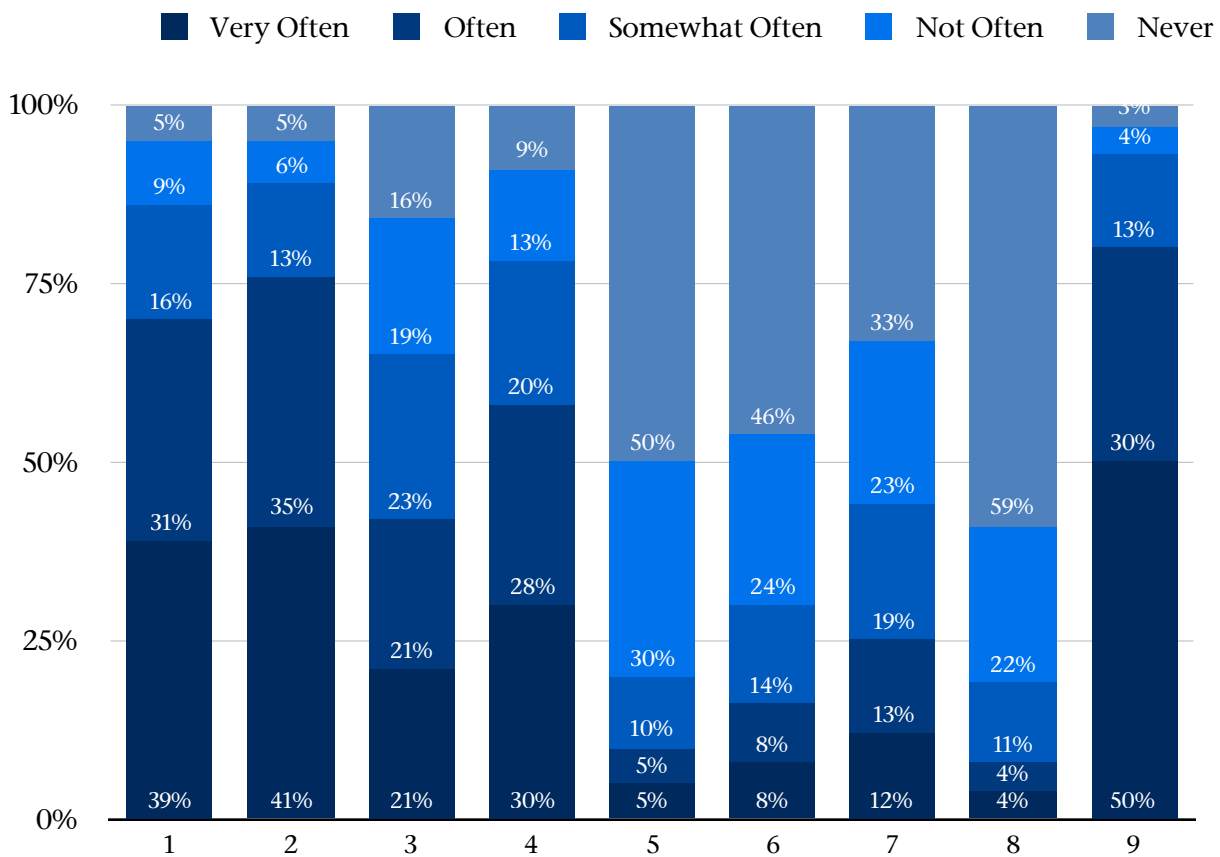
\* Response of "other" included write-in options of Age (n = 59), Socioeconomic Status (n = 22), and Veteran Status (n = 15).

When asked of which identities respondents felt most aware as students at Portland Community College, racial (25%) and gender identities (25%) were the most salient compared to others.

## INTERACTION ACROSS DIFFERENCE AND CONTRIBUTING TOWARD DIVERSITY AND INCLUSION

Overall, respondents indicated they frequently interact with students from racial/ethnic, gender, and sexual orientations different than their own. However, few undertake such interactions voluntarily or speak out against policies negatively affecting racially minoritized students on-campus.

Figure 2. Frequency of diverse student interactions



1. Work collaboratively with students from a racial/ethnic background different than my own.
2. Am on teams with students of a different sex or gender.
3. Intentionally collaborate with students whom identify as LGBTQ during class projects.
4. Consider the ways in which people of color will be affected by the actions of others.
5. Witness discrimination or harassment of others.
6. Volunteer for committees supporting programs/events celebrating the contributions of women.
7. Speak out against policies that may negatively impact racial/ethnic minorities.
8. Experience discrimination and/or harassment from colleagues.
9. Interact with students whose race/ethnicity is different from my own.

Most students agreed or strongly agreed they (62%) and their peers (67%) should actively contribute to creating a more diverse and inclusive campus (see Table 8). They also believed College employees, including faculty, should be required to participate in programs and initiatives aimed to support diversity and inclusion on-campus. Conversely, respondents indicated such interactions across difference enabling them to contribute to the College’s diversity goals should be completely voluntary (42%).

Table 8. Contributions to supporting diversity and inclusion on-campus

| Statement                                                                                                                             | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| I believe I should actively contribute to making the College more inclusive.                                                          | 26%            | 36%   | 33%     | 3%       | 2%                |
| I believe others should actively contribute to making the College more inclusive.                                                     | 28%            | 39%   | 30%     | 2%       | 2%                |
| PCC employees should be required to participate (in some capacity) with programs and initiatives of the Office of Equity & Inclusion. | 26%            | 31%   | 32%     | 6%       | 6%                |
| Working with others from historically underrepresented groups should be completely voluntary.                                         | 17%            | 26%   | 36%     | 13%      | 8%                |
| I believe the way I perform my primary role at the College should change as it becomes more diverse.                                  | 13%            | 23%   | 46%     | 12%      | 7%                |

\* All partial percentages ≥ .5 were rounded down to the nearest percent while percentages < .5 were rounded up (e.g., 3.5+% was round up to 4%)



# PERCEPTIONS OF INSTITUTIONAL COMMITMENT TO DIVERSITY & INCLUSION

Most respondents perceive the College is committed to promoting diversity and developing an inclusive campus environment for students through its policies protect and support equal treatment, demonstrated responsiveness, informative communication to students about opportunities to support the Office of Equity & Inclusion (see Table 9). However, students report levels uncertainty with regard to the college’s commitment to recruit and retain diverse faculty and senior-level administrators.

Table 9. Perceptions of institutional commitment to diversity

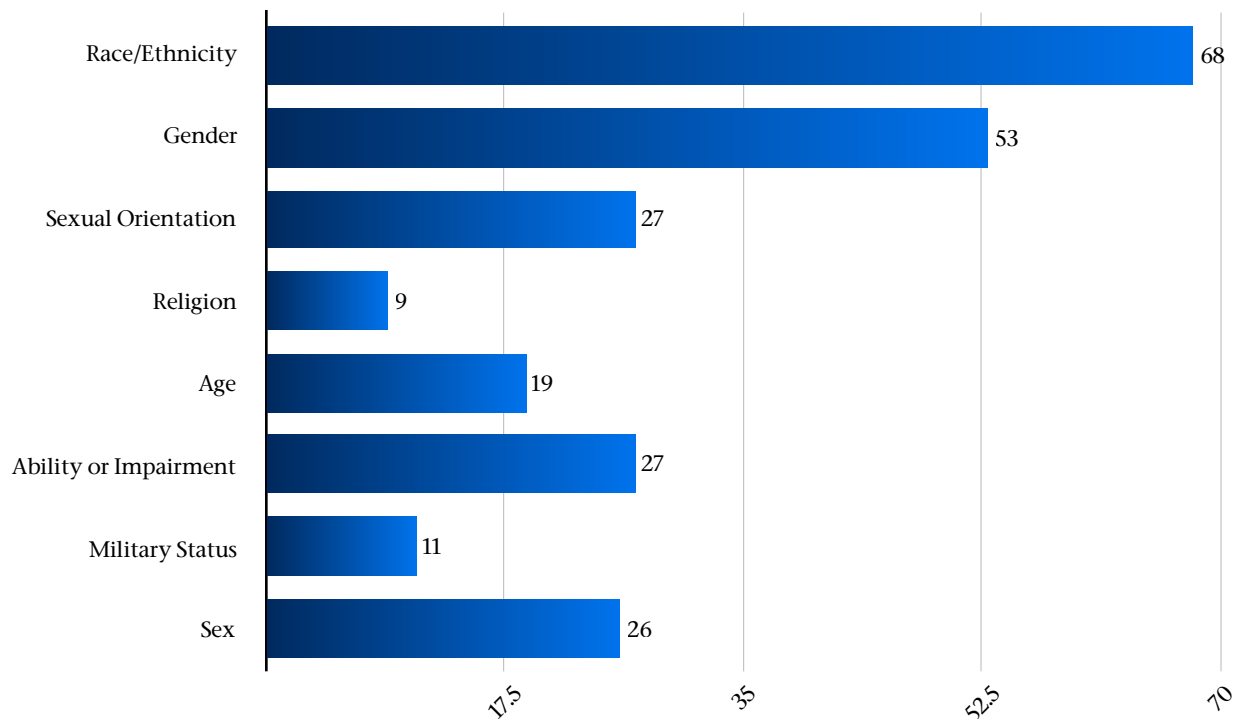
| Statement                                                                                                                                                                  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| The College Administration is committed to promoting a diverse and inclusive campus environment.                                                                           | 33%            | 40%   | 21%     | 4%       | 3%                |
| The College's discrimination policies protect and support the equal treatment of women.                                                                                    | 35%            | 36%   | 24%     | 3%       | 2%                |
| The College is responsive to reports of discrimination among faculty and staff.                                                                                            | 23%            | 26%   | 46%     | 3%       | 2%                |
| The College sufficiently recruits and retains people of color as senior-level administrators and tenured faculty.                                                          | 17%            | 24%   | 49%     | 6%       | 4%                |
| The College is responsive to reports of workplace harassment (unwelcome verbal or physical conduct unreasonably interfering with a person's work and/or work environment). | 21%            | 24%   | 50%     | 3%       | 3%                |
| The College is intentional about creating inclusive work environments.                                                                                                     | 23%            | 35%   | 37%     | 3%       | 3%                |
| The College responds to reports of discrimination and harassment in a timely manner.                                                                                       | 20%            | 19%   | 55%     | 3%       | 2%                |
| The College keeps me informed of opportunities to support and work with the Office of Equity & Inclusion.                                                                  | 20%            | 26%   | 36%     | 12%      | 6%                |

\* All partial percentages ≥ .5 were rounded down to the nearest percent while percentages < .5 were rounded up (e.g, 3.5+% was round up to 4%)

## EXPERIENCES OF HARASSMENT AND DISCRIMINATION

Nearly 20% of all respondents (n = 171) reported personally experiencing harassment or discrimination as a student at Portland Community College. Of the total types of harassment or discrimination experienced (n = 255) (see Figure 3), respondents most frequently indicated experiencing harassment or discrimination related to race (40%), gender (31%), sexual orientation (16%), and/or ability status or impairment (16%).

Figure 3. Frequency of experiences of harassment or discrimination by type



The aforementioned experiences of harassment and discrimination were mostly experienced from other students with whom respondents interacted (46%) or as result of interactions with college faculty (41%) (see Figure 4), particularly during class within which 70% of all student harassment and discrimination took place (see Figure 5).

Figure 4. Source of harassment or discriminatory behavior

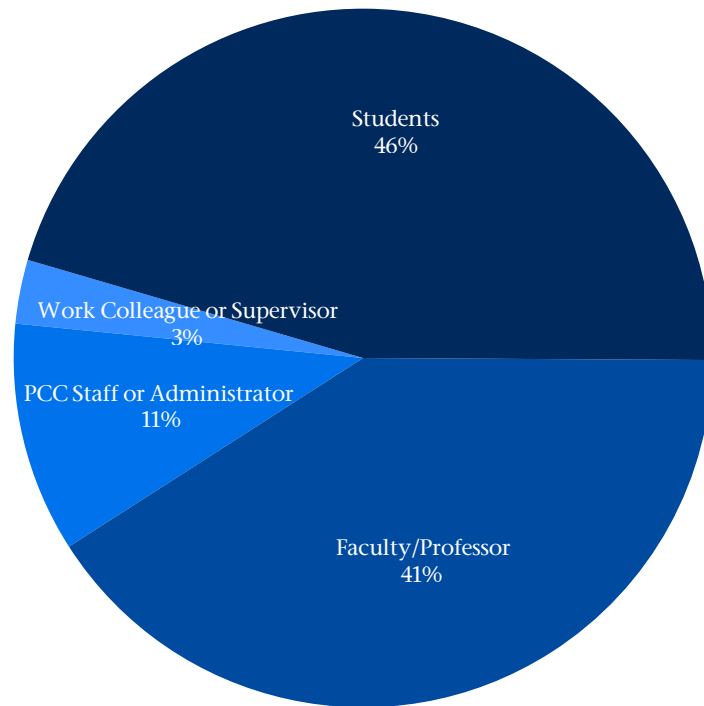
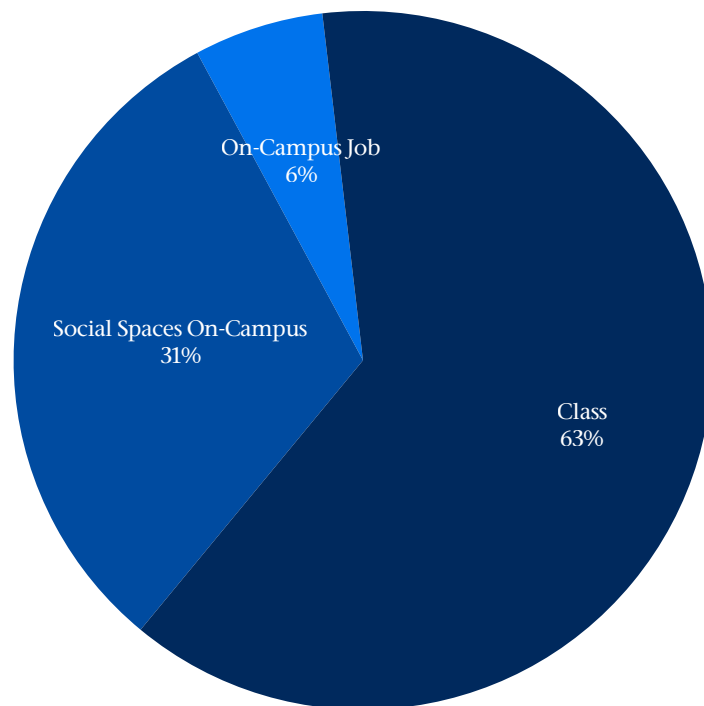


Figure 5. Locations of student harassment and discrimination on-campus



## REPORTING AND INSTITUTIONAL RESPONSE TO HARASSMENT AND DISCRIMINATION

Despite experiencing harassment or discrimination, nearly half (46%) of respondents indicated they did not report their experiences (see Table 10). Of respondents whom reported their experiences, most did not report their experience to a designated PCC official or office acting on behalf of the College.

Table 10. Student reporting experiences of harassment or discrimination

| Response                                | n          | %           |
|-----------------------------------------|------------|-------------|
| A PCC official or designated office     | 26         | 11%         |
| Immediate supervisor                    | 6          | 3%          |
| Did not report                          | 109        | 46%         |
| Another PCC student                     | 30         | 13%         |
| Campus administrator                    | 24         | 10%         |
| Friend or family member (Non-PCC)       | 38         | 16%         |
| Off-campus law enforcement or legal aid | 4          | 2%          |
| <b>Total</b>                            | <b>237</b> | <b>100%</b> |

Table 11. Perceptions of institutional response to reports of harassment and discrimination

| Statement                                                                                                   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| The College responded to my report(s) of discrimination and/or harassment in a timely manner.               | 15%            | 26%   | 19%     | 19%      | 19%               |
| The College objectively and rigorously investigated my report(s) of discrimination and/or harassment.       | 15%            | 15%   | 15%     | 23%      | 30%               |
| The College took seriously my report(s) of discrimination and/or harassment.                                | 11%            | 34%   | 19%     | 4%       | 30%               |
| There was more the College could have done in response to my report(s) of discrimination and/or harassment. | 53%            | 19%   | 7%      | 7%       | 11%               |

| Statement                                                                                       | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| The process to report my experience of discrimination and/or harassment was simple to navigate. | 11%            | 11%   | 26%     | 30%      | 19%               |

\* All partial percentages  $\geq .5$  were rounded down to the nearest percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

Of those who did report their experience(s) to a PCC official or designated office, most were dissatisfied with the institutional response to their report. Although respondents felt the College responded in a timely manner to reports, respondents also felt the College could have 1) taken more seriously reports of harassment and discrimination, 2) more objectively and more rigorously investigated reports of harassment and discrimination, 3) done more in the way of a response to issues presented in reports of harassment and discrimination, and 4) clarified and made students aware of the process by which experiences of harassment and discrimination are reported at the College (see Table 11).

### SEXUAL ASSAULT PREVENTION AND RESPONSE

An overwhelming majority of respondents (68%) indicated they have not received information from the College with regard to preventing or responding to issues of campus sexual assault (see Figure 6). In addition, 74% of respondents also indicated they have not received information regarding the College’s policies and procedures (e.g., definitions, methods of reporting, confidential resources, investigation procedures) related incidents of sexual assault (see Figure 7).

Figure 6. Received information regarding prevention and response to sexual assault

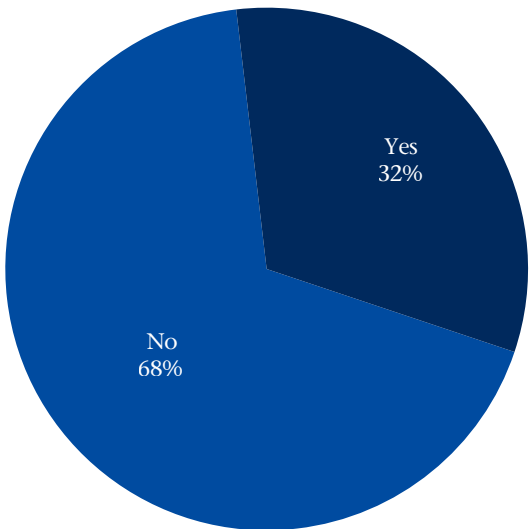


Figure 7. Received information regarding incidents of sexual assault.

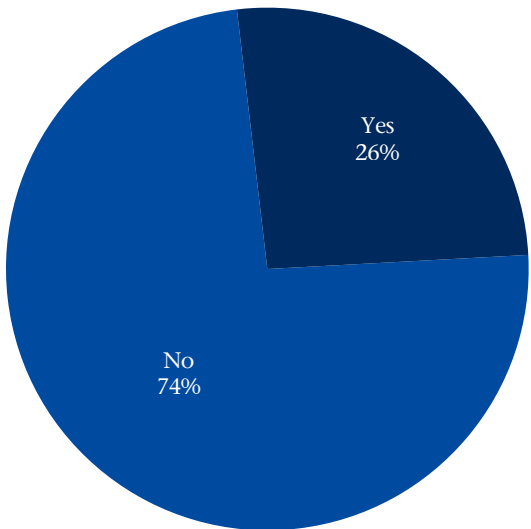


Table 12. Institutional support and response regarding incidents of sexual assault

| Statement                                                                                                                      | Very Unlikely | Unlikely | Undecided | Likely | Very Likely |
|--------------------------------------------------------------------------------------------------------------------------------|---------------|----------|-----------|--------|-------------|
| The College would take the report seriously.                                                                                   | 4%            | 3%       | 22%       | 32%    | 40%         |
| The College would keep knowledge of the report limited to those who need to know in order for the College to respond properly. | 4%            | 4%       | 29%       | 33%    | 30%         |
| The College would forward the report outside the campus to criminal investigators.                                             | 3%            | 4%       | 38%       | 28%    | 25%         |
| The College would take steps to protect the person making the report from retaliation.                                         | 3%            | 5%       | 34%       | 28%    | 30%         |
| The College would take corrective action against the offender.                                                                 | 4%            | 4%       | 30%       | 30%    | 32%         |
| The College would take corrective action to address factors that may have led to the sexual assault.                           | 4%            | 4%       | 29%       | 32%    | 30%         |

\* All partial percentages  $\geq .5$  were rounded down to the nearest whole percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

Despite a lack of familiarity with institutional policies and procedures, most respondents believed it was likely or very likely the College would adequately and properly handle reports of sexual assault (see Table 12), particularly regarding taking such reports seriously, keeping reports confidential, protect reporters of incidents from retaliation, and take corrective action to address factors contributing to sexual assault.

Table 13. Institutional support for reporters and survivors of sexual assault

| Statement                                                                                         | Very Unlikely | Unlikely | Undecided | Likely | Very Likely |
|---------------------------------------------------------------------------------------------------|---------------|----------|-----------|--------|-------------|
| The college would take steps to protect the safety of the person making the report.               | 4%            | 4%       | 26%       | 33%    | 33%         |
| The college would support the person making the report.                                           | 3%            | 4%       | 29%       | 33%    | 30%         |
| Peers would support the person making the report.                                                 | 3%            | 4%       | 33%       | 38%    | 21%         |
| The alleged offender(s) or their associates would retaliate against the person making the report. | 8%            | 11%      | 60%       | 16%    | 5%          |
| The educational/professional career of the person making the report would suffer.                 | 16%           | 21%      | 44%       | 13%    | 6%          |
| Peers would label the person making the report a troublemaker.                                    | 21%           | 29%      | 26%       | 10%    | 5%          |

\* All partial percentages  $\geq .5$  were rounded down to the nearest whole percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

Similarly, respondents believed it likely to very likely the College would adequately and properly support and respond to reports of sexual assault (see Table 13). However, most respondents (60%) were unsure the degree to which alleged sexual assault offenders or their associates would retaliate against the person making the report.

## FACULTY/STAFF SURVEY FINDINGS

### SAMPLE DEMOGRAPHICS

Table 14. Faculty/staff participation by primary role at the College

| Response            | n          | %           |
|---------------------|------------|-------------|
| Faculty             | 271        | 36%         |
| Administrator/Staff | 475        | 64%         |
| <b>Total</b>        | <b>746</b> | <b>100%</b> |

The final sample of faculty/staff completing the survey consisted of 746 respondents, of which 36% (n = 271) were faculty (47% full-time and 53% part-time ) and 64% were administrators or staff (see Table 14.)

Table 15. Faculty/staff participation by campus location

| Response     | n          | %           |
|--------------|------------|-------------|
| Cascade      | 137        | 22%         |
| Rock Creek   | 118        | 19%         |
| Southeast    | 87         | 14%         |
| Sylvania     | 283        | 45%         |
| <b>Total</b> | <b>625</b> | <b>100%</b> |

Participation by campus (see Table 15) remained mostly consistent with student participation patterns. Whereas Sylvania, the largest and central campus of Portland Community College, comprised 45% of respondents, respondents from Southeast (14%) were nearly half the number of respondents from Cascade (22%) and Rock Creek (19%). An additional 106 respondents reported working at a PCC Center (see Table 16).



Table 16. Faculty/staff participation by center location

| Response                     | n          | %           |
|------------------------------|------------|-------------|
| CLIMB Center for Advancement | 14         | 14%         |
| Downtown Center              | 62         | 60%         |
| Newberg Center               | 2          | 2%          |
| Swan Island Trades Center    | 1          | 1%          |
| Columbia County Center       | 0          | 0%          |
| Hillsborough Center          | 2          | 2%          |
| Portland Metropolitan Center | 13         | 13%         |
| Willow Creek Center          | 7          | 7%          |
| Bonita Road Warehouse        | 2          | 2%          |
| Coffee Creek                 | 0          | 0%          |
| <b>Total</b>                 | <b>103</b> | <b>100%</b> |

Table 17. Faculty/staff participation by race/ethnicity

| Response                         | n          | %           |
|----------------------------------|------------|-------------|
| American Indian/Alaskan Native   | 15         | 2%          |
| Asian American                   | 22         | 3%          |
| Black/African American           | 39         | 5%          |
| Bi or Multiracial                | 14         | 2%          |
| Caucasian/White                  | 519        | 70%         |
| Hispanic or Latino/a             | 37         | 5%          |
| Native Hawaiian/Pacific Islander | 3          | 0%          |
| Prefer Not to Answer             | 89         | 12%         |
| <b>Total</b>                     | <b>738</b> | <b>100%</b> |

An overwhelming percentage (70%) of respondents racially identified as Caucasian/White (see Table 17) and gender identified as either Men (32%) or Women (64%) (see Table 18).

Table 18. Faculty/staff participation by gender

| Response                             | n          | %           |
|--------------------------------------|------------|-------------|
| Gender Nonconforming or Gender Queer | 9          | 1%          |
| Man                                  | 234        | 32%         |
| Trans                                | 5          | 1%          |
| Woman                                | 468        | 64%         |
| Other*                               | 2          | 0%          |
| Prefer Not to Answer                 | 19         | 3%          |
| <b>Total</b>                         | <b>737</b> | <b>100%</b> |

Table 19. Faculty/staff participation by religious affiliation or practice

| Response             | n          | %           |
|----------------------|------------|-------------|
| Buddhism             | 18         | 2%          |
| Christianity         | 233        | 32%         |
| Islam                | 6          | 1%          |
| Judaism              | 24         | 3%          |
| Not Affiliated       | 290        | 39%         |
| Other*               | 76         | 10%         |
| Prefer Not to Answer | 88         | 12%         |
| <b>Total</b>         | <b>735</b> | <b>100%</b> |

\* Response of “other” was dominated by respondents indicating Atheism.

With regard to affiliating or practicing a religion, 39% of respondents reported not being affiliated with a religion (see Table 19). Of respondents indicating they affiliated with or practiced a religion, most identified Christianity (32%) as their faith tradition.

Table 20. Faculty/staff participation by sexual orientation

| Response              | n          | %           |
|-----------------------|------------|-------------|
| Asexual               | 11         | 1%          |
| Bisexual              | 39         | 5%          |
| Gay                   | 15         | 2%          |
| Lesbian               | 30         | 4%          |
| Heterosexual/Straight | 565        | 77%         |
| Queer                 | 20         | 3%          |
| Questioning           | 3          | 0%          |
| Other*                | 13         | 2%          |
| Prefer Not to Answer  | 40         | 5%          |
| <b>Total</b>          | <b>736</b> | <b>100%</b> |

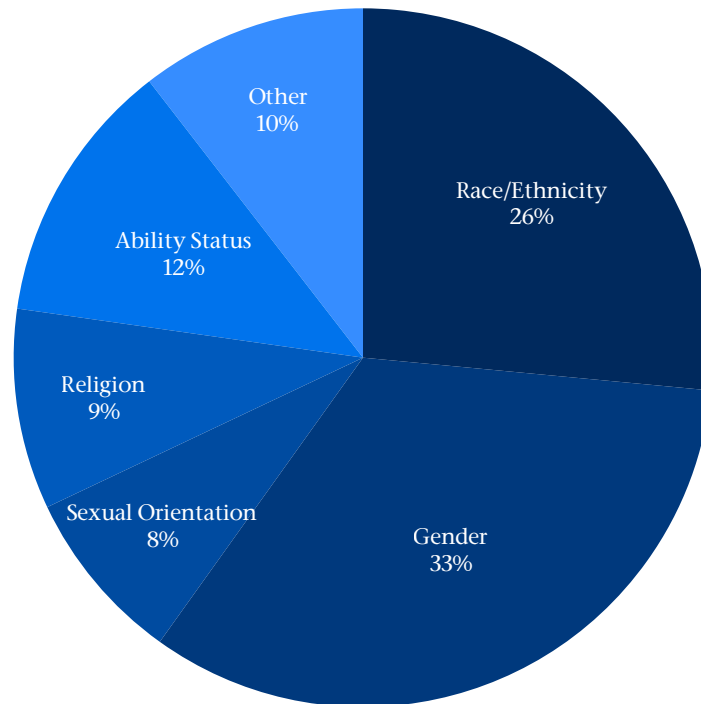
In addition, although 77% of respondents identified as heterosexual/straight, 23% of respondents reported their sexual orientation as something other than heterosexual/straight (see Table 20) with 5% preferring not to answer.

Table 21. Faculty/staff participation by disability status

| Response                            | n          | %           |
|-------------------------------------|------------|-------------|
| Attention Deficit or Hyperactivity  | 20         | 6%          |
| Chronic Health or Medical Condition | 93         | 29%         |
| Disability of Size or Stature       | 16         | 5%          |
| Learning Impairment                 | 13         | 4%          |
| Mental or Emotional Health          | 88         | 27%         |
| Physical Disability                 | 57         | 18%         |
| Sensory Disability                  | 24         | 7%          |
| Other                               | 12         | 4%          |
| <b>Total</b>                        | <b>323</b> | <b>100%</b> |

Over 40% of all faculty/staff respondents reported living with a disability, of which 29% indicated a chronic health or medical condition and 27% indicated a mental or emotional health concern (see Table 21).

Figure 8. Identity awareness by percentage



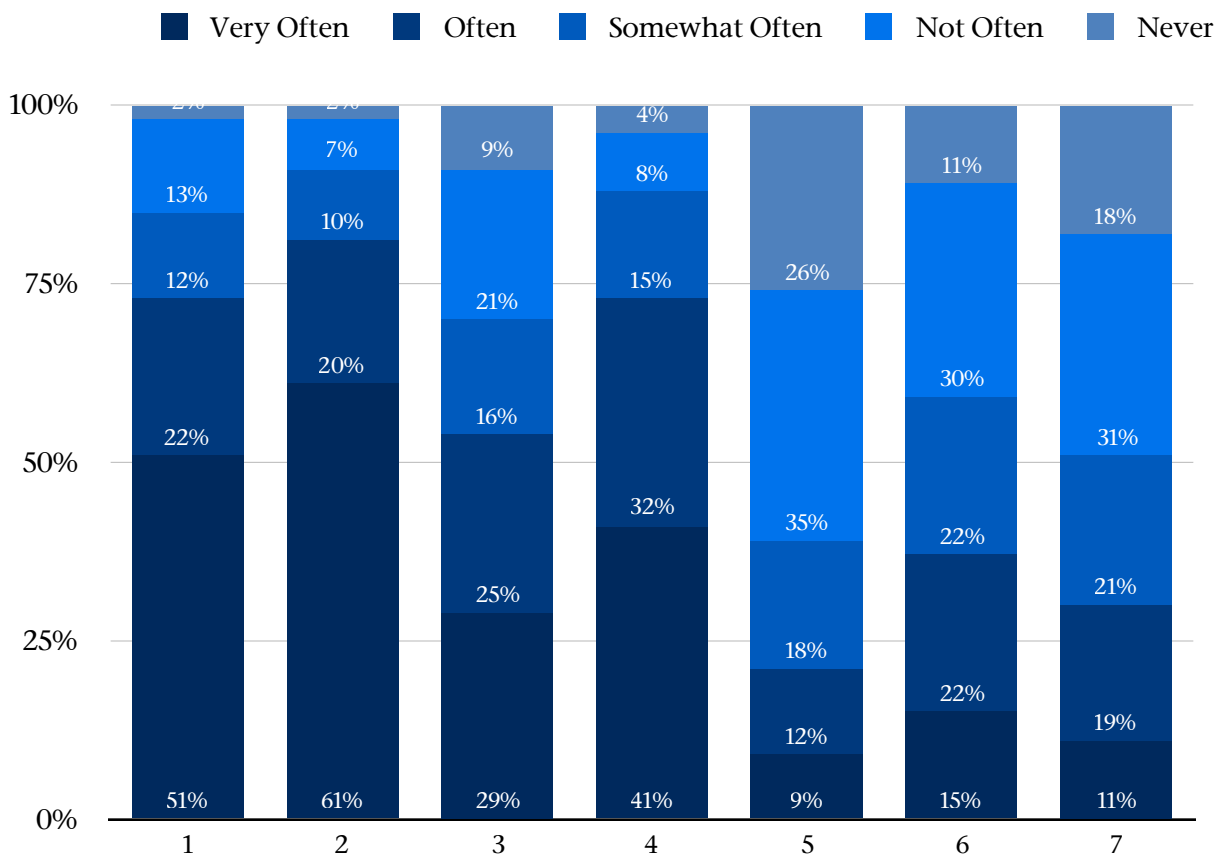
\* Response of “other” included write-in options of 1) age, and 2) level of education/degree attainment.

When asked of which identities of which faculty/staff felt most aware at Portland Community College, respondents were most aware of their gender (33%) and racial identities (26%) compared to all others (see Figure 8).

## INTERACTION ACROSS DIFFERENCE AND CONTRIBUTING TOWARD DIVERSITY AND INCLUSION

Overall, respondents indicated they frequently interact with colleagues from racial/ethnic, gender, and sexual orientations different than their own (see Figure 9). However, few undertake such interactions voluntarily or speak out against policies negatively affecting racially minoritized colleagues.

Figure 9. Frequency of diverse faculty/staff interactions



1. Work collaboratively with students from a racial/ethnic background different than my own.
2. Am on teams with colleagues of a different sex or gender.
3. Intentionally collaborate with students whom identify as LGBTQ.
4. Consider the ways in which people of color will be affected by my actions.
5. Volunteer for committees supporting programs/events celebrating the contributions of women.
6. Speak out against policies that may negatively impact racial/ethnic minorities.
7. Participate in programs and initiatives from the Office of Equity & Inclusion.

Most faculty and staff agreed or strongly agreed they (62%) and their peers (67%) should actively contribute to creating a more diverse and inclusive campus (see Table 9). They also believed College employees, including faculty, should be required to participate in programs and initiatives aimed to support diversity and inclusion on-campus. Conversely, respondents indicated such interactions across difference enabling them to contribute to the College’s diversity goals should be completely voluntary (43%) and were undecided if their roles at the College should change as it becomes more diverse.

Table 9. Contributions to supporting diversity and inclusion on-campus

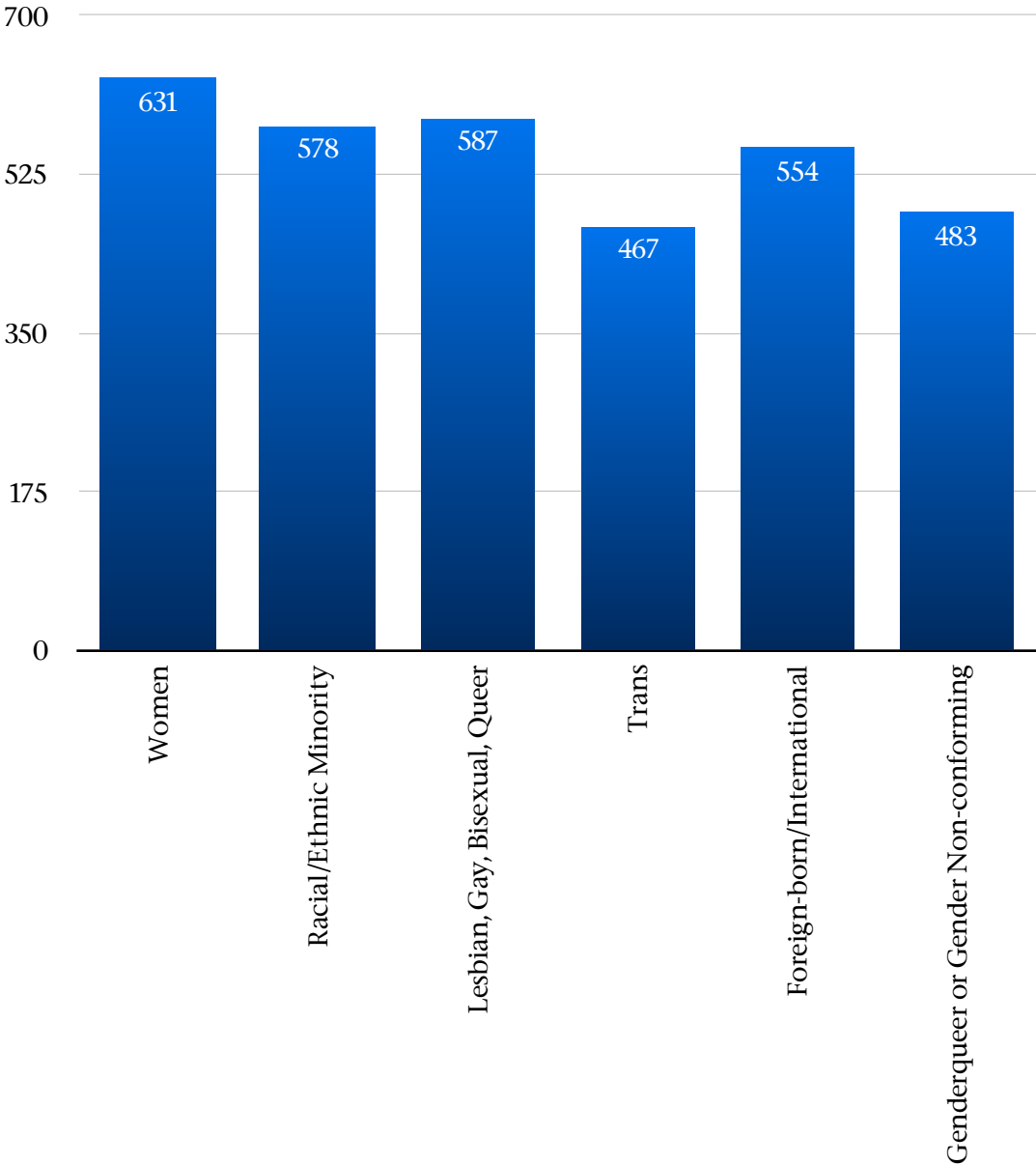
| Statement                                                                                                                             | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| I believe I should actively contribute to making the College more inclusive.                                                          | 26%            | 36%   | 33%     | 3%       | 2%                |
| I believe others should actively contribute to making the College more inclusive.                                                     | 28%            | 39%   | 30%     | 2%       | 2%                |
| PCC employees should be required to participate (in some capacity) with programs and initiatives of the Office of Equity & Inclusion. | 26%            | 31%   | 32%     | 6%       | 6%                |
| Working with others from historically underrepresented groups should be completely voluntary.                                         | 17%            | 26%   | 36%     | 13%      | 8%                |
| I believe the way I perform my primary role at the College should change as it becomes more diverse.                                  | 13%            | 23%   | 46%     | 12%      | 7%                |

\* All partial percentages  $\geq .5$  were rounded down to the nearest percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

# PROFESSIONAL COMMUNITY OF INCLUSION AND SUPPORT ACROSS DIFFERENCE

Most respondents indicated their department/division was largely a welcoming environment for persons from different racial, gender, sexual orientation, and national origin (see Figure 10). However, with regard to gender, women were perceived to be most welcomed while Trans\* and gender non-conforming and gender queer faculty and staff were perceived least likely to feel welcomed.

Figure 10. Perceptions of welcoming professional environment by identity



Most faculty and staff felt support and appreciation across difference occurred often to very often within their respective department/division (see Table 10). More specifically, respondents did not indicate frequent occurrences of stereotyping, making offensive jokes at the expense of others, etc.

Table 10. Perceptions of support and appreciation within department/division

| Statement                                                                                                                             | Very Often | Often | Not Often | Never | Unsure |
|---------------------------------------------------------------------------------------------------------------------------------------|------------|-------|-----------|-------|--------|
| My colleagues display an appreciation for cultural differences.                                                                       | 41%        | 40%   | 11%       | 2%    | 5%     |
| My colleagues support lesbian, gay, bisexual, queer, gender non-conforming, or questioning members of our office/department/division. | 46%        | 34%   | 5%        | 1%    | 14%    |
| My colleagues support transgender members of our office/department/division.                                                          | 32%        | 21%   | 7%        | 1%    | 39%    |
| My colleagues support each other across racial and ethnic backgrounds.                                                                | 48%        | 33%   | 10%       | 2%    | 7%     |
| My colleagues are supportive of persons from other countries.                                                                         | 52%        | 34%   | 7%        | 1%    | 7%     |
| My colleagues make inappropriate jokes about people who are different.                                                                | 2%         | 4%    | 27%       | 57%   | 10%    |
| My colleagues respond to me based upon stereotypes they have about my group(s).                                                       | 6%         | 11%   | 30%       | 41%   | 12%    |
| My colleagues treat me with respect.                                                                                                  | 56%        | 36%   | 6%        | 1%    | 1%     |

\* All partial percentages  $\geq .5$  were rounded down to the nearest percent while percentages  $< .5$  were rounded up (e.g., 3.5% was round up to 4%)

## PERCEPTIONS OF INSTITUTIONAL COMMITMENT TO DIVERSITY & INCLUSION

Faculty largely perceive the College is committed to promoting diversity and developing an inclusive campus environment with regard to academic freedom, facilitation of open dialogue, acceptance of diverse points of view, religious practice, and diverse representation across curricula (see Table 11). Similarly, faculty respondents perceive administrators and staff appreciate diversity and support an environment of inclusion at the College (see Table 12).



Table 11. Faculty perceptions of institutional commitment to diversity and inclusion

| Statement                                                                                                                                          | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| College programming, course curriculum, and course offerings reflect the lives, perceptions, and contributions of women.                           | 19%            | 48%   | 27      | 7%       | 0%                |
| College Administration supports free and open discussions about difficult topics.                                                                  | 16%            | 39%   | 27%     | 15%      | 4%                |
| College Administration creates an environment for the free and open expression of my ideas, opinions, and beliefs.                                 | 13%            | 39%   | 29%     | 15%      | 5%                |
| The College creates an environment of acceptance of non-Democratic (liberal or conservative) political views.                                      | 7%             | 31%   | 42%     | 16%      | 4%                |
| College Administration creates an environment of acceptance of different religious practices.                                                      | 18%            | 43%   | 31%     | 5%       | 2%                |
| College programming, course curriculum and course offerings reflect the lives, perceptions, and contributions people of my race(s)/ethnicity(ies). | 27%            | 34%   | 24%     | 11%      | 4%                |
| College Administration promotes ideals of academic freedom equally across departments, schools, and academic colleges.                             | 15%            | 37%   | 30%     | 13%      | 5%                |

\* All partial percentages  $\geq .5$  were rounded down to the nearest percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

Table 12. Faculty perceptions of administrators/staff commitment to diversity and inclusion

| Statement                                                                                                                     | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| College Administrators/Staff are supportive of people with my racial/ethnic backgrounds.                                      | 39%            | 38%   | 16%     | 9%       | 3%                |
| College Administrators/Staff are supportive of persons from other countries.                                                  | 30%            | 44%   | 21%     | 5%       | 1%                |
| College Administrators/Staff encourage free and open discussions about difficult topics.                                      | 15%            | 36%   | 29%     | 17%      | 3%                |
| College Administrators/Staff create an environment of acceptance of non-Democratic (liberal or conservative) political views. | 11%            | 27%   | 43%     | 17%      | 2%                |
| College Administrators/Staff create an environment of acceptance of non-Judeo-Christian, non-Western religious practices.     | 20%            | 41%   | 29%     | 9%       | 1%                |
| College Administrators/Staff make inappropriate jokes about persons of the LGBTQQ community.                                  | 1%             | 4%    | 13%     | 41%      | 42%               |
| College Administrators/Staff respond to me based upon stereotypes they have about my group(s).                                | 5%             | 18%   | 28%     | 31%      | 19%               |
| College Administrators/Staff respect me as a professional.                                                                    | 40%            | 39%   | 15%     | 5%       | 2%                |

\* All partial percentages  $\geq .5$  were rounded down to the nearest percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

College administrators and staff mostly perceive faculty are committed to promoting diversity and developing an inclusive campus environment with regard to supporting diverse student populations, creating environments for diverse political views, and encouraging dialogue about difficulty topics (see Table 13).

Table 13. Administrator/staff perceptions of faculty commitment to diversity and inclusion

| Statement                                                                                              | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| College Faculty are supportive of people from diverse racial/ethnic background(s).                     | 36%            | 31%   | 23%     | 7%       | 3%                |
| College Faculty are supportive of students from other countries.                                       | 29%            | 40%   | 24%     | 5%       | 2%                |
| College Faculty encourage free and open discussions about difficult topics.                            | 18%            | 36%   | 31%     | 11%      | 4%                |
| College Faculty create an environment of acceptance and support for the expression of political views. | 15%            | 30%   | 35%     | 16%      | 5%                |
| College Faculty create an environment of acceptance of different religious practices.                  | 13%            | 34%   | 38%     | 11%      | 4%                |
| College Faculty make inappropriate jokes about persons from the LGBTQQ community.                      | 2%             | 5%    | 31%     | 39%      | 23%               |
| College Faculty respond to me based upon stereotypes they have about my group(s).                      | 5%             | 20%   | 37%     | 25%      | 14%               |
| College Faculty respect me as a professional.                                                          | 23%            | 45%   | 22%     | 7%       | 2%                |

\* All partial percentages  $\geq .5$  were rounded down to the nearest percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

## PERCEPTIONS OF INSTITUTIONAL COMMITMENT TO DIVERSITY & INCLUSION

Faculty respondents' self-appraisal of incorporating diversity and culturally-relevant teaching practices for diverse student populations in the classroom was overwhelmingly positive (see Table 14). Between 80%-90% felt agreed or strongly agreed they were consciously engaging the use of diverse perspectives in delivery of course content (readings, lectures, etc.), aware of the cultural references they make during class, and encouraged students to draw from diverse experiences to make connections with course material.

Table 14. Faculty self-appraisal of culturally-relevant teaching practices in the classroom

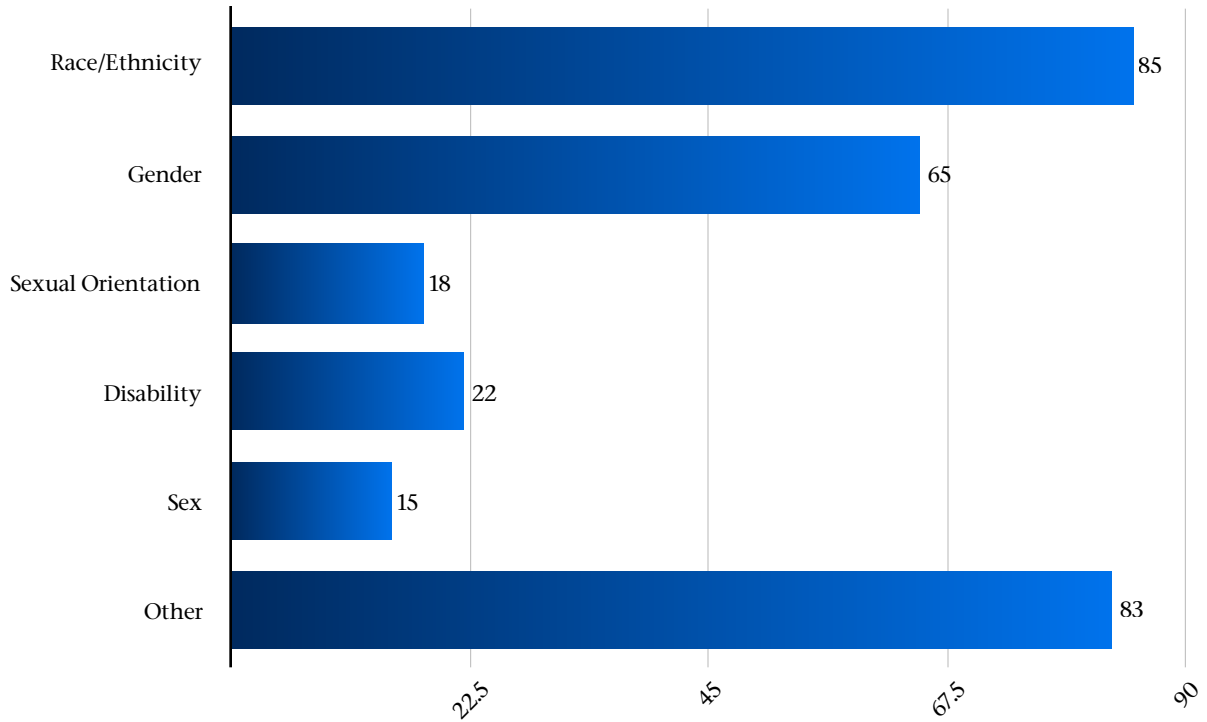
| Statement                                                                                                                  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| I am conscious of the cultural references I make in the classroom.                                                         | 53%            | 40%   | 5%      | 3%       | 0%                |
| Regardless of course topic, I regularly include course content that represents a diverse array of perspectives.            | 35%            | 43%   | 17%     | 5%       | 0%                |
| Regardless of the course topic, my syllabus reflects a commitment to a diversity and inclusion.                            | 43%            | 39%   | 16%     | 3%       | 0%                |
| In classes I teach, students are encouraged to make connections between the course content and their own lived experience. | 63%            | 27%   | 8%      | 2%       | 0%                |

\* All partial percentages  $\geq .5$  were rounded down to the nearest percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

## EXPERIENCES OF HARASSMENT AND DISCRIMINATION

32% of all respondents (n = 242) reported personally experiencing harassment or discrimination as an employee at Portland Community College. Of the total types of harassment or discrimination experienced (n = 288) (see Figure 11), respondents most frequently indicated experiencing harassment or discrimination related to race (37%), gender (28%), or other categories (36%) of which age was most prominent.

Figure 11. Frequency of experiences of harassment or discrimination by type



The aforementioned experiences of harassment and discrimination were mostly experienced from a supervisor (40%) or colleague (34%) (see Figure 12), and occurred within respondents' home division/department (48%) (see Figure 13).

Figure 12. Source of harassment or discriminatory behavior

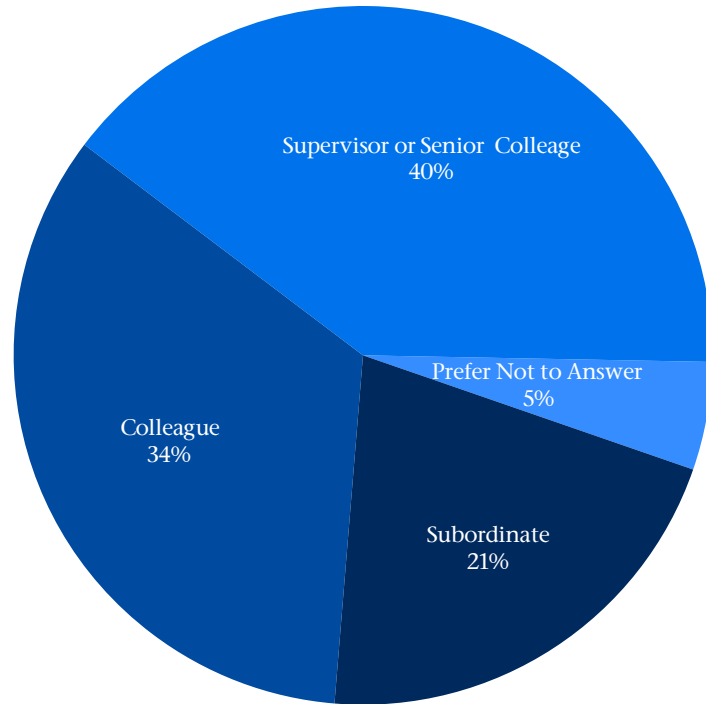
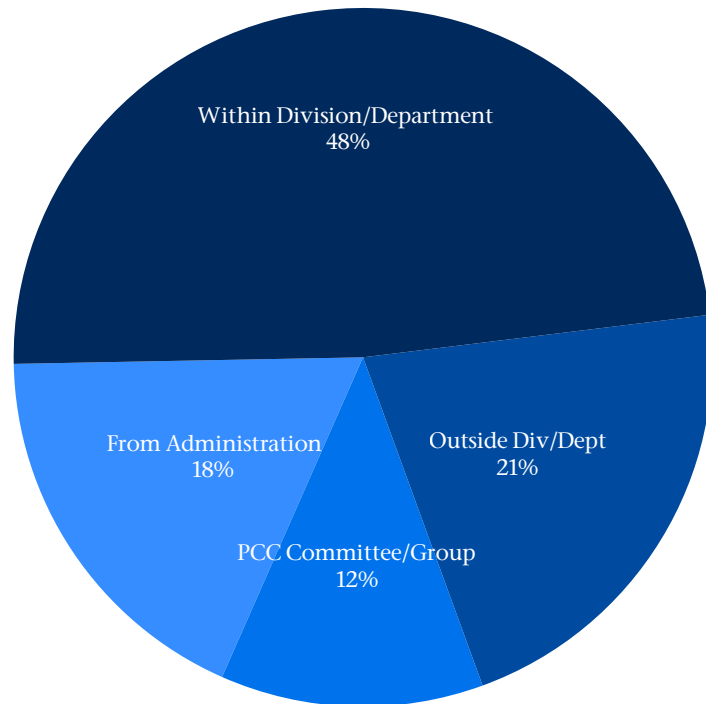


Figure 13. Locations of student harassment and discrimination on-campus



## REPORTING AND INSTITUTIONAL RESPONSE TO HARASSMENT AND DISCRIMINATION

Despite experiencing harassment or discrimination, most respondents (63%) indicated they did not report their experiences (see Table 15). Of respondents whom reported their experiences, most reported their experience to a direct supervisor within their department

Table 15. Faculty/staff reporting experiences of harassment or discrimination

| Response                            | n          | %           |
|-------------------------------------|------------|-------------|
| A PCC official or designated office | 37         | 15%         |
| Immediate supervisor                | 54         | 22%         |
| Did not report                      | 154        | 63%         |
| <b>Total</b>                        | <b>245</b> | <b>100%</b> |

Table 16. Perceptions of institutional response to reports of harassment and discrimination

| Statement                                                                                                   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| The College responded to my report(s) of discrimination and/or harassment in a timely manner.               | 11%            | 16%   | 5%      | 32%      | 35%               |
| The College objectively and rigorously investigated my report(s) of discrimination and/or harassment.       | 3%             | 5%    | 16%     | 35%      | 41%               |
| The College took seriously my report(s) of discrimination and/or harassment.                                | 11%            | 11%   | 8%      | 22%      | 49%               |
| There was more the College could have done in response to my report(s) of discrimination and/or harassment. | 57%            | 30%   | 3%      | 5%       | 5%                |
| The process to report my experience of discrimination and/or harassment was simple to navigate.             | 5%             | 27%   | 22%     | 22%      | 24%               |

\* All partial percentages  $\geq .5$  were rounded down to the nearest percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

Of those who did report their experience(s) to a supervisor or PCC official or designated office, most were extremely dissatisfied with the institutional response to their report (see Table 16). Respondents indicate the College could have 1) taken more seriously reports of harassment and discrimination, 2) more objectively and more rigorously investigated

reports of harassment and discrimination, 3) done more in the way of a response to issues presented in reports of harassment and discrimination, and 4) clarified and made faculty/ staff aware of the process by which experiences of harassment and discrimination are reported at the College.

## SEXUAL ASSAULT PREVENTION AND RESPONSE

The majority of respondents (56%) indicated they have not received training from the College with regard to preventing or responding to incidents of campus sexual assault (see Figure 14). In addition, 57% of respondents also indicated they have received training regarding the College’s policies and procedures (e.g., definitions, methods of reporting, confidential resources, investigation procedures) related incidents of sexual assault (see Figure 15).

Figure 14. Received training regarding prevention and responding to incidents sexual assault

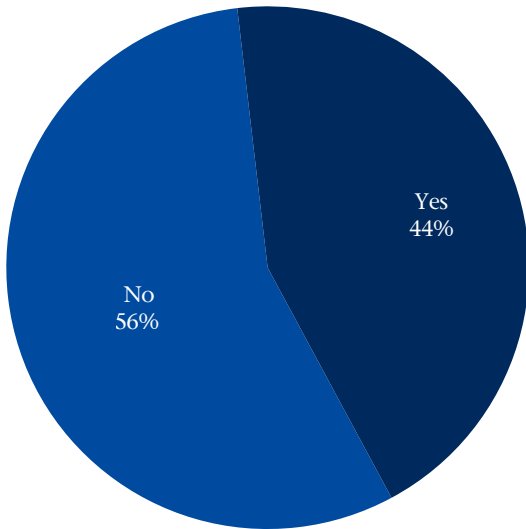


Figure 15. Received training regarding policies and procedures related to incidents of sexual assault

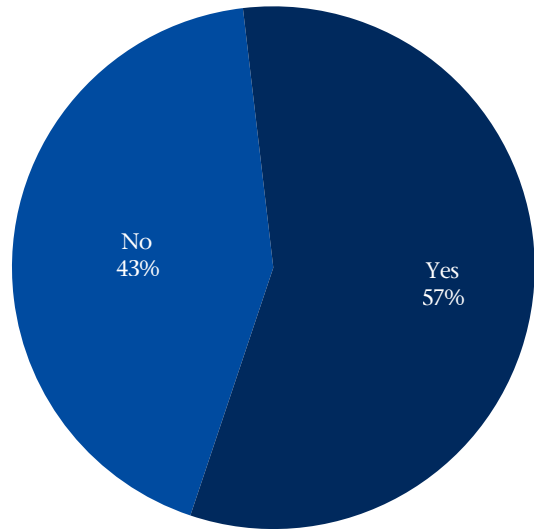




Table 17. Faculty/staff readiness and preparedness to respond to reports of sexual assault

| Statement                                                                          | Very Unlikely | Unlikely | Undecided | Likely | Very Likely |
|------------------------------------------------------------------------------------|---------------|----------|-----------|--------|-------------|
| I feel prepared to assist in the prevention of sexual assault.                     | 33%           | 38%      | 20%       | 7%     | 2%          |
| I feel prepared to respond to reports of sexual assault.                           | 39%           | 42%      | 13%       | 7%     | 1%          |
| If a colleague or student were sexually assaulted, I know where to go to get help. | 54%           | 40%      | 4%        | 2%     | 0%          |
| I understand College's formal procedures to report sexual assault.                 | 43%           | 41%      | 11%       | 5%     | 0%          |

\* All partial percentages  $\geq .5$  were rounded down to the nearest whole percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

Most respondents feel extremely underprepared to assist in the prevention of and respond to reports of sexual assault (see Table 17). In particular, respondents indicated not knowing where on-campus to get help for a student or colleague whom shared with them an experience of being sexually assaulted.

Table 18. Institutional support and response regarding reports of sexual assault

| Statement                                                                                                                      | Very Unlikely | Unlikely | Undecided | Likely | Very Likely |
|--------------------------------------------------------------------------------------------------------------------------------|---------------|----------|-----------|--------|-------------|
| The College would take the report seriously.                                                                                   | 2%            | 2%       | 12%       | 33%    | 51%         |
| The College would keep knowledge of the report limited to those who need to know in order for the College to respond properly. | 2%            | 5%       | 16%       | 38%    | 40%         |
| The College would forward the report outside the campus to criminal investigators.                                             | 4%            | 5%       | 39%       | 29%    | 23%         |
| The College would take steps to protect the person making the report from retaliation.                                         | 3%            | 8%       | 28%       | 37%    | 24%         |
| The College would take corrective action against the offender.                                                                 | 3%            | 7%       | 30%       | 35%    | 26%         |
| The College would take the report seriously.                                                                                   | 2%            | 2%       | 12%       | 33%    | 51%         |

\* All partial percentages  $\geq .5$  were rounded down to the nearest whole percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

Despite a lack of familiarity with institutional policies and procedures, most respondents believed it was likely or very likely the College would adequately and properly handle reports of sexual assault (see Table 18), particularly regarding taking such reports seriously, keeping reports confidential, protect reporters of incidents from retaliation, and take corrective action to address factors contributing to sexual assault.

Table 19. Institutional support for reporters and survivors of sexual assault

| Statement                                                                                            | Very Unlikely | Unlikely | Undecided | Likely | Very Likely |
|------------------------------------------------------------------------------------------------------|---------------|----------|-----------|--------|-------------|
| The College would take corrective action to address factors that may have led to the sexual assault. | 3%            | 9%       | 27%       | 38%    | 23%         |
| The College would take steps to protect the safety of the person making the report.                  | 2%            | 6%       | 20%       | 38%    | 34%         |
| The College would support the person making the report.                                              | 2%            | 5%       | 24%       | 38%    | 31%         |
| Peers would support the person making the report.                                                    | 2%            | 6%       | 31%       | 41%    | 20%         |
| The alleged offender(s) or their associates would retaliate against the person making the report.    | 9%            | 21%      | 56%       | 11%    | 4%          |
| The educational/professional career of the person making the report would suffer.                    | 13%           | 28%      | 39%       | 15%    | 5%          |

\* All partial percentages  $\geq .5$  were rounded down to the nearest whole percent while percentages  $< .5$  were rounded up (e.g., 3.5+% was round up to 4%)

Similarly, respondents believed it likely to very likely the College would adequately and properly support reporters and respond to reports of sexual assault (see Table 19). However, most respondents (56%) were unsure the degree to which alleged sexual assault offenders or their associates would retaliate against the person making the report.

## STUDENT FOCUS GROUP FINDINGS

Key themes emerging from focus groups with students include: 1) students of color experience exclusion through microaggressions (from peers and faculty in the classroom); 2) faculty/staff lack professional competency in supporting diverse student populations; 3) lack of support for non-traditional students; 4) limited recognition of preferred gender pronouns (PGP) for Trans\*, gender queer, and gender non-conforming students; and 5) limited awareness of campus policies and procedures for and discomfort with reporting sexual assault.

### MICROAGGRESSIONS AND MICROINVALIDATIONS

Students of color across all campuses repeated described experiencing microaggressions from peers and faculty during class and in other social spaces around campus. Microaggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages often based on stereotypes and tropes of target persons identity (e.g., race). For example, Arab and South Asian students generally, and Muslim women students more specifically, shared experiences in which they were often asked to represent an entire group with which they identified. This was particularly related to topical conversations, some of which occurred in class despite the course's subject being unrelated, about "terrorism" against the United States and in Arab nations by labeled Muslim extremists. A Muslim woman student shared the following classroom experience:

"In front of my entire class, a [white] student asked what my thoughts were about 9/11, which was crazy because when 9/11 happened I was 5 years old. I did not even live in the United States then, but I was supposed to have an opinion because I wear hijab<sup>1</sup>."

The student continued to share that her professor did nothing to interrupt this interaction. Instead, the professor looked at the student as if they too were awaiting a response.

"I felt really uncomfortable being isolated and asked to speak for all Muslims. The professor didn't do anything to help; he just looked at me like everyone else."

In addition, students of color experienced microinvalidations regarding their lived experiences. Microinvalidations, like microaggressions, refer to small, often verbal exchanges in which claims and experiences are undermined, dismissed, or rendered invalid rather than considered as truthful or making a contribution to conversations and learning experiences. Most frequently these experiences centered around conversations related to race and racism, many of which occurred in class when discussing such topics as a part of the course material. Latino/a students, for example, spoke about challenging the ways in which contributions of white scholars, writers, and artists were presented as the standard and norm by which all students should learn.

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<sup>1</sup> The term hijab commonly refers to variations of scarf coverings for the head for Muslim women and girls.

“After a class, I asked the professor why we were not assigned Latino authors (or any authors of color) but was dismissed as if my question was not important. It was a American literature class, and I had read, at home, books from American authors who looked like me, so I knew it was possible.”

Not only did this interaction with the faculty member invalidate the experience of this student, but also invalidated the contributions of people of color to the field of literature. In this way the student, although expressing a desire for more diversity in the curriculum, was met with resistance and ultimately dismissed at the faculty member’s discretion.

## **COMPETENCY FOR SUPPORTING DIVERSE STUDENT POPULATIONS**

Students of color *and* white students consistently expressed the need for College faculty and staff to receive more training and education related to diversity. In particular, those who served as student leaders within organizations such as student government regularly cited the intense trainings they receive to ensure they can support and advocate for students from diverse backgrounds in their leadership roles. This often include weeks of intensive training about various identities students embody, issues and concerns related creating an inclusive campus environment, Title IX policies and procedures and mandatory reporting, etc. However, students felt if they were required have to receive training in these various areas, faculty and staff should also receive the same, if not more, training to be better prepared to support a variety of PCC’s student populations. As such, students expressed a sense that many of the aforementioned experiences of harassment and discrimination as experienced through microaggressions, microinvalidations, and other overt actions by faculty and staff could be remedied through more substantive, mandatory training and education.

## **SUPPORT FOR NON-TRADITIONAL STUDENTS**

As was also indicated by the survey data, students often felt less a part of the PCC community as non-traditional students, many of whom were returning to college as adult learners. In particular, non-traditional students whom worked full-time, had families, and/or maintained other obligations away from the College experienced challenges with course offerings required for their degree program or major. In particular, students mentioned such courses often only being available at times inconsistent with their own schedules, which led to delays in completion due to having to postpone course enrollment one or more semesters. A working mother whom returned to PCC after starting a family shared the following:

“Sometimes I have classes I *need* to take, but they’re not offered at times that work for my schedule, which is frustrating. I feel like if a class is required and not some elective, it should be available multiple times to accommodate people like me who work, have families, and other responsibilities.”

In addition, opportunities for out-of-classroom engagement through participating in student organizations, connecting with faculty, and attending campus programs were even more so limited. Each of the aforementioned concerns led non-traditional students

to feel less connected to their campus community, which they perceived to mostly accommodate traditional students (recently graduated from high school) and would quickly continue on to four-year institutions after graduating from PCC.

## **RECOGNITION OF PREFERRED GENDER PRONOUNS**

LGBTQQ students felt, generally, PCC was taking steps to provide an inclusive campus environment through supporting student organizations, campus centers, and programs and initiatives that represent their gender and sexual identities. In addition, students noted the College has taken steps to provide gender-neutral/all gender restrooms and locker rooms for Trans\* students at the various campuses. However, most LGBTQQ students mentioned an ongoing challenge of faculty, staff, and students recognizing preferred gender pronouns for Trans\*, gender non-conforming, and gender queer students. A preferred gender pronoun is the pronoun or set of pronouns that an individual would like others to use when talking to or about that individual. While students were able to change the way their individual names may be represented the College's online system, these changes were not always reflected in official documents in student services offices, class rosters, etc., which often led to repeated misgendering of students who identified differently (in name and/or gender). One student shared:

“I mean, I understand the system isn't always up-to-date as we transition [to our new identities], but if I tell you I prefer to use certain pronouns or go by a specific name, I want that to be respected. If I don't go by my government name or assigned gender pronoun, it shouldn't be used and people need to know that.”

They attributed this process of misgendering to the discontinuity of how they were recognized by the federal government, particularly related to financial aid and social security information as listed in college-wide reporting systems. Unfortunately, beyond the bureaucracy of recognition, students expressed an often lack of care and attention to being acknowledged appropriately by peers, College faculty, and administrators.

## **POLICIES, PROCEDURES, AND REPORTING SEXUAL ASSAULT**

### **Policies and Procedures of Reporting**

Many students shared that they were unfamiliar with processes of reporting incidents of harassment and discrimination, particularly when they involved faculty or administrators. Intuitively, students experiencing forms of harassment and discrimination often reported such incidents to the immediate supervisor (academic chair or senior-level administrator) of the person responsible for the incident. However, many students said they were not aware of a specific office or person responsible for receiving claims related to experiences of harassment and discrimination.

Nevertheless, some students mentioned being aware of an online form with which they could report incidents of harassment and discrimination. Even these students were unsure about what happens after they submit the form, especially if doing so anonymously, and how accountability would be enforced among the accused parties if they were not also students.

## **Title IX Mandatory Reporting**

Many students with whom we spoke were also employed at the College in various ways. They specifically mentioned their newly prescribed responsibility as “mandatory reporters” of Title IX issues, particularly sexual assault, if and when they became aware of such incidents. However, many students expressed discomfort with the responsibility of having to disclose what may be told to them in confidence as friends or resources for fellow students. While they fully understood the expectation to report and the process by which to do so, students often said they discouraged their peers from telling them certain things because they did not want to violate their trust knowing they would have to report what they heard. A women student who was employed and a cultural center shared the following:

“A girlfriend started to tell me about an experience she had and I had to stop her immediately. I felt bad as her friend, that should couldn’t confide in me the way she had before because I would have to report it. I also felt like maybe what she had to say she wouldn’t tell anyone else, so no one would know what happened and nothing would be done.”

Such an expectation of mandatory reporting, although federally mandated, presents psychological and emotional challenges for students whom often are still developing as young adults themselves. What is more, students are often unable to maintain what may be meaningful connections with each other and participate in communities of support on-campus. This is particularly due to their competing roles as university employees required to report and as students seeking to build trusting relationships with one another.

## **FACULTY/STAFF FOCUS GROUP FINDINGS**

Key themes emerging from focus groups with faculty/staff include: 1) discomfort and unwillingness to file discrimination complaints out of fear of retribution (especially for women faculty/staff and faculty/staff of color); 2) lack of racial/ethnic diversity among full-time faculty and senior administration; 3) managing conflict through dismissal and silence of faculty/staff of color; 4) College maintains neoliberal positions of neutrality amidst college-wide racial conflict; and 5) lack of professional equity based on employee status/rank (e.g., full-time vs. part-time and union vs. non-union).

### **REPORTING INCIDENTS OF HARASSMENT AND DISCRIMINATION**

#### **Reporting**

Faculty and staff both articulated an indirect reporting process that led to issues of harassment and discrimination being directly reported to their supervisor or department chair. However, in reporting such incidents, most said little in the way of follow-up would occur. In fact, many participants shared that after reporting their experiences, the person responded with a figurative “pat on the back” rather than directing them to additional resources such as those formally provided by the Office of Equity & Inclusion. A woman of color faculty member shared the following:

“I went to my department chair, who was white and male, after having an incident with a white male student in one of my classes. I told him the student was disrespectful and often attempted to undermine my authority during class, which I knew would not have happened if I were not a woman or person of color. Although he listened to my concerns, sort of like a therapist, I guess, he didn’t really have much else to say about what happened. He just apologized for what happened and sent me on my way.”

When asked about the College’s procedures for reporting, many participants said they were not familiar with formal reporting process. In addition, reporting incidents came with a sense of concern regarding possible retribution or retaliation on part of those colleagues and others whom the report may name as the offender.

#### **Retribution and Retaliation**

Participants from marginalized racial and gender groups as well as those in subordinated positions (part-time faculty, entry-level staff, etc.) made consistently clear their concern about filing a formal complaint against a colleague or superior, especially those who were in positions of power. In particular, they expressed concern over possible retribution and retaliation from the person about whom their complaint was filed. This was especially prominent amongst women participants generally and women of color more specifically. With regard to the latter, women of color often felt they would face double consequences, first as a woman and second as racial minority. In some cases, this included a third position of subordination as an employee with relatively little institutional power given their professional rank or classification. One woman of color staff member shared amongst her colleagues,

“I’m often afraid to speak up when things happen at work. I don’t know who I can consider safe or if voicing my concerns is worth losing my job. I mean, we talk about things that happen to each other, but I don’t know if I could tell my supervisor or trust someone else who handles these kinds of things. I also don’t feel like I’m taken seriously, especially about things related to race. It’s like race isn’t real to everyone here because the people are ‘nice’ and well-meaning.”

In part, this was attributed to a general sense of navigating the institutions with a degree of what women participants termed “political safety.” This term refers to the ways in which women were careful not to “end up on someone’s bad side” and possibly be affected professionally, especially by men in superior professional positions. Put differently, women participants routinely expressed a sense of having to 1) pick and choose their battles, 2) if and to whom they should report their concerns, and 3) how rigorously to pursue following-up their reports if a direct supervisor or the College provided an inadequate response. Each of the aforementioned aspects of “political safety” were linked to women participants’ understandings of and behaviors related to reporting harassment and discrimination.

Secondly, with regard to race, the above participant is referring to what was described by a different, white faculty member as “shallow progressivism” on issues of race. This was described both within the larger environment of Portland and at the College specifically to reflect how often race - and racism - is dismissed as a non-issue or reduced to mere individual attitudes or actions by some white faculty and staff at the college. As this faculty member - who also served as a member of the College’s diversity council - stated,

“A lot of my colleagues, and [white] people here generally, don’t understand that race and racism still affect people of color, even in a place like Portland. Sure, if you ask any of them about equality across race, they’ll all be in support of more diversity and ‘opportunity for all’ until it means they have to change or do something about it. And when race comes up, they often avoid talking about it or try to find a different explanation for issues we hear from our colleagues.”

## **INSTITUTIONAL RESPONSE TO HARASSMENT AND DISCRIMINATION**

### **Indirect Reporting and Limited Response**

Consistent with the survey findings, faculty and staff participants expressed a sense of institutional silence and dismissal with regard to thoroughly investigating and responding reports of harassment and discrimination. In fact, many participants shared that - other than having reported their incident - very little was done to communicate 1) where the College was in the investigation process, and 2) what the College’s course of action would be following the investigation. This was in part due to a lack of clarity with regard to the indirect reporting process involving supervisors and department chairs. In these instances, participants said although the indirect reporting process was followed, the incidents reported often do not move beyond an individual department or division. However, even in instances in which a formal report was filed through the described online reporting system, participants often felt nothing was being done with their reports:



“I followed the process I was told about by a co-worker, the online reporting form we have here. But after I submitted my report, I didn’t receive much follow-up from anyone. I got a couple emails about it, but that was it. I didn’t have a meeting with anyone and there weren’t any hearings or anything. Honestly, I don’t even know what happened to the person I reported; they’re still at PCC (even though I don’t work with them anymore).”

Although the institution very well may have followed-up with some type of action, it was unclear to this participant what, if anything, was done. They certainly felt as though the College should have done more to communicate what was happening with their claim, but also that an intervention of some sort should have taken place with the person they reported. As a result of limited communication, this respondent was left to believe nothing had happened and that their claim was dismissed without meaningful resolution.

### **Institutional Neutrality**

During our time at PCC, we heard a great deal about recent race-related incidents involving a campus wide e-mail exchange in response to a coordinated set of events collectively known as *Whiteness* History Month. This month was reportedly said to “challenge the master narrative of race and racism through an exploration of the social construction of whiteness,” which was intended to better educate [white] faculty and staff at the college. However, upon publicizing the impending set of programs through the campus-wide system, some responses decried reverse racism and a variety of other concerning testimonies from College faculty, which were viewable to some students on the listserv. Having engaged this topic in several of our focus groups, participants told us that although the institution eventually discontinued the “all-campus” email feature for additional responses, there was no formal admonishment from College administration about what had transpired. There was also no report of action taken against the individual(s) whom made discriminatory, racist statements in the public email forum.

Participants felt this was consistent with other incidents that had happened in the past in which the institution often maintained a relatively neutral position, or had none at all, on issues of race at PCC. Faculty and staff expressed a great deal of concern about these incidents not being met with more forceful positions by College administration. In many ways the lack of response communicated a level of acceptance of and agreement with discriminatory statements are made by *some* members of the PCC community. A faculty member of color had the following to say about the aforementioned incident:

“When the administration says nothing to combat the negative instances that so clearly impact certain communities [of color] at PCC, it doesn’t make us feel supported, as employees or people. They should have the integrity to stand against these kinds of things publicly, to let us know we matter like everyone else.”

## **DIVERSITY AMONG FACULTY AND SENIOR-LEVEL ADMINISTRATION**

Faculty and staff regularly discussed a general lack of diversity amongst their academic colleagues and College leadership. This was mostly expressed in terms of racial and ethnic diversity as many participants mentioned the increase presence of women in leadership positions within the College and campus-level administration. In particular, participants expressed a sense that much of what contributed to the College's racial and ethnic diversity were overly represented in part-time faculty, part-time staff, and full-time administrators. By their own accounts, very little diversity in terms of representation existed at the department chair and senior leadership levels of the College. In these ways, for those whom themselves were full-time and perhaps also in leadership roles they often were anomalies at the College generally and on their campus more specifically. Such individual positions were said to come with a level of tokenization as sole minority members of various committees such as those for hiring, program and event planning related to diversity, and the frequent expectation to individually educate colleagues of matters of race.

However, although the participants noted the College as a whole had positioned women in roles of leadership, they often felt women leaders were unlikely to be advocates for their unique, gendered concerns when conflict arose. Some attributed this to the aforementioned notion of "political safety," which participants felt was not limited to positions of less power or seniority within the college. This point expresses the importance not only of defining diversity in terms of representation, but also in terms of institutional culture (norms, beliefs, practices, policies, etc.) that may stifle equity outcomes for marginalized groups. In this particular example, which could be replicated across other identity categories, women occupying positions of relative authority may remain limited in their opportunities to effectively advocate for other professional women due to their own concerns of "political safety" among colleagues' and superiors' identities as men.

# **RECOMMENDATIONS**

## **RECOGNIZING AND SUPPORTING THE TRANS\* COMMUNITY**

Many institutions of higher education are making considerable strides to recognize and support lesbian, gay, bisexual students through progressive policy shifts at an campus level, but often remain limited in addressing the concerns of gender specifically. Based on the data, several recommendations may be helpful for PCC to consider to better recognize and support the trans\*, gender non-conforming, and genderqueer communities at PCC:

1. Develop institutional non-discrimination policies that explicitly include trans\*, gender non-conforming, and genderqueer identities;
2. Transform existing and create new all-gender/gender-neutral spaces, particularly restrooms and changing rooms in athletic facilities, to respond to safety concerns and create greater comfortability for trans\*, gender non-conforming, and genderqueer persons;
3. Seek out and implement employee health insurance carriers that support transition-related medical expenses;
4. Allow individuals to change their name, gender, and preferred personal pronouns in campus records and policy requiring their recognition by the campus community;
5. Include gender-related identity questions as an option on admissions applications, enrollment forms, hiring profiles, job applications, and other employment forms.

## **ADDITIONAL TRAINING AND COUNSELING FOR MANDATORY REPORTING**

With changes to ensure colleges and universities more adequately and appropriately respond to issues of gender-based harassment, discrimination, and sexual assault, additional responsibilities have been placed on institutions without always a clear set of implementing what processes and procedures are new in practice. To that end, and consistent with our research findings, the expectation and, in fact, obligation of faculty, staff, and some students to report Title IX issues of which they become aware at PCC would greatly benefit from additional training and support beyond federal mandates of compliance. Put differently, given the expressed emotional and psychological challenges of mandatory reporting on individuals required to do so it is important the College consider providing resources about how to cope with and manage the reporting responsibility before being hired, during their professional tenure, and immediately following any and all incidents they may report.

Additional training and ongoing support are particularly important for students, many of whom are also university employees and thus required to report what they see, hear, or over hear. Given the known developmental experiences for students during college, especially traditional college students, institutions are responsible for the formative adult

years of many students' lives. The additional responsibility of and potential second-hand trauma from reporting Title IX incidents creates additional difficulty for students already undergoing their own processes of growth, maturation, and identity formulation. For these reasons it is important for the College to connect mandatory reporters to services and personnel tasked with responding to the mental and emotional health of students on-campus.

## **PROCESS AWARENESS, INSTITUTIONAL RESPONSE, AND OFFICE CAPACITY**

It was repeatedly reported to our research team that more awareness about the formal processes and procedures related to incidents of harassment and discrimination at the College is needed. Although much of the information is available online, many faculty, staff, and students remain unaware of where to find it or that it exists at all. The College should continue to make an effort to increase awareness about where its stakeholders can find information about issues of harassment and discrimination, how and to whom incidents and individuals can be reported, and the step-by-step process by which reports are evaluated and responded to by the institution.

Awareness could be increased through advertising campaigns online and on-campus within existing College forums and spaces. It could also be instituted through other online training programs similar to those used to educate personnel on Title IX processes and procedures as was done recently at the College. Most importantly, however, is also ensuring once such processes are understood, those utilizing their new knowledge to submit reports are met with timely and adequate institutional response to their claims.

Each of the aforementioned recommendations will require support from existing offices with the College. In addition, it will likely require the College to expand its support of the Office Equity and Inclusion with resources to hire additional staff, both in its central office as well as at the campus level. Such support would increase the efficiency with which the office is able to investigate and respond to numerous reports throughout the year. In addition, campus-based deputies would aid in an on-campus resource for faculty, staff, and students when incidents require in-person reporting rather than what can be impersonal when submitting a form online.

## **PROFESSIONAL DEVELOPMENT, TRAINING, AND EXECUTIVE EDUCATION**

Additional training and education on issues of diversity and inclusion and topics related to race, gender, sexual orientation, ability, religion, and other identities are important to creating more inclusive campus environments. Some of this programming, like Whiteness History Month and other opportunities provided by professional development centers on teaching and learning, already exist on-campus. Perhaps in the case of the College, students may also be a resource upon which the institution can draw to better educate its various communities across campuses and centers given their own intensive training with such important diversity issues.

What is important to note is such opportunities are largely voluntary for faculty and staff, which generally leads to an underutilization of such resources and limited impact of

such programs. While it may seem challenging to require such opportunities for learning across difference, perhaps incentivizing, compensating, or rewarding participation in these programs could boost enrollment and participation. For example, adding an evaluation criterion for continuing education on diversity, broadly conceived, as part of ongoing employment and/or promotion at the college could be a strategy to support increasing awareness and understanding across difference while also ensuring doing so is not merely optional. It may also be such that opportunities present themselves away from campus through attending conferences or enrolling in programs and institutes designed to educate faculty, staff, and administrators on equity related issues in higher education. It is important to emphasize such opportunities across and throughout the College, at every level of hiring, professional rank, and employment status to support institutional change.

## **RECRUITMENT, SELECTION, AND RETENTION OF DIVERSE TALENT**

Intentionality and resources are required to diversify the faculty and senior-level administration at PCC. For example, many institutions, in recent years have dedicated substantive budgets to increase professional diversity over a multi-year period. Others have supported increased recruiting budgets for hiring diverse talent at various levels across the institution. As a community college, PCC may not be able to monetarily make similar investments as larger four-year institutions, but it can take steps to more adequately recruit, select, and retain diverse talent. At the very least, a plan of action should be developed with existing faculty and staff of color representing target areas of growth and development for diversity, and presented to the College's leadership. Such a plan may include 1) intentional targeting of faculty to recruit, 2) job announcements to attract a diverse applicant pool, 3) more visible support from senior leadership, 4) cluster hiring, and/or 5) bridge funding to ease transitions between newly hired faculty are replacing those who will be soon retiring. In addition, below are some more pointed recommendations used by other community colleges to address increasing representations of diverse talent.

### **Recruitment**

1. When recruiting, communicate broadly through the use of advertising at regional and national levels through online options (e.g., The Chronicle or Inside Higher Ed), professional publications/journals for faculty and higher education administrators, professional and academic conferences.
2. Leverage existing employees professional networks to identify prospective candidates for upcoming vacancies. This may include their relationships within the existing community within which the College is situated, but also beyond the local context to the various professional organizations in which they are currently involved.
3. Consider the promotion of diverse, in-house talent already familiar with the institution, have a positive reputation amongst their colleagues, and have demonstrated a commitment to diversity and inclusion.

### **Selection**

1. Identify and train someone to oversee the candidate selection process and ensure it is one that brings together a diverse pool of prospective candidates for consideration across race, gender, sexual orientation, ability, etc.
2. Make sure the search/selection committees are also as diverse as possible. If there are challenges or limitations to creating diverse committees, consider invite community leaders connected to PCC in meaningful ways to participate (e.g., educators within local schools, community programs, etc.).
3. Train the search/selection committee to adequately and equitably evaluate prospective candidates from diverse backgrounds. This will help check unconscious and implicit bias in reviewing diverse candidate pools as well as the tendency to evaluate them on one or two factors, such as education and experience, rather than look further other factors important to increasing a sense of belonging and inclusivity at the College.

### **Retention**

1. Validate the experiences of diverse faculty and staff if and when reports of harassment and discrimination are made through both indirect and direct processes of reporting.
2. Support the organization and sustainability of affinity groups, diverse programming and initiatives, professional development opportunities through incentives, financial subsidy, and existing College personnel for administrative support as needed.
3. Recognize the contributions of diverse faculty and staff within existing and potentially creating new systems of reward at the College. This may include honors and awards traditionally associated with PCC for superlative teaching, expert service in administration, or participation in diverse programs and initiatives aimed at the institutions diversity and inclusion goals.





# Race & Equity

UNIVERSITY *of* PENNSYLVANIA