



# SDCCD Campus Climate Survey-Employee

## Data Briefing

### San Diego Miramar College

March 27, 2023







#### Context

Along with the Diversity, Equity and Inclusion efforts and as part of the accreditation process, the SDCCD Office of Institutional Effectiveness and Research (OIER) developed and administered a survey to employees to assess the **Campus Climate** at the San Diego Community College District.

OIER gathered feedback from the District Committee for Community, Inclusion and Diversity (DCCID), the Black Students Success Workgroup (BSSW), the Offices of Institutional Effectiveness at the four campuses and the Vice Chancellor of People, Culture and Technology.

The survey was repurposed from the last application (2018) and included items regarding Communication, Cultural Competency, Discrimination, Diversity and Inclusion, Equity, Curriculum, Intergroup Relations, Mattering and Affirmation, Racial Stress, and Sense of Belonging. This briefing presents the results of this survey for **San Diego Miramar College employees**.

#### Survey Methodology

<b>Target Audience</b> 	<b>Employees at Miramar College in Spring 2022.</b>
<b>Distribution</b> 	<ul style="list-style-type: none"> <li>• Online Survey</li> <li>• VC HR sent the survey via email</li> <li>• Weekly reminders</li> <li>• Survey was accessible via computer and phone</li> </ul>
<b>Calendar</b> 	<p>Survey open from May 13<sup>th</sup> to June 10<sup>th</sup></p>
<b>Instrument</b> 	<p>The Campus Climate Survey used in prior years was updated, with most items remaining mostly unchanged. There were about 57 Likert-scale items and two open-ended questions.</p> <p>The survey was accessible online and was in English only.</p>
<b>Scales</b> 	<p>All statements using Likert scale are shown as aggregates. Agreement includes both Strongly Agree + Agree. These are presented as graphs. The survey asked respondents answer based on their experience with the primary institution they work for at San Diego Community College District, in this case, Miramar College.</p>
<b>Response Rate</b> 	<p><b>13%</b></p>
	<p>Responses: 190</p>
	<p>estimated population: 1,513 (source: Facts on File )</p>

## Framework

### *Climate definition*

The campus climate includes the shared **perceptions, attitudes, experiences,** and **expectations** of individuals and groups on a campus, and the quality and extent of the interaction between various groups and individuals within an institution.

Peterson and Spencer (1990) define the major features of campus climate as primarily focused on how participants view their organization, as well as current patterns of beliefs and behaviors by those within it. Peterson and Spencer further characterize campus climate as ephemeral and malleable, yet pervasive throughout the organization.

### *Constructs*

This survey measured Campus Climate across 11 constructs, each containing at least 1 statement. The survey also included to open-ended questions.

Constructs	Number of Statements
Cultural Competency	5
Discrimination	2
Discrimination Policies	5
Diversity & Inclusion	4
Equity	14
Feedback and Recognition	3
Inclusive Curriculum & Pedagogical Practices	6
Intergroup Relations	6
Mattering and Affirmation	4
Professional Development	4
Racial Tension	2
Sense of Belonging	2
<b>Total</b>	<b>57</b>



**Domains**

The constructs situated within five main domains below. Each domain covered an array of constructs. Constructs can be found in different domains.

<b>Success and Access</b>	<b>Education and Scholarship</b>	<b>Relationships and Interactions</b>	<b>Institutional Viability and Vitality</b>
Refers to practices that promote student success and promote employee advancement.	Refers to curricula that is supportive of diversity goals through learning opportunities for students and that has pedagogical practices that support them to thrive.	Focuses on the interactions that can create a welcoming campus climate for employees to thrive.	Refers to the institutional commitment to support Equity, Diversity Inclusion, Accessibility and sentiments around them.
<b>Main Constructs included in each domain</b>			
<i>Professional Development, Feedback &amp; Recognition</i>	<i>Intergroup Relations, Sense of Belonging, Equity</i>	<i>Inclusive Curriculum &amp; Pedagogical Practices, Cultural Competency</i>	<i>Equity, Cultural Competency, Mattering and Affirmation</i>
<b>Other Constructs included in each domain</b>			
<i>Diversity</i>	<i>Cultural Competency Mattering and Affirmation</i>	<i>Diversity &amp; Inclusion</i>	<i>Racial Tension</i>

<b>Discrimination Experiences/Practices</b>
Refers to experience and practices around discrimination and the feelings of exclusion within the campus.
<i>Discrimination Policies, Intergroup Relations, Discrimination</i>

### Purpose of the Survey

1. To support efforts around Diversity, Equity, Inclusion, Access (DEIA) and Anti-racism at the San Diego Community College District.
2. To improve the environment for learning on campus for all students particularly for marginalized groups.
3. To foster greater visibility, information-sharing, and building on a common knowledge-base.
4. To respond to a culture of assessment and data-driven decision-making in higher education.
5. When possible, to provide the colleges with longitudinal data to guide new and enhanced strategic initiatives related to campus climate.

### Impact on Students/Why to measure it?

Employees' experiences of the campus environment influence both their learning and educational outcomes.

- Discriminatory environments have a negative effect on employee morale.
- A diverse faculty and student body enhances performance.

Employees are likely to thrive in healthy environments, free of the negativity of discrimination, where inclusion and respect for diversity is the daily norm and where they feel “nurtured, engaged, connected, and valued”.



**Report Organization**

The report is organized by each domain and the constructs included within. The benchmark used is 75%, expecting that three quarter of the population observers, perceives and expects that aspect. Domains and survey items which received positive responses from more than 75% of respondents are considered to be largely prevalent on campus; these instances are highlighted where relevant. Domains and survey items which received positive responses from less than 50% of respondents are considered to not be evident on campus; the implications of these response patterns vary by item and are discussed where relevant.

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## Summary of Findings

### Personal Characteristics

1. Miramar College survey respondents were generally similar in ethnicity to the population, although representation of Asian employees (8%) was half of the representation among the employee population in the Fall semester (16%) and the representation of White employees was about 10% lower than the representation among the employee population (51%).
2. Respondents were slightly more likely to identify as cisgender female (52%) than the employee population (47%). Respondents were less likely to identify as cisgender male (35%) than the population (53%).
3. In regards to sexual orientation, six percent (6%) of respondents identified as a member of the LGBTQ+ community, or 12 employees.
4. Over half of the respondents are between 35 and 55 yrs.(53%).
5. Less than one out of ten respondents indicated they had a form of disability (9%).
6. About a third of respondents indicated that they were the primary caretaker of a child under the age of 18 (35%).

### Employee Characteristics

7. Miramar College respondents were less likely to be faculty (55%) than the employee population (76%). Respondents were five times as likely to be classified professional (27%) than the employee population (5%).
8. Eight out of ten employees have worked for Miramar College for more than three years (84%). The majority of them have been with Miramar for more than 10 years (39%).
9. Eight out of ten employees have worked at the SDCCD for more than three years (88%).

### Access and Success

None of the items in the **Success and Access** Domain received a favorable perception for at least 75%. The top statements were:

- SDCCD provides **adequate opportunities for continued professional training** (73%).
- The **facilities at Miramar meet the needs of the employees** (67%) and,
- Overall, respondents believe **SDCCD focuses efforts for the success of students** (66%).

About half of respondents believe that:

- They are **given sufficient resources to succeed at their jobs** (52%).
- SDCCD **provides support to employees with different backgrounds** (51%) and,
- **If they have a job-related problem, they would get sufficient support** (48%).

It should be noted that only 36% perceive that **excellence in job performance is recognized fairly** and about 48% perceive there are **equal opportunities for professional advancement** at Miramar College.

10. About half of the Miramar College employees agree there is sufficient resources for their job success (52%), and feel like they can get support if they have a job related problem (50%). While, 63% of employees believe the District provide sufficient opportunities for professional development, only 48% of employees believe there are equal opportunities of professional advancement at their institution.



11. Two-thirds of respondents agreed the facilities on campus met their needs (67%), and believe the District is focused on efforts aimed at the success of all students (66%). Half believe the District supports employees from different backgrounds (51%).
12. Half of respondents believe their job performance is evaluated fairly (56%) and a third agree job performance is recognized fairly (36%).
13. A quarter of respondents did not agree there are adequate opportunities to participate in the governance process (27%).
14. Four out of ten respondents could not agree that the District actively recruits diverse employees (46%).

### Education and Scholarship

None of the statements included within this domain (**Inclusive Curriculum and Pedagogical Practices**) were perceived fairly present on the climate of the college.

- The top aspect is that, **student life** at Miramar (student clubs, activities,) **enhances student appreciation of diversity** (64%).
- Fifty-six percent (56%) consider that the **instruction** at Miramar **accommodates a variety of learning styles**.
- Less than half agree that **instructors respect differing viewpoints from their students** (49%) and, that **the institution enhances student's appreciation of diversity, equity and inclusion** (46%).

Only a third of respondents agreed most instructors' teaching methodologies reflect the diverse needs of the students (36%).

15. Fifty four percent of Miramar College respondents did not agree or were not sure about the presence of diverse inclusive curriculum and pedagogy (Disagreement: 13% + Neither Agree: 23% + Don't Know: 18% = 54%). Half agree that instructors respect student viewpoints and less than half agree on the adequate presence of need-based teaching methodologies (36%).
16. Less than half of respondents agreed that courses prepared students for a diverse society (43%) and that courses were culturally responsive (42%).
17. Almost six out of ten respondents agreed that student life on campus enhances appreciation of diversity (57%).
18. Seventy two percent of respondents agreed that the District was welcoming and supportive of employees with diverse sexual orientation while only about six out of ten believed that was true of employees with disability (59%), or nonbinary and transgender employees (60%). Only 41% agreed the workplace policies are enforced equitably.
19. Six out of ten respondents know where to go to seek help (63%) but less than half agreed their report would be acknowledged swiftly (46%), and would be handled fairly (43%).
20. Half of respondents believe the planning process offers opportunities for input (56%), and that inter-group relations contribute to the overall culture of the institution (55%). Less than half of respondents agreed employees respect other employee's viewpoints (48%), and that there is an ongoing dialogue about improving inter-group relations (47%).
21. Six out of ten respondents agreed that their institution was welcoming and supportive of Black and Indigenous students and students of color, BIPOC (62%).
22. Over half of respondents agreed they are treated with respect (59%) and agreed they were valued (55%).
23. Two-thirds of respondents agreed the communication throughout the District reflects a culturally competent climate (66%).

24. Six out of ten respondents agreed the district facilitates an ongoing dialogue about improving learning of their students (62%).
25. Half of respondents agreed their workload is reasonable and allows them to maintain a level work-life balance (50%).

### Institutional Equity and Vitality

None of the statements included within this domain (**Institutional Equity and Vitality**) were perceived fairly present on the climate of the college.

- The top statements were that **equity is central to the mission** of Miramar College (66%) and, that **equity is integral to the infrastructure and daily practices** of Miramar College (62%) and, that **cultural competency training for all would benefit the institution** (62%).
- About half of responses agreed that **leaders make them feel included** (52%), that **Admin actively support the practice of equity** (53%), that **leaders take initiative in promoting a positive work environment** and that **their cultural identity is represented in Miramar's activities** (53%).

A third of employees are confident that the procedures for solving grievances are fair (36%). About a quarter agree there is racial tension (25%) and confide that they have experienced racism (22%) at Miramar College. 18% have felt excluded from activities because of their race or ethnicity.

26. About two-thirds of respondents agreed that equity is central mission to the college (66%), and that equity is an integral part of the campus (62%). About half agreed that there is effective communication regarding equity (56%), the policies and practices clearly demonstrate commitment to equity (54%), and that administrators actively support the practice of equity for all (53%).
27. Less than half of respondents agreed that there was a procedure for immediately responding to reports of discrimination (40%), and that procedures for resolving grievances were fair (36%).
28. Half of respondents agreed that the institutional leaders take initiative in promoting a positive workplace environment (53%).
29. Six out of ten respondents agreed that cultural competency training would benefit the institution (62%).
30. Half of the respondents agreed that that their leaders made them feel included (52%). Less than half agreed that the institution is helping them develop as an individual (47%), and that their point of view mattered during interactions at their institution (47%).
31. A quarter of the respondents agreed there is racial tension at Miramar College (25%). A similar rate agreed that they had experienced racism before at Miramar College (22%), and felt excluded from activities due to their race / ethnicity (18%).
32. Less than half of respondents agreed there are sufficient efforts to support Black and Indigenous students and employees (46%).
33. Half of respondents agreed that their cultural identity was represented in the institutional activities (53%).

### Discrimination Experience and Practices

34. Four out of ten respondents experienced negative comments about their political orientation (42%). Two out of ten experienced negative comments about age (23%). Similar rates of

respondents claimed experiencing negative comments about their, ethnicity, language and/or religion (16% to 18%).

35. Two out of every ten respondents felt excluded from activities at Miramar College because of their political orientation. Similar rates of respondents felt excluded because of their ethnicity, age, or spiritual beliefs (13% to 16%).

### Employees' Voice

36. Miramar College employees were asked to describe their **experiences** of campus climate, and responses primarily feel within the themes of diversity, equity, and inclusion, sense of safety or freedom of expression, and workplace dynamics.

### *Diversity, Equity, and Inclusion*

*"As a person of color there are not a lot of faculty, staff or students of color at this campus. There is no/very few clubs for the small population that is here."*

*"As a person of White European ancestry I have not experienced any discrimination; however, I know that close friends have. Our institution has individuals in positions of leadership who do not understand equity and do not engage in equity PD; therefore I would highly recommend that any supervisors, managers, or Senate leadership be required to engage in active pd in which they need to demonstrate that they know the difference between equity and equality. Our institution needs to develop and commit to more diverse hiring practices, especially for faculty. Students need additional supports once they begin attending, such as Umoja, Puente, and other programs that focus on retention of DI populations."*

*"I am a cisgender heterosexual white male. I am surrounded by other cisgender white males deciding what is best for BIPoC. My observation is that we listen to individuals that are willing to share their experiences, but we don't believe the hard truths when statements don't align with our own personal experiences."*

*"I want to note that I've "developed as a person" because I've had to learn to face constant opposition and micro-aggressions with patience and a smile rather than internalizing it. I don't feel that there is authentic support from some of the folk who are the worst offenders when it comes to Diversity, Equity, Access, Inclusion."*

*"This survey thoughtfully calls out marginalized populations and protected classes with the glaring omission of gender bias and misogyny. It is a recurring issue with these surveys and is also omitted in the overall discussions and work around DEI initiatives. Gender bias is institutionalized and there is a different set of rules around what is acceptable in terms of expectations when marginalizing or exercising bias against women versus the same treatment if it were to occur towards discrimination/bias in the areas of race, abelism, or sexual orientation. The micro-aggressions and basic different standards. expectations placed upon women versus men in the workplace are so imbedded into the culture, that they are not noticed. If the same were projected upon any other protected class identified in the survey, we would be having forums about it. I hope that the District expands these valued efforts to include a focus on gender bias and misogyny with the same level of care and concern as it is upon the other very important groups."*

*"There is a clear lack of understanding of what DEAI are on our campus. Furthermore, the misunderstanding of equity leads to folks weaponizing the term for white supremacist outcomes. This*

*is very disheartening. Though there are pockets of Equity advocates in administration, faculty, and classified professionals, there are many that are not supportive of this effort."*

#### *Sense of Safety or Freedom of Expression*

*"For nearly a decade and a half, I have come to the conclusion that these are just words on paper and that the actions of our administration do not support the campus's mission statement in regards to diversity and success. Having experienced racism multiple times at the hands of a workplace colleague and the campus police, my chain of command provided no support and no feedback. I, til this day, have to change routes on campus to avoid running into this colleague because I feel hostility and anxiety. In my experience, this make my environment unsafe."*

*"Absolute nightmare in even trying to have a civil discussion about COVID, vaccines and how our district handled the pandemic."*

#### *Workplace Dynamics*

*"Our process for change is very cumbersome and long. Whether it's updating curriculum, or creating learning communities, or any other new initiative, the admin process takes years. We are not a nimble organization that can adjust."*

*"There is a lot of talk about equity and inclusion for the purposes of checking a box and maintaining the power structures that have been in place for decades at my institution. However, when there is actual chances for implementing equitable practices, those in power work very hard to maintain the status quo. They clearly do not want diverse voices, perspectives, or points of view, as that would mean they would not longer maintain control of Senate, Chair, or running programs with high release time or extra pay. Voices are, therefore, silenced, faculty who advocate for more democracy and equal voices are bullied, and the old patterns prevail. All of this is veiled in "equity", but when you step back, you see that the same voices who have been fighting for "equity" have been in these positions for decades, often dominating conversations and disrespecting others who disagree with them. No action, all talk. Many of us are disengaged as a result. The same faculty continue to apply for roles outside of the classroom to push their agendas, often related to release time or higher/additional pay, and do not work in the classroom, thus do not serve the students and their needs. They, therefore, have no idea what is good for our students, who we should actually be serving, and continue to self-promote. Again, we have a lot of talk about equity and inclusion, but when the rubber meets the road, it's all about the power of the same faculty maintaining power and is never about the students. What's worse, our leadership does not back equitable practices on our campus, disregards claims of inequity, bullying, and inequalities, and has no respect for participatory governance, even overriding policies created through participatory governance. Many faculty believe our leadership is easily swayed and completely out of touch with equitable practices."*

37. When asked to share areas of climate they believe Miramar College **supports** well, employee responses largely fell within themes of diversity, equity, and inclusion, critiques, and professional development.

#### *Diversity, Equity, and Inclusion*

*"The climate seems welcoming and accommodating to race, gender, and cultural diversity, but it could have better accommodations for the mobility-impaired."*

*"Inclusivity and equity"*

*"We do well as an institution in creating a diverse workplace."*

*Critiques*

*"Our institution makes space for discussion and makes space for planning, but lacks the proper structure to hold up any actual progress."*

*"To be honest, the institutions (Miramar and the district) does not do a good job. For example, at the department level, there are little to no discussions-- or even interest-- in looking at course retention and success outcomes by DI groups even though several contract faculty members identify as Latinx or AAPSI. As an institution, there is a culture that does not value or cultivate critical self-awareness, and there is a reliance on anecdotal experiences from teaching where deficit-mindsets about students and teaching run rampant."*

*"Providing fluff and latest policy agenda without real tangible changes that benefit the community as fairly as possible."*

*Professional Development*

*"I think we are good at talking about equitable practices and promoting PD about equity. I have attended many great events that have taught me a lot about anti-racist curriculum."*

*"Leadership and professional development is truly wonderful around equity. Getting the front-line workers to adopt this and help improve the climate is another story."*

*"Reading group"*

38. Miramar employees shared their views on what aspects of climate that Miramar College could **improve** upon, and comments primarily fell into the themes of workplace dynamics, diversity, equity, and inclusion, and sense of safety or freedom of expression.

*Workplace Dynamics*

*"Attitude of the management towards employees is hostile. Employees are treated as a bunch of replaceable clones and often targeted. After EEOC findings, the District was supposed to send managers to training and stop discriminating and retaliating, but unfortunately hostile attitude continues."*

*"Resolving issues in a timely manner"*

*"definitely how adjunct faculty (counseling) are hired and treated"*

*Diversity, Equity, and Inclusion*

*"Connecting resources to priorities related to DEI and closing the achievement gap. Institutionalizing support systems for DI student communities."*

*"Self-awareness needs to increased across the institution. There is an air that everyone knows the best and doesn't need to do the work. Here's an example: In conversations (like at the college-wide convocation), white voices take up most of the spaces despite being conversations about equity, inclusion, etc. Many people lack awareness of the time and space they are taking up and taking from*



*others as they dominate spaces and discussions. Then there is a mistrust of data and a refusal to think critically about teaching best practices and how to get better. I am really starting to think that self-reflection and awareness cannot be learned based on my daily interactions with the campus and district. Also, I have had many experiences with reverse ageism and have dealt with sexist comments as a woman."*

*"As I mentioned above, there is opportunity in highlighting issues around gender bias and misogyny with the same focus as the other DEI work."*

#### *Sense of Safety or Freedom of Expression*

*"The institution needs to be accepting of those who have differing view points. There is a lot of current hypocrisy as only those with similar political or religious views are accepted. "We must accept all, but you are not accepted" is the general message that seems to be constantly repeated."*

39. Many responses did not fall within the top themes for each question. Responses under codes such as access, morale, and leadership are provided below.

#### *Access*

*"The campus needs to improve access to working students. The community college has a large population of working students. Many students need evening classes, but there are few available. Too many faculty set their hours to 10am-2pm. This needs to change. Student services are non-existent for evening hours, after many students get off work. No counseling, no food services, inability to access the bookstore. If we are to include working students, we need to change our institution from a 9am-5pm institution, and divide our student services for day and evening cohorts. We used to teach Saturdays because of a push by the VPI. We cancelled that because there were no student services on Saturday, contrary to what was promised to us."*

*"The institution needs to be sure they are inclusive of people who have physical disabilities that do not affect their work."*

#### *Communication*

*"I think it does a good job of using the appropriate language at meetings, in flyers, and other ads, and in the reports. Practice, however, is a different matter."*

#### *Leadership*

*"At this time the new leadership is working hard to build community and trust."*

*"Our institution's new administration shows a clear commitment to equity and inclusion, and has made a measurable difference in how the college values and supports these issues."*

*"We need stronger leadership, we need progressive leadership. Employees are being ignored to pursue the bottom line and those employees are becoming jaded and disgruntled which reflects on how they interact with students. We say students are at the core of everything that we do but we make policies that spite those of us trying to support students. Our leadership is clinging to an antiquated idea of power and obsessively puts on a show of diversity and inclusion to the point of making it a mockery and making PoC victories seem hollow and divisive. Book clubs, circle of change and free*

*food aren't going to change participation and involvement. Feeling elevated and empowered is how to get the best out of a person."*

#### *Morale*

*"Many of the classified, including Supervisors, feel overworked and underappreciated. There is insufficient staffing levels with classified and faculty compared to our sister institutions. Many times we are told there is no budget to hire, yet we are still producing for the District as best we can despite barebones infrastructure. Burnout is becoming prevalent for the leaders amongst the classified and faculty professionals. It is difficult to focus on DEIA efforts when you're just exhausted mentally and physically to put forth more effort."*

*"There have been multiple incidents where I don't feel supported due to the pandemic and covid-climate. equity is not practiced for employees' in the workplace"*

*"Moral among employees is low and access/inclusion for disabled is lacking."*

*"Inclusion for disabled as well as bringing the employees together & outside of their silos. The moral is very low, workload is too high, and there is not enough support for classified professionals. There should be common courtesy and respect between administrators, faculty, and staff, sadly this seems to be seriously lacking."*

#### *Physical Environment/Facilities*

*"General condition of the facilities. Air Conditioning equipment not operating properly, ceiling and floor tiles are damaged or in bad condition, etc."*

#### *Sense of Belonging and Community*

*"Campus climate needs improvement at San Diego Miramar College. Students, faculty and staff need more events for everyone to interact and have a better sense of community and camaraderie. Need more opportunities for campus team builds to promote better connections with other departments and increase workplace morale."*

*"Again, it is building community. Leadership is working toward this and is making steps in the right direction; faculty and staff need to be more open to healing."*

#### *Support Programs and Services*

*"Support for LGBTQIA+ students, support for veterans, support for students with disabilities"*

*"Improve private resources and counseling for staff who face racial and cultural bias."*

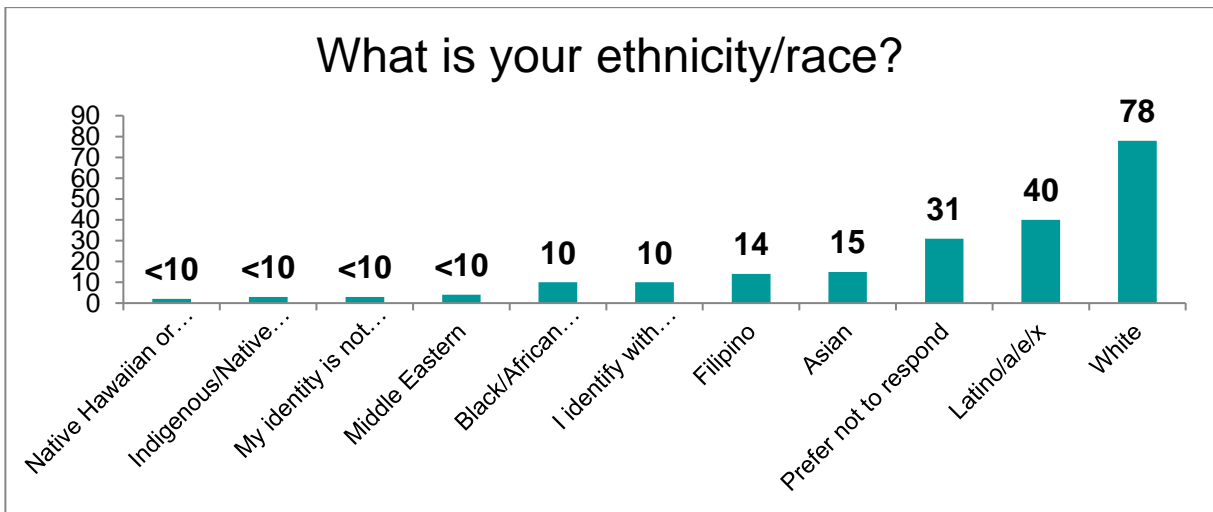
#### *Workplace Policies*

*"Workplace equity, with work environments being left up to individual campus presidents, it should be noted on what other campuses are allowing employees to do in terms of remote or hybrid work and keep it as consistent as possible to avoid disgruntled behavior due to another campus allowing their staff to work fully remote or in a hybrid capacity"*

**Personal Characteristics**

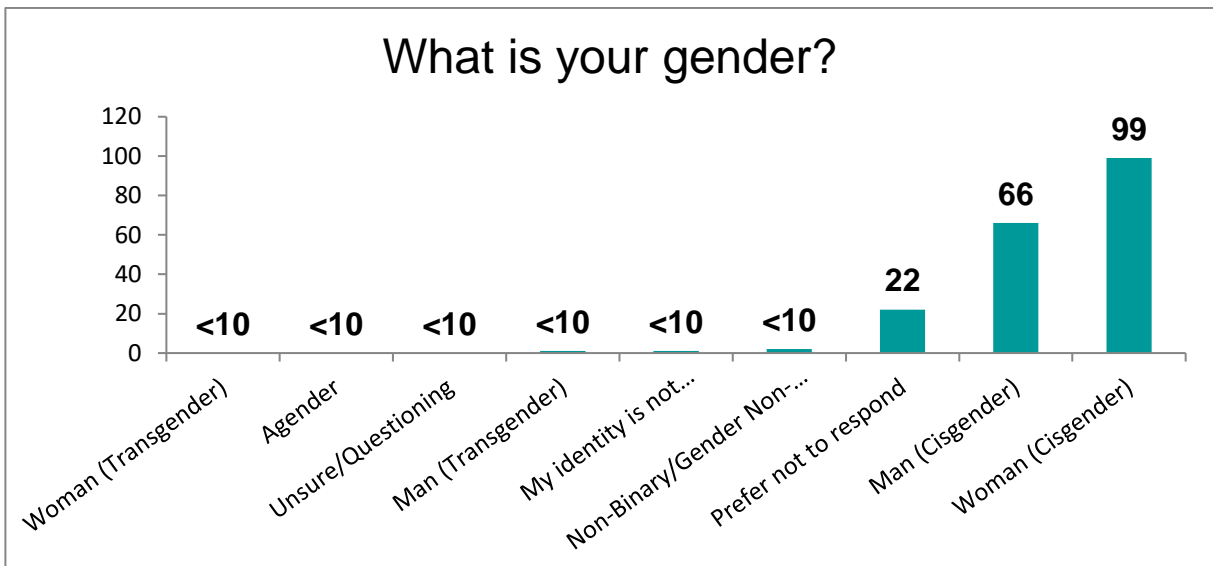
1. Miramar College survey respondents were generally similar in ethnicity to the population, although representation of Asian employees (8%) was half of the representation among the employee population in the Fall semester (16%) and the representation of White employees was about 10% lower than the representation among the employee population (51%).

*Graph 1: Ethnicity*



2. Respondents were slightly more likely to identify as cisgender female (52%) than the employee population (47%). Respondents were less likely to identify as cisgender male (35%) than the population (53%).

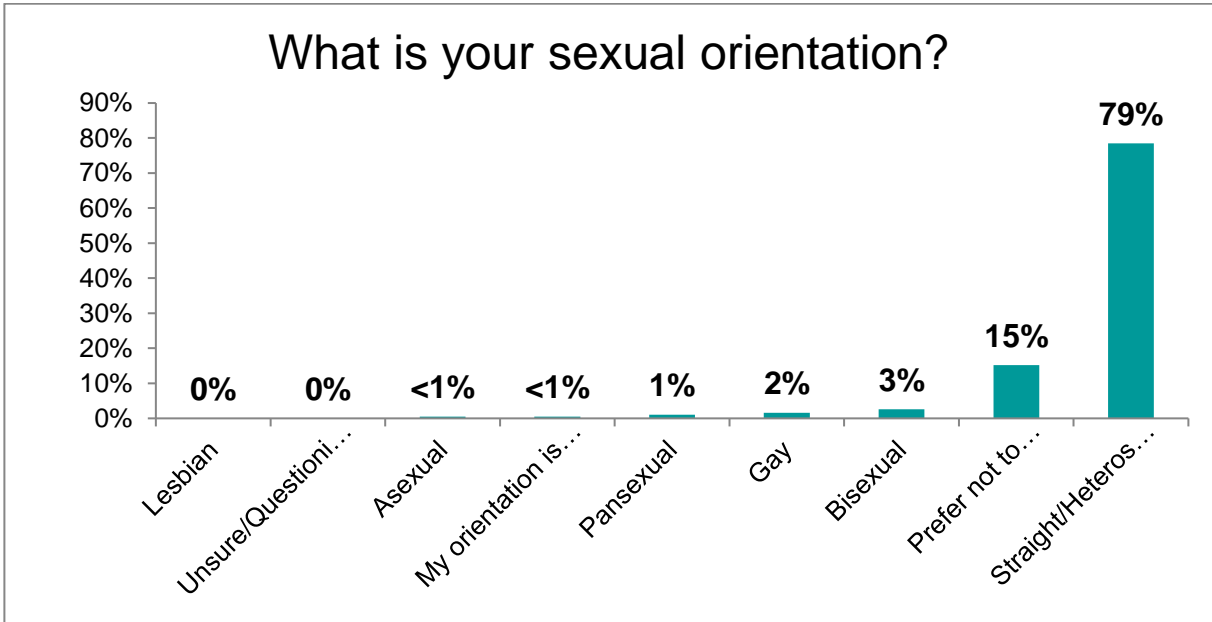
*Graph 2: Gender*





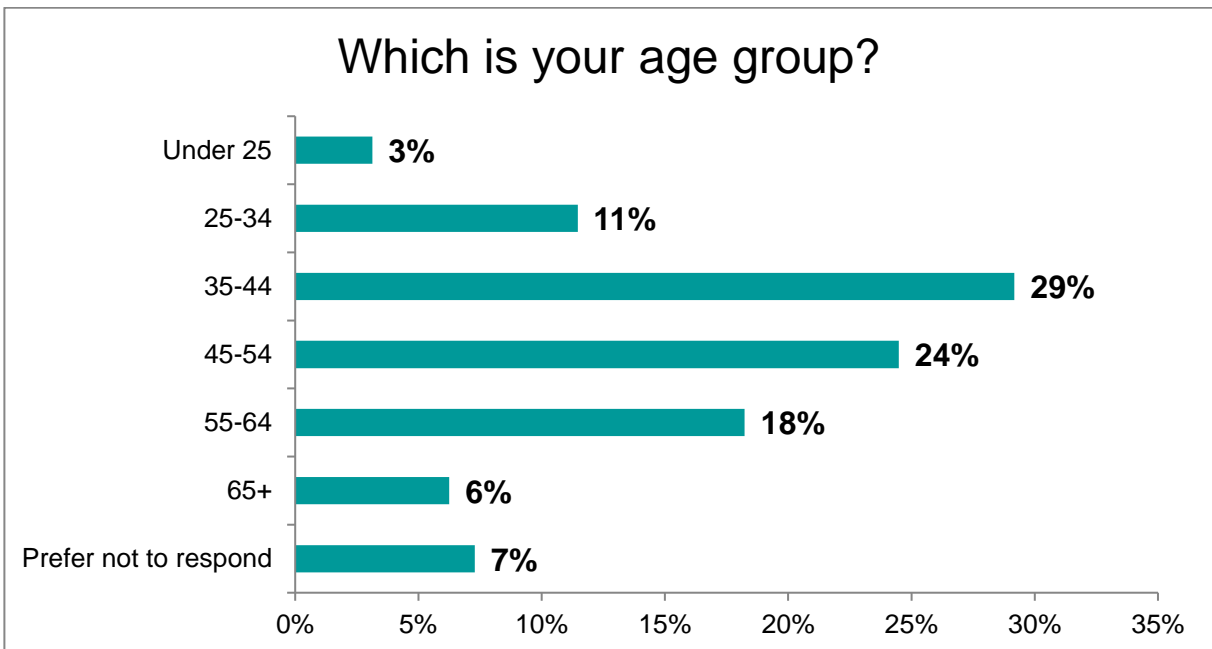
3. In regards to sexual orientation, six percent (6%) of respondents identified as a member of the LGBTQ+ community, or 12 employees.

Graph 3: Sexual Orientation



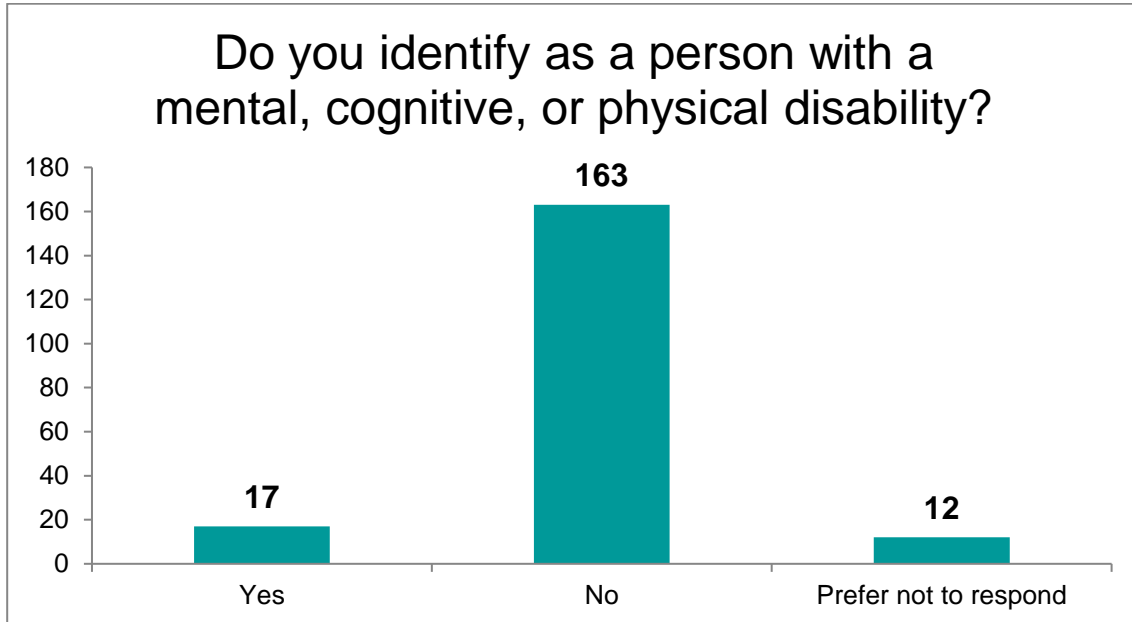
4. Over half of the respondents are between 35 and 55 yrs.(53%).

Graph 4: Age



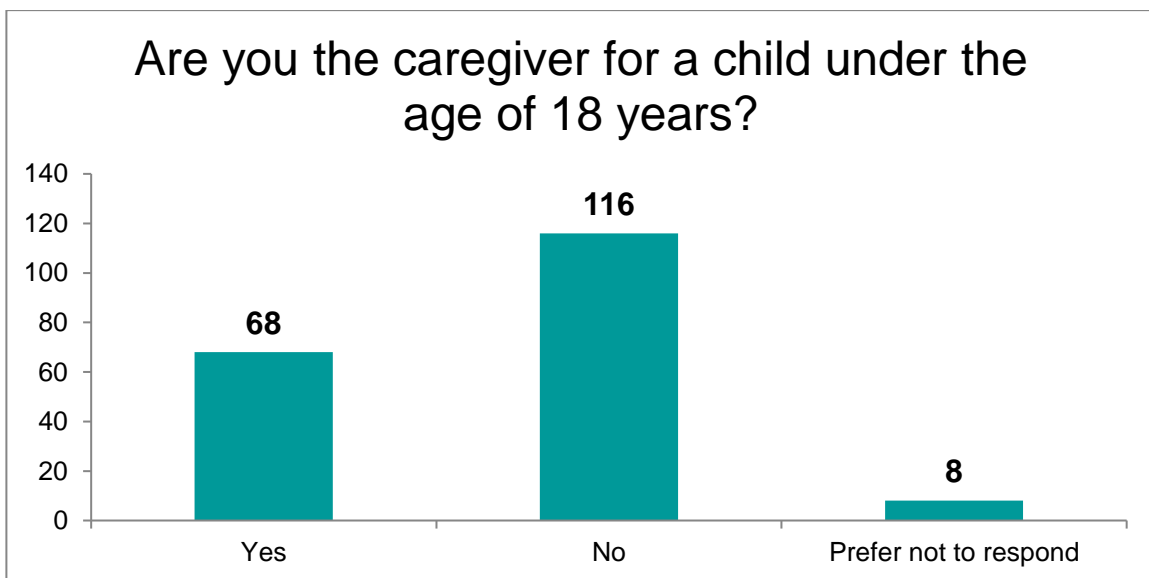
5. Less than one out of ten respondents indicated they had a form of disability (9%).

Graph 5: Disability



6. About a third of respondents indicated that they were the primary caretaker of a child under the age of 18 (35%).

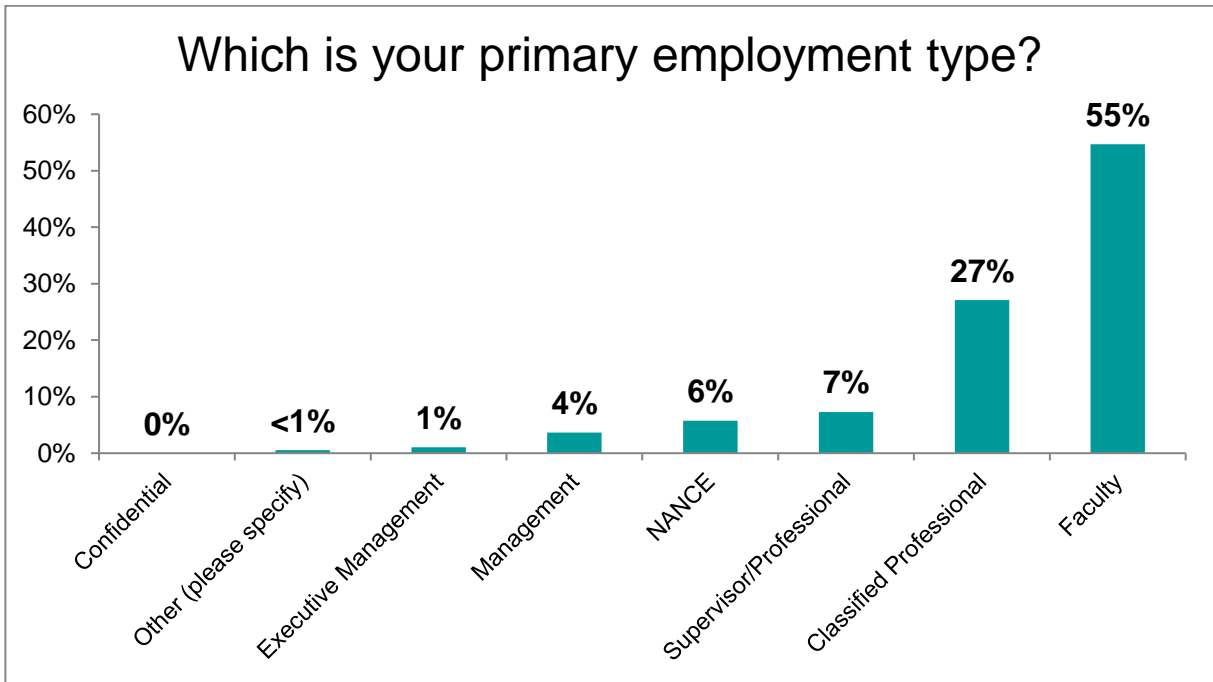
Graph 6: Primary Caretaker



**Employee Characteristics**

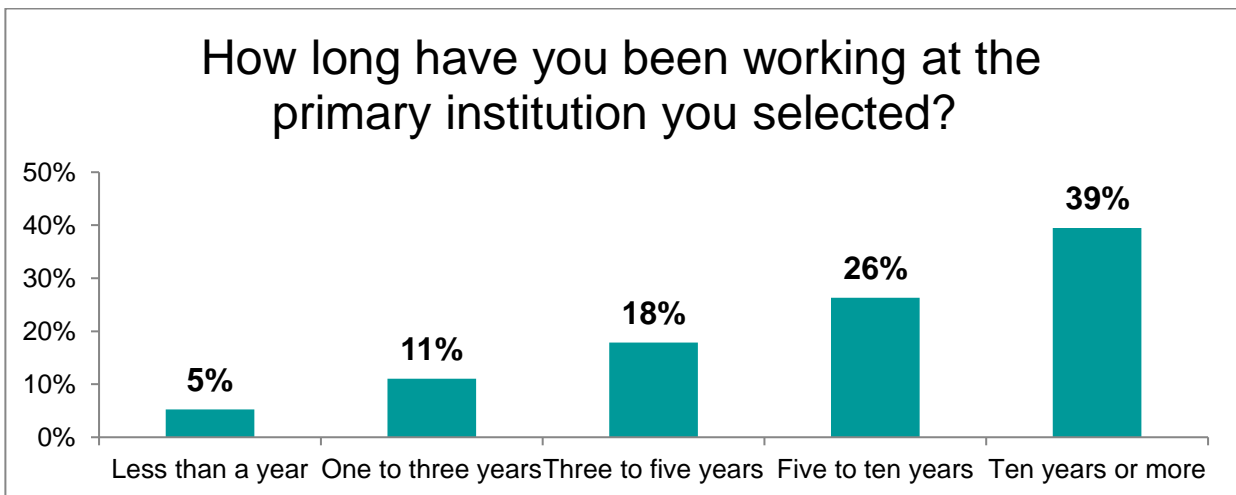
7. Miramar College respondents were less likely to be faculty (55%) than the employee population (76%). Respondents were five times as likely to be classified professional (27%) than the employee population (5%).

*Graph 7: Primary employment type*



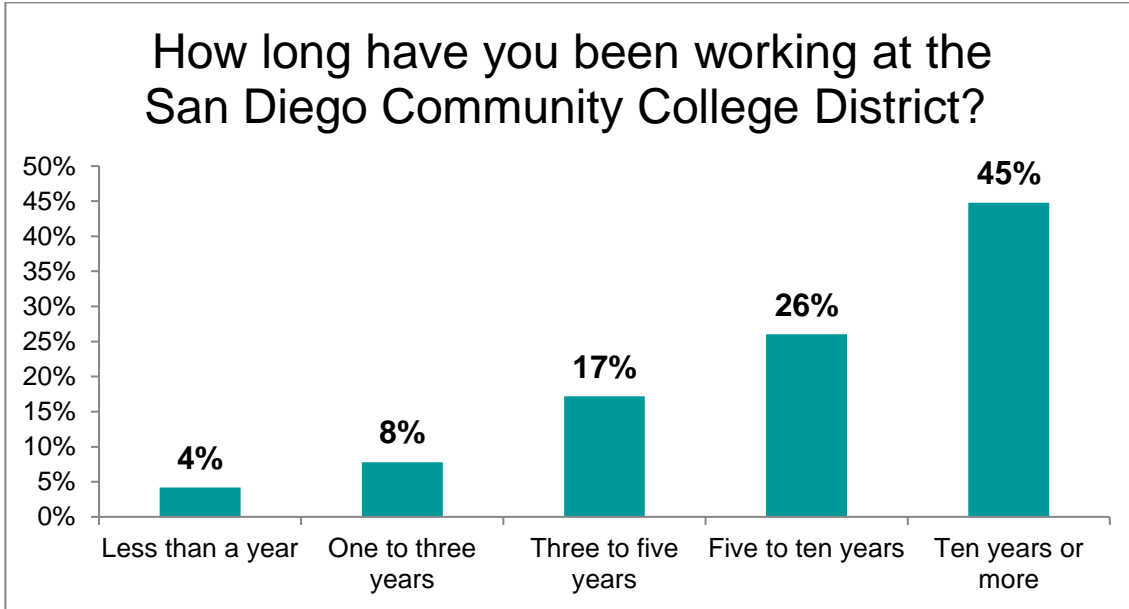
8. Eight out of ten employees have worked for Miramar College for more than three years (84%). The majority of them have been with Miramar for more than 10 years (39%).

*Graph 8: Length of time at Miramar College*



9. Eight out of ten employees have worked at the SDCCD for more than three years (88%).

Graph 9: Length of time at SDCCD



## Access and Success

**Definition:** Refers to practices that promote student success and promote employee advancement.



### Spotlight (Access and Success)

None of the items in the **Success and Access** Domain received a favorable perception for at least 75%. The top statements were:

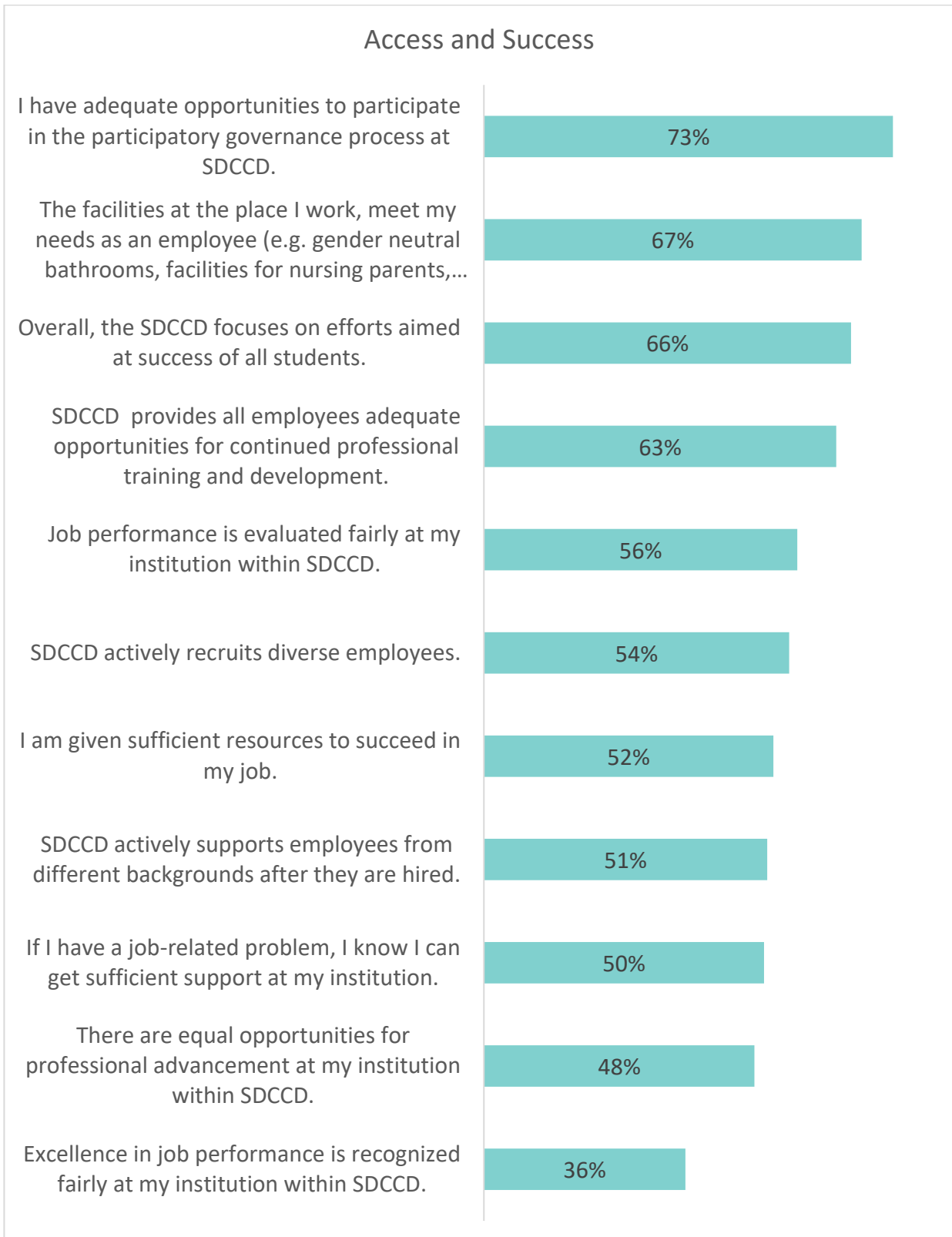
- SDCCD provides **adequate opportunities for continued professional training** (73%).
- The **facilities at Miramar meet the needs of the employees** (67%) and,
- Overall, respondents believe **SDCCD focuses efforts for the success of students** (66%).

About half of respondents believe that:

- They are **given sufficient resources to succeed at their jobs** (52%).
- SDCCD **provides support to employees with different backgrounds** (51%) and,
- **If they have a job-related problem, they would get sufficient support** (48%).

It should be noted that only 36% perceive that **excellence in job performance is recognized fairly** and about 48% perceive there are **equal opportunities for professional advancement** at Miramar College.

*Graph 10: All Statements for Access and Success – Agreement*



10. About half of the Miramar College employees agree there is sufficient resources for their job success (52%), and feel like they can get support if they have a job related

problem (50%). While, 63% of employees believe the District provide sufficient opportunities for professional development, only 48% of employees believe there are equal opportunities of professional advancement at their institution.

Graph 11: Professional Development - Likert Scale

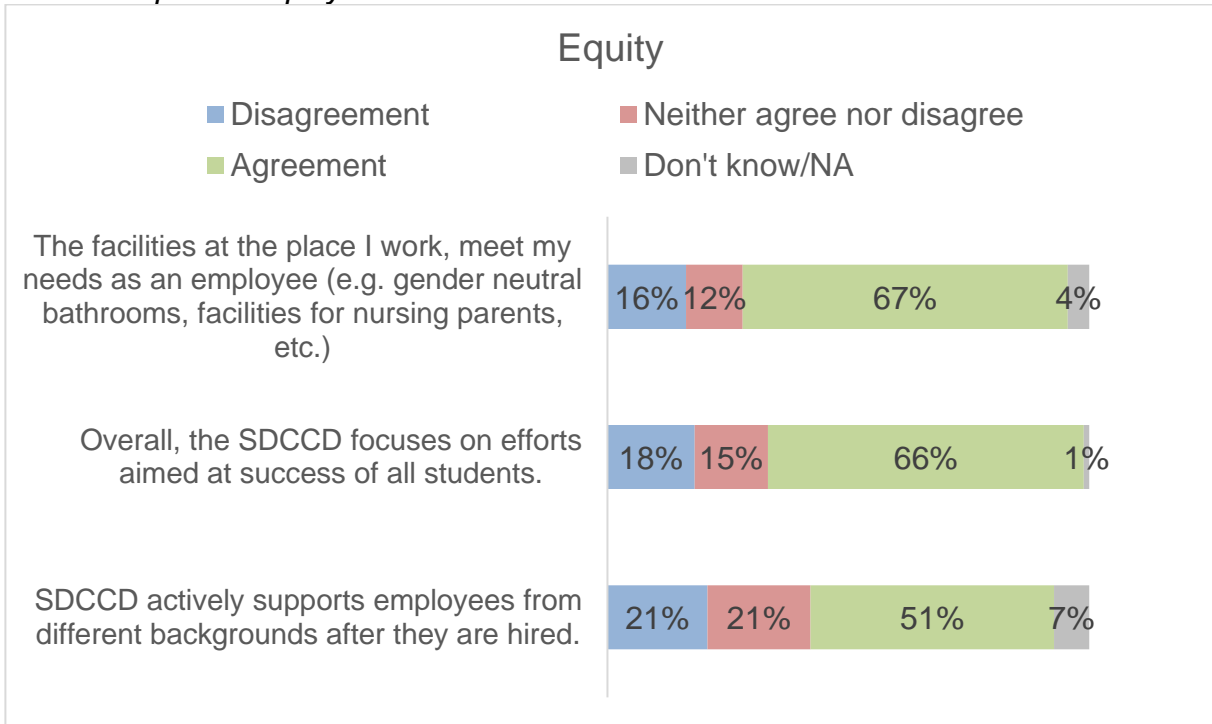


11. Two-thirds of respondents agreed the facilities on campus met their needs (67%), and believe the District is focused on efforts aimed at the success of all students



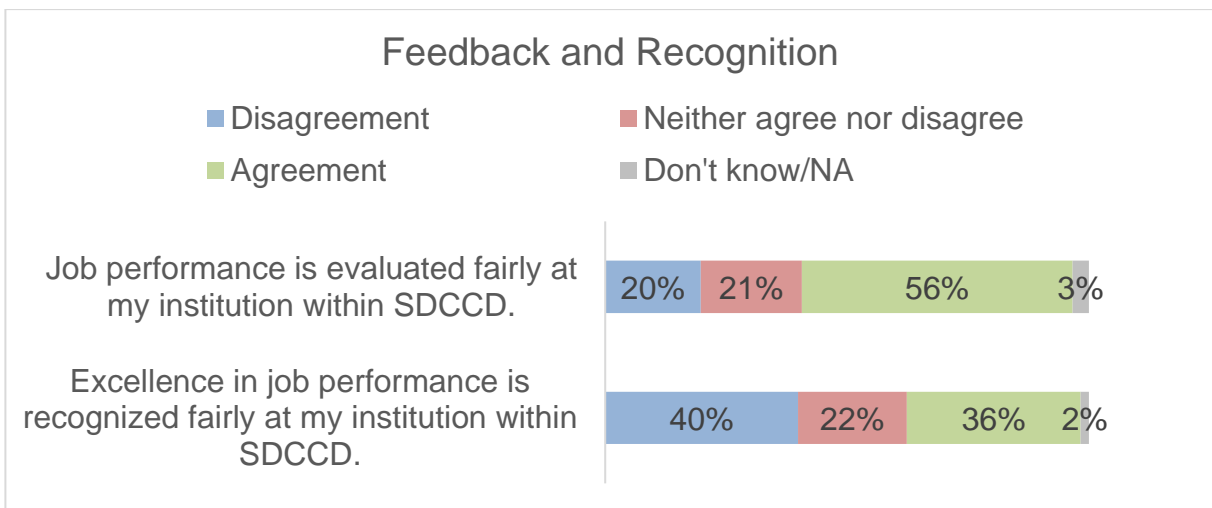
(66%). Half believe the District supports employees from different backgrounds (51%).

Graph 12: Equity – Likert Scale



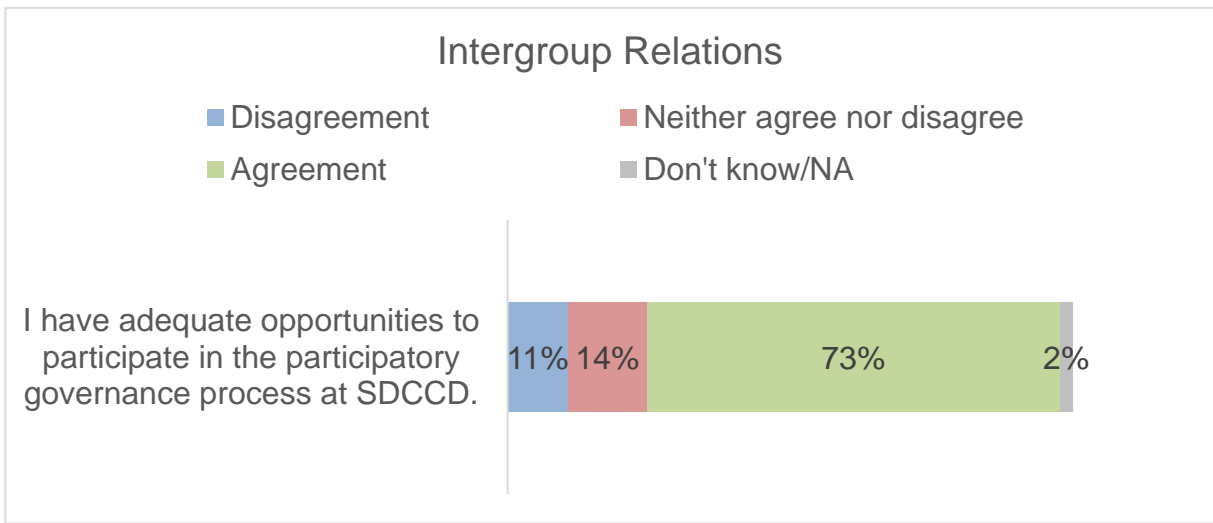
12. Half of respondents believe their job performance is evaluated fairly (56%) and a third agree job performance is recognized fairly (36%).

Graph 13: Feedback and Recognition - Likert Scale



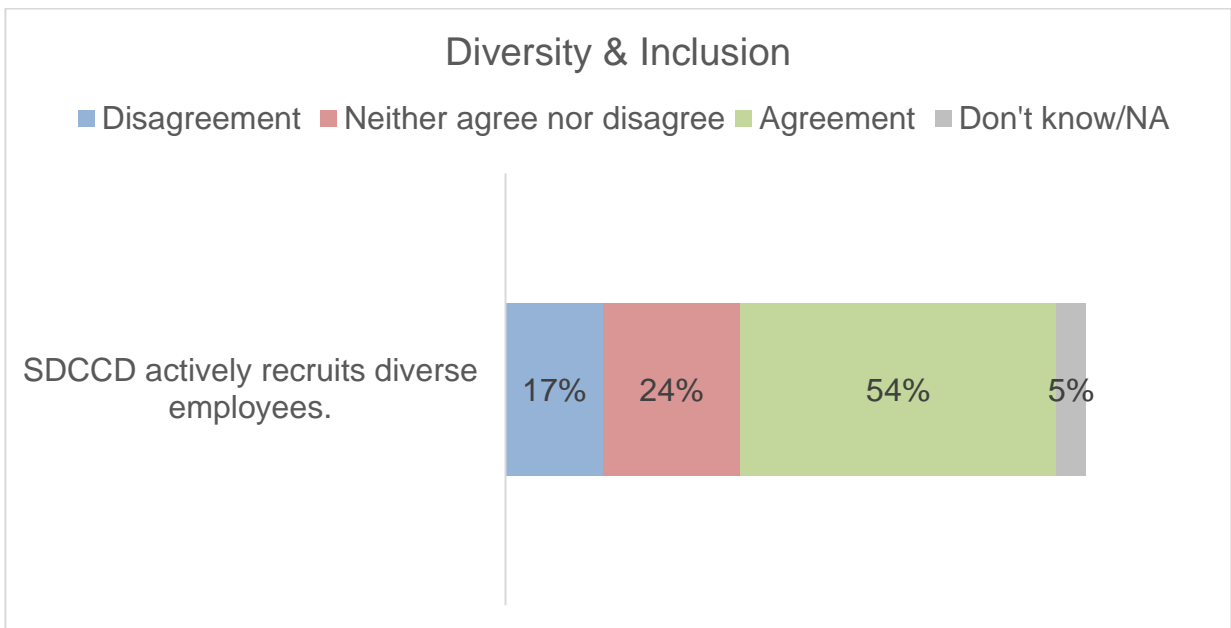
13. A quarter of respondents did not agree there are adequate opportunities to participate in the governance process (27%).

Graph 14: Intergroup relations – Likert Scale



14. Four out of ten respondents could not agree that the District actively recruits diverse employees (46%).

Graph 15: Diversity & Inclusion – Likert Scale



## Education and Scholarship

Definition:



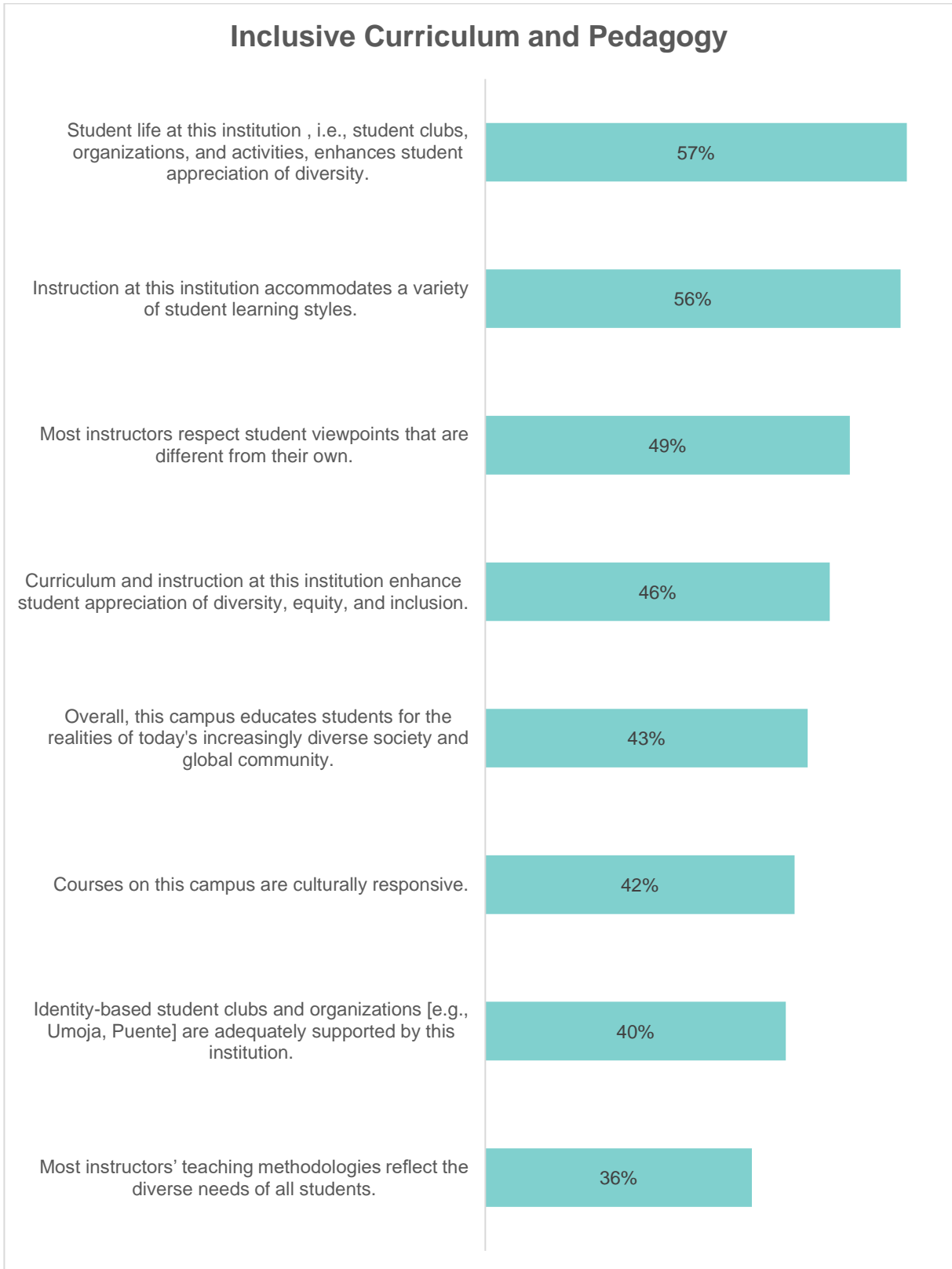
### Spotlight (Inclusive Curriculum and Pedagogy)

None of the statements included within this domain (**Inclusive Curriculum and Pedagogical Practices**) were perceived fairly present on the climate of the college.

- The top aspect is that, **student life** at Miramar (student clubs, activities,) **enhances student appreciation of diversity** (64%).
- Fifty-six percent (56%) consider that the **instruction** at Miramar **accommodates a variety of learning styles**.
- Less than half agree that **instructors respect differing viewpoints from their students** (49%) and, that **the institution enhances students appreciation of diversity, equity and inclusion** (46%).

Only a third of respondents agreed most instructors' teaching methodologies reflect the diverse needs of the students (36%).

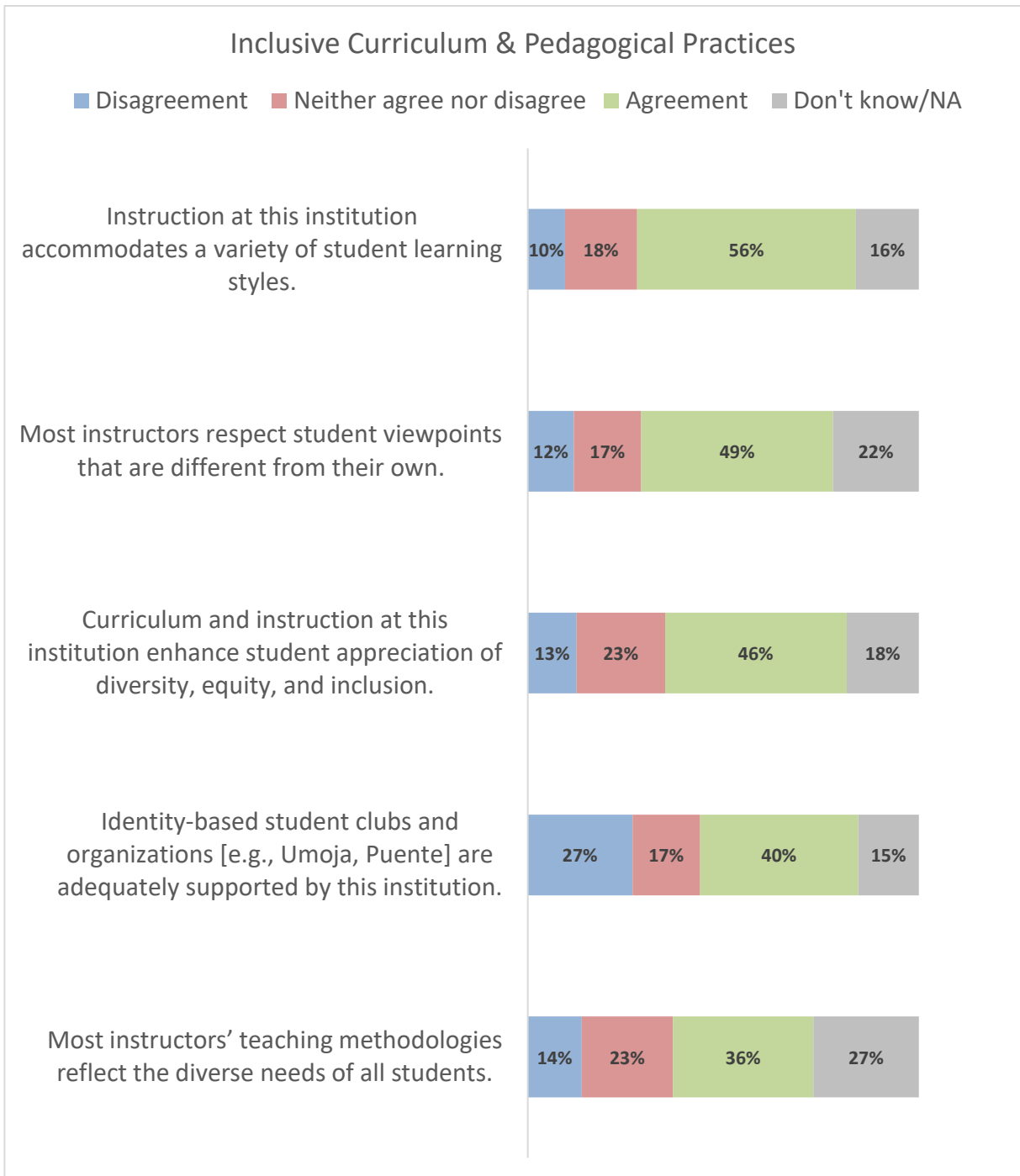
*Graph 16: All Statements for Education / Scholarship– Agreement*



15. Fifty four percent of Miramar College respondents did not agree or were not sure about the presence of diverse inclusive curriculum and pedagogy (Disagreement:

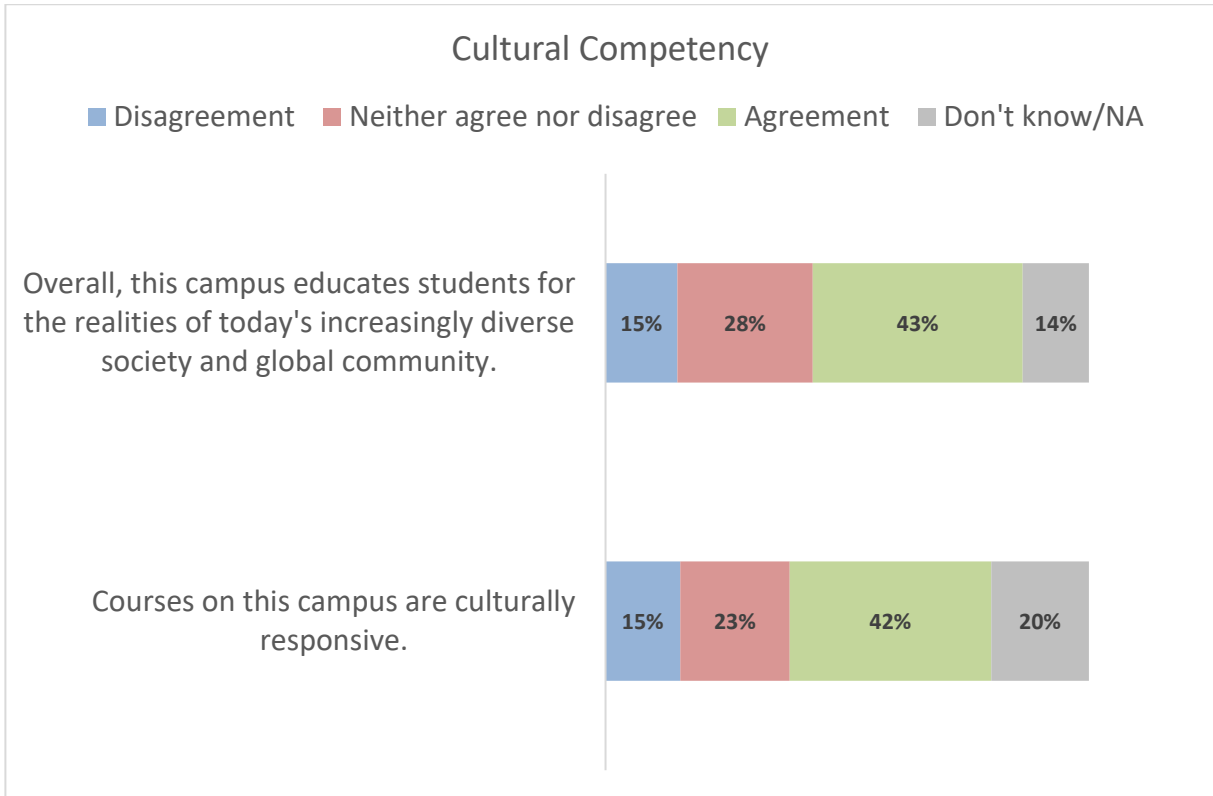
13% + Neither Agree: 23% + Don't Know: 18% = 54%). Half agree that instructors respect student viewpoints and less than half agree on the adequate presence of need-based teaching methodologies (36%).

Graph 17: Inclusive Curriculum & Pedagogical Practices– Likert Scale



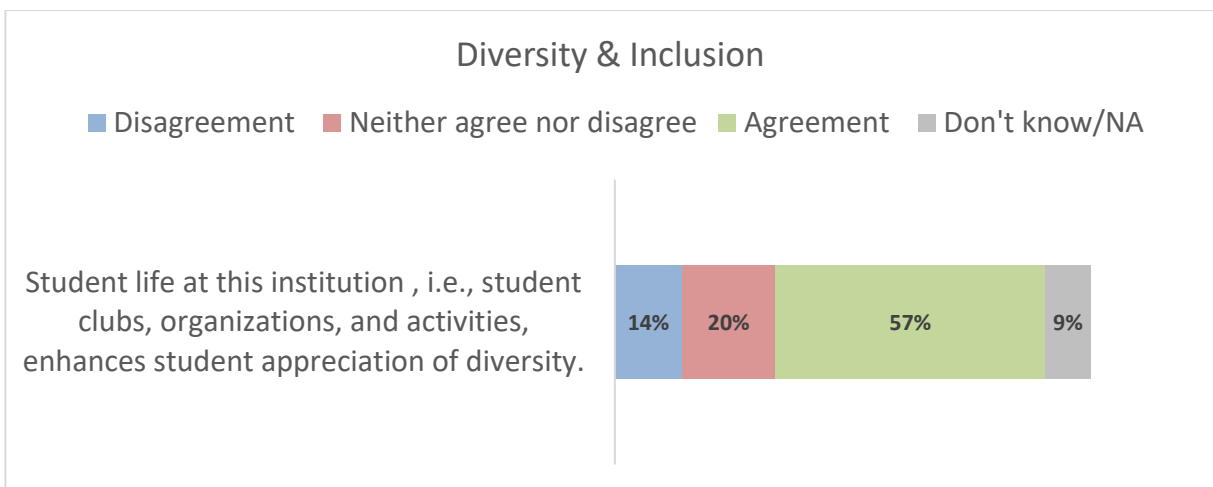
16. Less than half of respondents agreed that courses prepared students for a diverse society (43%) and that courses were culturally responsive (42%).

Graph 18: Cultural Competency – Likert Scale



17. Almost six out of ten respondents agreed that student life on campus enhances appreciation of diversity (57%).

Graph 19: Diversity & Inclusion– Likert Scale



## Intergroup Relations

**Definition:** Focuses on the interactions that can create a welcoming campus climate for employees to thrive.



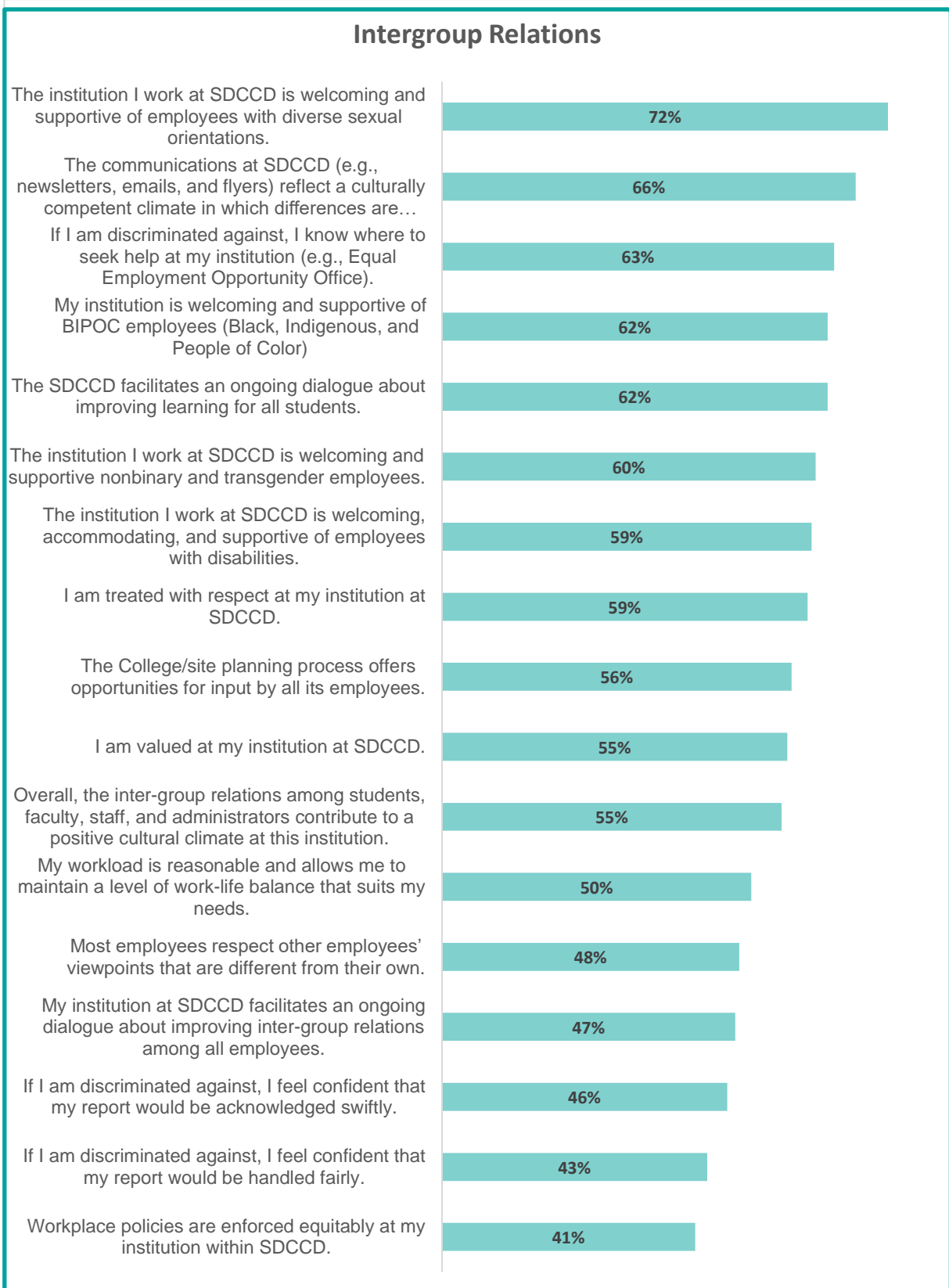
### Spotlight (Intergroup Relations)

None of the statements included within this domain (**Intergroup Relations**) were perceived fairly present on the climate of the college.

- The most popular beliefs were that, the **SDCCD is welcoming and supportive of employees with diverse sexual orientations** (72%) and that, the district **communications reflect a culturally competent climate in which differences are respected** (66%).
- Similar rates of respondents **felt respected** (59%) and **felt valued** (55%) at Miramar College.

About the same rate of respondents agreed that if they were discriminated against that their report would be acknowledged swiftly (46%) and, handled fairly (43%). A lower portion believes that policies are equitably (41%).

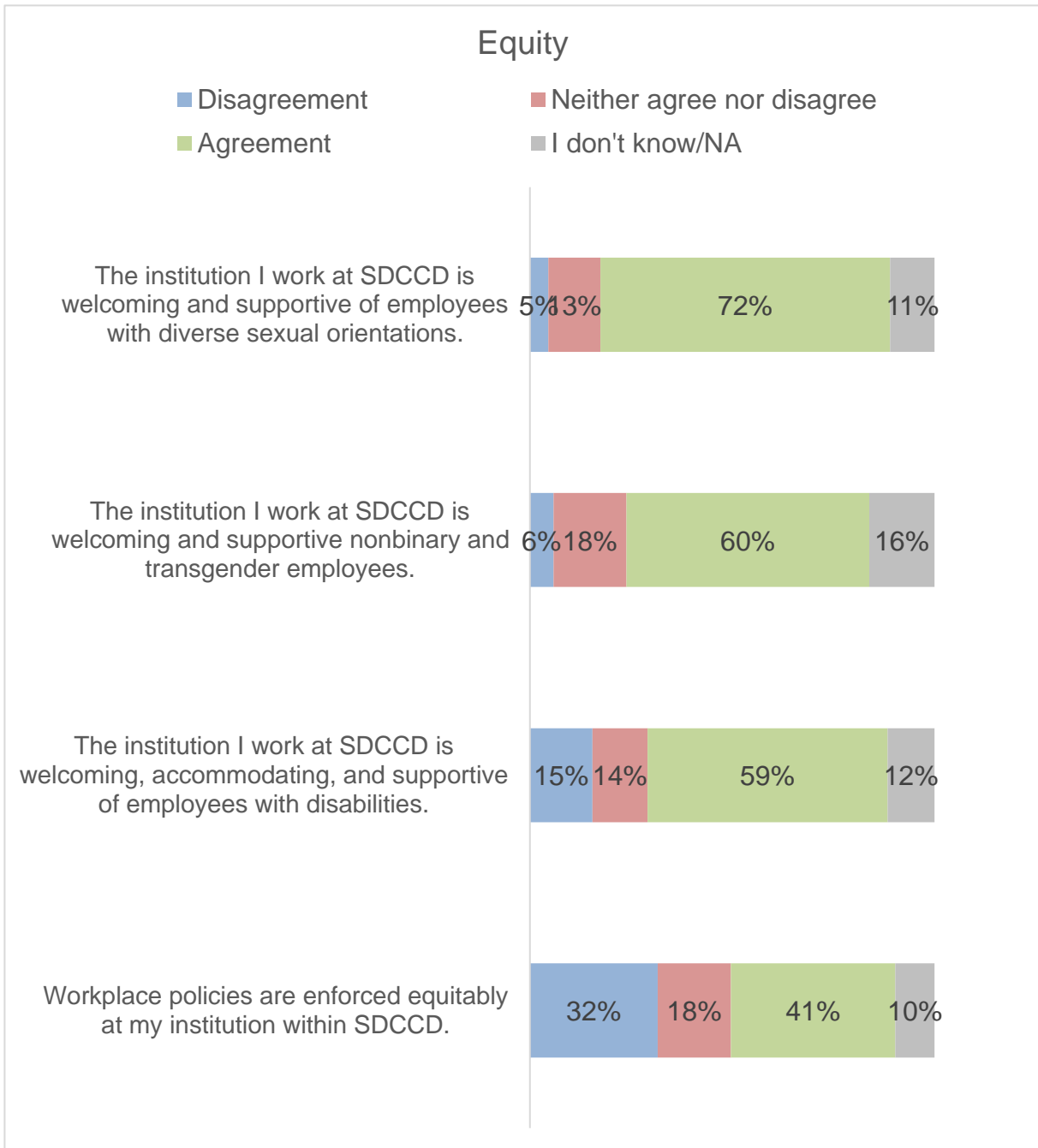
Graph 20: All Statements for Intergroup Relations – Agreement





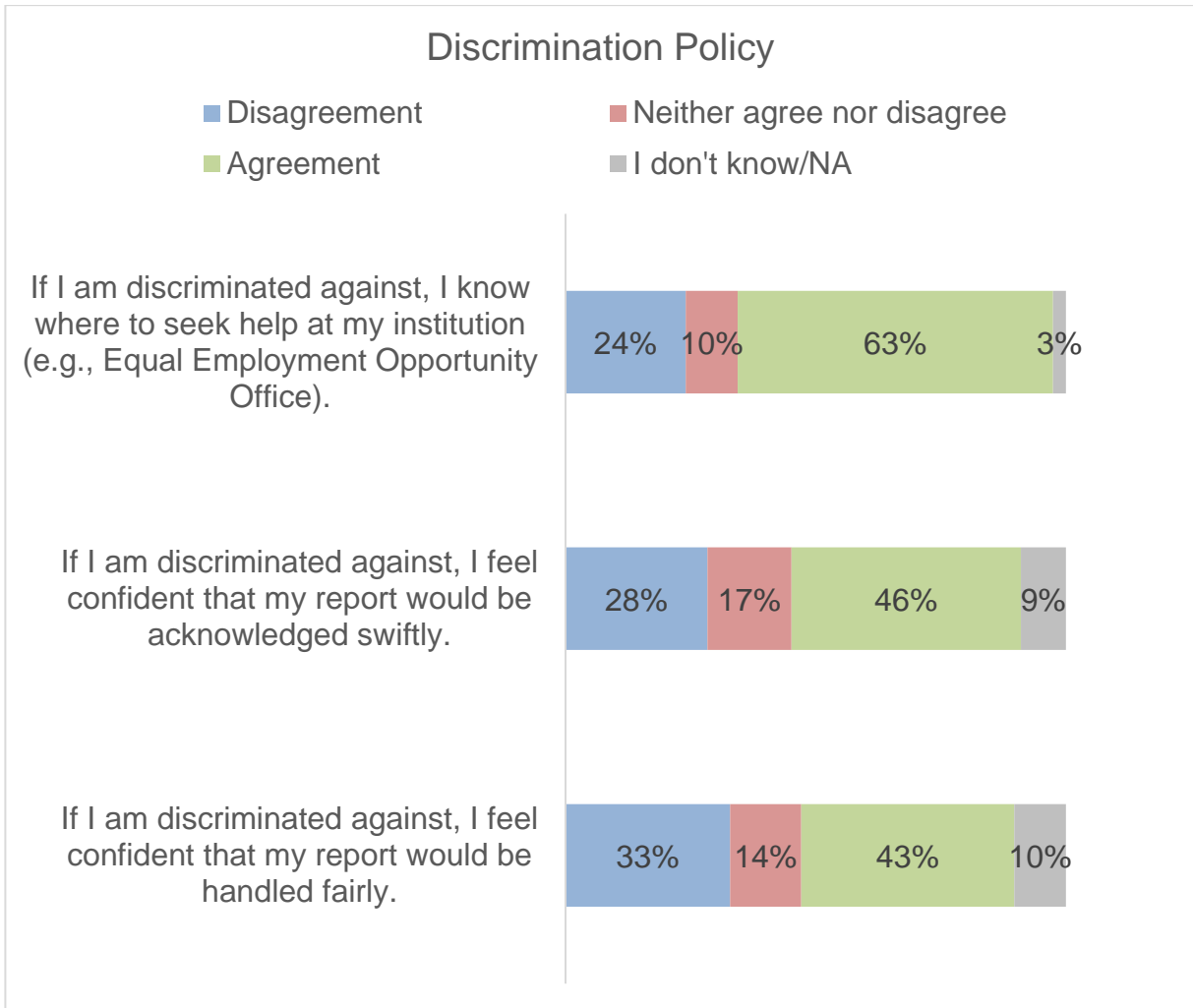
18. Seventy two percent of respondents agreed that the District was welcoming and supportive of employees with diverse sexual orientation while only about six out of ten believed that was true of employees with disability (59%), or nonbinary and transgender employees (60%). Only 41% agreed the workplace policies are enforced equitably.

Graph 21: Equity – Likert Scale



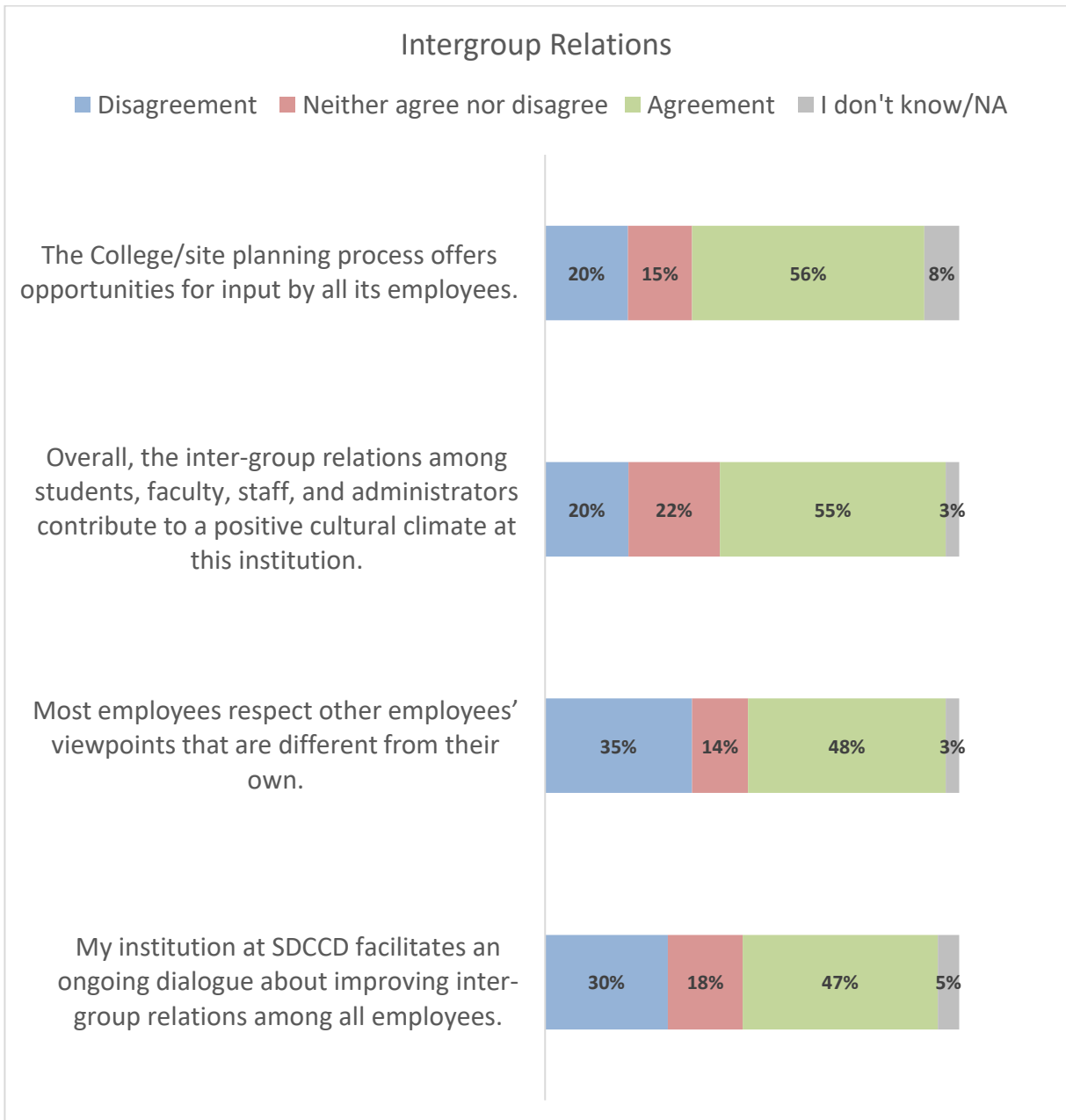
19. Six out of ten respondents know where to go to seek help (63%) but less than half agreed their report would be acknowledged swiftly (46%), and would be handled fairly (43%).

Graph 22: Discrimination Policy – Likert Scale



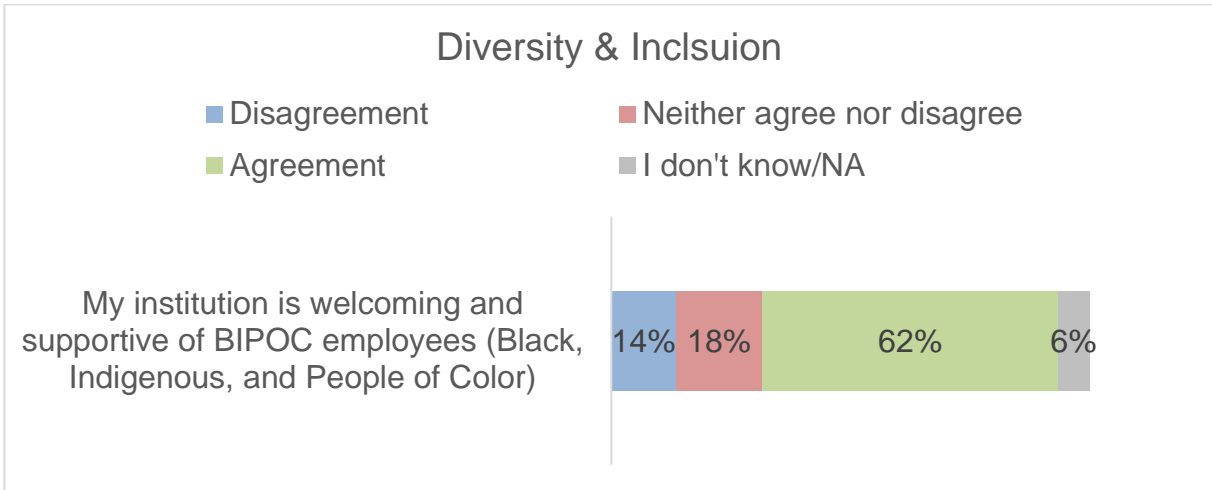
20. Half of respondents believe the planning process offers opportunities for input (56%), and that inter-group relations contribute to the overall culture of the institution (55%). Less than half of respondents agreed employees respect other employee's viewpoints (48%), and that there is an ongoing dialogue about improving inter-group relations (47%).

Graph 23: Intergroup Relations



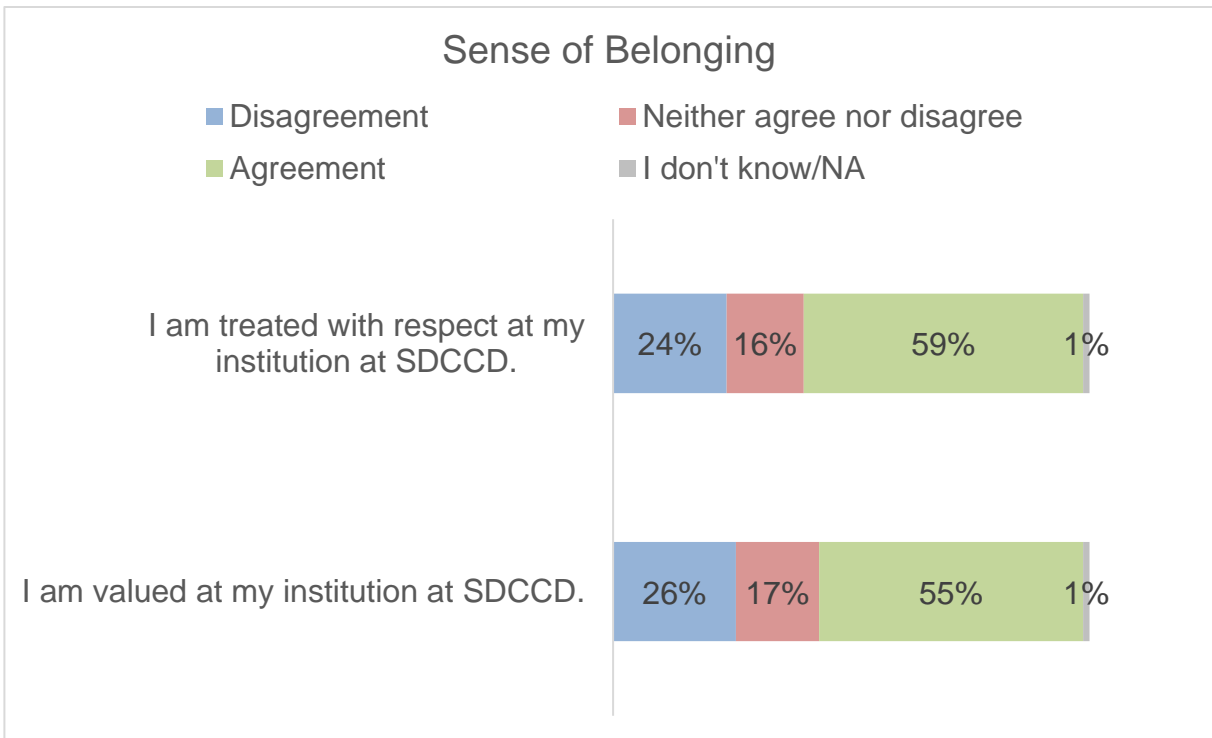
21. Six out of ten respondents agreed that their institution was welcoming and supportive of Black and Indigenous students and students of color, BIPOC (62%).

Graph 24: Diversity & Inclusion – Likert Scale



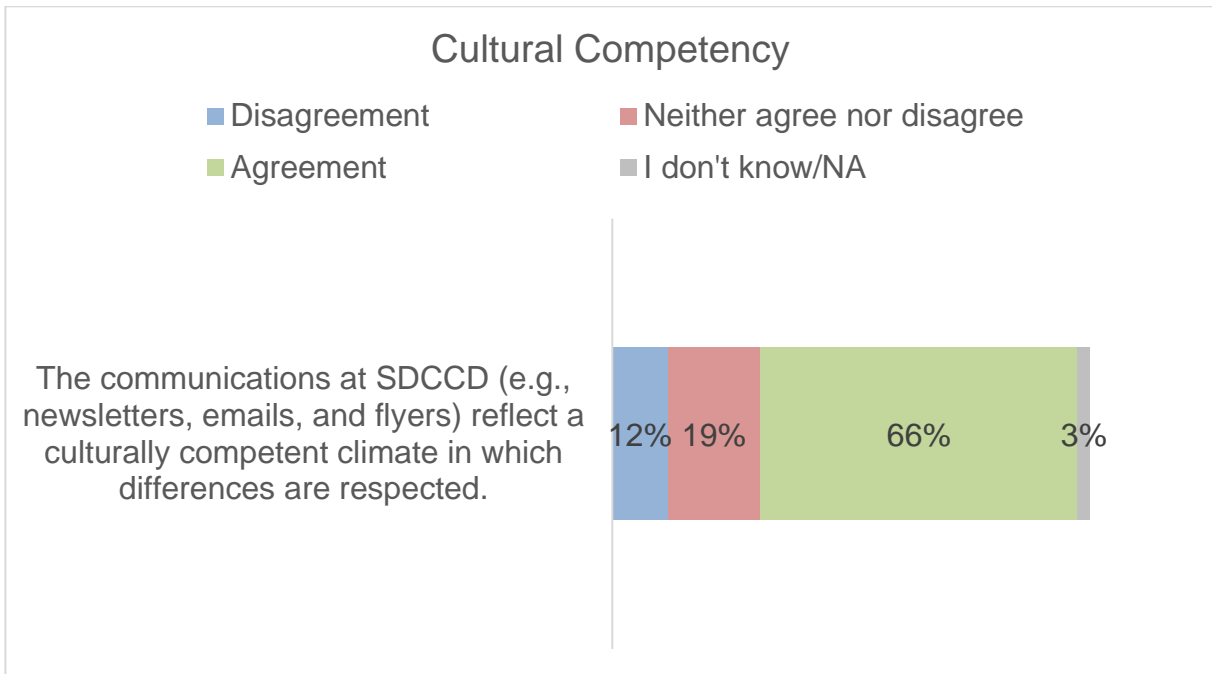
22. Over half of respondents agreed they are treated with respect (59%) and agreed they were valued (55%).

Graph 25: Sense of Belonging – Likert Scale



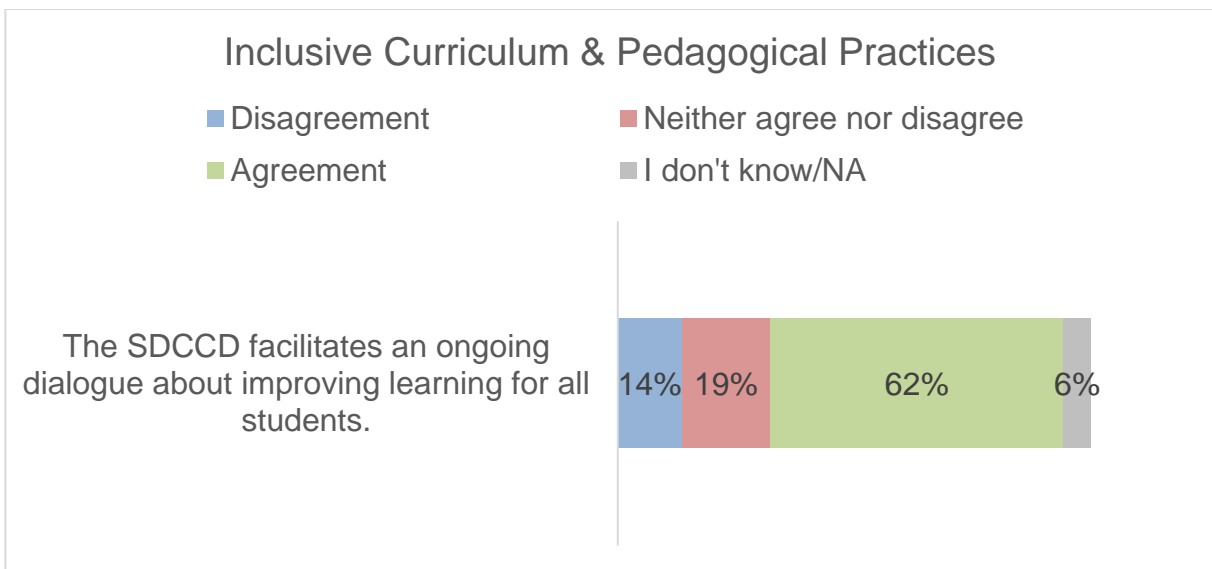
23. Two-thirds of respondents agreed the communication throughout the District reflects a culturally competent climate (66%).

Graph 26: Cultural Competency – Likert Scale



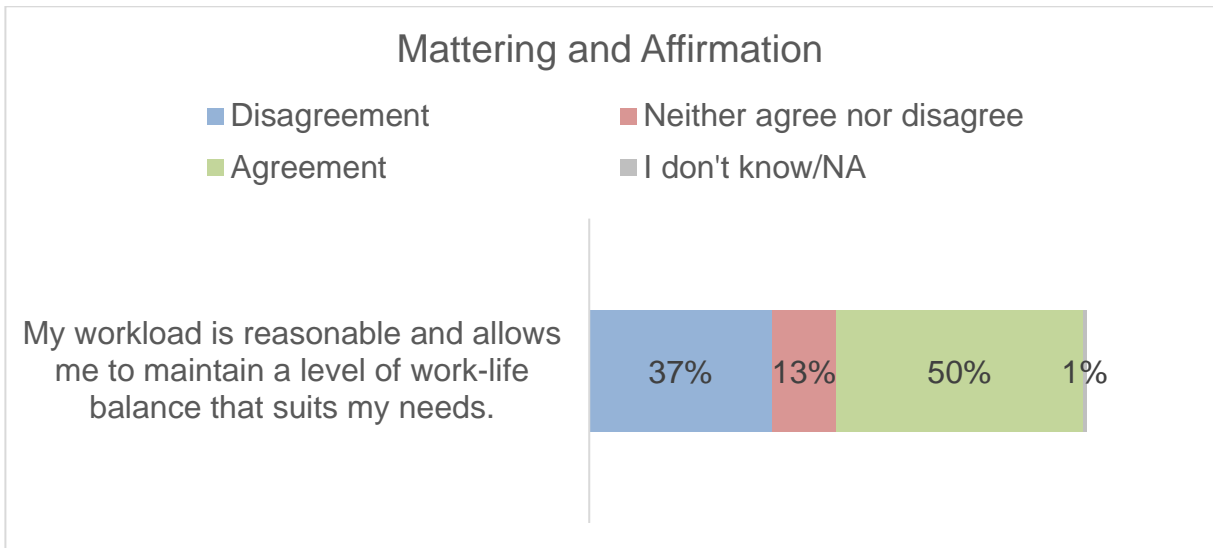
24. Six out of ten respondents agreed the district facilitates an ongoing dialogue about improving learning of their students (62%).

Graph 27: Inclusive Curriculum & Pedagogical Practices – Likert Scale



25. Half of respondents agreed their workload is reasonable and allows them to maintain a level work-life balance (50%).

Graph 28: *Mattering and Affirmation – Likert Scale*



## Institutional Equity and Vitality

**Definition:** Refers to the institutional commitment to support Equity, Diversity Inclusion, Accessibility and sentiments around them.



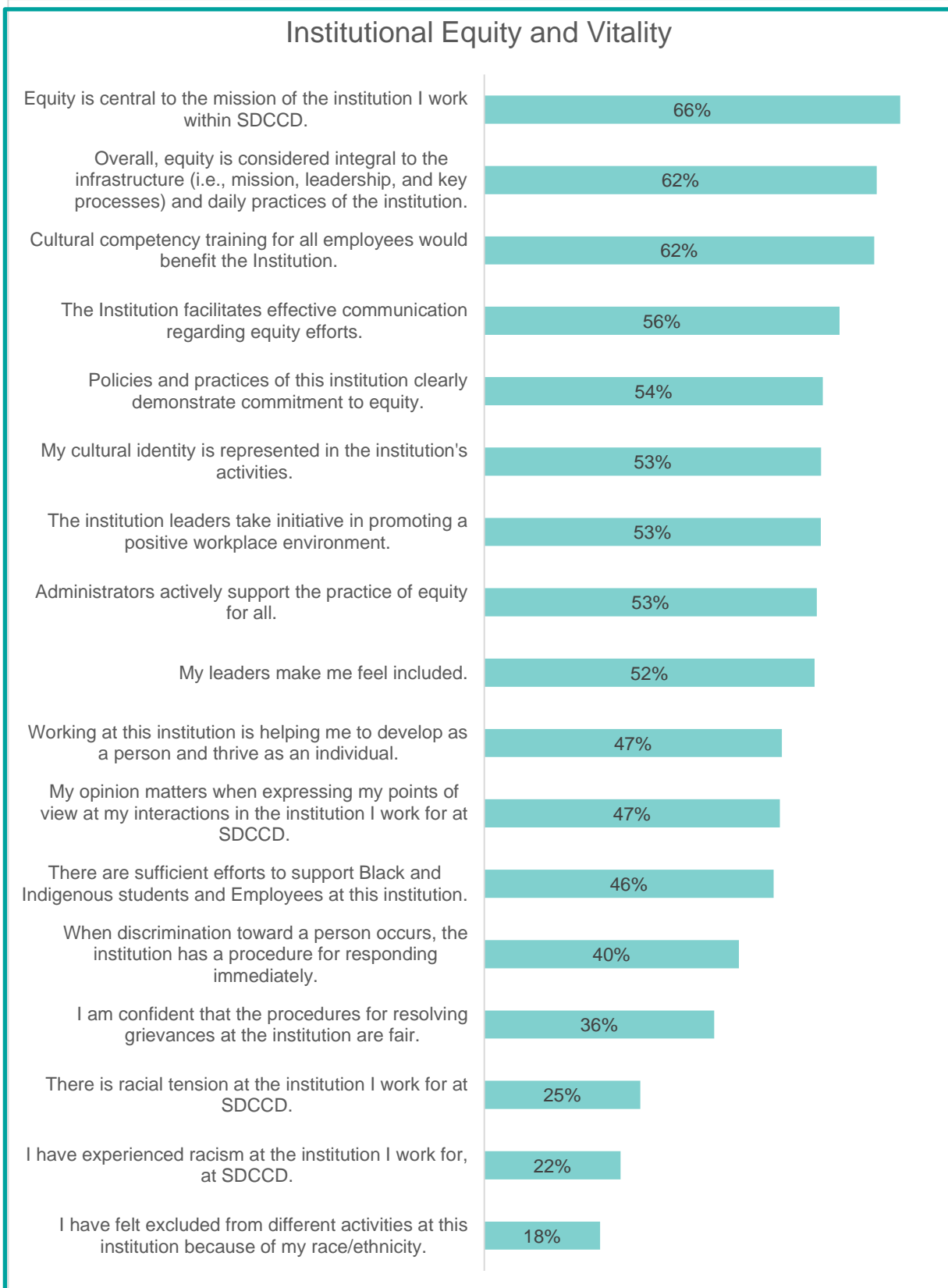
### Spotlight (Institutional Equity and Vitality)

None of the statements included within this domain (**Institutional Equity and Vitality**) were perceived fairly present on the climate of the college.

- The top statements were that **equity is central to the mission** of Miramar College (66%) and, that **equity is integral to the infrastructure and daily practices** of Miramar College (62%) and, that **cultural competency training for all would benefit the institution** (62%).
- About half of responses agreed that **leaders make them feel included** (52%), that **Admin actively support the practice of equity** (53%), that **leaders take initiative in promoting a positive work environment** and that **their cultural identity is represented in Miramar's activities** (53%).

A third of employees are confident that the procedures for solving grievances are fair (36%). About a quarter agree there is racial tension (25%) and confide that they have experienced racism (22%) at Miramar College. 18% have felt excluded from activities because of their race or ethnicity.

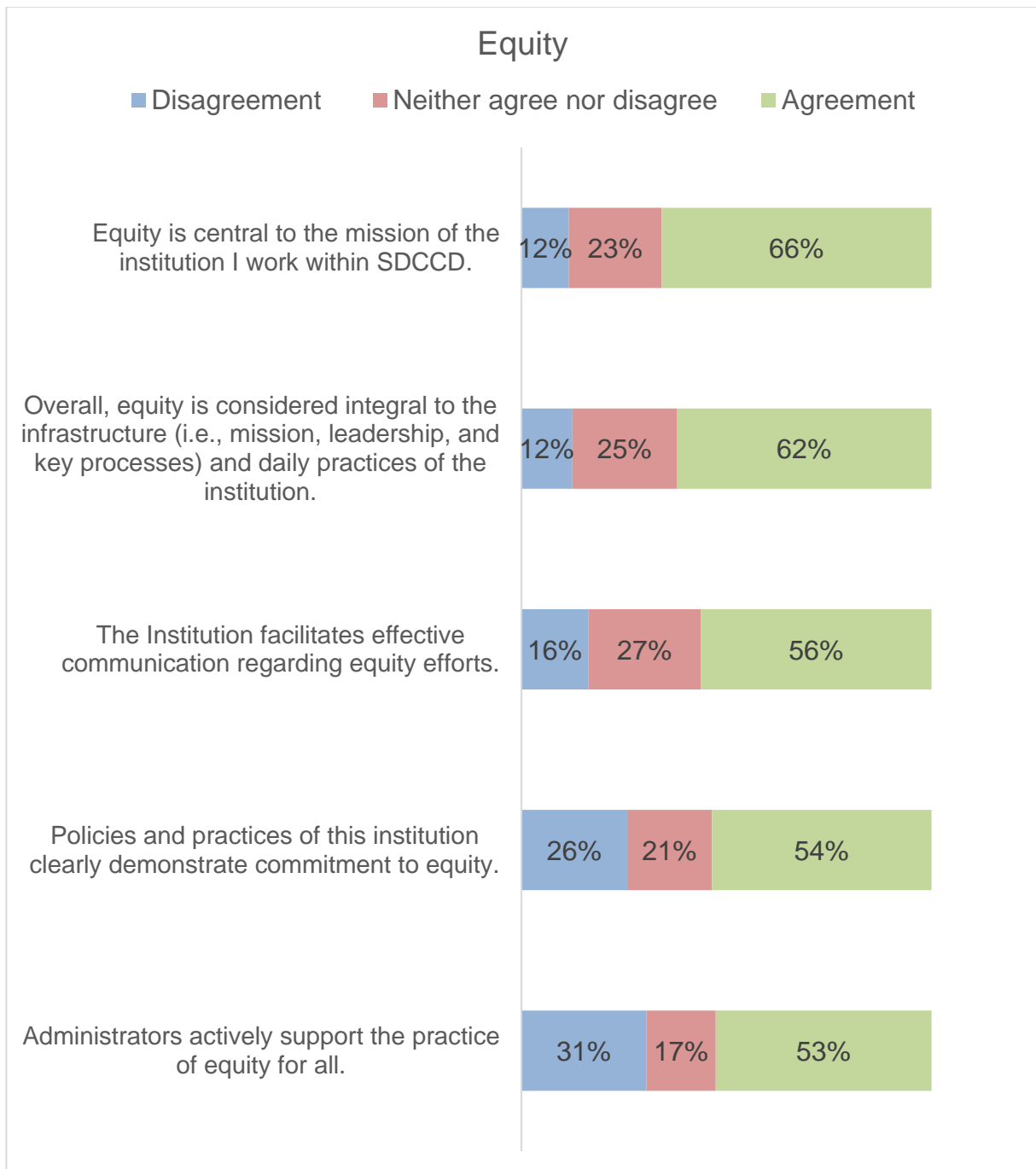
Graph 29: All Statements for Institutional Equity and Vitality – Agreement





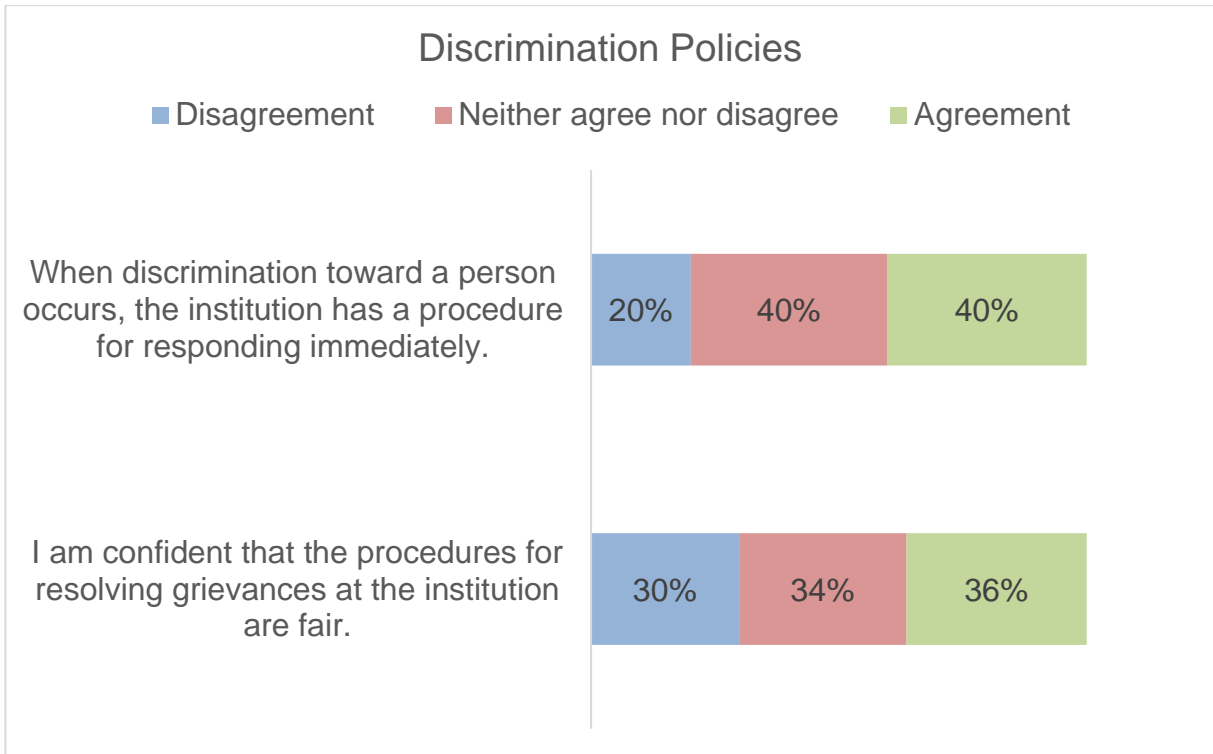
26. About two-thirds of respondents agreed that equity is central mission to the college (66%), and that equity is an integral part of the campus (62%). About half agreed that there is effective communication regarding equity (56%), the policies and practices clearly demonstrate commitment to equity (54%), and that administrators actively support the practice of equity for all (53%).

Graph 30: Equity – Likert Scale



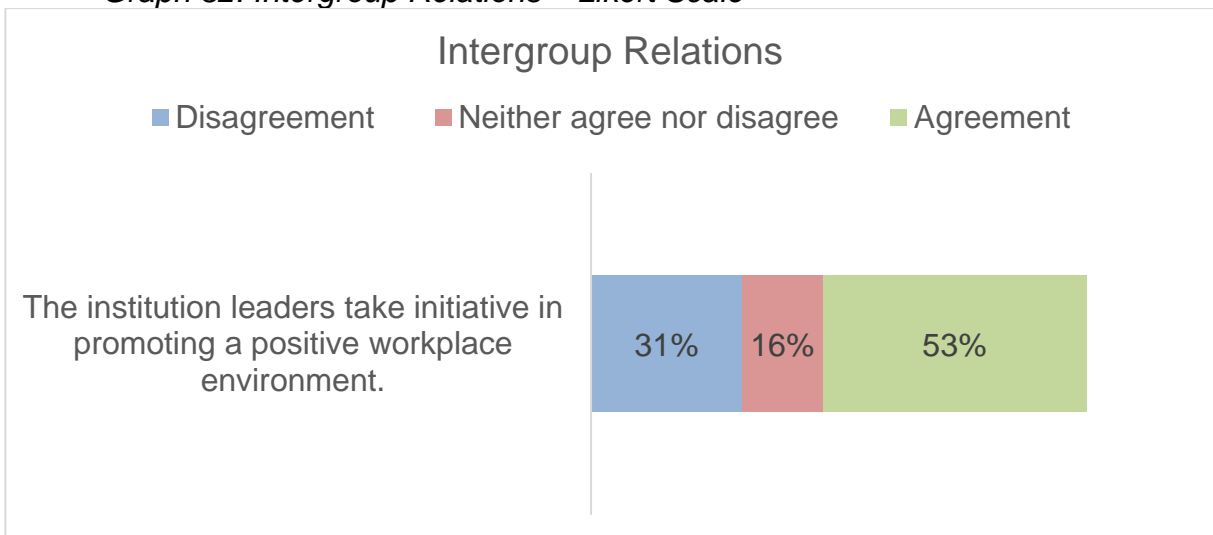
27. Less than half of respondents agreed that there was a procedure for immediately responding to reports of discrimination (40%), and that procedures for resolving grievances were fair (36%).

Graph 31: Discrimination Policies – Likert Scale



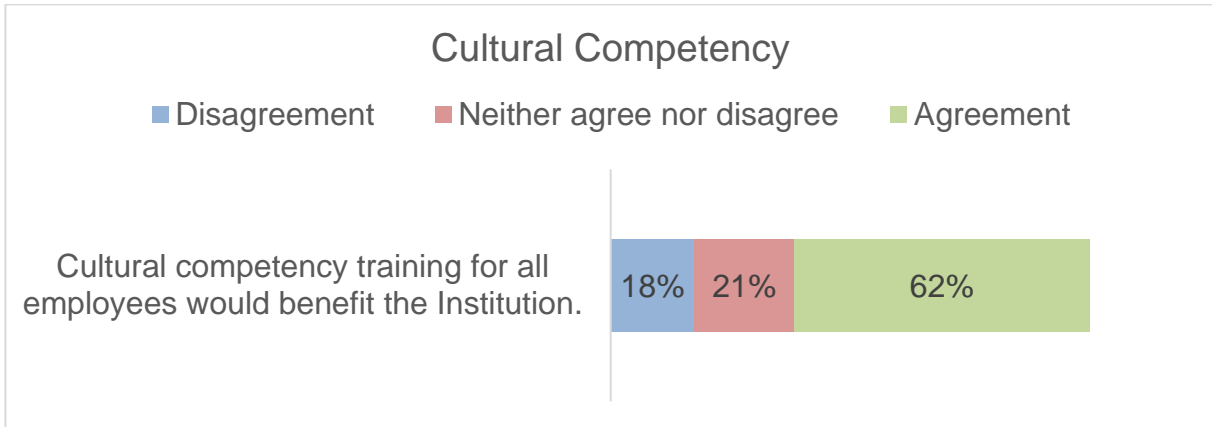
28. Half of respondents agreed that the institutional leaders take initiative in promoting a positive workplace environment (53%).

Graph 32: Intergroup Relations – Likert Scale



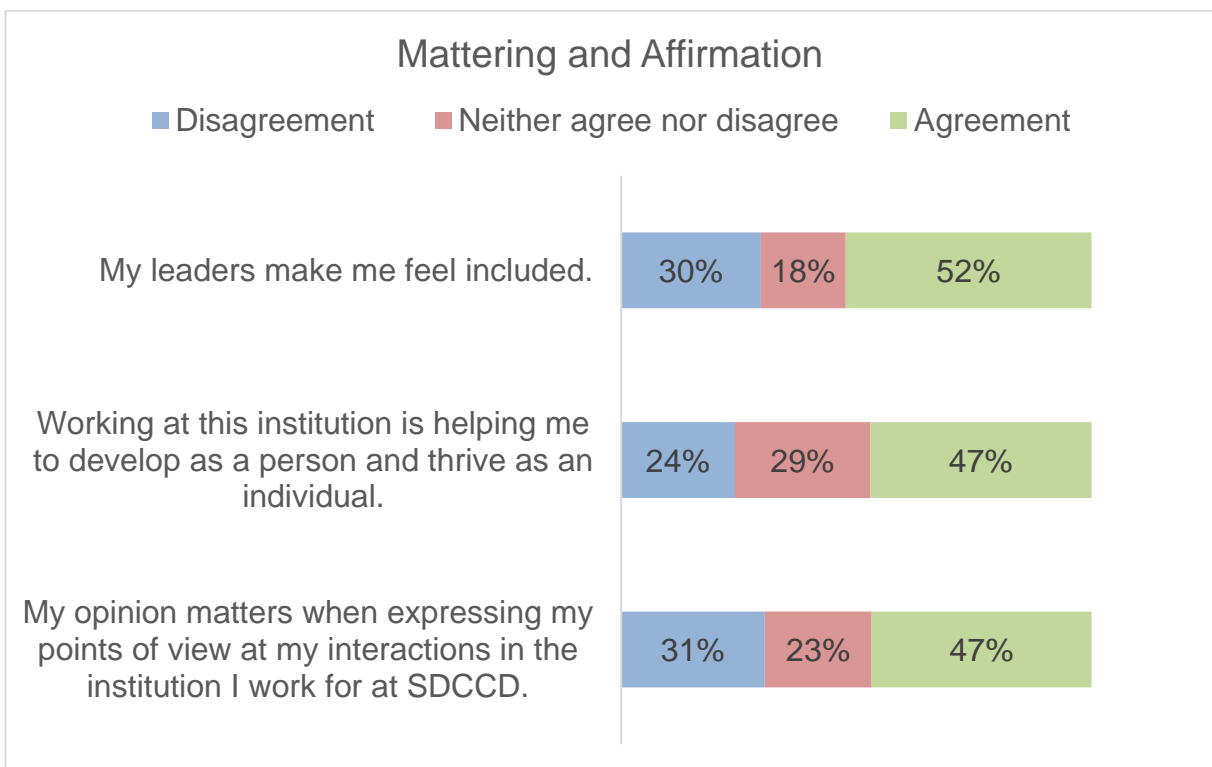
29. Six out of ten respondents agreed that cultural competency training would benefit the institution (62%).

Graph 33: Cultural Competency – Likert Scale



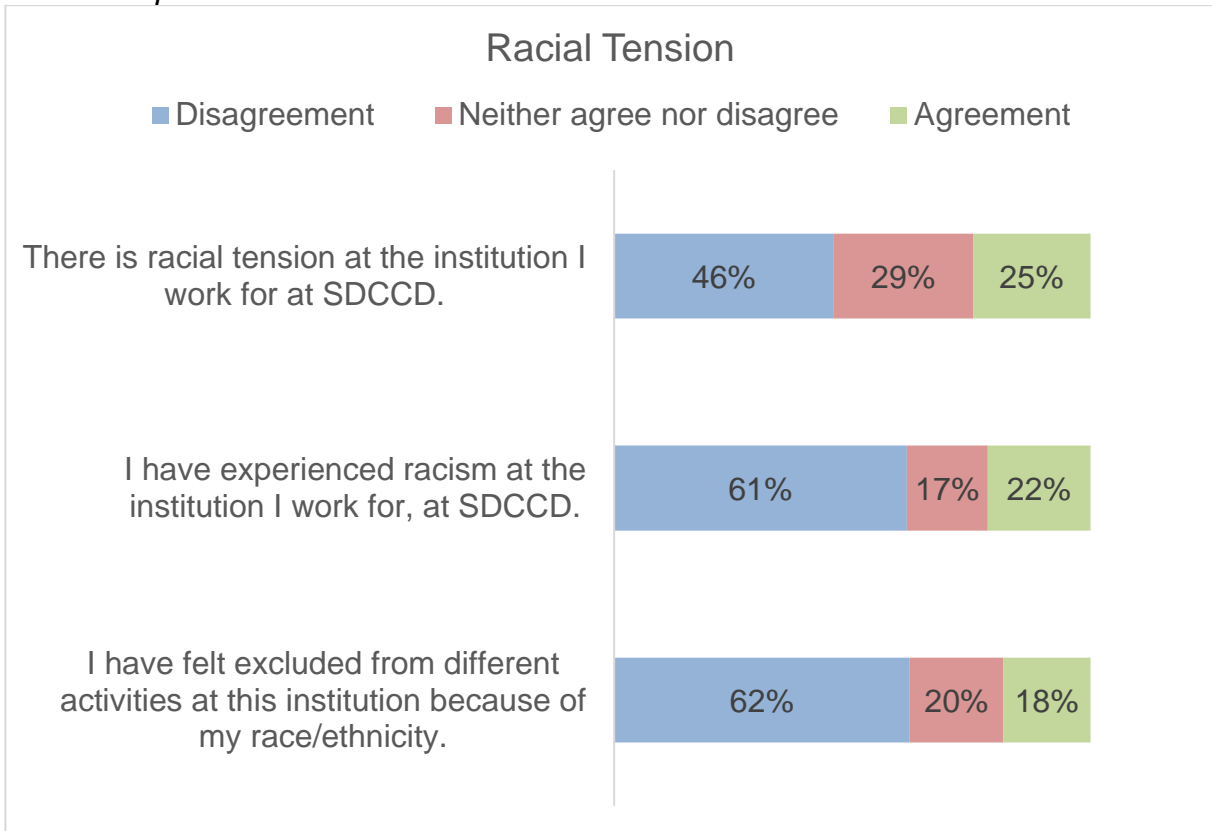
30. Half of the respondents agreed that that their leaders made them feel included (52%). Less than half agreed that the institution is helping them develop as an individual (47%), and that their point of view mattered during interactions at their institution (47%).

Graph 34: Mattering and Affirmation – Likert Scale



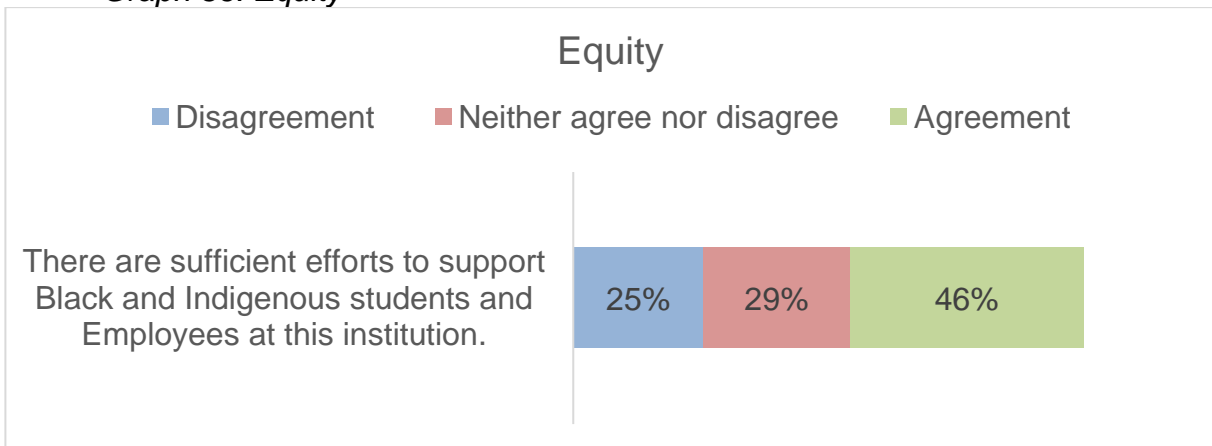
31. A quarter of the respondents agreed there is racial tension at Miramar College (25%). A similar rate agreed that they had experienced racism before at Miramar College (22%), and felt excluded from activities due to their race / ethnicity (18%).

Graph 35: Racial Tension – Likert Scale



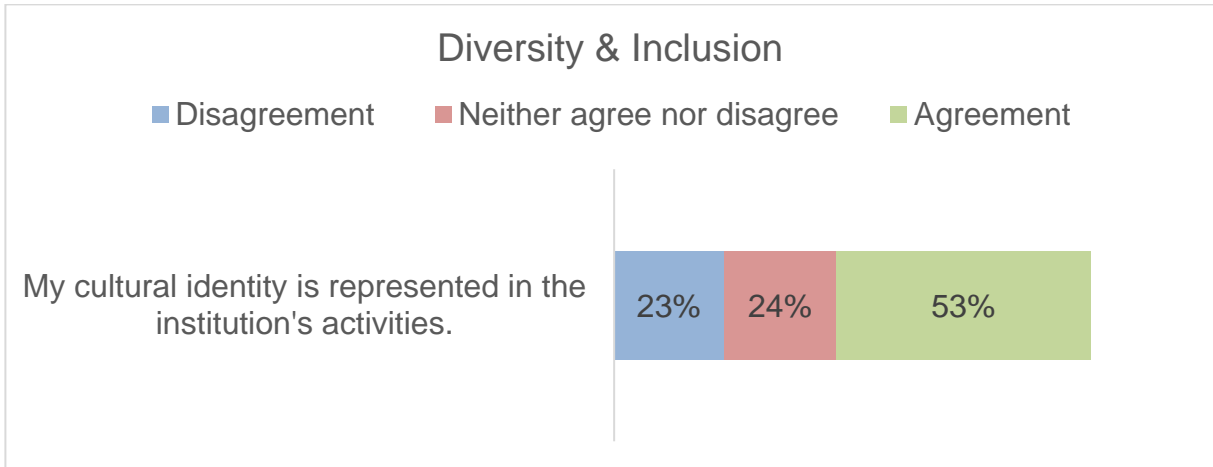
32. Less than half of respondents agreed there are sufficient efforts to support Black and Indigenous students and employees (46%).

Graph 36: Equity



33. Half of respondents agreed that their cultural identity was represented in the institutional activities (53%).

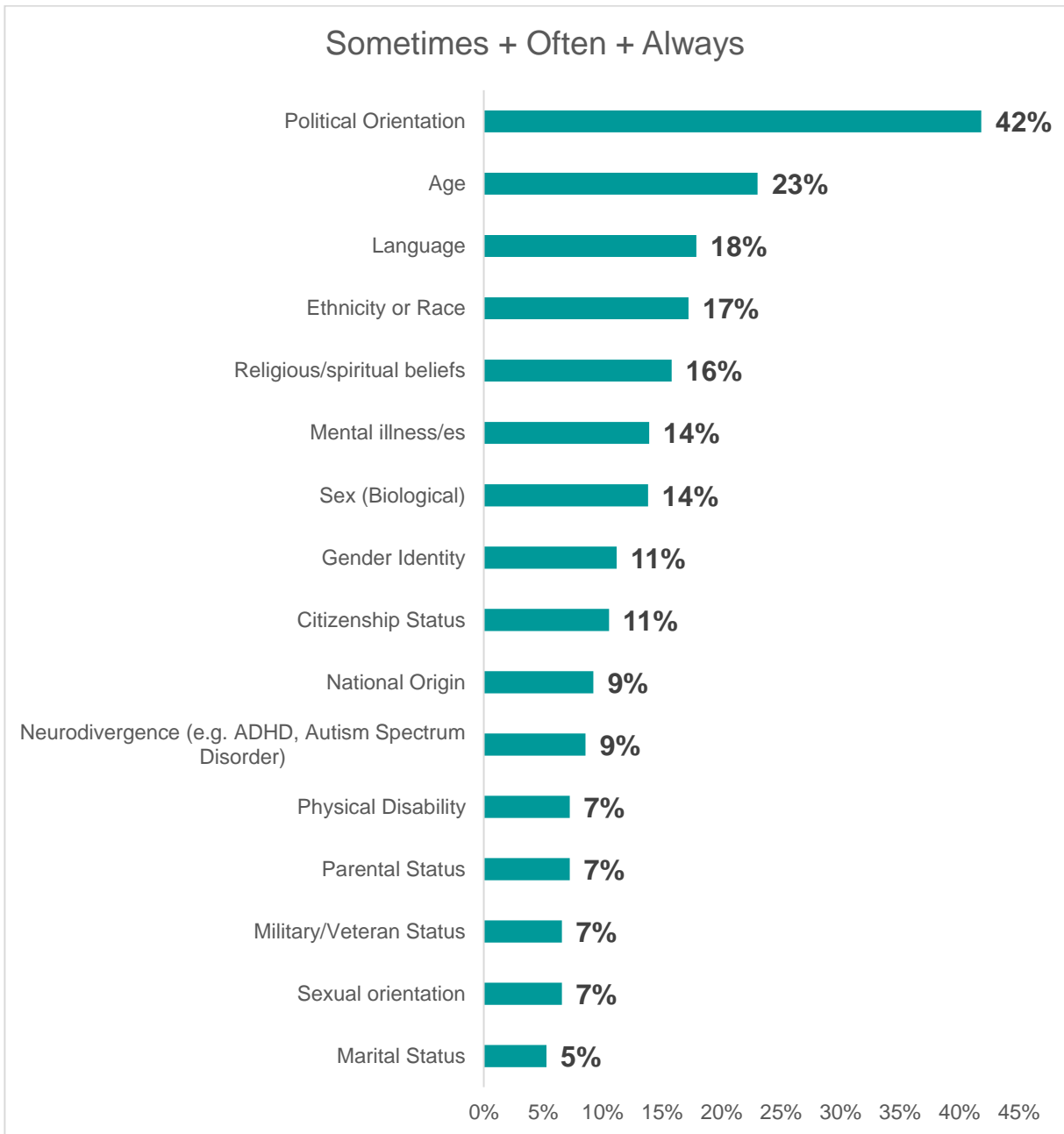
Graph 37: Diversity & Inclusion



## Discrimination Experience and Practices

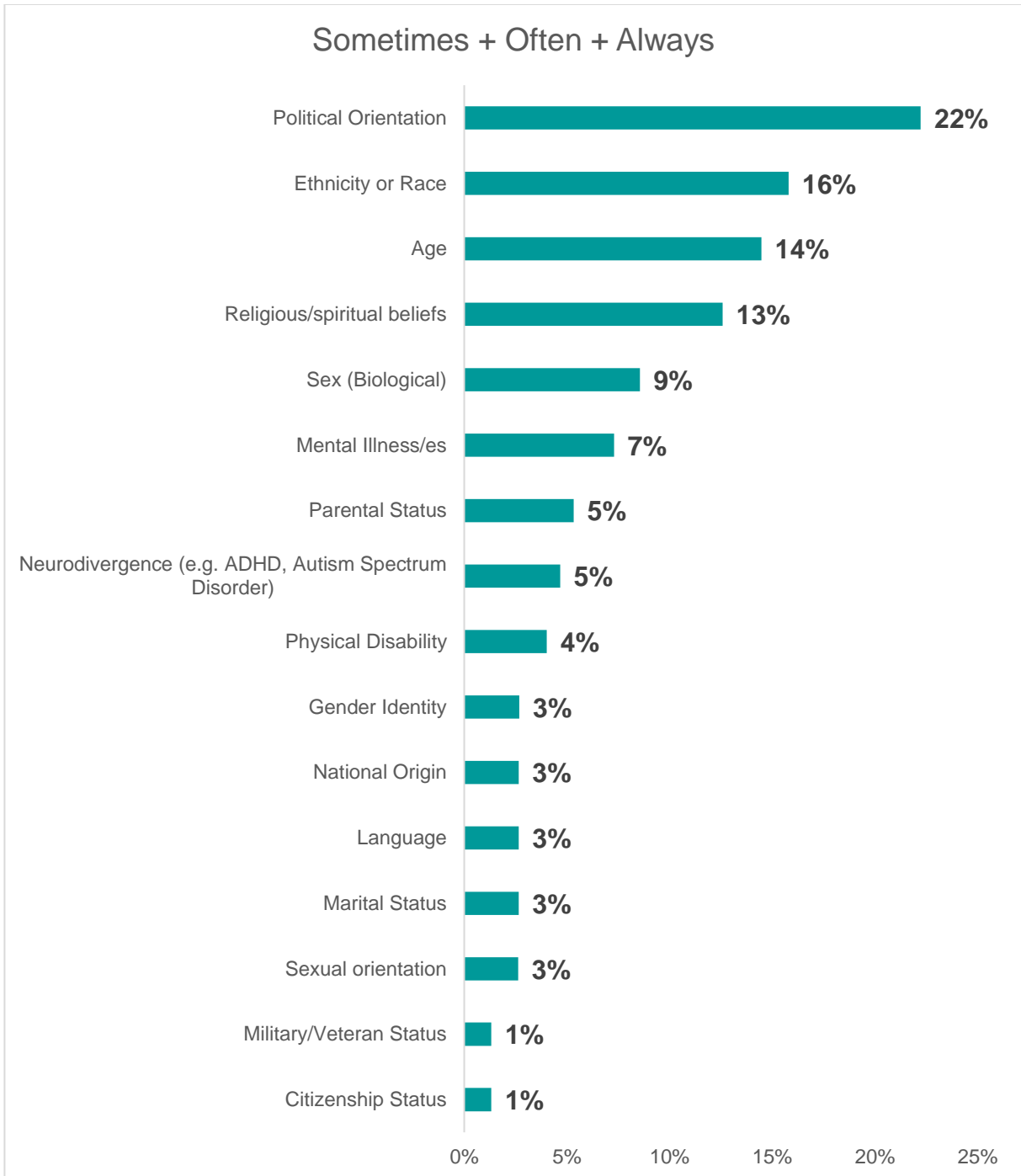
34. Four out of ten respondents experienced negative comments about their political orientation (42%). Two out of ten experienced negative comments about age (23%). Similar rates of respondents claimed experiencing negative comments about their, ethnicity, language and/or religion (16% to 18%).

Graph 38: *I hear insensitive, threatening or disparaging comments about people based on their: - Frequency Scale*



35. Two out of every ten respondents felt excluded from activities at Miramar College because of their political orientation. Similar rates of respondents felt excluded because of their ethnicity, age, or spiritual beliefs (13% to 16%).

*Graph 39: I feel ostracized (excluded) from campus activities because of my: – Frequency Scale*



## Employees' Voice

36. Miramar College employees were asked to describe their **experiences** of campus climate, and responses primarily feel within the themes of diversity, equity, and inclusion, sense of safety or freedom of expression, and workplace dynamics.

### *Diversity, Equity, and Inclusion*

*"As a person of color there are not a lot of faculty, staff or students of color at this campus. There is no/very few clubs for the small population that is here."*

*"As a person of White European ancestry I have not experienced any discrimination; however, I know that close friends have. Our institution has individuals in positions of leadership who do not understand equity and do not engage in equity PD; therefore I would highly recommend that any supervisors, managers, or Senate leadership be required to engage in active pd in which they need to demonstrate that they know the difference between equity and equality. Our institution needs to develop and commit to more diverse hiring practices, especially for faculty. Students need additional supports once they begin attending, such as Umoja, Puente, and other programs that focus on retention of DI populations."*

*"I am a cisgender heterosexual white male. I am surrounded by other cisgender white males deciding what is best for BIPoC. My observation is that we listen to individuals that are willing to share their experiences, but we don't believe the hard truths when statements don't align with our own personal experiences."*

*"I want to note that I've "developed as a person" because I've had to learn to face constant opposition and micro-aggressions with patience and a smile rather than internalizing it. I don't feel that there is authentic support from some of the folk who are the worst offenders when it comes to Diversity, Equity, Access, Inclusion."*

*"This survey thoughtfully calls out marginalized populations and protected classes with the glaring omission of gender bias and misogyny. It is a recurring issue with these surveys and is also omitted in the overall discussions and work around DEI initiatives. Gender bias is institutionalized and there is a different set of rules around what is acceptable in terms of expectations when marginalizing or exercising bias against women versus the same treatment if it were to occur towards discrimination/ bias in the areas of race, ableism, or sexual orientation. The micro-aggressions and basic different standards. expectations placed upon women versus men in the workplace are so imbedded into the culture, that they are not noticed. If the same were projected upon any other protected class identified in the survey, we would be having forums about it. I hope that the District expands these valued efforts to include a focus on gender bias and misogyny with the same level of care and concern as it is upon the other very important groups."*

*"There is a clear lack of understanding of what DEAI are on our campus. Furthermore, the misunderstanding of equity leads to folks weaponizing the term for white supremacist outcomes. This is very disheartening. Though there are pockets of Equity advocates in*



*administration, faculty, and classified professionals, there are many that are not supportive of this effort."*

### *Sense of Safety or Freedom of Expression*

*"For nearly a decade and a half, I have come to the conclusion that these are just words on paper and that the actions of our administration do not support the campus's mission statement in regards to diversity and success. Having experienced racism multiple times at the hands of a workplace colleague and the campus police, my chain of command provided no support and no feedback. I, til this day, have to change routes on campus to avoid running into this colleague because I feel hostility and anxiety. In my experience, this make my environment unsafe."*

*"Absolute nightmare in even trying to have a civil discussion about COVID, vaccines and how our district handled the pandemic."*

### *Workplace Dynamics*

*"Our process for change is very cumbersome and long. Whether it's updating curriculum, or creating learning communities, or any other new initiative, the admin process takes years. We are not a nimble organization that can adjust."*

*"There is a lot of talk about equity and inclusion for the purposes of checking a box and maintaining the power structures that have been in place for decades at my institution. However, when there is actual chances for implementing equitable practices, those in power work very hard to maintain the status quo. They clearly do not want diverse voices, perspectives, or points of view, as that would mean they would not longer maintain control of Senate, Chair, or running programs with high release time or extra pay. Voices are, therefore, silenced, faculty who advocate for more democracy and equal voices are bullied, and the old patterns prevail. All of this is veiled in "equity", but when you step back, you see that the same voices who have been fighting for "equity" have been in these positions for decades, often dominating conversations and disrespecting others who disagree with them. No action, all talk. Many of us are disengaged as a result. The same faculty continue to apply for roles outside of the classroom to push their agendas, often related to release time or higher/additional pay, and do not work in the classroom, thus do not serve the students and their needs. They, therefore, have no idea what is good for our students, who we should actually be serving, and continue to self-promote. Again, we have a lot of talk about equity and inclusion, but when the rubber meets the road, it's all about the power of the same faculty maintaining power and is never about the students. What's worse, our leadership does not back equitable practices on our campus, disregards claims of inequity, bullying, and inequalities, and has no respect for participatory governance, even overriding policies created through participatory governance. Many faculty believe our leadership is easily swayed and completely out of touch with equitable practices."*

37. When asked to share areas of climate they believe Miramar College **supports** well, employee responses largely fell within themes of diversity, equity, and inclusion, critiques, and professional development.

### *Diversity, Equity, and Inclusion*

*"The climate seems welcoming and accommodating to race, gender, and cultural diversity, but it could have better accommodations for the mobility-impaired."*

*"Inclusivity and equity"*

*"We do well as an institution in creating a diverse workplace."*

### *Critiques*

*"Our institution makes space for discussion and makes space for planning, but lacks the proper structure to hold up any actual progress."*

*"To be honest, the institutions (Miramar and the district) does not do a good job. For example, at the department level, there are little to no discussions-- or even interest-- in looking at course retention and success outcomes by DI groups even though several contract faculty members identify as Latinx or AAPSI. As an institution, there is a culture that does do not value or cultivate critical self-awareness, and there is a reliance on anecdotal experiences from teaching where deficit-mindsets about students and teaching run rampant."*

*"Providing fluff and latest policy agenda without real tangible changes that benefit the community as fairly as possible."*

### *Professional Development*

*"I think we are good at talking about equitable practices and promoting PD about equity. I have attended many great events that have taught me a lot about anti-racist curriculum."*

*"Leadership and professional development is truly wonderful around equity. Getting the front-line workers to adopt this and help improve the climate is another story."*

*"Reading group"*

38. Miramar employees shared their views on what aspects of climate that Miramar College could **improve** upon, and comments primarily fell into the themes of workplace dynamics, diversity, equity, and inclusion, and sense of safety or freedom of expression.

### *Workplace Dynamics*

*"Attitude of the management towards employees is hostile. Employees are treated as a bunch of replaceable clones and often targeted. After EEOC findings, the District was supposed to send managers to training and stop discriminating and retaliating, but unfortunately hostile attitude continues."*

*"Resolving issues in a timely manner"*

*“definitely how adjunct faculty (counseling) are hired and treated”*

### *Diversity, Equity, and Inclusion*

*“Connecting resources to priorities related to DEI and closing the achievement gap. Institutionalizing support systems for DI student communities.”*

*“Self-awareness needs to increase across the institution. There is an air that everyone knows the best and doesn't need to do the work. Here's an example: In conversations (like at the college-wide convocation), white voices take up most of the spaces despite being conversations about equity, inclusion, etc. Many people lack awareness of the time and space they are taking up and taking from others as they dominate spaces and discussions. Then there is a mistrust of data and a refusal to think critically about teaching best practices and how to get better. I am really starting to think that self-reflection and awareness cannot be learned based on my daily interactions with the campus and district. Also, I have had many experiences with reverse ageism and have dealt with sexist comments as a woman.”*

*“As I mentioned above, there is opportunity in highlighting issues around gender bias and misogyny with the same focus as the other DEI work.”*

### *Sense of Safety or Freedom of Expression*

*“The institution needs to be accepting of those who have differing view points. There is a lot of current hypocrisy as only those with similar political or religious views are accepted. “We must accept all, but you are not accepted” is the general message that seems to be constantly repeated.”*

39. Many responses did not fall within the top themes for each question. Responses under codes such as access, morale, and leadership are provided below.

### *Access*

*“The campus needs to improve access to working students. The community college has a large population of working students. Many students need evening classes, but there are few available. Too many faculty set their hours to 10am-2pm. This needs to change. Student services are non-existent for evening hours, after many students get off work. No counseling, no food services, inability to access the bookstore. If we are to include working students, we need to change our institution from a 9am-5pm institution, and divide our student services for day and evening cohorts. We used to teach Saturdays because of a push by the VPI. We cancelled that because there were no student services on Saturday, contrary to what was promised to us.”*

*“The institution needs to be sure they are inclusive of people who have physical disabilities that do not affect their work.”*

### Communication

*"I think it does a good job of using the appropriate language at meetings, in flyers, and other ads, and in the reports. Practice, however, is a different matter."*

### Leadership

*"At this time the new leadership is working hard to build community and trust."*

*"Our institution's new administration shows a clear commitment to equity and inclusion, and has made a measurable difference in how the college values and supports these issues."*

*"We need stronger leadership, we need progressive leadership. Employees are being ignored to pursue the bottom line and those employees are becoming jaded and disgruntled which reflects on how they interact with students. We say students are at the core of everything that we do but we make policies that spite those of us trying to support students. Our leadership is clinging to an antiquated idea of power and obsessively puts on a show of diversity and inclusion to the point of making it a mockery and making PoC victories seem hollow and divisive. Book clubs, circle of change and free food aren't going to change participation and involvement. Feeling elevated and empowered is how to get the best out of a person."*

### Morale

*"Many of the classified, including Supervisors, feel overworked and underappreciated. There is insufficient staffing levels with classified and faculty compared to our sister institutions. Many times we are told there is no budget to hire, yet we are still producing for the District as best we can despite barebones infrastructure. Burnout is becoming prevalent for the leaders amongst the classified and faculty professionals. It is difficult to focus on DEIA efforts when you're just exhausted mentally and physically to put forth more effort."*

*"There have been multiple incidents where I don't feel supported due to the pandemic and covid-climate. equity is not practiced for employees' in the workplace"*

*"Moral among employees is low and access/inclusion for disabled is lacking."*

*"Inclusion for disabled as well as bringing the employees together & outside of thier silos. The moral is very low, workload is too high, and there is not enough support for classified professionals. There should be common courtesy and respect between administrators, faculty, and staff, sadly this seems to be seriously lacking."*

### Physical Environment/Facilities

*"General condition of the facilities. Air Conditioning equipment not operating properly, ceiling and floor tiles are damaged or in bad condition, etc."*

### *Sense of Belonging and Community*

*“Campus climate needs improvement at San Diego Miramar College. Students, faculty and staff need more events for everyone to interact and have a better sense of community and camaraderie. Need more opportunities for campus team builds to promote better connections with other departments and increase workplace morale.”*

*“Again, it is building community. Leadership is working toward this and is making steps in the right direction; faculty and staff need to be more open to healing.”*

### *Support Programs and Services*

*“Support for LGBTQIA+ students, support for veterans, support for students with disabilities”*

*“Improve private resources and counseling for staff who face racial and cultural bias.”*

### *Workplace Policies*

*“Workplace equity, with work environments being left up to individual campus presidents, it should be noted on what other campuses are allowing employees to do in terms of remote or hybrid work and keep it as consistent as possible to avoid disgruntled behavior due to another campus allowing their staff to work fully remote or in a hybrid capacity”*

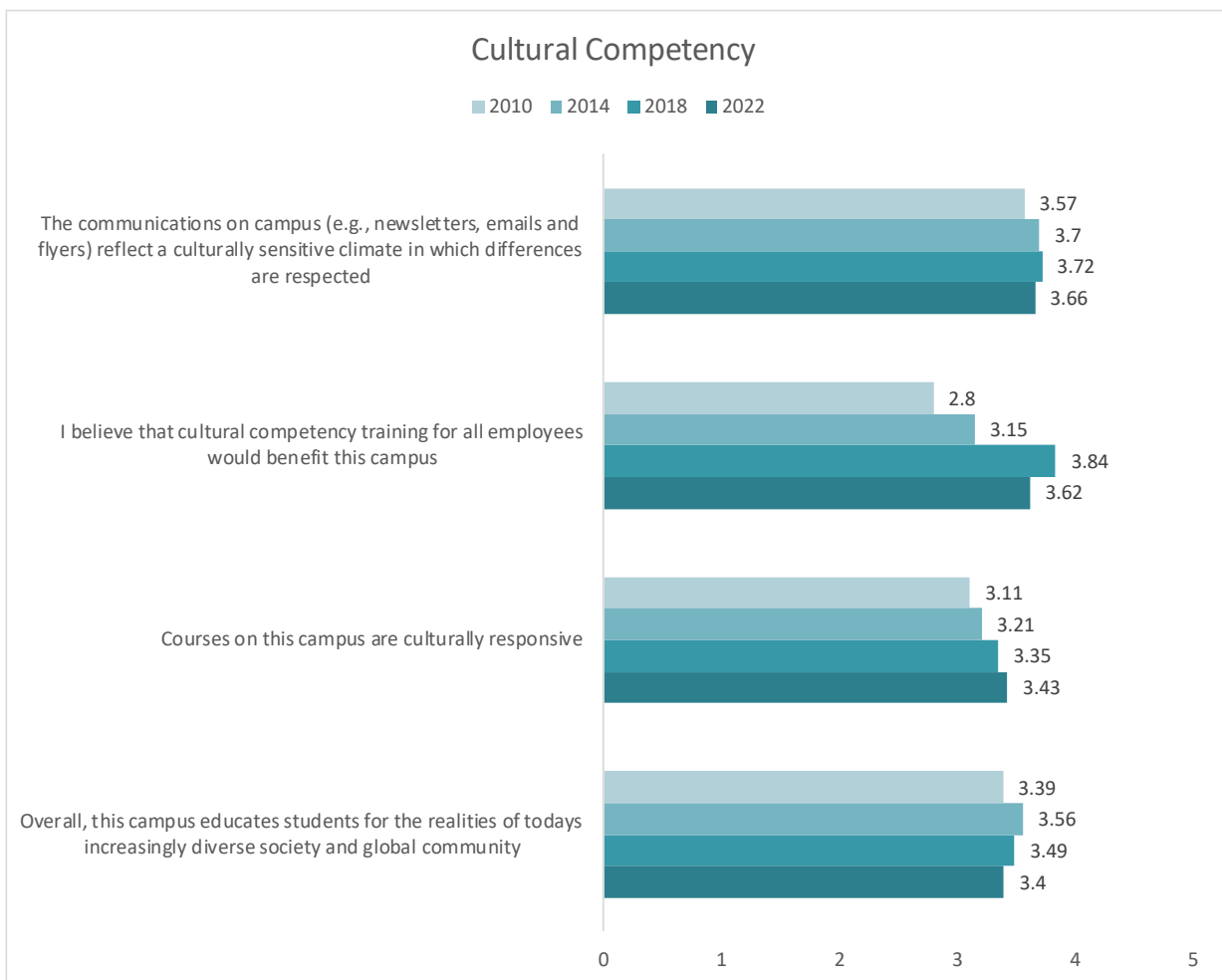
## Historical Overview

When possible, the statements were compared to prior year measurements. They are organized by constructs. For this section the statements' ranking is shown as Means. The scale is 1 to 5 where 5 is a most favorable agreement.

### *Cultural Competency*

There is a progressive shift on the perception on this aspect in the last twelve years, especially on the beliefs about cultural competency training. In the last four years, there are decreases in three of the four aspects measuring this construct.

*Graph 40: Cultural Competency – Longitudinal View*



*Discrimination Policies*

Even though there has been improvement on this construct on the last twelve years, all five statements showed slight decreases within the last four years.

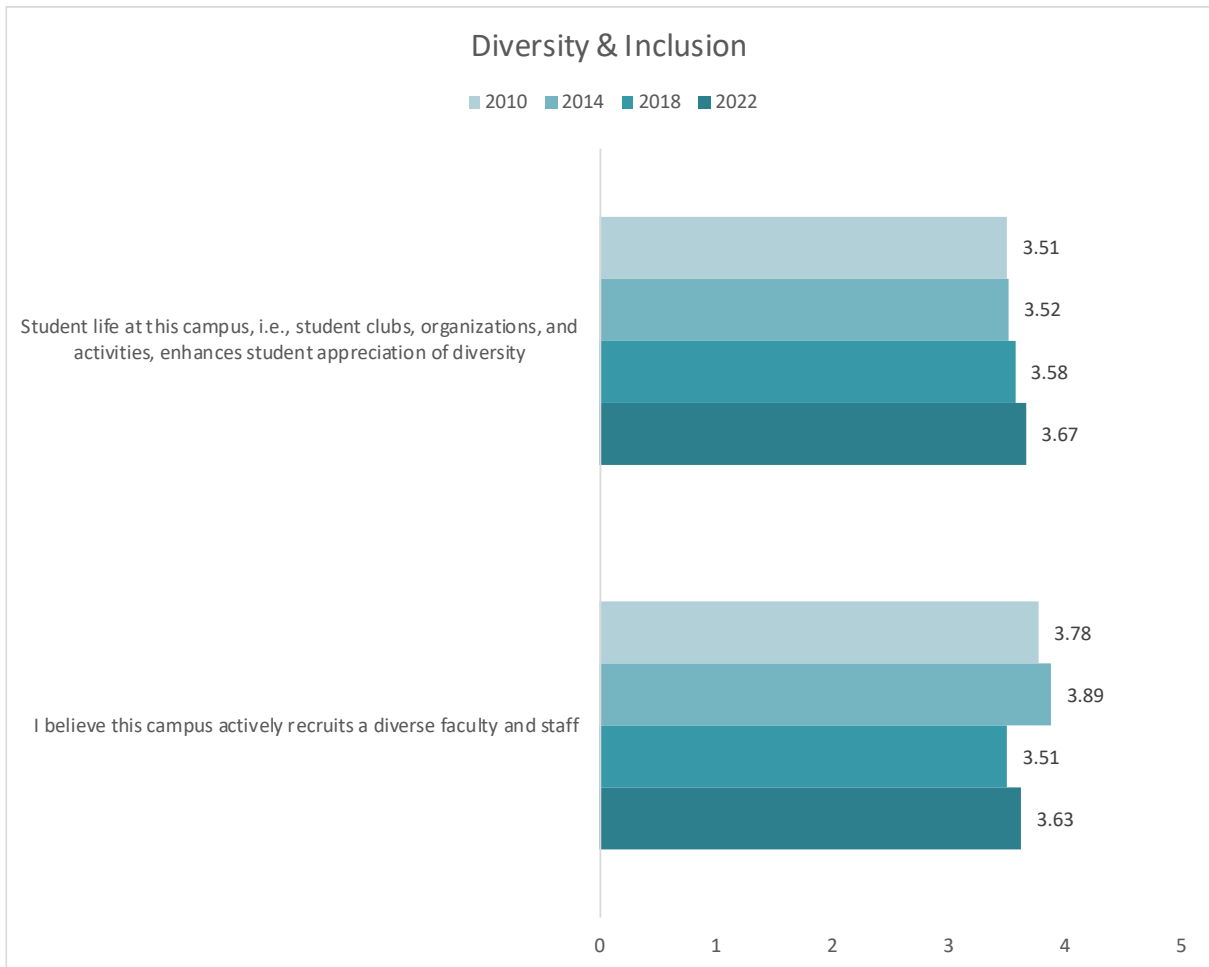
*Graph 41: Discrimination Policies– Longitudinal View*



*Diversity & Inclusion*

One of the two statements measuring this aspect has improved steadily over time. The other had downward shifts in the last eight years but picked up again in the last four years.

*Graph 42: Diversity & Inclusion – Longitudinal View*

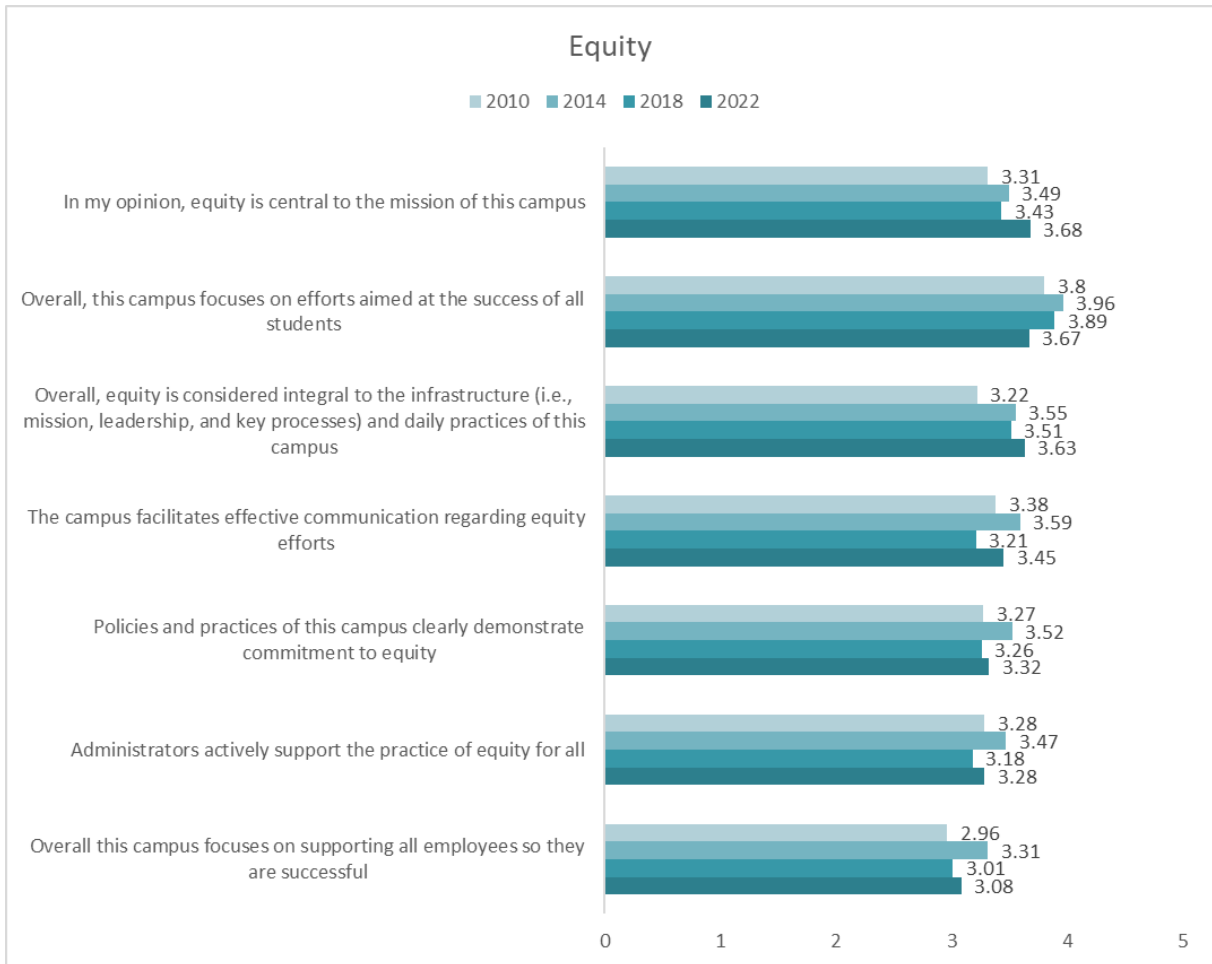




*Equity*

All seven statements measuring this aspect has improved consistently in the last four years.

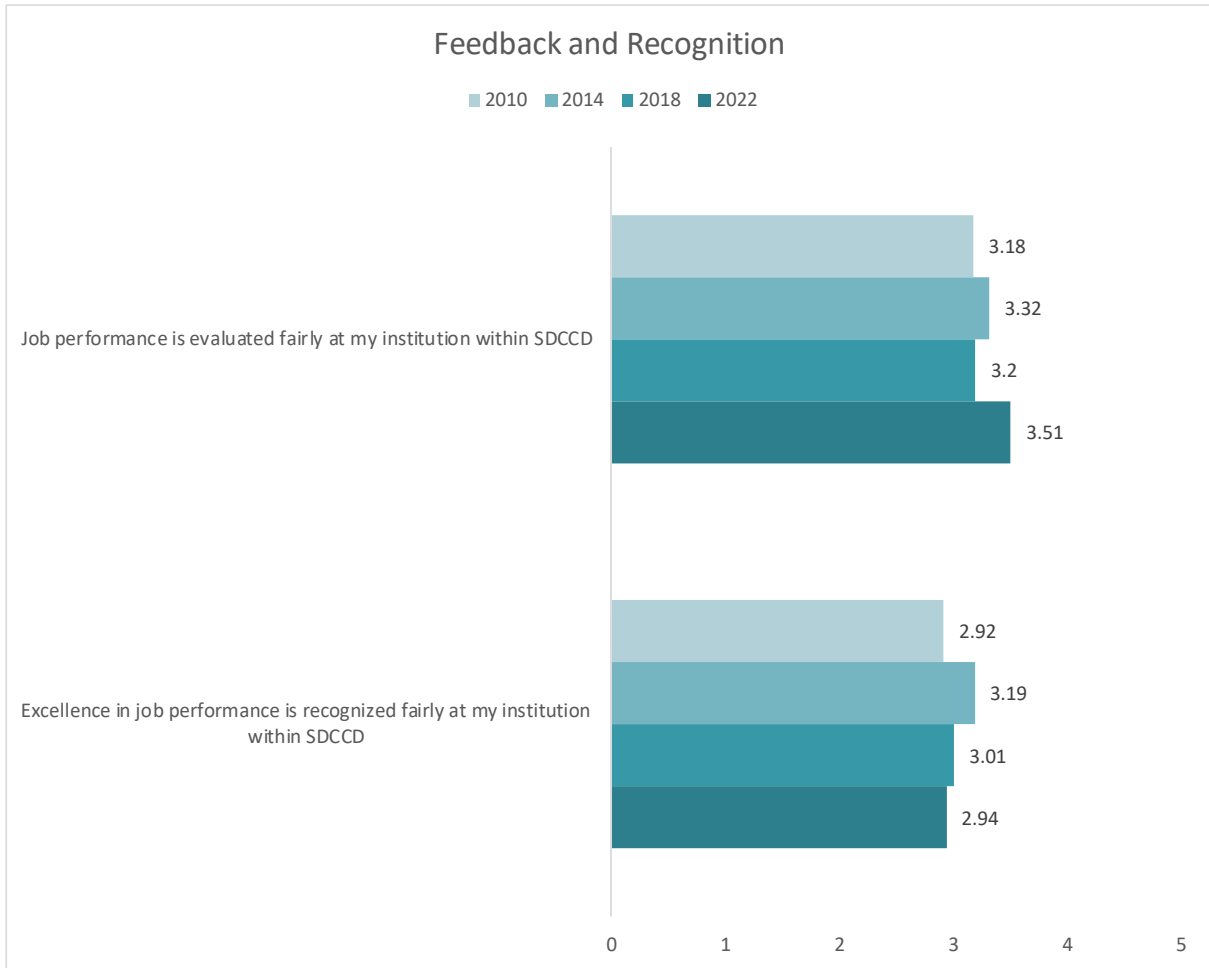
*Graph 43: Equity – Longitudinal View*



*Feedback & Recognition*

One of the two statements measuring this aspect has shown improvements in the least four years.

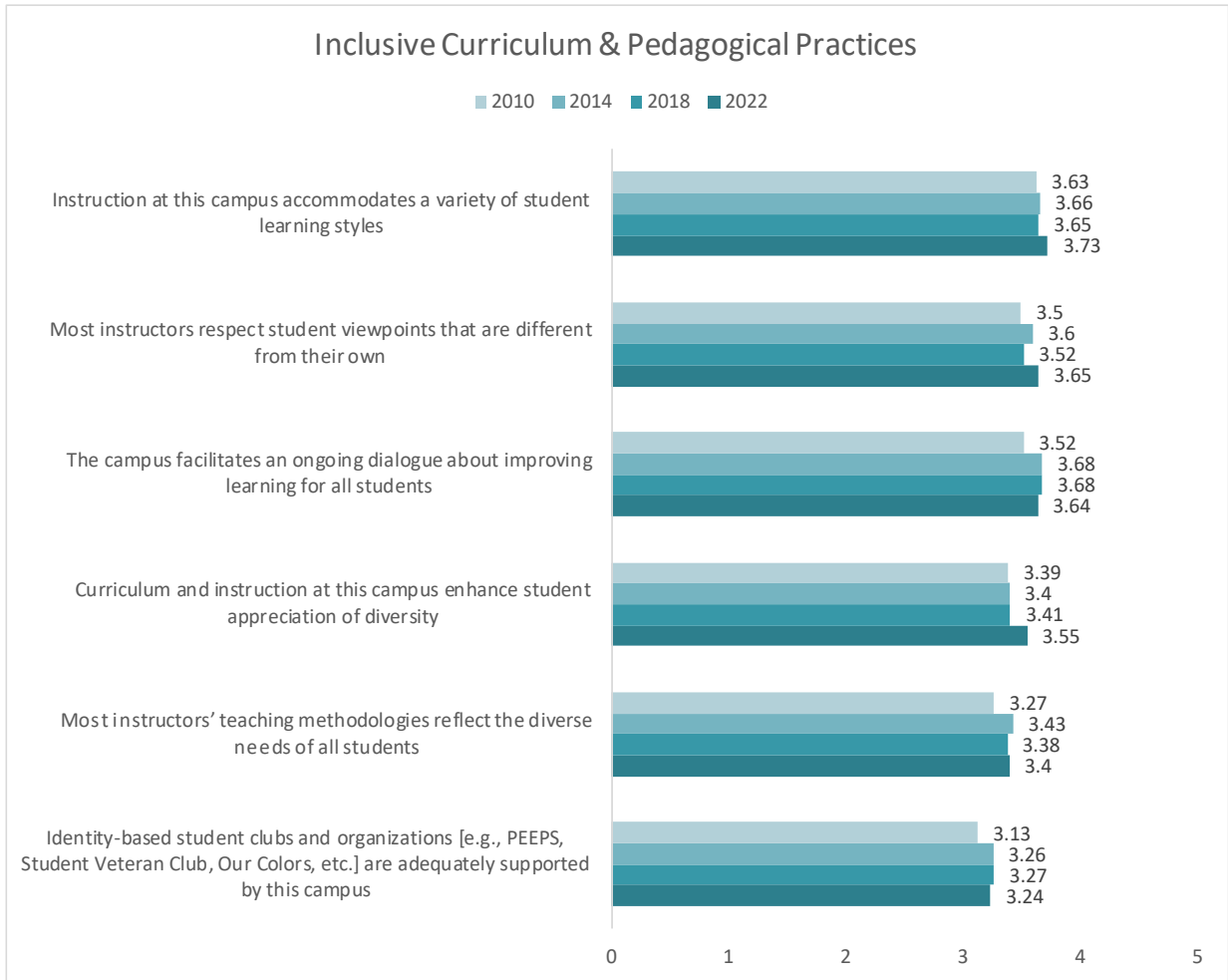
*Graph 44: Feedback & Recognition – Longitudinal View*



*Inclusive Curriculum & Pedagogical Practices*

Four of the six statements measuring this aspect has shown improvements in the least four years.

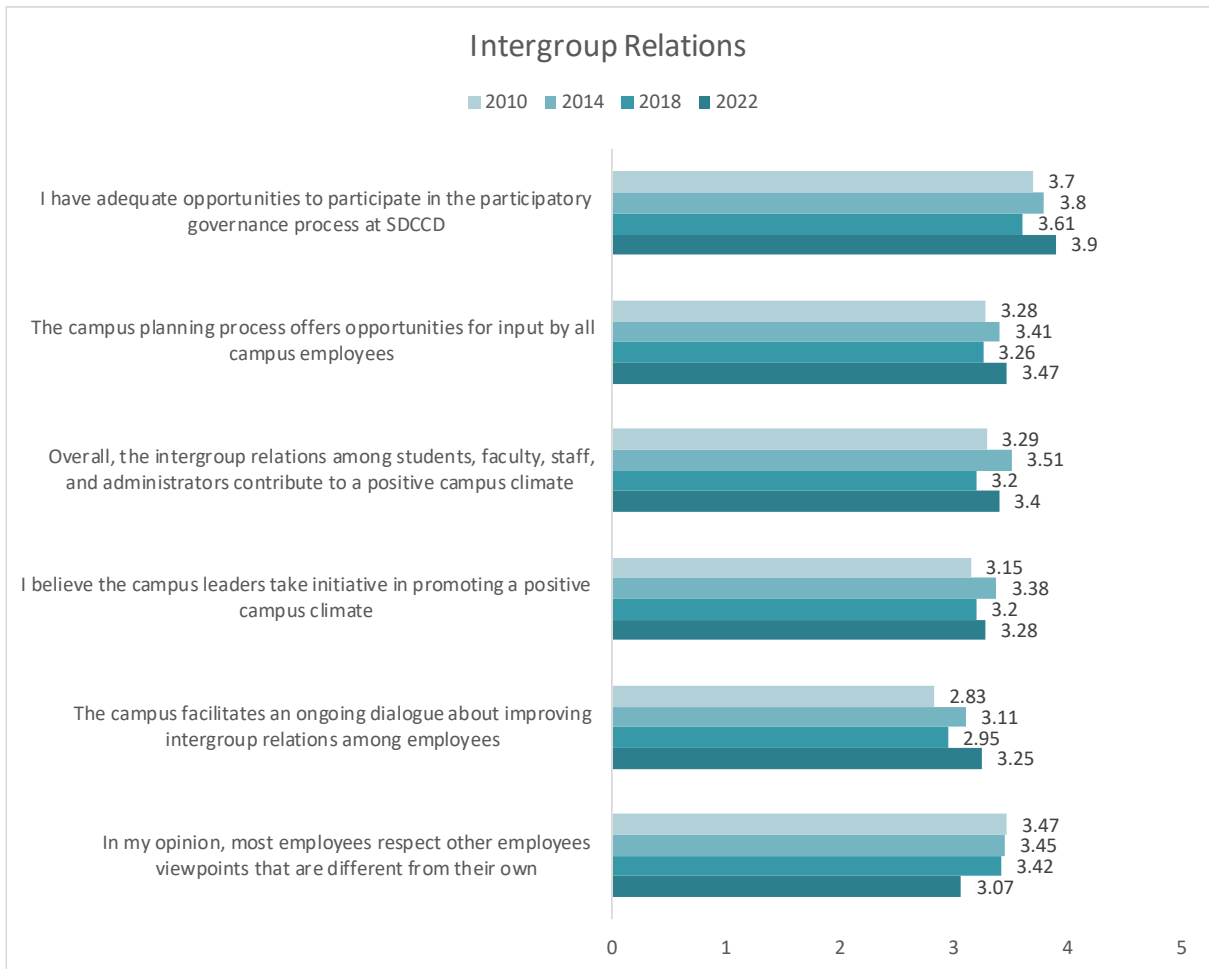
*Graph 45: Inclusive Curriculum & Pedagogical Practices – Longitudinal View*



*Intergroup Relations*

Five of the six statements measuring this aspect has shown impressive improvements in the least four years.

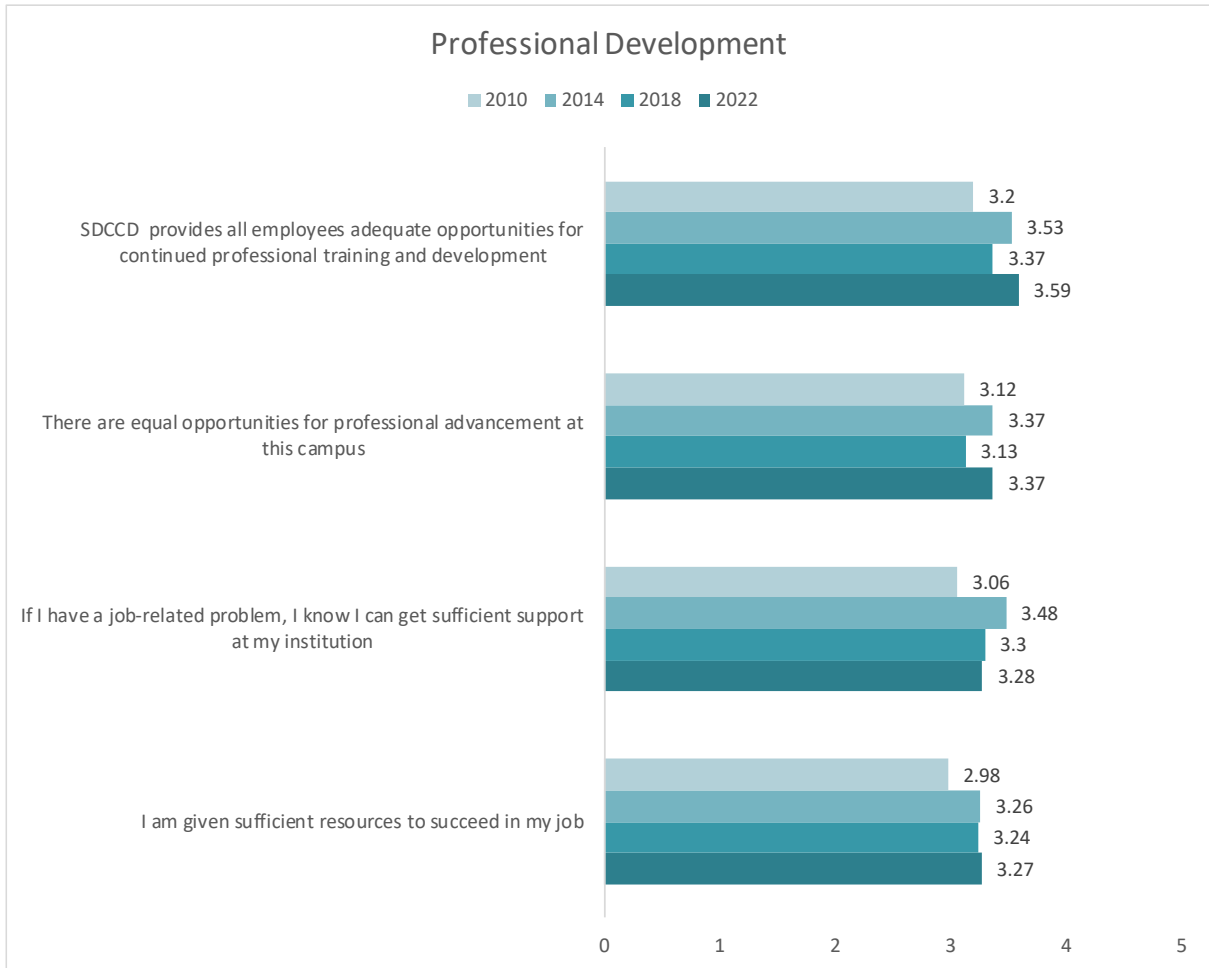
*Graph 46: Intergroup Relations – Longitudinal View*



*Professional Development*

Three of the four statements measuring Professional Development have improved in the last four years.

*Graph 47: Professional Development – Longitudinal View*



*Sense of Belonging*

One of the two statements evaluating this aspect showed slight improvement.

*Graph 48: Sense of Belonging – Longitudinal View*

