

# EQUITY, DIVERSITY & INCLUSION (EDI)

BASELINE CAMPUS CLIMATE ASSESSMENT SPRING 2020  
PREPARED BY: THE OFFICES FOR EDI & INSTITUTIONAL EFFECTIVENESS



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## EXECUTIVE SUMMARY

The Equity, Diversity & Inclusion (EDI) Baseline Campus Climate Assessment provides CPTC with a demographic overview and an in-depth analysis of the insights, perceptions, beliefs, and behaviors of the following category statuses: faculty, staff, leadership, students, and community stakeholders. Their input provided data on the ways the College can improve its equity, diversity, and inclusion efforts and interventions.

We began by inviting the growing communities of color in our service area and student body to participate. The assessment includes focus group responses from the five category statuses listed above. We asked participants to identify where the college and its divisions lie on the Cultural Competency Continuum (page 21), with the average collective response placing CPTC at “Blindness,” or an expressed philosophy of viewing and treating all people the same. Participants identified one word describing equity, diversity and inclusion at CPTC, with the most common words provided being fake, incomplete, superficial, focus, and community. Below are common trends derived from focus group responses for each domain:

**Leadership & Governance** - Employees have department-level control but don’t feel included in institutional decision-making processes.

**Climate, Communication & Engagement** - Department climate is good, but all groups have heard discriminatory remarks on campus.

**Staff/Faculty Composition, Development & Quality** - Students and the community feel we are diverse but employees do not.

**Planning, Evaluation & Quality Improvements** - We now have data but we need to understand the why behind it.

This assessment provides us with the opportunity to acknowledge our strengths and challenges, which is a critical step in embracing the institutional EDI journey. It is important to not only support EDI in theory, but also to put these ideals into practice on a daily basis through assessment, learning, training, and application with the understanding that EDI is not merely a program and should be holistically integrated in every position and division within our institution. The Offices for EDI and Division of Strategic Development will use the data and recommendations from this report as a guide in the development and outcomes of the College’s EDI Strategic Priorities.

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# RECOMMENDATIONS

After a thorough review of demographic data and employee, student, and community input, the Office for EDI has developed the following recommendations, by domain, to move institutional EDI integration and create an inclusive campus climate going forward. These recommendations will guide the development and outcomes of the EDI Strategic Priorities, which is forthcoming.

## **Leadership and Governance**

- Develop an Equity Tool to help guide and inform institutional decision-making processes, policy creation, policy review, programming and interventions.
- Leadership should lead EDI efforts by: prioritizing EDI work, creating a system of accountability, and allocating funds and resources to move EDI integration forward.
- The Shared Governance redesign should include clarity on how opinions are considered and explain resulting actions and resolutions.
- Collectively, we should prioritize working to cultivate an inclusive climate, where all perspectives are equally valued.

## **Climate, Communication and Engagement**

- Widely promote inclusion and create safer spaces for all - particularly underrepresented faculty, staff, and students - to create affinity and use their voice without the fear of retaliation or shaming.
- Expeditiously, develop and launch in-depth EDI trainings, resources and programming.
- Offer trainings to dismantle inappropriate conversations, teaching practices and discriminatory remarks (e.g., use of racial slurs, slights, jokes, culturally insensitive remarks).

## **Staff/Faculty Composition, Development and Quality**

- Continue intentional Culturally Responsive, Implicit Bias, Inclusive Pedagogy & Racial Equity trainings as a College-wide effort.
- Offer and identify EDI workshops, classroom practices, online tools/resources and curriculum support.
- Employ strategic diversity recruitment efforts and trainings on the College's EDI priorities during the hiring and onboarding processes.

## **Planning, Evaluation, and Quality Improvements**

- Focus on trends and barriers exhibited by students of color and seek to increase retention and completion.
- Continue work to build data literacy at the College by expanding training opportunities to help understand how to disaggregate, analyze, and apply lessons learned through data.

