



LBCCF A Full-Time Faculty Survey on Equity, Diversity, and Human Rights

A Report of Findings and Recommendations

Report submitted by the LBCCF A Equity Committee

**Long Beach City College
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INTRODUCTION AND BACKGROUND

The LBCCFA Equity Committee, formed under the auspices of the LBCC Faculty Association (LBCCFA), is composed of LBCC full-time faculty only. The LBCCFA Equity Committee held its inaugural meeting during the Fall 2016 semester.

The LBCCFA Executive Board felt that previously, there had been is no committee or task force on campus dedicated to specifically addressing equity, diversity, and human rights issues and concerns of the full-time faculty in the workplace (i.e. post hiring). The Committee was charged with first studying and identifying whether if these issues exist. Post survey, the charge is to produce a report and suggest actionable resolutions.

The Committee believes that this document will close a critical gap in this area as it could serve as a reference point for faculty, departments, the FA Grievance Committee and other committees to refer to in addressing equity, diversity, and human rights matters at LBCC.

SURVEY ADMINISTERED TO FULL-TIME FACULTY

Tasked with the responsibility of identifying the equity, diversity, and human rights concerns of LBCC full-time faculty, the FA Equity Committee members felt that there was a need to create and disseminate a survey to gather qualitative data from the full-time faculty so that they would have an opportunity to share their perspectives anonymously and honestly. The responses from faculty would provide the College and FA with knowledge of the concerns, if any, of full-time faculty and their recommendations about how to address them.

The survey, which was conducted from November through December 2016, was administered by the LBCCFA office to all full-time faculty via Survey Monkey. The survey included definitions of equity, diversity, and human rights in order to contextualize the topics. Each full-time faculty was allowed one access to complete and submit the survey. The information from the results of the survey only contained the data, such as the number of people who responded to a particular question; faculty responses; and date stamp. In this report, some of the comments were quoted directly to provide a deeper understanding of the individual's experience, and some have been summarized to maintain anonymity.

SUMMARY OF THE SURVEY AND RESPONSES FROM FULL-TIME FACULTY

❖ QUESTION 1: IMPORTANCE OF EQUITY

Q1. How important are issues of equity at LBCC to you? Rank on a scale from 1 to 5 (1- not important - 5 very important)

Equity is defined as fairness, justice and impartiality in the way people are treated.

RESULTS OF RESPONSES FROM FACULTY

A total of 149 faculty members responded to question 1. Five percent maintained that there are no equity issues or concerns; and 3% maintained that equity concerns are somewhat important. vast majority of 92% responded that equity is important to very important.

1 Not important	2	3 important	4	5 Very important	Total	Weighted average
5% 7	3% 5	17% 26	11% 16	64% 95	149	4.26

SUMMARY OF FACULTY RESPONSES

HIRING AND HIRING PRACTICES:

- Hire faculty and staff from diverse backgrounds.
- Aggressively recruit qualified people of color to bridge the gap between the demographics of the student body and faculty.
- Target a variety of advertising resources in order to reach more minorities.
- Offer more training on the interview process.
- Include a diverse pool of individuals in the hiring process.
- Upon being hired, new faculty should undergo continuous equity training until granted tenure.

PROFESSIONAL DEVELOPMENT/TRAINING:

- Continuous education of faculty and staff about equity issues concerning students, as well as staff and faculty, with development and implementation of tools “to serve our student population in ways that are equitable” both in and out of the classroom.
- More training on areas of diversity, sensitivity, and conscious/unconscious bias.

- Make professional development a priority and provide more funds for faculty professional development activities.
- Faculty should be mandated to attend trainings and conferences on equity and report back to their departments.

STUDENT-FOCUSED:

- Equity for students is very important.
- Continue to invite diverse equity speakers.
- Based on the community we serve, “there is a need for adult education classes, such as citizenship, CTE, and additional ESL classes.”
- The college should identify “inequities for certain student groups” and close these gaps. Many of our students come from low income backgrounds and struggle with real socio-economic issues. Identify the needs or roadblocks of the students we serve to create targeted assistance in areas of need, such as evening hours for departments, child care, housing, peer mentors to help those who do not ask for help, and more.
- Identify and address the needs of our diverse student body, including but not limited to culture, college preparedness, and life experience.

OTHER COLLEGE-WIDE CONCERNS:

Faculty also indicated that “the college lacks equity in various areas, not just in the hiring and interview process.” LBCCFA and the Academic Senate must work together to accomplish equity for faculty.

NOT IMPORTANT:

Faculty who responded that equity was not or somewhat important stated that:

- There were no issues.
- The college is doing its job and there aren’t any issues that need attention.
- Equity should not be a faculty union concern.

❖ QUESTION 2: IMPORTANCE OF DIVERSITY

Q2. How important are issues of diversity at LBCC to you? Rank on a scale from 1 to 5 (1- not important - 5 very important)

Diversity is defined as the differences between people. It is the acceptance, embracing and acknowledgement of the differences of people. This includes but is not limited to race, gender, ethnicity, socio-economic status, age, religious beliefs, physical abilities sexual orientation and other beliefs. Diversity in the workplace includes recruitment of diverse employees and advertising on non-traditional job boards.

RESULTS OF RESPONSES FROM FACULTY

A total of 149 faculty members responded to question 2. Five percent responded that there aren't any diversity issues or concerns. Six percent responded that diversity concerns are somewhat important. The majority of faculty, 89%, responded that diversity is important to very important.

1 Not important	2	3 important	4	5 Very important	Total	Weighted average
5% 7	6% 9	20% 30	14% 21	55% 82	149	4.09

SUMMARY OF FACULTY COMMENTS

HIRING AND HIRING PRACTICES:

Faculty felt that the lack of diversity across ranks and titles is an important concern. As a public institution serving a diverse community, the employees are not reflective of the diverse student body.

- "If this issue is important to the institution, excellent diverse candidates will be found and hired." The college should make every effort to recruit and retain employees that reflect the student body. "Having a diverse faculty and staff allows for a spectrum of voices and experiences to be shared and expressed in day-to-day interactions, in the classroom, as well as in the decision-making processes of the college."
- Preference should be given to hiring the best qualified candidates, faculty, staff and administrators that are representative of the demographics of the student population.
- Efforts should be made to hire more women of color, and people from diverse backgrounds, including, "race or gender, sexual orientation, religious background."

- Intentional and concerted policies are necessary to attract, hire, and retain diverse employees, especially faculty.
- Provide proper training on diversity to hiring committee members. Members should avoid interjecting opinions that are biased during conversations.

PROFESSIONAL DEVELOPMENT/TRAINING:

- Faculty expressed the need for continuous training to recognize and respect diversity since we serve students from diverse backgrounds.
- Provide more training for faculty on teaching styles that work with the diverse student body.

OTHER COLLEGE-WIDE CONCERNS:

- Diversity is lacking in so many areas across campus. Various constituents on campus should work together to address issues of diversity.

NOT IMPORTANT:

- How is this survey relevant to my working conditions?
- LBCC's commitment to celebrating diversity is stellar.
- There is no need to address diversity since everything is working fine.

❖ **QUESTION 3: IMPORTANCE OF HUMAN RIGHTS**

Q3. How important are issues of human rights at LBCC to you? Rank on a scale from 1 to 5 (1 - not important - 5 very important)

Human rights is defined as the “rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.”

RESULTS OF RESPONSES FROM FACULTY

A total of 148 faculty members responded to question 3. Five percent responded that there aren’t any human rights issues or concerns. Three percent responded that human rights concerns are somewhat important. The majority of faculty, 91%, responded that human rights are important to very important.

1 Not important	2	3 important	4	5 Very important	Total	Weighted average
5% 8	3% 5	13% 19	10% 15	68% 101	148	4.32

SUMMARY OF FACULTY COMMENTS

PROFESSIONAL DEVELOPMENT/TRAINING:

- Provide more sensitivity training.
- Continue educating faculty, staff and students on issues of diversity and equity.

STUDENT-FOCUSED:

- Continue to address issues affecting students, such as housing for LBCC homeless students.

OTHER:

- Civil rights and human rights need to be addressed on campus and in the surrounding community.

OTHER COMMENTS FOCUSED ON SAFETY

- Continue to provide training on campus safety and working conditions.
- More support from LBCCFA the Union is needed to ensure that workplace safety is a high priority.
- Supportive language regarding workplace safety standards should be added to the contract.

NOT IMPORTANT:

- Human rights are not an issue at LBCC.

❖ QUESTION 4: EQUITY, DIVERSITY AND HUMAN RIGHTS ISSUES IDENTIFIED

Q4. Based on the definitions above, can you identify any equity, diversity and human rights concern(s) or issue(s) that you have experienced or noticed now or in the past since your employment at LBCC? Please give examples if/where necessary. (If none, state None.)

Full-time faculty were asked to **identify any equity, diversity and human rights concern(s) or issue(s) that you have experienced or noticed now or in the past since your employment at LBCC based on the definitions provided in questions 1 through 3 and to give examples if/where necessary and to state, None, if none.**

RESULTS OF RESPONSES FROM FACULTY

132 full-time faculty responses identified issues and provided comments. 20 full-time faculty skipped this question.

SUMMARY OF FACULTY COMMENTS

HIRING AND HIRING PRACTICES:

- Train members of hiring committees to avoid stereotyping; clear definition and clarification of terms, for example "equity" and "diversity" for the hiring committees to avoid ambiguity.
- Need to hire faculty from diverse backgrounds to be more representative of the student population, LGBTQ, faculty of color, and women.
- Transparency on how HR or individual schools/departments proactively recruit new faculty (and staff/admin) hires from different backgrounds.

PROFESSIONAL DEVELOPMENT/TRAINING:

- Faculty indicated the need for continuous training for faculty and administrators on sensitivity, stereotyping, sexism, equity. "I have also witnessed intimidating behavior and language used by male colleagues toward female colleagues."
- More sabbatical opportunities.

STUDENT-FOCUSED:

Faculty responses indicated that the faculty members should be "AS diverse as the community that we serve." Faculty also "need to be able to discuss current social, economic and political

issues with students and feel that their department, school and administration will support such discussions.”

Faculty also expressed concerns with providing equity to students in and out of the classrooms and that “students need to be challenged to think critically about the world they live in.” One response indicated that “As equity becomes a more widely understood message, students are demanding their rights to not read, not attend classes, and still get A's.”

Faculty also felt that it is very difficult to provide equal amount of time to address each student’s need due to the various needs of the students.

- Address study skills and time management issues.
- Address issues facing African American students who are struggling in math and writing to better prepare them for these classes.
- Necessity of a counselor dedicated to nursing students.
- Additional tutors to tutor in departments’ subject areas.
- Provide a Welcome Center and environment to provide directional information to students and answer their questions.
- Encourage teachers to be more inclusive in their teaching methods to support second language learners.
- Provide access to information in various languages and access to services offered in various languages and the funds to purchase needed materials.
- The equity issue is that many students do not have access to the technology they need to complete their school work. Students cannot afford computers, laptops, printers or Internet access at home to complete their homework. Provide an adequate number of computers in the computer labs, and make lab hours more convenient for students. Reduce printing costs to make printing affordable to students. Students cannot be expected to have the things they may not be able to afford.
- “Latino students are the main target for Pathways.” This makes sense in terms of this population being the largest; however, this seems inequitable for African American students who reportedly perform lower in key subjects.
- More help for homeless population.
- Address the lack of appropriate resources for students with disabilities. For example, having one behavioral coach in a classroom assigned to multiple students with special needs. This kind of "economizing" can make the coaching much less effective and detract from the learning of the rest of the class.
- **Attendance:** “The attendance policies of the State are harder to enforce and should be discontinued. The College needs to change it's 20% absence policy so that teachers are not burdened with the attendance policy. The policy makes the teachers to appear ‘racist’ or insensitive when especially when dealing with students with mental, physical, and economic health for their excessive absences.”
- **Books and online resources:** The cost of books is exorbitant and “prohibitive for some.” Faculty felt that “Books should be free to all students, since students consider it a form of hegemonic oppression to read these days. The student population wrestles with

basic needs, including working full-time while, paying for books, and staying focused while being faced with challenges outside the college campus. These factors affect their success.” Many students do not have required textbooks at the beginning of the semester making it difficult for some to complete assignments. “Punishment quizzes are increasingly the best way to get people to buy the book; otherwise reading and attendance are optional in the minds of students who are on their way to more important things.”

- The goals of the non-degree seeking residents of the Long Beach Community College District are being overlooked in favor of achieving higher rates of transfer or graduation. Working adults and students whose goals are to improve their literacy levels, seek employment opportunities, or complete a single course to obtain a certificate are being forced to have Ed plans that require courses they don't need, or just lead to degrees they are not interested in.

OTHER:

- Some faculty expressed that they “do not feel safe to provide comments.”
- It is difficult to provide one example, when LBCC is lacking in all three terms.
- I don't know where to start!!!!
- Too many to put in this small box.
- Some programs need consistent classroom spaces.
- Q building needs air conditioning, water fountains and updated/clean restroom/locker rooms.

❖ QUESTION 5. EQUITY, DIVERSITY AND HUMAN RIGHTS

Q5. If your response to question 4 is none, do you think that equity, diversity and/or human rights issues (or concerns) exist at LBCC?

Faculty whose response to question #4 was, None, were asked if they **think that equity, diversity and/or human rights issues (or concerns) exist at LBCC.**

RESULTS OF RESPONSES FROM FACULTY

81 of 108 full-time faculty responded Yes to this question. Many faculty expressed that equity, diversity and/or human rights issues (or concerns) exist at LBCC, that they “should be a top priority,” that “it is unreasonable to think that there are no issues,” and that “these are ongoing issues.” 27 of 108 full-time faculty felt that there are no issues of equity, diversity and/or human rights issues (or concerns) at LBCC.

SUMMARY OF FACULTY COMMENTS

HIRING AND HIRING PRACTICES:

- Hire more diverse faculty and staff to reflect the student population.
- Nepotism is a problem area at LBCC, which in turn prevents knowledgeable, population sensitive, and qualified people from being hired.

PROFESSIONAL DEVELOPMENT AND TRAINING:

- Faculty should recognize diverse perspectives and opposing and differing views
- Department chairs need tools for success, such as more release time and more department assistance.

STUDENT-FOCUSED:

- Respect for students and for others. Would like faculty to have compassion and open-mindedness regarding students’ issues, struggles and upbringings and how this impacts how they learn.

OTHER:

- No college can avoid some form of equity, diversity and/or human rights issues.
- People who state "none" for question 4 are people who are unaware of the hostility on campus.

- Diverse faculty may not always be treated as if their perspective matters. Some faculty are not sure that we give our diverse faculty enough support to ensure the workplace allows them to reach their full potential. **Diversity:** Surely our faculty do not represent the demographics of our students. Some faculty are unsure that when our faculty represent diverse perspectives, regardless of race, ethnicity, gender, sexual orientation, age, political persuasion, that they are respected.

NO ISSUES:

- I haven't experienced or seen any issues or concerns of this nature.
- I'm sure that they do. I don't see a lot of concerns, but I don't see a lot of what goes on at this campus.
- In my experience, I have not seen equity, diversity or human rights issues.
- I have no idea what it means to agree that issues of diversity exist at LBCC.
- I suppose if you beat the bushes looking for gnats, you may find something, but NO this place really cares about its students, cares about the employees, and cares about the community
- I would say probably, especially if a person is searching for issues.
- I'm sure they do, I just haven't seen anything blatant.
- I'm going to believe that there are individuals who have concerns/issues. I personally don't have concerns nor has anyone expressed them to me. I'm not trying to sound self-centered, there is just nothing that has been brought to my attention.
- I don't know. Just because I have not experienced it, doesn't mean that it exists/doesn't exist.
- Equity, diversity, and human rights issues exist everywhere, but they are not always overt, and they aren't always obvious to all people. I may not see them, but that doesn't mean that they don't exist. To assume these issues aren't there is to (potentially) disregard the lived experiences of others simply because they aren't the same as my lived experiences.
- Although I have not experienced directly, I am sure issues or concerns do exist.
- I know of others who have experienced issues.
- I have no evidence to support a conclusion that these issues exist here.

❖ QUESTION 6. RECOMMENDATIONS FROM FULL-TIME FACULTY

Q6. Are there any positive change(s) you would like to recommend in the areas of equity, diversity, and/or human rights (i.e. changes you would like to see)? (If none, state None.)

Faculty were asked if **there any positive change(s) they would like to recommend in the areas of equity, diversity, and/or human rights (i.e. changes they would like to see) and to state, None, if none.**

RESULTS OF RESPONSES FROM FACULTY

75 of 131 full-time faculty responded Yes to this question. Faculty provided recommendations for increasing positive changes in the area of equity, diversity and/or human rights. 56 full-time faculty responded No or None. 21 full-time faculty skipped the question.

SUMMARY OF RECOMMENDATIONS BY FACULTY

HIRING AND HIRING PRACTICES:

- Faculty feel that positions are not adequately announced to full-time and adjunct faculty.
- Faculty would like “human resources to offer a longer window of time to announce positions so that a broader and larger applicant pool can be considered.”
- Increase recruitment efforts to include a more diverse faculty pool. Hire qualified full-time and adjunct faculty, staff, and administrators from diverse backgrounds to reflect our student population. The college should make intentional efforts to recruit, prepare, hire, and retain faculty of color. Faculty recommended this resource:
http://www.hercjobs.org/jobseeker_tools/diversity_resources/
- The hiring process should be revised to focus more on training the hiring faculty to understand who our students are and whether or not candidates meet this criteria.
- Provide more training to the hiring committees to understand diversity and avoid ambiguous terminology. “We need to understand what diversity is and how it is defined.”
- College should make a statement that encourages women and applicants of color should apply.
- Diversify our part-time pool and educate full-time faculty who are on hiring committees.
- Adequate classified staff support for all departments.
- EEO reps and departments should work together to improve recruitment and retainment of faculty.

PROFESSIONAL DEVELOPMENT/TRAINING:

- Provide practical trainings on diversity for department managers, deans, and department heads, “Accountability for Deans and Dept. Heads”
- Harassment training: Include different kinds of harassment such as sexual, intimidation, and exploitation of power.
- Educate staff and faculty about subconscious bias (racism and other bias) that affects hiring, grading, and interactions with faculty and students.
- Provide professional development workshops that delve deeper into issues of equity with actionable items and skill-building exercises, applicable tools, and pedagogy.
- Allocate more funds towards professional development and hands-on training for deans, department heads, and faculty to focus on effective leadership, verbal and non-verbal communication.
- Provide flex activities and sensitivity training that focuses on Long Beach demographics.
- Provide training for the entire school by a diverse group of presenters.
- Provide professional development that focuses on individuals rather than groups when addressing diversity and equity.

STUDENT-FOCUSED:

- Provide more resources to help students succeed such as:
 1. Free textbooks
 2. Recruit more tutors (including bilingual tutors) to help students who are struggling
 3. Longer hours for computer labs
 4. More study spaces
 5. Housing and food for homeless students
 6. Laptops/tablets for students to rent. Reduced printing costs, linked to financial aid and/or free for students.
 7. Continue sponsoring Equity Speaker series
 8. Smaller class sizes
- Fill-rate percentages being more equal across the board before canceling small cap classes, equal pay for lab classes.
- Provide more support for homeless students.
- More robust support for faculty committed to complying with state regulations concerning students with disabilities (closed captioning, etc.)
- We have a large population of displaced students, living on the streets or without food to eat, we should use our funds for these students and not for the public relations team that only serves the president.
- Remove unneeded and unrelated requirements. Increase the number of non-credit, repeatable classes by offering more repeatable 600 level classes in areas such art, office skills, foreign language, and P.E.

- Faculty need more support in the form of counseling and development to better understand and process issues of diversity and equity; how it affects them as teachers and their students; the role of economics, race, and representation; teaching as a career. Faculty need to be trained to encourage discussions of diversity and a deeper understanding of what it means in our culture to themselves and their students.

OTHER:

- **Marketing:** All programs need brochures that promote degrees, certificates, and course offerings.
- We need a forum where equity-related issues can be addressed.
- Pay should be equitable across the board, no matter the position.
- Faculty should be compensated for additional work in SLO development, assessment, etc.
- Encourage different groups to work together to provide a service in the community to foment awareness and understanding amongst participants.
- Dedicated counselors for specific programs such as nursing, etc.
- Expand course offerings into the community through the high schools that focus on citizenship, ESL classes or ESL-based CTE classes, and parenting classes.
- Institute a policy that limits faculty religious and political views in the workplace.
- Training on issues of equity for administrators, modelling what equity means with a system in place for easier reporting of racial discrimination.
- Long Beach City College should continue to strive to better the college in the area of equity, diversity, and/or human rights issues when they surface.
- Transparency across campus decision-making and stronger language in desirable qualifications for hiring.
- More opportunities to "innovate" or try new projects unencumbered by so many barriers in the process in the curricular process.
- More Flex opportunities that focus on off-campus conferences.
- Easier process for Flex approval.
- Educate campus community on deeper understanding of diversity.
- More collegial conversations/participation between the Academic Senate, LBCCFA, staff, administration and faculty.

❖ QUESTION 7. IMPACT OF CHANGES ON PERFORMANCE OF DUTIES

Q7. How would these changes impact you (or your colleagues) in the performance of duties? Identify as many as possible. (If none, state None.)

Faculty were asked how these changes would impact them (or their colleagues) in the performance of duties. And, to identify as many as possible and to state, None, if there's none.

RESULTS OF RESPONSES FROM FACULTY

121 of 152 full-time faculty provided comments on how changes in diversity, equity and/or human rights would change their performance of duties, and 31 faculty skipped the question.

SUMMARY OF FACULTY COMMENTS

HIRING AND HIRING PRACTICES:

- Hiring more faculty and staff who look like our students helps us better connect and serve our students.
- There should have been more applicants to screen, giving departments a wider choice of hiring possibilities.

PROFESSIONAL DEVELOPMENT/TRAINING:

- Sensitivity trainings would likely positively impact the hiring process and improve student/faculty relations.
- The opportunity for faculty to use workshops, conferences, extension units and other professional development courses as units towards salary enhancements. OCC uses this model.
- Training on how to meet the needs of various groups, or just how to teach in a diverse class (veterans, parents, returning students, young students, LGBT students, anxious students, various ethnicities) and then implementing those changes and evaluating results. I realize that the evaluation is difficult, especially because much of our demographic data is by ethnicity only.
- I think I'd have to attend sensitivity workshops and be on more hiring committees.
- Professional growth; less stress; improved and effective communication with colleagues.

STUDENT-FOCUSED:

- Sensitivity and understanding of our students.
Identifying and addressing students' issues and concerns for student success.
Examples include providing meaningful assistance to our homeless students; addressing transgender students appropriately. "Transgender students have confided in me that some faculty at LBCC are unwilling to voluntarily refer to them by their preferred name so, obviously, I would like to cease this behavior change."
- Providing technology and greater printing access for students would greatly improve their performance.
- Expanding course offerings in the adult education population would help increase enrollment and would also help keep classes open and programs viable.

OTHER:

- Utilizing brochures to market our programs and help increase enrollment.
- **Class sizes:** "Smaller class sizes will provide a higher quality education for the students in the class, especially lab classes where the instructor must observe and correct physical actions." "I would like to have fewer students to have more time with each student to get to know them and assess their needs. I think it could improve student success."
- "Work environment hopefully would become more comfortable and inviting to people with different ideas."
- "Workplace safety not only affects faculty but everyone else on campus, including administration, staff, AND students."
- It would make my job easier in the classroom.
- Make faculty more tolerant of students and other faculty
- I would be happy to know that our diverse faculty feel like their perspective matters.
- Student success! Faculty happiness and effectiveness!
- Feeling supported by colleagues, validation of great work and effort, collaboration, a sense of purpose campus-wide.
- It would mean that we could have real discussions of how to achieve these ends.
- I could serve my students better if I wasn't expected to work about twelve hours a day.
- These changes would not impact the performance of duties. We would all enjoy our work better if we had the common goal of student success and we let that be our top priority.
- It would enrich our experiences at the college and bring in a diversity of viewpoints.
- It makes it more universal and I don't have to second guess that decisions are often made based on skin color.
- It would reduce stress levels of expecting mothers and would level the playing field more for women with their male counterparts in terms of realistic expectations in the performance of their duties.
- In many ways. Most of all encouragement.
- Improve student success.
- It will benefit everyone!
- It encourages the development of ideas from various viewpoints
- Better instructors

- These changes would create a safe and inclusive work environment rather than a hostile work environment with differential treatment. “Were I allowed to perform my duties to my ability, I could create a new program that is desperately needed at the college. However, my efforts are generally thwarted by ‘we don’t need that course’ or ‘let’s not move too fast.’”
- These changes would improve the work environment and lead to higher rates of student success.
 1. Increase student enrollment
 2. Better schedules
 3. Ability to create new courses
 4. Ability to develop interdisciplinary partnerships
 5. Ability to interact more with different constituent groups
 6. More balanced life

❖ QUESTION 8. OTHER ISSUES OF CONCERN

Q8. Please share any other issues or areas of interest regarding equity, diversity or human rights that were not covered or addressed above but are of concern to you. (If none, state None.)

Finally, faculty were asked to **share any other issues or areas of interest regarding equity, diversity or human rights that were not covered or addressed above but are of concern to them and to state None, if there's none.**

RESULTS OF RESPONSES FROM FACULTY

97 of 152 full-time faculty provided comments to share other issues or areas of concern. Some of the comments indicated that faculty did not feel safe providing any comments. 55 skipped the question.

SUMMARY OF FACULTY COMMENTS

HIRING AND HIRING PRACTICES:

- Hire more diverse faculty and staff.
- Hire ethnically diverse (Hispanics, Blacks/African Americans), women, women of color in administrative positions.
- **Faculty evaluation process:** more training for the committee members.

PROFESSIONAL DEVELOPMENT/TRAINING:

- More training on various cultures, diversity and inclusion, sensitivity, and improvement of pedagogy.

STUDENT-FOCUSED:

- Provide textbooks for students.
- Reach out to LGBTIQ students and promote the "Safe Space" program with training for faculty members.

OTHER:

- "The district needs a major overhaul regarding equity, diversity, and human rights."

❖ SUMMARY AND CONCLUSION

Data gathered from the survey responses provided the Full-time Faculty Equity Committee with a better understanding of full-time faculty perspectives of equity, diversity and human rights issues at LBCC. The survey findings were used to develop a report and to make actionable recommendations that align with the LBCC Strategic Plan.

Based on the survey data, the majority of full-time faculty expressed that diversity in the workplace fosters open communication between colleagues; breeds sensitivity to cultural, socioeconomic, racial, and sexual identification; improves student performance; and sparks conversations to provide or improve services to meet the needs of students. Although some full-time faculty have not experienced or do not have any concerns in the areas of equity, diversity or human rights, these issues are worth exploring in order to provide an environment of inclusivity and diversity. According to Kim and Sin (2008), diversity benefits schools by improving the quality of learning as students explore different perspectives, reduces prejudice, and fosters deeper thinking.

❖ RECOMMENDATIONS/PROPOSALS AND ALIGNMENT TO THE [LBCC STRATEGIC PLAN](#)

Based on the analysis of the data and the responses by full-time faculty, the committee would like to propose the following recommendations. The committee recommends further research and a written policy or guidelines be created to should problems related to these issues arise.

I. HIRING AND WORKFORCE DIVERSITY

- Support recruitment, hiring, and retention efforts of faculty and staff to increase diversity and ensure continued diversity in the college.
- Develop an action plan to actively recruit underrepresented groups. Develop formal and informal ways to reach individuals that represent the student body.
- Additional training of hiring committee members to avoid stereotypes and ambiguity of some terms.

❖ ALIGNMENT TO THE [LBCC STRATEGIC PLAN](#):

- **GOAL 4 : Focus institutional resources on the structures, processes, and practices that support transformation**

Attract, support, and retain a diverse and exemplary workforce

- 1. Hire a more diverse workforce that reflects the communities served by Long Beach City College.

II. PROFESSIONAL DEVELOPMENT/TRAINING

- Promote cultural competence among employees through such means as training and continuous education. Provide trainings, workshops, or other activities or events that support sensitivity skills and engage faculty on the topics of diversity, equity, harassment, bias, cultural sensitivity, and address social justice in an environment that allows for discussion and reflection.
- Invite speakers to broach these subjects. Work with experts and professionals in the field and the faculty to continuously educate and train full-time faculty about sensitivity, equity, diversity, and human rights.

- Create faculty activities to address and promote sensitivity awareness including instructional resources such as flyers, PPTs or online lessons (similar to DSPS), tutorials, and/or quizzes with Flex credit, certificates, etc.

❖ **ALIGNMENT TO THE [LBCC STRATEGIC PLAN](#):**

- **GOAL 3 : Cultivate a climate of respect, inclusion, and support for our internal and external communities and lead efforts to innovate and align resources that impact the educational, economic, and social outcomes for our Long Beach communities.**

Infuse educational programs with opportunities for students, faculty, and staff to meaningfully participate in and enhance the greater Long Beach community

- 18. Engage in outreach to build positive relationships with our diverse communities, promote feelings of inclusion, enhance intercultural sensitivity, and foster mutual respect.

- **GOAL 4 : Focus institutional resources on the structures, processes, and practices that support transformation**

Attract, support, and retain a diverse and exemplary workforce

- 2. Invest in on-boarding processes for all employees and in ongoing professional development that optimizes the potential of all faculty and staff.
- 3. Implement a human capital development plan that supports all college employees through each phase of their career development and that captures institutional knowledge which benefits successive cohorts of newly hired employees and informs the ongoing advancement of institutional goals.

III. STUDENT-FOCUSED

Faculty recommended addressing needs of students and closing gaps.

- Support and advocate for recruitment, admission, and retention efforts to increase diversity and ensure continued diversity in the student body.
- Outreach to LGBTIQ students and promote the "Safe Space" program with training for faculty members.

- Outreach to students from diverse backgrounds, including ethnicity, color, race, gender, sexual orientation, religion, socioeconomic, etc.
- Address issues and concerns of students such as:
 - a. Homelessness -- such as feeding and housing.
 - b. Making more textbooks available and freely accessible to students.
 - c. Facilitating enrollment process.
 - d. Smaller class size so that students will be able to receive more individualized attention.
 - e. Make technology and other resources accessible to students.

❖ **ALIGNMENT TO THE [LBCC STRATEGIC PLAN](#):**

- **GOAL 4 : Focus institutional resources on the structures, processes, and practices that support transformation**

Provide college-wide professional development for the development and implementation of guided pathways

- 4. Build an organizational capability to use student-centered design to improve the experiences of our diverse students and to improve rates of certificate and degree completion.

Focus innovations in technology

- 15. Integrate technology that is designed for students to facilitate the achievement of their educational and career goals.
- 16. Expand the use of the Learning Management System to support learning in all courses.
- 17. Expand the student portal to provide students with access to integrated and dynamic information about college and community resources and supports, help them keep track of their progress against key milestones, and provide them with timely and personalized messages to keep them on track through the completion of their goals.
- 18. Continue to implement educational technologies that support student-paced learning and feedback.
- 19. Adopt and support faculty and students' use of open education resources.

IV. COLLEGE-WIDE

Overall, faculty recommended transparency and that the college should “Take complaints seriously and thoroughly hold others accountable for their actions that harm others.”

- Develop and promote policies and procedures that ensure access to services and resources that accommodate varying backgrounds and learning styles.
- Aggressively recruit faculty and staff from diverse backgrounds. Hire administrators, more faculty and staff that are reflective of the student population.
- Train all faculty, staff and administrators on diversity and sensitivity.

❖ **ALIGNMENT TO THE [LBCC STRATEGIC PLAN](#):**

➤ **GOAL 4 : Focus institutional resources on the structures, processes, and practices that support transformation**

Provide college-wide professional development for the development and implementation of guided pathways

- 5. Invest in leadership development for faculty, classified staff, and administrators to support cross-functional teams that facilitate the development and implementation of guided pathways.
- 6. Provide professional development on how to implement and evaluate pilot programs so that effective policies and practices can be scaled.
- 7. Support faculty and staff to:
 - Collaborate across departments, divisions, and higher education segments in order to provide students with a cohesive and integrated learning experience as they progress through their chosen programs of study.
 - Effectively utilize educational technologies to enhance students' learning experiences and to make the delivery of instruction and classroom management more effective and efficient.
 - Collect, analyze, and use data to more effectively assess student learning and evaluate efficiency and effectiveness.
 - Effectively participate in college governance and understand the respective roles and responsibilities of all college constituent groups.

Improve communication internally at all levels and externally with educational and community partners

- 8. Enhance processes and practices that support broad and inclusive engagement, collaboration, inquiry, innovation, flexibility, and tolerance for risk.
- 9. Increase virtual information sharing about department supports and student-specific needs.

- 10. Design and develop student service and support department communication tools and resources that more effectively direct, focus, and motivate students while making students feel both nurtured and empowered.

❖ REFERENCES

Kim, Kyung-Sun and Sei-Ching Joanna Sin. "Increasing Ethnic Diversity in LIS: Strategies Suggested by Librarians of Color." *Library Quarterly* 78.2 (2008): 153-77.

LBCC STRATEGIC PLAN:

<http://archive.lbcc.edu/StrategicPlan/documents/LBCC-2016-2022-Strategic-Plan.pdf>

Sources Consulted for Definitions

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- Everyday Feminism <http://everydayfeminism.com/2014/09/equality-is-not-enough/>
- Oxford Living Dictionaries <https://en.oxforddictionaries.com/definition/equity>

Diversity:

- About Workplace Diversity <http://smallbusiness.chron.com/workplace-diversity-1199.html>
- Merriam Webster Dictionary <http://www.merriam-webster.com/dictionary/diversity>
- University of Oregon Diversity Initiatives
<http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>

Human Rights:

- Human Rights Resource Center
<http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/whatare.htm>
- United Nations Human Rights Office of the High Commissioner
<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

Recommended by full-time faculty via the Survey:

Recruitment:

Higher Ed Recruitment Consortium (HERC)

- http://www.hercjobs.org/jobseeker_tools/diversity_resources/