

# Summary report of the Portland Community College Campus Climate Assessment 2018

Aristides Petrides-Jimenez, Ph.D.

aristides.petrides@pcc.edu

Traci Fordham, Ph.D.

Office of Equity and Inclusion

## Contents

Introduction.....	2
Scale and Weighted Averages .....	3
Students Climate Survey.....	5
Employees Climate Survey.....	9
Conclusions; Addressing Student and Faculty key themes identified from focus groups. ....	13

## Introduction.

This document presents a summary report of the Portland Community College Climate survey of 2018. This summary makes references to the tables shown in the appendix of the report entitled: Climate Survey Results 2018 available at the PCC Office of Equity and Inclusion webpage <https://www.pcc.edu/about/equity-inclusion/>. The original climate survey was developed by an external company who specializes in assessing diversity and inclusion in colleges and other institutions. The online faculty and student-oriented surveys had sufficient representation from all diversity groups as shown in the Climate Survey Results report. The total number of students answering the survey is shown in table 1. The analysis made by personnel of the PCC's Office of Equity and Inclusion disaggregated the survey results by gender, race and sexual orientation. Table 2 and table 3 show the percentages of students belonging to each disaggregated group per campus. This report presents a summary of the results comparing the perception of climate between the disaggregated groups and college-wide. Additional reports available through the Office of Diversity and Inclusion presents the disaggregated results per campus.

Table 1. Number of student respondents per attending campus

	College-wide	Cascade	Rock Creek	Southeast	Sylvania
# of student Respondents	2694	569	544	703	993

Note: there were less than 4% of the total number of students (115) that answered that they attended classes on two campuses. They were counted in both of the selected campuses when the individual campus was analyzed, however only counted once when the College-wide was analyzed.

Table 2. Percentage of students calculated from the total population of students per campus that identify as LGBTQIA+, Students of Color and Female Students. Survey original question 59, What is your Gender? Question 27, Do you Identify as LGBTQIA+? and Question 31, Are you a Student of Color?

	College-wide	Cascade	Rock Creek	Southeast	Sylvania
LGBTQIA+	23.8%	31.4%	19.9%	24.0%	25.1%
Students of Color	31.1%	34.4%	28.2%	35.6%	28.3%
Female students	54.1%	55.8%	52.9%	55.5%	52.8%

Table 3. Questions and percentages from student survey 2018.

Gender		Race		Sexual orientation	
Female	54.1%	African American/Black	5.6%	Asexual	4.4%
Male	35.0%	Asian American	9.2%	Bisexual	10.6%
Non-binary	3.2%	Caucasian/White	56%	Gay	2.5%
Transgender Woman	0.6%	Hispanic/Latino	11.6%	Lesbian	2.0%
Transgender Man	1.2%	Bi/Multiracial	5.7%	Straight/Hetero sexual	60.4%
Gender nonconforming	2.3%	Native American or Alaskan Native	1.7%	Queer	5.1%
Intersex	0.0%	Native Hawaiian/Pacific Islander	1.4%	Questioning	1.7%
Prefer not to answer	3.7%	Prefer not to answer	8.4%	Prefer not to answer	8.9%
ND		ND		Other (please specify)	4.4%

### Scale and Weighted Averages

This report presents the results of the student and employee surveys using a single weighted average scale. The online survey asked the level of agreement to individual statements within a question. Table 1 shows the level of agreement for each type of question. For example, the type of questions vary from “Strongly Agree” to “Strongly Disagree”, “Very Satisfied” to “Very Unsatisfied”, and “Very Welcoming” to “Not Welcoming at All”. Table 1 shows the range of responses and the weights associated with each category. This scale and weighted averaged shown in table 1, was used in the 2016 climate survey. The committee for this task decided to simplify the interpretation of this scale by introducing a second weighted average express as a percentage. The newly proposed scale is calculated from 0% complete disagreement to 100% complete agreement (table 2). As an example, if the frequency of respondents was uniform; out of 1000 respondents, 200 strongly disagree, 200 disagree, 200 undecided, 200 agree, 200 strongly agree, the weighted average will be 50%. As a second example, if out of 1000 respondents, 500 strongly agree and 500 agree, the weighted average will be 87.5%. For each question, results will be presented in a table showing the weighted average and the associated scale. Individual frequencies and disaggregated data will be presented in the appendix A with the Original Survey Responses.

Table 4. Scale for weighted averages.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Very Satisfied	Satisfied	Undecided	Dissatisfied	Strongly Dissatisfied
Very much	Somewhat	Undecided	Not much	Not at all
Very welcoming	Somewhat welcoming	Undecided	Not very welcoming	Not welcoming at all
Often	Sometimes	Rarely	Never	
Not at all Stressful	Somewhat Stressful	Unsure	Very Stressful	Extremely Stressful

*Example: If out of 1,000 students; 200 Strongly Agree, 200 Agree, 200 Undecided, 200 Disagree, 200 Strongly Disagree then the weighted average is 3. If out of 1,000 students; 500 Strongly Agree and 500 Agree then the Weighted average is 1.5.*

Table 5. A single scale for weighted averages expressed as percentages.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
100 %-----	75%-----	50%-----	25%-----	0%

*Example: If out of 1,000 students; 200 Strongly Agree, 200 Agree, 200 Undecided, 200 Disagree, 200 Strongly Disagree then weighted average express as percentages are 50%. If out of 1,000 students; 500 Strongly Agree and 500 Agree then weighted average express as percentages are 87.5%.*

## Student Climate Survey

The first three variables that influence why students, college-wide, chose PCC over other college alternatives are; (I) Cost of attendance, (II) Distance to/from home and (III) the offered programs and degrees of interest (Table B-1). There are clear differences between the student disaggregated factors and the general college-wide student population. Students of color value faculty and staff diversity nine percent more on the scale than the general population. Additionally, the three disaggregated groups, LGBTQIA+, Students of Color and Female Students, value student diversity and college commitment to diversity eight percent more in the scale than the general college-wide population. Students of color also show significantly more interest in PCC community service opportunities, internship opportunities, and scholarships. There are small differences between campuses but in general, the same tendencies exist across all campuses.

There is a total of 136 student military veterans that answered the survey. Table B-2 shows the percentages of military veterans from each disaggregated group. Female students show a clear difference in the level of satisfaction compared to the college-wide population and to the other disaggregated groups. Female students are not satisfied with the Veteran's Resource Center, in particular with the friendliness of staff, where Female students answered ten percent fewer points in the scale than the general college-wide population (table B3 and table B4). On all four campuses, female military veterans reported ten points lower than the rest of the other groups and college-wide population. Table B-5 shows that in general, Military veterans feel welcome on campus and in their surrounding communities. The LGBTQIA+ and Students of color feel more satisfied with the Veteran's resource center than the general college-wide population.

There is a total of 954 students (44% of all respondents) in this survey that experience a disability. Table B-7 shows the percentages of each disaggregated group and per campus. Table B-8 shows that 70% of students that report a disability include a mental or emotional health disability and 28% report attention deficit or hyperactivity. These ratios are the same across all campuses. In the additional comments for this question, students report recovery from addiction or addiction as a disability which is not included in the survey as a disability. Anxiety to examinations is commonly reported by students regardless of documented disability status. Economic situations are also reported as a cause for anxiety and depression. Differences between disaggregated groups and campuses do not surpass seven points on the scale. In general, students rarely use the formal process to request accommodations through Disability Services. LGBTQIA+ and Students of color compared to the college-wide population refrained more from making a request because of concern about reactions. On the other hand, students with disabilities as shown in table 12, question 19 (original survey), feel more welcome at a PCC campus than in their surrounding communities. Students with disabilities are treated with respect by students, faculty, and staff. Additionally, students across all campuses report being satisfied with the institution accessibility and inclusion, as shown in tables B-9 to B-11.

Tables B-12 to B-14 deal with the student's perception of climate-related to their religious, world view and spiritual affiliation. There is thirty-three percent of students that identified as Atheist/Agnostic, twenty-nine percent as Christians and twenty-four as Other. Students that specified "other" religion commonly reported Catholic as other religion not included. Students didn't consider Catholics being the same as Christians. Table B-13 shows that there are significant differences between students that identified from different religions. Students that self-identified as Christians have the lowest scores on how well they are treated with respect in campus and in their surrounded community. Christian students feel that they cannot express their political views/world views on campus. In the additional comments, Christian students report having open aggressions against them. There are several reports of students feeling that some faculty, students, and staff from clubs and organization at PCC are anti-white, anti-Christian. Only about eighteen percent of students report knowing about recognized religious/spiritual organizations/clubs on campus. There is a clear need for the PCC community to address this unsatisfactory, divided feeling among Christian students. There is a need to increase interaction so that no student should feel threatened by other students, clubs/organizations and feel that faculty/staff have a bias against them based on their identity or beliefs. This report does not investigate deeply the climate satisfaction of Christian students or white-Christian students as a disaggregated factor. About one-fourth of the student population is Christian. In this survey as an initial review, it shows that their climate satisfaction is lower than the college-wide community and the other disaggregated factors based on gender, race and sexual orientation. Additionally, Christian students are the least motivated group to participate in and promote diversity and inclusion training to students and in their opinion to include diversity in the college leadership (table B17 and table 18). College-wide, PCC students agree that is very important to promote diversity in the college leadership and also agree that all employees should participate in mandatory training.

Question 27 of the original survey asked: Do you identify as LGBTQIA+? For which 23.8% answered yes, 65.9% answered no and 10.3% answered not sure. Only the sample of students that answered *yes* was considered for the disaggregation factor in this study. Students that answer *not sure* were not considered in the analysis. Table 2 shows how the percentage of LGBTQIA+ students vary across campuses. The Table B-16 show that LGBTQIA+ students feel more welcome and treated with respect on campus than in their surrounding community. College-wide and LGBTQIA+ students agree been treated with respect from faculty/ staff and students when they express their gender and sexual identity on campus. Students are aware of the recognized LGBTQIA+ organizations/clubs on campus, however, they are undecided on their number and/or quality of the LGBTQIA+ organizations/clubs.

Question 31 of the original survey asked: Are you a student of color? For which 603 or thirty-one percent answered yes. Question 60 asked for racial identity. Not all students that are not Caucasian/white identified as students of color. In particular, some Asian American students do not self-identify as students of color. Only the students that answered *yes* were considered in the group students of color. Table B-15 shows that students of color feel more welcome on a PCC campus than in their surrounding communities. This is especially true for students of color that also identified as LGBTQIA+. Students of color that identified as LGBTQIA+ scored the lowest level of agreement among all groups in all questions on how welcome and respected students of color feel on campus. Students of

color show the highest level of satisfaction, compared to the other disaggregated groups, in reference to the organizations/clubs for students of color on campus. Table B-30 showing question 54 of the original survey asked: To what extent are you satisfied with the following opportunities for students at our institution? Students of color scored the highest level of satisfaction to all opportunities of interaction with the larger PCC community. Students of color feel that they are treated with respect by faculty, staff and by students.

There are a total of 135 international students that completed this survey. Table B-16 shows that international students also feel more welcome on campus than in their surrounding communities. International students are undecided to somewhat satisfied in reference to the number and quality of the organizations/clubs for international students on campus.

Question 40 of the original survey asked how welcoming our campus is to diverse groups. Table B-19 shows the results comparing when the same question is asked to its specific diversity group compared to the questions when asked to the college-wide community. College-wide, the least welcoming groups are Undocumented students, Middle Eastern people, and Native American. These groups, however, when asked to their own group, show that they feel more welcome on campus that the college-wide community feels. The groups that show the biggest differences between their own group and the college-wide community are: Military veterans, Native Hawaiians/Pacific Islanders and students with disabilities. These groups feel less welcome than the rest of the college-wide community feels about them. Question 41 and 43 shown in table B-20 and table B-21 show the perception of the college-wide community and the disaggregated groups to the interaction between cultural/racial groups. In general, there is an interaction between groups at campuses but the lowest perceived interactions are during sporting events and campus dining areas. The LGBTQIA+ community perceives the lowest interaction among students in all categories, particularly during sporting events. In general, students perceive that PCC does a good job promoting racial/cultural interaction as shown in table B-21 question 43.

Question 45, shown in table B-22 asks students if they have experienced or witnessed discrimination, bullying, sexual assaults or an illegal activity. The major discrimination perceived by students college-wide is discrimination based on political views followed by discrimination based on race/ethnicity and discrimination based on gender. Discrimination based on political views was low between LGBTQIA, students of color and Female students, however, it was the highest perceived discrimination college-wide. Students with conservative political views report feeling attacked by faculty, students and cultural groups. The institution college-wide needs to address the concerns from all students. There is a clear need to promote interaction between students with conservative political views to all other groups at PCC. Discrimination based on race/ethnicity is the second most reported discrimination and discrimination based on lack of English language proficiency, foreign accent is the fourth. Female students experience/witnessed the most 43% of all offenses, however, female students are the lowest group reporting the offenses. Students from the LGBTQIA community experience in proportion to the total number of students the most sexual assaults. LGBTQIA students report twice as many assaults than female students in proportion to their population size. In total, only 3% of all experience witnesses'

offenses are reported. The most reported offenses are Retaliation, Sexual assault, and Bullying. Out of all offenses, 44% are caused by students, 17 % by faculty, 13% by staff members and 8% member of the surrounding community. Out of all offenses caused by Public safety, 63% of them were to students of color with a 20% discrepancy to all other disaggregated groups. Students are reporting the offenses primarily to a faculty member, friend, counseling center and finally public safety. Students report double the amount of offenses to a faculty member than public safety. College-wide it is felt that student complaints are taken seriously. The biggest reason why students don't report the incidents is the feeling that nothing would happen in response, they decided that it wasn't important enough or not having enough evidence. Students feel safer on campus than in their surrounding communities. This is especially true between students of color and LGBTQIA students. There is a strong agreement college-wide that Department of Public Safety should be required to participate in ongoing diversity training. LGBTQIA students have the lowest agreement believing that the Department of Public Safety is qualified/trained to deal with all aspects of diversity. Question 58 shows that college-wide, students are neutral to disagree on experiencing micro-aggression, however, LGBTQIA and Students of color have experienced 7% on the scale more microaggressions on campus than the other groups.

Portland Community College students are satisfied with the following opportunities, shown in order of importance. (1) Free tutoring support, (2) easy communication with faculty, (3) accessible academic counselors, (4) accessible career counselors, (5) available faculty mentors, (5) faculty office hours. It is important to notice that in these categories there is a college-wide agreement, there are small differences between groups. Students of color, however, have shown that is the most satisfied group in all given opportunities at PCC. The overall learning experience does show differences between the disaggregated groups and the college-wide responses. There is a strong agreement college-wide that students would recommend the institution to high school students and that students are satisfied with the quality of the education they are receiving. Students feel that the goals of the college are relevant to preparation for the world they will graduate into. Additionally, students college-wide strongly agree that they are satisfied with the faculty and that "Diversity, Equity & Inclusion" is a core value of our institution's mission.

Students strongly agree college-wide that faculty creates a safe and welcoming environment for everyone in the classroom. Female students have the highest agreement with an 81% in the scale while LGBTQIA students the lowest but still high at 77% on the scale. Students also agree that students from all backgrounds are interacting together in the classroom and on campus college-wide. The major source of stress for all students but more significantly for LGBTQIA is financial obligations. Financial obligations are the only category that student average a level of stress. About 11% of all students worried in the last year about where to sleep. And about 50% of all students work or are employed over 20 hrs. a week during the academic year.



## Employee Climate Survey

The employee climate survey was also disaggregated by race, gender, and sexual orientation. Additionally, employee surveys were disaggregated by type of employee: Administrator, Full-time faculty, Part-time faculty, Classified staff, Management/confidential, Academic professional as shown in Table 7. The employee survey was also summarized using the same scale as the one used for the student's survey shown in the introduction of this document and in the full 2018 report. The employee survey cannot be disaggregated by campus since there was no question in the survey that could be used for this purpose.

Table 7. Factors to disaggregate employee responses.

Factor	n	P
Administrator	64	5%
Full-time faculty member	247	20%
Part-time faculty member	286	23%
Classified staff	319	26%
Management/confidential staff	112	9%
Academic Professional	204	17%
		100%
LGBTQIA+	161	15%
Color	224	22%
Female	547	62%

There are differences between the disaggregated groups on why employees decide to work at PCC. Table B-40 shows that while employee benefits is one of the most important variables for most employees, this is not true for part-time employees. Each type of employee should be analyzed separately. In general, for all employees college-wide the most important variables are: Employee benefits, location and life balance, career advancement opportunities, student diversity, and surrounding community. These variables differ between groups in some case in more than twenty percent. While this question is of some interest, the major focus of this survey is to evaluate climate satisfaction with questions that address accessibility, harassment, equity, and inclusion.

Faculty and staff employees that are military veterans feel more welcome on campus than in the surrounding communities. On average veterans agreed that they are treated with respect by students, faculty, and staff. For this question, even though there are differences between the disaggregated groups, we cannot conclude a statistically significant difference between the disaggregated groups and the college-wide community given that employees that are military veterans have a low number of respondents per disaggregated group. As a single group, we can evaluate that the tendency as a college-

wide community, military veterans are satisfied with how they are treated on campus, but they are undecided on the number and quality of veteran organizations/clubs for employees.

There are 391 employees, 35% of all the total survey responses experience a disability - note that this includes things like depression, anxiety, chronic back pain, etc. The most common type of disabilities are; mental or emotional health (33% of all disabilities), Chronic health (21% of all disabilities), Physical disability (16% of all disabilities). Employees with a disability, feel equally welcome at PCC than in their surrounding community. There are no major differences between the disaggregated groups. All employees with a disability agree on average that they are treated with respect by students and employees. They are undecided or neutral on the question Employees with a disability are well represented on our diversity council. Employees rarely used the formal process to request accommodation through the College ADA Coordinator. About 46% of have refrained from making a request for accommodations because of concerned about reactions. Overall, employees with a disability are somewhat satisfied with the physical access to locations, ease of using online systems, HR/Supervisor willingness to implement accommodation and inclusion of disability within diversity initiatives. Employees of color and administrators are the only groups that show significantly lower satisfaction than the college-wide community.

The distribution of Religion/worldview/spiritual affiliation for PCC employees are 35% Atheist/Agnostic, 22% Christian, 20% Not specified, marked as "other religion", and the 12% rest are of other religions such as Buddhist, Hindu, Jewish, Mormon, Muslims and Unitarian Universalist. As a college-wide community, employees are undecided about openly expressing religious/spiritual beliefs on campus. While Atheist/Agnostics agree, Christian employees disagree with this statement and there is an 18% difference between express my religious/spiritual beliefs in the surrounding community than on campus. Employees that define themselves as Christians are undecided and about 10% lower than the college-wide community about how they feel are treated with respect by faculty/staff and students. Overall, Employees are undecided with the number and quality of religious/spiritual organizations/clubs for employees on campus. Faculty of color is the only group with significantly lower scores. Linked with religion, employees are undecided about how openly they can express their political views/worldviews on campus. Employees feel that they better expressing their political views in the surrounding community, with a 12% difference between campus and the surrounding community. College-wide Employees agree that their political views/worldviews are treated with respect by students and other employees. Employees are undecided in the number and quality of the political/worldview organizations/clubs.

There are 161 employees, about 15% of all survey responses that self-identify as LGBTQIA+. Contrary to students, LGBTQIA+ employees feel the same between expressing their sexual identity on campus than in their surrounding communities. In general, gender and sexual identity is treated with respect by students and employees. There are undecided to somewhat satisfied by the number and quality of LGBTQIA+ organizations/clubs.

There are 224 employees, about 21% of all survey responses that self-identify as Employee of color. Contrary to students, employees of color feel the same about how welcome they are on campus than in their surrounding communities. In general, employees of color agree that they are treated with respect by students and employees. Employees of color that also self-identify as LGBTQIA+ have the lowest levels of agreement for about 12% lower than the college-wide community. Employees are undecided to the number and quality of employees of color organizations/clubs.

There is a strong level of agreement between all types of employees and all disaggregated groups about who should be required to participate in mandatory diversity training. The college-wide community has a strong level of agreement that all employees should participate in mandatory training. Part-time faculty score the lowest for mandatory training to Part-time faculty. Employees college-wide also agree that students should participate in mandatory diversity training. Q47

Question 48 to question Q50 shown in table B-62 deals with the institution's efforts to search and attract diverse employees. There are no significant differences between the disaggregated groups. College-wide employees agree that search committees required a diverse pool of candidates and that the search committee was made up of diverse members. College-wide employees disagree that their department/division/unit participates in an institutional strategic diversity hiring plan, neither the department/division is accountable for diversity progress. Employees are not aware of pipeline programs to attract diverse employees or events for future diverse employees. On average, 56% of employees are aware of the campus-wide strategic diversity plan. Employees agree that senior leadership establishes the campus vision for diversity and that the PCC board is supportive of campus diversity efforts. Employees disagree that we have a way to effectively measure our department/division/unit's diversity success and employees also disagree that there is adequate financial support to drive campus diversity efforts.

Employees and students support and encourage diversity effort made by the institution. Question 54 table B-65 as asked how welcoming our campus is to the following groups. The lowest scored groups in ascending order were Native Americans, Muslims, African Americans, Middle Eastern people, and Native Hawaiians/Pacific Islanders. Faculty of Color and LGBTQIA+ employees scored the lowest, differing from the College-wide community. For example, while the College-wide community scored 73.5% very welcome to welcome for undocumented students, Faculty of Color and LGBTQIA+ employees will be scored 66% or that the college is somewhat welcome for undocumented students. Faculty and staff also differ on how welcome is our campus to different diversity groups. Racial/ethnic integration is categorized as somewhat integrated on campus. The lowest level of interaction is during sporting events on campus. Faculty of Color and LGBTQIA+ employees scored the lowest levels of interaction in all categories when compared to the college-wide community. However, there is no difference among the disaggregated groups when asked How important, in your opinion, is promoting diversity and inclusion to the college leadership? Q58. College-wide there is a consensus that is very important.

The most experienced witness harassment and the percentage of the total number of offenses in descending order are Bullying 9.4%, Discrimination based on race/ethnicity 9.1%, Discrimination based on lack of English language proficiency (foreign accent) 8.7%, Discrimination based on gender 7.2% Discrimination based on political views 7.1%, Discrimination based on spiritual affiliation (6.3%). There are differences between the disaggregated groups and the college-wide community about their experienced offenses. Relative to the proportion of the total number of employees of Color and LGBTQIA+ employees to the total number of female and the college-wide employees. LGBTQIA and faculty of color experience the greatest number of offenses, however, they do not report as much as the college-wide employees. About 29% of all offenses are caused by students, 23% by staff members and 14% by a Faculty member. There are differences between the disaggregated groups and the college-wide community on the perception of who is causing the offenses. LGBTQIA employees although they are 15% of the population of employees they experience 37% of offenses from public safety. Overall employees feel safer on campus than off campus. Administrators disagree and LGBTQIA employees are undecided that the Department of Public Safety is qualified/trained to deal with all aspects of diversity. The entire college-wide community strongly agrees that The Department of Public Safety should be required to participate in ongoing diversity training and that the Department of Public Safety should be reflective of the diversity of our students.

Question 68 and 69 summarize the overall campus climate satisfaction. PCC employees agreed that they are satisfied with their interactions with other employees and recognized that the college is diverse. Employees recognize that the president needs qualified administrators where “Equity & Inclusion” is a core value of our institution’s mission. Employees are undecided about all college personnel being held to the same code of professional ethics and conduct. Employees agreed that they have received some training in diversity, but LGBTQIA and employees of color would like to see our school engaging with external communities to understand their interests and respond to their needs. More efforts should be made to recognize contributions to diversity. PCC employees are encouraged to weave diversity/cultural competence into their work. Anticipating the emergence of demographic shifts, and making adjustments, PCC employees are undecided about the institution’s efforts to improve college climate via diverse hiring.

While the college-wide community is undecided, LGBTQIA and employees of color agreed that they have experienced microaggressions in their department/division/unit. Employees of color scored higher on experienced microaggressions. There is a college-wide agreement to strong agreement that PCC employees “love their job”. Part-time faculty love their job more than the rest of the community. There are pay disparities here and Part-time faculty is not satisfied with employee benefits package. However, this is not a hostile working environment. College-wide, especially LGBTQIA and employees of color disagree that the merit and promotion processes are fair, and the tenure process is fair. The college-wide community strongly disagree that they don’t want to quit their job. For the employees that considered quitting, the three main reasons they want to quit their job in order of importance are; (1) No career advancement opportunities (2) Salary/benefits are not adequate (3) Work not appreciated. Additionally, LGBTQIA and employees of color have considered leaving because of being harassed or bullied at work. Other reasons employees considered leaving the institution are Part-time employees

have an unfair pay/benefits, do not see a path to become full-time employees and feel separated from the teaching community. Some employees feel that conservative religious and political views are not shared or accepted at this institution. Financial obligations are the more stressful factor for PCC Employees. A total of 5.8% of employees of color and 3.6% college-wide, had to worry about where to sleep because in the last year.

## Conclusions; Addressing Student and Faculty key themes identified from focus groups.

The focus groups consisted of 90-minute interviews to both students and faculty/staff of the main college campuses. Student and faculty focus groups identified key themes of interest to assess during the organizational climate analysis. From the Student focus groups, the key themes can be summarized as:

1. Students of color experience exclusion through microaggressions
2. Faculty/staff lack of professional competency in supporting diverse student population
3. Lack of support for nontraditional students
4. Limited recognition of preferred gender pronouns
5. Limited awareness and discomfort of campus policies and procedures reporting sexual assault

Theme 1, Students of color experience exclusion through microaggressions. In question 32, table B-15 students of color reported feeling welcome on campus with a response of 78.5% on the scale. Students of color feel more welcome on campus than in their surrounding communities. Students of color represent 31% of survey respondents, yet disproportionalities exist in the likelihood of a student of color to experience/witness discrimination/bias/harassment. We should expect the same 31% proportion experiencing discrimination. From question 45 we can see that students of color represent 40% of students who experience/witness bullying, and 48% of students who experience/witness discrimination/bias/harassment based on race/ethnicity, 42% of students who experience/witness discrimination/bias/harassment based on sexual orientation, 44% of students who experience sexual assault. There is a significant disproportionality observed in question 46. Out of the 38 offenses made by Public Safety, 63% were to students of color. College-wide, Question 58 shows that students are neutral to disagree on experiencing micro-aggression, however, LGBTQIA and Students of color have experienced 7% on the scale more microaggressions on campus than the other groups.

Theme 2, Faculty/staff lack of professional competency in supporting diverse student population. This question can be answered by survey question Q39: The following groups should be required to participate in mandatory diversity training. Campus-wide, there is student agreement that all employees and students should participate in mandatory training. College-wide there is an agreement that the Department of Public Safety ranked with the highest priority receiving mandatory training.

Theme 3, Lack of support for nontraditional students. First-generation college students represent 25% of survey respondents. Question 40 asks how welcoming our campus to first-generation students is. First-generation students feel very welcome on campus 86% on the scale. As stated in the student survey results section of this report, Portland Community College students are satisfied with the following opportunities, shown in order of importance. (1) Free tutoring support, (2) easy communication with faculty, (3) accessible academic counselors, (4) accessible career counselors, (5) available faculty mentors, (5) faculty office hours. Students feel that the goals of the college are relevant to preparation for the world they will graduate into.

Theme 4, limited recognition of preferred gender pronouns. There is not a survey question that explicitly addresses the use of preferred gender pronouns. However, several questions related to the experiences of LGBTQIA+ students in the PCC community. 24% of survey respondents self-identified as LGBTQIA+. As stated in the student survey results section of this report, LGBTQIA+ students feel more welcome and treated with respect on campus than in their surrounding community. College-wide and LGBTQIA+ students agree been treated with respect from faculty/ staff and students when they express their gender and sexual identity on campus. Students are aware of the recognized LGBTQIA+ organizations/clubs on campus, however, they are undecided on their number and/or quality of the LGBTQIA+ organizations/clubs. Looking at the intersectionality between race/ethnicity and LGBTQIA identity, students of color that identified as LGBTQIA+ scored the lowest level of agreement among all groups in all questions on how welcome and respected students of color feel on campus.

Theme 5, Limited awareness and discomfort of campus policies and procedures reporting sexual assault. As stated in the student survey results section of this report, students from the LGBTQIA community experience in proportion to the total number of students the most sexual assaults. LGBTQIA students report twice as many assaults than female students in proportion to their population size. In total, only 3% of all experience witnesses' offenses are reported. The most reported offenses are Retaliation, Sexual assault, and Bullying. Out of all offenses, 44% are caused by students, 17 % by faculty, 13% by staff members and 8% member of the surrounding community. Students feel safer on campus than in their surrounding communities. This is especially true between students of color and LGBTQIA students. There is a strong agreement college-wide that Department of Public Safety should be required to participate in ongoing diversity training. LGBTQIA students have the lowest agreement believing that the Department of Public Safety is qualified/trained to deal with all aspects of diversity. Question 58 shows that college-wide, students are neutral to disagree on experiencing micro-aggression, however, LGBTQIA and Students of color have experienced 7% on the scale more microaggressions on campus than the other groups.

## Addressing Faculty/staff key themes identified by focus groups.

The Faculty/Employee focus groups key themes can be summarized as:

1. Discomfort and unwillingness to file discrimination complaints out of fear of retribution
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. The college maintains neoliberal positions of neutrality amidst college-wide racial conflict
5. Lack of professional equity based on employee status/rank

Theme 1, Discomfort and unwillingness to file discrimination complaints out of fear of retribution. Question 59, Table B68 show that there were 3,426 incidents experienced by faculty/employees. Question 61 table B70 show that only 254 incidents were reported filling a complaint, 7% of the total number of incidents experience. There are a variety of reasons why the incidents were not reported. Question 64 asks why you didn't report the incident. The most common reasons with percentages out of the total number of respondents were: (1) didn't think anything would happen 39%, (2) fear of retaliation 37%, (3) Other 34%, (4) not enough evidence 31%, (5) didn't think the school would support me 29%, (6) decided it wasn't important enough 22 %, and (7) fear of losing job 21%. In the additional comments reported, the investment of time required to file the complaint and individuals resolving the matter on their own were the common responses.

Theme 2, The second theme is a lack of racial/ethnic diversity among full-time faculty and senior administration. Students of color value faculty/staff diversity 8% more in the scale than the general population according to question 6 table B-1. Question 44 asks How important, in your opinion, is promoting diversity and inclusion to the college leadership? There is a strong college-wide agreement that it is very important to promote diversity in the college leadership. Question 55 table B31 shows that the majority of the students believe "Diversity, Equity & Inclusion" is a core value of our institution's mission. However, students are between undecided to low level of agreement about the school engaging with external communities to understand their interests and respond to their needs. Employees are undecided if employees of color are well-represented on our diversity council. Additionally, employees disagree with their department/division/unit participation and commitment to diversity hiring as shown in Table B-63, Question 48 to 50. Faculty of color are also undecided if there is racial/ethnic integration during meeting with administration and during meetings with faculty, Q55 table B-64. Under the comments of question, 59 Have you experienced discrimination. Employees report feeling underestimated by the administration, classism by management and administrators and comments from both sides such as because of promoting diversity, faculty of color was hired and on the other hand, white faculty seem to be promoted faster within the institution.

Theme 3, Managing conflict through dismissal and silence of Faculty/staff of color. While there is not a question on the survey that specifically addresses this issue, looking at disproportionalities in who caused an offense towards Faculty/staff of color compared to the campus-wide population is relevant. Table B69 question 60 shows that Senior administrators, other administrators, and faculty members

have disproportional offenses to the faculty of color. Senior administrators caused 6% of offenses campus-wide and 27% of these offenses were to Faculty/staff of color. Other administrators caused 13% of offenses campus-wide and 27% of these offenses were to Faculty/staff of color. Faculty members caused 14% of offenses campus-wide and 29% of these offenses were to Faculty/staff of color. Another related question was Q57, which asked how well our institution does promoting racial/cultural interaction between groups campus-wide. A modest discrepancy exists between campus-wide response of 64% on the scale and Faculty/staff of color response of 59% on the scale. For how important it is to promote diversity an inclusion to college leadership, the campus-wide response is 88% and response by administrators in 93%.

Theme 4, The college maintains neoliberal positions of neutrality amidst college-wide racial conflict. Question 59 asks if employees have experienced Discrimination/bias/harassment based on political views. 7.1% of all offenses were based on political views. Under the *"none of the above"* comments reported, few mentioned that employees who identify as white or conservatives feel non-welcome or offended by other employees, feeling the institution itself pushes a liberal agenda. Other comments mention that white employees are promoted faster than their colleges of color and non-equity on hiring practices. Some of these comments also link Christian beliefs with conservative political views. Question 26, Table B49 asks for the level of agreement expressing religious/spiritual beliefs. Employees that self-identify as Christian disagree that they can openly express their beliefs on campus.

Theme 5, Lack of professional equity based on employee status/rank. Looking at why different groups chose to teach/work at our institution reveals several discrepancies between the campus-wide responses and those of sub-groups. Faculty/Staff who selected career advancement opportunities as a reason to work at PCC represent 19% of respondents campus-wide. The groups least likely to select career advancement opportunities as a reason to work at PCC are those who identify as LGBTQIA 4%, Faculty/employees of color 7%, part-time faculty 8%, and of management/confidential staff 10%. The most like were administrators 33%, 29% of academic professionals, and classified employees 21%. As noted in the faculty/staff section of this report, college-wide, especially LGBTQIA and employees of color disagree that the merit and promotion processes are fair, and the tenure process is fair. The college-wide community strongly disagree that they don't want to quit their job. For the employees that considered quitting, the three main reasons they want to quit their job in order of importance are; (1) No career advancement opportunities (2) Salary/benefits are not adequate (3) Work not appreciated. Additionally, LGBTQIA and employees of color have considered leaving because of being harassed or bullied at work.



