

AN ADVENTURE IN CREATING SOCIALLY JUST COMMUNITY COLLEGES: A  
CASE STUDY OF A NORTHERN CALIFORNIA COMMUNITY COLLEGE

By

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## Dedication

This thesis is dedicated to all who strive for the creation of a socially just world, at home and abroad. This thesis would not be possible without the decades of work that came before it. May the future bring equality for all of us.

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## Abstract

In this thesis I explore the mechanisms by which educational institutions can create socially just campuses. Based on an exploration of my internship at a small rural community college in Northern California, literature, and case studies of other institutions I assess best practices for creating campuses that meet social justice goals in the 21 century. My goal is to further understandings of best practices focused on rural campus environments.

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## CREATING A FOUNDATION FOR SOCIAL JUSTICE WORK

What is diversity? Why do we care? What does it take to achieve positive change on college campuses? And what do theories of social justice and social exchange have to tell us about why people may or may not be engaged positively in these processes? I will discuss the actors, groups, institutional structure, and resources of educational institutions explained in terms of Social Exchange and Social Justice theoretical frameworks. Social exchange and Social Justice Theories, which developed to work at the meso level, lend themselves well to thinking about macro level societal development. Social Justice frameworks direct us to where social justice issues may be most common, how they may be addressed, and give us prospects of change. Social Exchange theory discusses the power that individual actors and groups possess. For instance, students have a powerful resource that educational institutions need for survival. One resource student's possess are enrollment into that institution. In this chapter I will address how all groups that make up educational institutions are extremely important for creating a socially just campus. Both of these frameworks attempt to explain power, groups, and individuals in relation to inequality within a larger structure. Social Exchange and Social Justice Theories not only look at the institutional power structure, but also examine the individuals and groups within those systems.

Before delving into the theoretical section of this paper we must understand the history of diversity within educational institutions. The GI bill that was created post

World War II was the catalyst for change within educational institutions.

According to Musil (1996), the 1944 GI Bill gave over 2.5 million Americans access to an education that had never been accessible to many groups before this time (1996:8), including African Americans who had previously been denied access to education in any significant numbers. The African American returning veterans of WWI and WWII, in particular, played an important role in challenging segregation and laying the groundwork in civil rights work during the 1940's and 1950's. Then came the 60's and 70's, which were a time of great civil unrest, and with it came the uprising of many groups interested in and working towards social equality within the US. Many of the activist groups during this era rose from college and university campuses throughout the country. With numerous groups pushing against the structure of the predominantly white male educational institutions came the creation of multicultural programs, and studies.

These movements and demands in turn reflected many of the major social and cultural upheavals of the 1960s (the Free Speech Movement, the women's movement, the Black Power movement, hippie culture), which in turn reflected the influence of the civil rights movement in the 1950s (Edilestein 2005: 19).

Today we are still striving to create multicultural systems that truly reflect the beauty of the diverse world in which we live.

The ideas of diversity and multiculturalism, which often drive Educational Diversity Plans, in academic institutions, have a history and connection to the civil unrest that the nation was experiencing in the 1960's (Hurtado 1992, Stamnes 1993, Waldron 2002). Multiculturalism is not simply a piece of literature that we read in a class, or a set of policies and plans within an institution that promotes the hiring and admission of

people of color. In fact multiculturalism has a historical context of social action.

According to Powell 2003 the following actions were instrumental in the rise of multiculturalism within the institutions of today's societies:

In June 1969, outside the Stonewall Inn in Greenwich Village, a spontaneous riot began when a transvestite kicked a policeman in the chest with her stiletto heels, setting off a rebellion that culminated with a chorus line of drag queens doing Rockette leg kicks on the sidewalk while singing: "We are the Stonewall Girls / We wear our hair in curls / We wear no underwear / We show our pubic hair" . ... That same year, on the campus of San Francisco State University, African-American, Asian American, Chicana/o, Latino/a, Native American, and Third World students went out on strike to pressure the administration to create the nation's first ethnic studies program. ... In Denver, at the First Chicano National Conference, a new generation of scholars and activists called on the power of cultural memory to launch the La Raza movement. Boldly rejecting the myth of American democracy, El Plan Espiritual de Aztlan rhetorically reclaimed the lands seized by the United States in 1848, declaring, "Before the world, before all of North America, before all our brothers in the bronze continent, we are a nation, we are a union of free pueblos, we are Aztldn" .... In 1970, outside the Connecticut court- house where Bobby Seale was being tried, protests brought together Black Panthers, Weathermen, Hell's Angels, and Yale students and faculty. At the height of the rioting, the chief of the New Haven Police Department appealed to William Sloane Coffin, chaplain at Yale, to do something to help end the melee. Asking a nearby police officer for his bullhorn, Coffin handed it to a young Black Panther standing nearby who promptly began shouting, "Burn the Pigs, Burn the pigs. . . (2003: 157).

These are just a few examples of the civil unrest that was taking place in an effort to create change within the nation during the Vietnam Era, which we are still striving for today.

## WHAT THE EXPERTS SAY ABOUT INSITUIONAL DIVERSITY...

The goal of this section of the literature review is to frame diversity initiatives within educational institutions. Review of literature brings to light issues of diversity that are being addressed at community colleges, and universities throughout California and the US. The literature surrounding issues of diversity in higher education address the most effective methods for addressing diversity issues within educational structures. I will discuss three key elements supported by research toward creating a socially just campus. First, I will address the issue of diversity: what it is and the importance that it holds within educational intuitions. Second, I will discuss what the literature describes as the best path to achieving diversity. Finally, I will discuss the importance of implementing evaluation components within all diversity initiatives in order to assess their effectiveness.

*First Point: What is diversity and why it is important.*

“Contemporary defenders of multiculturalism have too often argued "for" diversity without specifying what forms of difference they are defending or, more importantly, how order and stability can be maintained in the face of increasing diversity” (Hartmann 2005: 220). Due to numerous definitions of diversity I will first discuss a few of the most common definitions of diversity designed to discuss inequality within educational systems. I will also be using diversity and multiculturalism interchangeably

throughout this writing. Multiculturalism is frequently a term used to address the same issues as Diversity. The Illumination Project Ally Handbook of Portland Community College created in 2006 addresses diversity as: “The populations of the United States is made up of people from diverse age, class, disability, ethnicity, language, gender, race, religion, and sexual orientation” (2). This is a very inclusive explanation of what diversity means, however, it does leave out nation of origin, and occupation. As we work through issues in society we must not forget how relevant Nation of Origin is to a post 9/11 world. The Diversity Action Plan of Humboldt State University presents a working definition of diversity as; “... we believe it is imperative to define diversity in relation to peoples of color, White women (where they continue to be excluded), sexual minorities, language minorities, and those who are disabled” (Diversity Action Plan 2005: 4). Again I will state that this is a very inclusive definition of diversity, yet I do feel that nation of origin is a vital part of communities on college campuses. For the purpose of clarity within this discussion I will use the following definition of diversity; “the significant distinctions are race, ethnicity, culture, religion, language, nation of origin, gender, sexual orientation, age, physical abilities, occupation and class” (Parvis 2003:1). It is the opinion of this writer that this is a very inclusive definition of diversity that spans the majority of oppressed persons that inhabit the culture of college campuses.

Diversity within educational institutions does not only lend itself to the noting or increasing numbers of traditionally underrepresented groups within an educational setting. Diversity also lends itself to a much larger definition or plan of action. Hartman 2005, states, “many liberals and progressives have argued that a meaningful

multiculturalism must be based on a politics of equity, economic redistribution, and social restructuring. The mutual necessity of both recognition and redistribution is the bases for what is sometimes termed “critical multiculturalism” (2005:222). Diversity initiatives can therefore be used within institutions to create structural changes, implementation of diversity plans, and change throughout the entirety of educational institutions. However,

Predominantly White institutions of higher education often view diversity as a free-standing policy, and that way diversity is something that can be implemented without necessarily changing the underlying structure of the institution and its day-to-day operations (McKinley 2003:1).

It is of vital importance for academic institutions to understand that campus climate is not solely the responsibilities of individuals, and in fact the structure and policies of institutions are just as relevant for diversity. Tatum states; “white people usually think of racism as the prejudiced behaviors of individuals rather than as an institutionalized system of advantage benefiting whites in subtle ways” (1994:95). Some changes within educational institutions that prove to be beneficial in changing campus climate and perceptions on campus include but are not limited to; curriculum, retention, services, mentoring, planning, vision, and numerous other areas within an educational institution. These changes can come without great disarray within the educational system if the coming change is embraced at all levels of the institution.

The concept of diversity, and multiculturalism in higher education is not that solely of recruiting students of color, faculty and staff of color, and devising a diversity plan. In fact institutional diversity refers to an inclusion, acceptance, and understanding of

numerous cultures that come together and greatly improve the culture and structure within an institution. The inclusion of all cultures into the goals and mission of Community Colleges creates a system wide structure that demands attention be paid to areas that are all too often overlooked. Parvis (2003), discusses how diversity is important to all of us. Through a cohesive environment we all have the opportunity to expand our understanding and develop new ways of thinking about issues. The term cohesive for the purpose of this paper refers to the entirety of an institutional structure that is committed to the implementation of diversity thereby reducing resistance within the institution.

An article entitled *Critical Multiculturalism* asserts that we cannot conflate all cultural groups under the heading of multiculturalism. In fact every group is different and the politics within them are different. For example, we cannot conflate the politics of African American women with those of Gay men and assume that they are striving for the same things just because they fall under the heading of multiculturalism. We can however, strive for alliances between groups. According to the Chicago Cultural Studies group, the alliances that form to create change and acceptance is what multiculturalism truly is (Chicago Cultural Studies Group 1992:531). These alliances may then combat the dominant group ideology within society in order to create change, and acceptance. “Multiculturalism as a social movement gets its critical purchase because it intrinsically challenges established norms, and can link together identity struggles with a common rhetoric of difference and resistance” (Chicago Cultural Studies Group 1992:531).

While Diversity Plans that focus on increasing numbers of faculty of color and students of color may seem creditable and good, McKinley (2003), warns that it may be problematic. She asserts that there are three hidden agendas to having faculty of color in a predominantly white institution. These three agendas within an institution are; first, is the hidden curriculum of service where junior faculty and staff of color are responsible for implementing diversity. Second, is to have the junior faculty of color being responsible for implementing changes so that senior faculty cannot be blamed if these changes do not go well. Third, is the faculty and staff of color are the faces of diversity in the institution, and that they do the work which leaves them unavailable to interact with students. These hidden agendas leave the people of color within the institution to do all of the work, which relieves the guilt of the white faculty and staff by being able to “see” their progress (2003).

In order to combat the hidden agendas discussed by McKinley (2003), it is the responsibility of the white faculty, staff and students to do the work of instituting diversity throughout the institution. It is not the sole responsibility of the folks of color on predominately white campuses to serve on committees focused on diversity or for folks of color to be the face of diversity in a class room setting. Instead it is the responsibility of the white persons within the institution to hold issues of diversity with such high regard that they do the work of creating change within the predominantly white institutions. “Clearly, there are White faculties who can teach courses like "Diversity in America" or "A Diverse American Society.” By sharing in the work of instituting diversity, these White faculties illustrate the importance and salience of the course for the

department and its students” (McKinley 2003: 14). As we move into the next section we must not forget the importance of implementing diversity plans. However we must acknowledge the socially just ways in which that can happen. We must focus on creating change throughout the institution as a whole and not just the change of recruitment practices. In this next section I will discuss the proven theoretical methods that can be utilized for the creation of a socially just college.

*Second Point: How Diversity can be achieved*

1. Importance of mission/vision statement. The mission statement of the institution is of vital importance to relay what the leadership and institution hold of high value. “All of our students will live in an increasingly more racially/ethnically diverse world – if we do not provide a learning environment that is rich in the aspects of diversity..., we then doom our students to an inadequate education” (Diversity Action Plan HSU:5). When an institution develops a mission that is committed to creating diversity, and cohesive racial climate on a campus, the institution is then responsible for reaching these goals. In an article by Hurtado discusses how the goals and vision of the college directly affect the attitudes of groups of color on campus. If the mission and goals of the institution explicitly discuss and map out what the institution is doing to create an atmosphere of inclusion and diversity this has a positive effect on students, staff and faculty of underrepresented groups (1992).

One great example of an inclusive community college mission statement is from Portland Community College. It is important to note that Portland Community College is

located in an urban area. This is important in order to understand there may be differences in the community populations that colleges may serve. The Portland Community College mission statement states;

Portland Community College provides quality education in an atmosphere that encourages the full realization of each individual's potential. The College offers students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals (Portland Community College 2001).

Creating a mission statement that is inclusive of all groups on campus sets the tone of the entire institution. Along with their mission statement they give a comprehensive list of goals for the institution. In this next section I will discuss the importance of institutional leadership in order to effectively implement structural changes within the institution.

2. Importance of institutional leadership and decision-making. The importance of leadership and decision-making throughout the institution is vital to creating and implementing practices that create a campus that promotes diversity. A cohesive diverse environment in educational institutions starts with leadership. Having a leader with an understanding of the cultures that make up the campus environment reduces misunderstandings in communication. These misunderstandings may come because not all cultures communicate in the same manner; also having an understanding of this is of great importance for effective communication within the institution (Parvis 2003). "In short the president sets the tone and the direction of the institutions' commitment to fostering diversity or to ensuring its failure" (AAC&U 1998:2.9).

The institution takes the lead from the president. The person that is in this position allocates time and resources to certain projects and developments, and validates research by implementing procedures in direct response to findings. As with all leaders presidents must be inspiring, transparent and willing to create change where change is needed. "Improving diversity on college campuses requires a change in the core culture of the institution, including a commitment from college leadership to initiate and support change at all levels" (Waldron 2002:16). Change within an institution is not an easy task, but it is attainable with strong leadership, and cooperative support from all levels. A cohesive diverse environment starts with leadership, "To be a successful model, mentor, and coach, the leader ought to concentrate on two important elements: The first is self awareness, the second understanding" (Parvis2003:65). These elements can improve communication and campus climate.

Hurtado (1992) discusses the many areas of campus interactions that can affect campus climate. The feelings and experiences of inclusion or exclusion on college campuses are not consistent across racial groups. She says, "Alienation from the mainstream of campus life is also reported to be particularly acute among minority students on predominantly white campuses" (543). Another piece of campus climate that Hurtado discusses are the feelings and actions of Latino and Black students and how they are different on campus. Her research shows that black students tend to be more likely to protest and feel more disconnected than Latino students. One explanation she presents for this difference in actions and feelings could be due to, "Recent research on racial attitudes shows decreases in white support for integration and increases in perceived

threat from blacks as the relative size of the black population increased in communities” (Hurtado 1992:545).

One issue that affects campus climate is covert and overt acts of racism and discrimination. For the most part blatant racism is now hidden very covertly within the system. The racism that once occurred frequently such as name-calling, and hate crimes is not as prevalent as it once was. Racism is now hidden in systematic reproduction of whiteness that include; pedagogical issues, funding, services and a mission where inclusion of diversity is seen as a byproduct of something else. Hurtado (1992), has shown through research that institutional efforts towards diversity directly affect students of color perceptions regarding the institution. Funding is a very large portion of these issues, Hurtado states, “Research shows that higher rates of institutional spending (per student) in the areas of student services and student aid (non-repayable) grants and fellowships are correlated with student perceptions of relatively low racial tension on campuses” (Hurtado 1992:545).

Institutional leadership that does not place diversity and multicultural goals in a position of priority runs the risk of creating the appearance that diversity is not a high priority goal of the institution. Another area of concern is not only creating these goals but also institutionalizing these goals, and actively striving to achieve them. The perceived lack of commitment to diversity leads students, faculty, and staff of underrepresented groups to the conclusion that diversity is not a true goal of that institution. The creation of diversity plans and the institutionalization of the policies that are prompted by diversity plans will be discussed in depth a bit further into this paper.

### 3. Develop a Diversity/Social Equity Action Plan & Assessing Campus Climate.

In order to create a comprehensive diversity plan the institution must use the information that was found in researching, and analyzing the campus climate. Institutional decisions should be based on data gathered from institutional assessment, campus climate, a solid understanding of resources on campus, student, staff, faculty, administration populations, and community populations. Pewewardy and Frey (2002), note that research and assessment plays a vital role in creating effective diversity efforts and a successful climate of diversity that improves all students' higher educational experience.

Assessment should come in many forms. When we think of assessment generally it manifests in the form surveys and hard data. This should not be the only way in which data are collected in regards to issues of campus climate. Hurtado (1992) discusses that when assessing a predominantly white institution and the campus is surveyed concerning racial attitudes on campus you cannot go by the basic responses received from surveys. These responses may be misleading, for the most part traditional students on a campus will have a completely different perception of the climate than students from underrepresented groups. White students generally perceive no racial issues or tensions on a campus, where as this is not generally the case with students and faculty of underrepresented groups. When assessing campus racial climate researchers must pay attention to the methods that they utilize and strive to present all of the voices on campus. This can be done through methods such as focus groups, and qualitative interviews.

Research done by Waldron shows focus groups and surveys when used together can take the most complete pulse of the campus climate (2002:73). Qualitative and quantitative methods may be especially useful for colleges that want to recruit and retain a more diverse student body. Findings that come from a combined methodology can help the college understand how minority students currently experience the campus environment. This may reveal local issues that need to be addressed before new recruitment efforts begin. These tools may also be especially useful at colleges where the demographics of the student population are changing (Waldron 2002:71). Another vital piece of assessment for college campuses is they must examine whether new services and curriculum changes are needed to provide each member of an increasingly diverse student body with the best educational opportunities. These opportunities can be developed through effective comprehensive assessment of academic and student support services.

4. Three vital stages of creating institutional change, assessment, implementation, and reassessment. Educational institutions must take additional steps, beyond the creation of a diversity plan, to create an internal climate that welcomes diversity (Waldron 2002:14). Implementation of a diversity plan is instrumental for changing campus climate. Simply creating a diversity plan is not enough; the college must take action and implement change that is suggested in the created diversity plan. Funding new initiatives on campuses proves to be one of the most difficult tasks when institutionalizing change towards diversity on college campuses (Musil 1996: 38).

Without funding new projects such as revamping curriculum, new academic programs, creating multicultural and diversity centers for the most part would not happen. Musil (1996), gives the following ways in which a college can institutionalize diversity within its structure:

- *Diversity Requirements:* unit requirements of students in newly developed diversity courses.
- *New staff lines:* The institution creates a permanent position so that one person can insure that diversity initiatives move forward and continue.
- *New faculty lines:* Departments write job descriptions that include diversity. Creating diversity spaces in the department, making sure that professors can teach diversity.
- *Course descriptions:* course descriptions that include diversity are more likely to promote permanent institutional transformation.
- *New academic programs:* Create a new program.
- *New Structures with diversity as a central focus:* Create a structure to make sure that diversity happens. A person from this structure is on hiring committees and all areas to ensure diversity.
- *Adding a new diversity component to an already existing structure:* Write a diversity component into an already existing structure.
- *Development of permanent resources:* Materials that are in the library and other such related pieces, such as archives in the library that have a focus on diversity.
- *Cultivation of other sources of funding for diversity initiatives:* “Money begets money” having funding already makes it easier to find more grants. The institution can give stipends to faculty to find more grants.
- *Making permanent what was grant funded cultural activity:* Shelter good activities into the structure of the institution (Musil 1996:38).

These initiatives were created and implemented by funding from the Ford Foundation

Diversity grants. The initiatives discussed above were implemented into the structure of educational institutions, and are usually the sorts of things that are included in

Diversity/Social Equity Plans. Due to these initiatives being developed as a part of the structure of the institution when the original funding ran out the initiatives continued. I

am certain that with some imagination, more innovative ways to implement diversity initiatives are possible.

If new programs and initiatives lack components for solid future evaluations and reassessment it will decrease their effectiveness. Musil (1996), discusses the many ways in which reassessment should happen when attempting to evaluate initiatives. A mixture of quantitative and qualitative methods will prove to be the most effective to gather a true scope of feelings and effectiveness of new initiatives on campus. Effective reassessment methods according to Musil (1996), are journaling done by students, qualitative interviews and focus groups, and clear lines of communication between students and administrators, staff and faculty.

5. Commitment to change at all levels. Soni (2000) found that for the most part minority women experience discrimination far more than any other group. This study also found that members of minority groups often feel as though they experience the glass ceiling which prompts feelings of, “low self-esteem, withdrawal, and negligence” (9). Feelings of discrimination truly affect individuals feeling of acceptance within the institutional structure, and thereby affect the perception of their role within the institution. In turn these feelings of discrimination and lack of acceptance greatly impacts the efficacy and equality of that institution. This discrimination should be addressed in order to achieve a cohesive racial climate within the institution. The appropriate way to address poor campus climate within and institution is through actively creating change throughout the institution.

When integrating a diversity plan into the institution two areas need to be a vital part of the plan. These two areas are; strategic planning for the institution, and the second is a long-term commitment (AAC&U1998). It is not simply enough to state that diversity is an important issue within the institution there must be a plan as well as implementation otherwise issues of diversity may fall to the wayside. Musil 1996 gives twelve guiding principles to create diversity initiatives within an institution that encompass the campus population and institution. These twelve guiding principles according to Musil (1996) are:

1. Engage as a wide group
2. Tie the project into the mission of the institution
3. Consider the history and purpose of your institution
4. Be clear about project goals and the audience
5. Take time to develop a well conceived remedy for the problem your project addresses
6. Set goals
7. Integrate short and long term vision
8. Embed assessment in your project
9. Have a strategy for institutionalizing your project
10. Use the project to help define the logical next steps for the institution
11. Communicate throughout the project
12. Hold fast to the fact that addressing diversity is important work.

The above principals will help guide an institution in efforts to create and institutionalize diversity initiatives appropriate for each individual campus. This will also allow for new and innovate ways to create diversity and get the entire campus population involved. As each group that is connected to the campus has input on new diversity initiatives the campus population will feel a stronger attachment to the campus. Thereby increasing connectedness to the campus, and improving the campus climate. Change will only happen if all parts of the institution work together to ensure that diversity happen.

Change within institutions is a product of group effort and is only attainable if all persons and departments are committed to change.

6. Be a vital part of your community; build a bridge for them to education.

Developing a good relationship with the surrounding community promotes a more friendly and accepting climate for all students. If students are not well received in the community then the chance of retention in an unfamiliar area goes down. Section 3.4 of the Diversity Blue Print (AAC&U 1998), discusses the importance of creating a community connection. Creating community connections is crucial for an educational institution for creating diversity. Addressing issues in the community that are related to diversity creates an inclusive climate for students on and off campus. “Membership in the social whole, to the extent that it is seen as important to an individual's identity at all, is filtered through the particularizing lens of group membership” (Hartman & Gerteis 2005:223). Students and faculty must feel accepted and safe within the community. Community acceptance will translate to the campus climate because students and faculty do not solely exist on campus, and community experiences will affect feelings on campus. Including the community in the planning and events at the institution can foster a healthy and cohesive relationship between the two communities. Having a strong connection to the community will also influence policies and changes within the institution through accountability. Diversity planning in educational institutions should contain five elements; accountability, inclusiveness, shared responsibility, institutionalization, and evaluation (AAC&U 1998: 3.4). The community can have a

voice in the creation of each of these elements. The community may also be a vital piece in institutionalizing these practices within the institution. Community colleges are responsible to the communities that they serve. Community voices must be heard in order to create a comprehensive diversity plan.

In the next section of this chapter I will move on to discussing the ways in which social exchange theory, and the way in which it lends itself to the make up of institutional structure. By focusing on the resources that individuals bring to the group interaction and the power that creates, we can be to understand exactly how the exchange process within the institution can either promote or hinder change. The change process within the institution depends on the exchange or lack of exchange of resources between the parties involved. In the next section I will discuss the resources that each party brings with them and the status, and power attached to those resources.

### Exchange Theory

According to Burke, “One of the core assumptions of any exchange theory is that benefits received from exchange are contingent upon benefits provided in exchange” (2006:28). Benefits received by one party of the exchange process are the resources the other party other party brings to the exchange. If each side of the exchange brings resources that are seen as benefits by the other groups then an exchange relationship relation will generally begin. Negotiated exchange relations are, according to Burke where, “actors engage in a joint decision process, such as explicit bargaining, in which

they reach an agreement, typically binding” (Burke 2006:28). Resources within educational institutions can range from people, services, contacts, education, and money. These are just a few examples of what can be perceived as resources within negotiated exchange relations of educational institutions. The power of these resources is mutually dependent on the other to have meaning and value. This then forms a negotiated exchange relationship between the students and the institution. Students, Employees and the Institution itself all benefit from this exchange relationship.

The negotiation between students and educational institutions are in regards to services and registration. The student will enter into a contract with the educational institution if the institution can provide resources that the student desires. The resources students bring with them are registration fees, diversity, creating jobs for employees, and hope on the part of the institution for a future workforce. The resources students possess are the vital lifelines of the educational system. Without students there would be no institution, so it is extremely important for the student to acknowledge their position in this exchange, and demand what they deem essential to their education. It is of extreme importance for the institution to acknowledge its responsibility in this relationship. The institution must give solid and diverse opportunities within this exchange relation through pedagogy, faculty, staff, and programs, and activities. Opportunities such as networking, access, pedagogical approaches, and diverse curriculum, must be focused towards all students and not just that of the majority population of the institution, which has traditionally been white.

The resources that the educational institution brings to the negotiation relationship are the services, networks, information, and creating a possibility for upward mobilization on the part of the student. A mutual decision between the students and the institution initiates an exchange relation. This relationship is dependent upon both sets of actors adhering to the negotiated exchange. "A series of repeated transactions by the same actors constitutes an exchange relation" (Burke 2006:28). The repeated transactions happen on a regular basis as both the students and institutions within this relationship exchange the resources that they bring to the relationship. "Social exchange requires trusting others to discharge their obligations" (Burke 2006: 39). This exchange takes action on both parts of the relationship. The students enroll and participate in the institution, and the institution has a responsibility to the students to ensure that they have the necessary resources they need to succeed.

This exchange relation would fail if one group of actors within this relationship refused to participate. The refusal by one group of actors, which in this case would be the students, to participate in an exchange relation then disrupts the power and structure of that institution. Students removing themselves from the relationship also remove jobs from the institution, and the entire purpose of the institution. It is of vital importance in this relationship that each side acknowledges their position in the institution. It is of equal importance for each side to understand that students have the power to challenge an institution they are not receiving desired benefits from. I now will explore the power structures of educational institutions.

According to Vago (2004), social structures are, “patterns of social behavior that include statuses, roles, groups, and institutions such as the family, religion, politics, and the economic system” (8). The structures of educational institutions exist due to the negotiated exchange between individuals acting on behalf of the institution and the students that enter the institution. This creates the structure of roles by students, staff, faculty, and administrators. Each of these roles within the institutional structure brings with them a perceived status within the structure. Each status is correlated with some amount of power. Power within a structure is explicitly in relation to the dependence of one actor on another (Burke 2006: 195). The power each group has differs depending on the resources that can be exchanged, which are in direct relation to the status of that group within the structure. These resources are attached to a specific status within the institution.

One example of this power structure is that the institution of higher education holds the key for future upward mobility for many students. The institution must create the most inviting and desirable atmosphere in order to attract new students. The student may possess the power to deny the institution of their resources if the institution does not bring desirable benefits to the exchange. Many times we are under the illusion that the institution holds the power in this exchange of resources. This is not the case in fact it is a shared relationship of power. Unfortunately, the institution and even students sometimes overlook the power that students possess. The institution relays the importance and acknowledges the power of students within the institutions mission statement.

The mission of an institution carries with it the ability to include or exclude persons within that structure.

Freirean pedagogy argues that pedagogical sites, whether they are universities, public schools, museums, art galleries, or other spaces, must have a vision that is not content with adapting individuals to a world of oppressive social relations but is dedicated to transforming the very conditions that promote such conditions (McLaren 1996:181).

The process of exclusion by the institution is in relation to oppressed groups that historically have not been allowed access to institutions of higher education. As society reproduces educational systems on a day-to-day basis we must look into the historical context of the system that is being reproduced. As we look into that history we will see that society reproduces inequality and racism on a day-to-day basis through dominant society putting on blinders to the fact that inequality continues to exist. Many times white folks, students, institutions, and even educators of the best intentions fall into a mirage of equality. We must truly reflect on where our practices have risen from within history. This historical look must be done if we are to stop the reproduction of oppressive institutions and practices.

Freire remains with Marx when he stresses that it is not enough to problematize representations at the conceptual, imaganistic level of signification alone; we need to examine their epistemological embeddedness in the historical social relations of their production (McLaren 1996:168).

In this thesis I am focusing on the community college as my level of educational institution. It is the responsibility of a community college to offer a solid education that is accessible to all members of the community in which it is situated. What does this mean for the power structure? This means that it is necessary for the college to recruit,

retain, admit, and properly educate as many members of the community that desire this education. This means that the institution needs the perspective of students in the community; therefore they must present the most attractive resources to the student that is possible. Burke presents this type of relationship as power balance (Burke 2006: 199). This simultaneously creates a power balance and a power dependence of both actors within the structure of this exchange relationship. This balance forms due to resources and benefits that are exchanged. We will now look at the position that actors hold within this structure and relationship.

Actors: The students within the institution have an identity as students as well as an identity within a group or number of groups on and off campus. These identities and groups make up the larger network of exchange relations and the even larger structure of the institution. Individuals within dominant groups strive to remain being seen as solely individuals by society, whereas individuals' within non-dominant groups are equally only seen as group members. A great example of this is a quote from Tatum that states, "People of color learn early in life that they are seen by others as members of a group. For Whites, thinking of oneself only as an individual is a legacy of White privilege" (Tatum 1994:102). We all are group members, for white people the aversion to being a group member may be a way to distance one's self from the responsibility of changing the racist structures within society. In Blumer's work on symbolic interactionism he writes, "...group life is the setting inside of which individual experience takes place, and that such group life exerts a decisive influence on such experience" (1969:102). All persons are individuals within groups and this is not a position that excludes white

persons. It is a common stance among mainly white students within educational institutions that they are individuals and not group members. This is a position that can be afforded to white students, as generally laws and changes are not structurally constructed to affect access for groups of white students.

As the number of immigrant and traditionally underrepresented groups began to enter educational institution; government financial support began to disappear. “Diminishing federal support for Pell grants and minority-targeted fellowships promises to complicate institutional efforts to stem the decline of college participation rates for low-income and minority groups” (Hurtado 1992:4). Musil (1996) discusses the influx of immigrants into the country, and the increase of minorities into the educational system. Once this influx began the funding for education decreased. Diversity can be a unifying piece of a campus community and does not necessarily have to be seen as a threat to the institution. Musil (1996) discusses how some reformers believe that the solution to the failing educational system lay in creating institutions of inclusion. These educational institutions rely on an exchange relation between individual students and the institution. Many of the individuals entering into educational institutions are not those that we have traditionally seen such as, white upper class men. The new campus is one in which we have a large diverse spectrum of students from every imaginable group. We no longer can ignore these changes in educational institutions and society. We must address the areas that are causing persons to slip through the cracks.

## Social Justice Frameworks

Wilkinson discusses how institutions of higher education have historically been the catalyst for societal change. “An institution of higher learning is also one in which societal reshaping and advancement are articulated in its mission and implemented in its purposes” (Wilkinson 1994: 330). She also discusses the effects that change can have within an educational institution. As change begins to take place within the structure of institutions opposition may occur. This opposition is due to a fear of upheaval and disarray. The opposition that can occur in the face of change in institutions can be costly on time and resources to the institution, and also to the actors within it. Many times the actor’s within the structure of education believe that change will cause major disruptions within the institution. This opposition is due to a few things including resource protection, or possibly operating out of either self-interest. “However, opposition can be minimized if new developments are initiated cautiously with uninhibited discussion and debate” (Wilkinson 1994:331). This perceived disruption however is due to the resistance of necessary change within the institution. If all levels of the educational institution are committed and willing to create the needed change in the institution then change does not have to be a problematic undertaking. In fact the more willing the institution is to change the more likely change will happen with minimal disruption. “The repository of data on the subject shows that when a group seeks and is receptive to modifications in its operations and functioning, minimal structural and cultural disruption

occurs” (Wilkinson 1994:331). However, if change is something that is combated at every turn throughout the institution it will be a long hard road for the institution.

As the world around us changes, so must the structure of our society and the institutions within that society. In this chapter I have discussed the theoretical background and framing of what it means to create a socially just campus. I have discussed the necessity of evaluation within educational institutions and the ways in which that data may be utilized. Diversity does not just happen due to increasing enrollment numbers. In fact diversity is a set of institutional practices and beliefs that promote equality of all. In the next chapter I will discuss the methods that were used to create a campus climate survey for a Northern California Community College. The next section of this thesis discusses methods that I used to create a campus climate survey for College of the Redwoods a rural Northern California Community College.

## CREATING A SOCIALLY JUST CAMPUS THROUGH RESEARCH

In January of 2008 I was contracted to work in the College of the Redwoods (CR) Institutional Research Office. CR is a small rural community college in Northern California. I established this placement to meet the 250 hours of fieldwork required for my Master's in Sociology. I logged 292 of work for CR.

Initially the main point of this placement was to help create a Campus Climate Survey (CCS). The CSS survey was to be created in the hopes that it would be administered campus wide, and the data would be used to gauge the campus climate. I worked closely with the temporary survey manager in the Institutional Research department to create the survey.

In this chapter I will discuss the methodological approaches that were used in creating the CSS, as well as the methods used for the creation of the case study presented in chapter three. First, I will discuss the qualitative and quantitative methods that I used in order to create a campus climate survey at College of the Redwoods (CR). Second, I will discuss the methods that I used in order to create the foundation of the case study that is presented in Chapter Three. The methods that were utilized for the purpose of creating the case study mainly consisted of content analysis. The content analysis focused on three community college web sites, as well as information obtained through informal email correspondence with college employees.

## Survey Methods

In order to get a clear understanding of what was desired in the CSS by stakeholders from CR we began with a number of meetings. To prepare for these meetings I engaged in background research on how campus climate surveys are formatted. I conducted an in depth Internet search. This search focused on surveys that had been previously administered on campuses throughout California and the nation. I then came to the meetings with a pool of six surveys that had been distributed on other college campuses throughout the US. These surveys served as template of what a good inclusive survey would look like and what it means to gather information concerning campus climate.

Survey Research: The best example of a sound campus climate survey example came from the Noell-Levitts group. If only two surveys were administered per year it would be beneficial to administer a survey of this depth on the CR campus. It would present more accurate information as to the specific areas that need attention, and the level of importance each area holds for students. However, CR administers numerous surveys per year, which limits the feasibility of such a lengthy survey, and therefore CR should eliminate the services and facilities questions on their survey. The Noell-Levitz survey had over one hundred and fifty, two part questions. This survey used a Likert scale for both parts of the questions. One part was the question itself, and the second was the level

of importance to the student of the question being asked. This survey was not designed to solely measure campus climate; the questions ranged from facilities and services to students attitudes regarding feelings toward campus. These surveys were distributed with a scantron, which was the way data was collected. The scantron format creates an easy way to enter and edit data that is gathered from the survey. However, a survey of this design and size was not in our range of options. The Committee expressed that a shorter survey, which took no more than fifteen to twenty minutes to complete, was the preferred size. Due to the time constraints a survey that was not as comprehensive as the Noell-Levitz survey was required for the development of the CCS.

One survey that was in the mid range of the sampled surveys had one hundred and thirteen questions. This survey was done by College of the Canyons and was a mail in survey. This survey was similar to the Noell-Levitz survey in that it also gauged student's perceptions of diversity, facilities, and services. These questions however, did not contain the second level of measurement, which gauged the importance to the students of the questioned area. Distributing a survey of this length would gather much useful data for CR. However, CR felt that a survey that would be distributed on campus should not be this lengthy otherwise it would not be able to be distributed in classes.

These instruments were used to refine existing questions on CR's Campus Climate Survey, and also to highlight areas that may have been missed. The design of the sampled instruments was also used to lend ideas to the format of the survey that our institution was creating. We narrowed survey examples by quality and similarity of college environment. Surveys with very few questions as a design lacked in-depth and

valid data and were not used as models. Two of these surveys did not present the quality that was necessary for the creation of the CCS that we were developing. Two of these examples asked approximately ten to fifteen questions that were all open ended. These surveys did lend themselves to our understanding of what we deemed solid format and questioning.

Reworking the Survey: Originally the survey that was created for CR was a fourteen-page survey. All stakeholders felt that this was too lengthy due to the desired method of distribution for this survey, which was instructed by the stakeholders. They desired that the survey be administered during class time, which required faculty to give up instructional time. This was not acceptable to any member of the team creating the survey. However, the campus climate surveys that were analyzed and presented from other colleges as the best examples were all approximately this length. This is because the campuses where the lengthy surveys were administered confined the number of survey administrations on campus to approximately two a year. The limited number of surveys administered on these campus made it possible to administer comprehensive surveys that gathered vast amounts of data regarding the campus. This data would be able to accurately gauge what specific areas of the campus were affecting campus climate. My immediate supervisor and I suggested that facilities and services questions be removed from the survey. The services, and facilities questions are asked in surveys already distributed on campus. Cutting these questions would not be the best way to gauge campus climate. However, this was the only way to cut down the length of the

survey and keep question regarding diversity. The most effective methods for CR to gather campus climate information would be to administer one survey that would analyze diversity, facilities, and services all in one survey. This recommendation was based on information retrieved from researching the previously discussed surveys.

Upon meeting with the stakeholders regarding what parts of the survey would be cut out we found that most stakeholders were steadfast in keeping the areas that they deemed important to their departments in the survey. The survey manager and I did narrow the survey from fourteen pages down to eleven pages, however, many questions concerning facilities and services remained.

In an effort to further inform the development of the survey, I decided to conduct three qualitative interviews with current and previous students. Understanding that three interviews does not truly lead to quantifiable data these interviews did lead to a better understanding of some student experiences on the campus. Only three interviews were held due to constraints in time. The three participants were all women of color.

The first woman had transferred to a University the previous semester with a grade point average of 4.0. The second woman was a current student enrolled in classes that would fulfill transfer requirements in order to transfer to a university, and was a Disability Services student. The third woman had previously been enrolled in the college and had stopped attending this college due to a perceived lack of interest in her education on the part of the administration of the college. Each of these students comes from differing socioeconomic classes. The three qualitative interviews lasted no longer than

thirty minutes per participant, and were very loosely structured. One benefit of conducting unstructured interviews is they allow researchers to;

address any or all of a given number of topics which may be of interest to the research. Questions and their order are not fixed and are allowed to evolve during the interview process. Here, comparability and ease of analysis and quantification are secondary to obtaining rich, salient data from each individual using open-ended, rather than forced-choice, questions (Brewerton 2001:70)

The participants in the interviews were supplied with a copy of the CCS, and were asked to review the survey and then discuss their thoughts regarding the survey with the interviewer. The interviewer began with a short list of guiding questions regarding the student and her perceptions and interactions on the college campus. However, the participant's continually directed the interviewer into areas they felt needed to be addressed at CR. In the interviewer's opinion allowing participants to direct interviews to areas that predominantly affected them would be the best course to find areas that may need to be analyzed through a campus climate survey. These interviews also brought to light a few incidents that needed to be addressed by the institution. In regards to the length of the survey each respondent stated that the survey was too long at its original form of fourteen pages. The time that the survey took respondents to complete ranged from twenty to forty five minutes.

The next phase of survey development was to conduct a talk aloud focus group. Due to time constraints and a lack of willing participants the same group of participants was used for the talk aloud as the interviews. The first section of the survey which covered the academic climate such as, are instructors available, and can students find all

of the resources they need, was gone over question by question. The first part of this took approximately an hour and a half. This proved to be too tedious of a task for all involved. The participants voiced their concerns about the structured format of the focus group, and in response I changed the focus group.

The second part of the focus group was done at another sitting, and was done by asking respondents to comment on specific areas of the survey that they felt needed attention. The second section lasted around an hour. Responses tended to align with the students' position in life and correlating interests. Again the common response was that the survey was too long. One very frequent response in the area of financial aid was that students did not know what a Board Of Governors Grant (BOGG) was and that no one had directed them to find information regarding that grant.

Piloting the Survey: After refining the survey instrument based on the suggestions from the interviews and the focus group, a pilot was then put online through *freeonlinesurveys.com*. The pilot group consisted of students who had taken the entering student survey. Of the 390 respondents who took the entering student survey, 237 had active emails available through the institutions records. The respondents were contacted through email two weeks before the pilot and given details about the purpose of the survey. The pilot was then sent out and respondents were given two weeks to respond with a reminder about the survey midway through the administration period. The campus climate pilot elicited 22 responses.

The sample size of 22 (response rate 11%) makes it methodologically inappropriate to generalize findings to the CR campus community. However, there were some findings that should provide focal points for future survey instruments: the lack of facilities knowledge and the level of homophobia seen or experienced on campus.

In this section I have discussed the qualitative methods, content analysis of campus climate surveys administered at other campuses, and quantitative methods I used to design the CSS survey that was developed at CR. All of these areas will serve CR well in the future administration and development of future CCS's on the CR campus. One area in specific that CR should keep in mind in the development of future survey is to combine the student services survey, facilities survey, and diversity surveys. This compilation of surveys will reduce the number of surveys administered yearly, and allow for the administration of at least one comprehensive campus survey that could be administered yearly. This survey design will effectively measure the true climate of the campus, and focus on diversity. The comprehensive survey design was found to be most common among colleges that were assessing campus climate.

### Case Study Methods

The Third Chapter titled, "Diversity Best Practices: Who's doing it and who's not," is a case study comparing three northwestern community colleges. In Chapter Three I compare three colleges against what is presented through literature as best practices. In Chapter Four, titled, "Suggestions for Change" I discuss instrumental

changes that would benefit College of the Redwoods. These suggestions are in accordance with what is discussed as best practices in Chapter Three. In the remainder of this chapter, I discuss the qualitative and quantitative methods that underlie the case study that I present.

Case study: A thorough literature review was conducted for the theoretical foundation of this thesis. I began the case study by reviewing literature presented by diversity experts that centered on the importance of creating socially just college campuses. This literature was in essence how-to manuals for the purpose of diversity. The diversity manuals often compared numerous colleges around the nation to each other and outlined a variety of best practices. I then reviewed the Student Equity Plan that CR adopted in 2005, and found it to be a very thorough diversity plan for CR to create a socially just campus, by comparing it to “Best Practices”.

Then I began to research what CR is doing compared to what CR has written in its Student Equity Plan (2005) and realized that CR is not really utilizing this document. Due to the quality of CR’s Student Equity Plan I used the SEP to analyze additional community colleges. For the purpose of this thesis I finally settled on a case study of three colleges that were set in similar demographics.

I choose to use Portland Community College (PCC) in Portland Oregon, Shasta Community College (SCC) in Redding California, and College of the Redwoods in Eureka California. Each of these is a community college in the Northwestern part of the United States situated in predominantly white areas. The white population in these

communities makes up at least seventy two percent of the community population as a whole. SCC and CR both serve rural populations; however PCC is set in an urban community. I use PCC as an exemplary model of implementing diversity issues and creating a socially just college. In 2004 PCC conducted a comprehensive institutional wide review to assess their attention to diversity. They found that PCC as a whole was lacking in this area and much work needed to be done. Since the review in 2004, PCC has done a complete overhaul of the institution's practices and has since become one of the nation's best examples of institutionalizing change and creating a socially just campus. For this reason I use PCC as an example of best practices.

I compared PCC to the SEP that CR created and found that in every aspect of what was being discussed PCC had gone above and beyond what was outlined in CR's SEP. I also compared SCC, and CR against CR's Student Equity Plan in order to get an understanding of where these colleges are in creating socially just campuses. For the process of comparison I utilized the information that each of these colleges presented on their web sites which contained enrollment statistics, diversity activities, and institutional reports. Along with a thorough Internet search I corresponded through email with top administrators at each college. My findings from each of these methods are that each college is at a different place in attempting to create a diverse institution. In the next chapter I will use the actions that are provided in the College of the Redwood's Student Equity Plan to assess what each of these colleges is doing in relation to creating a socially just campus.

## DIVERSITY BEST PRACTICES: WHO'S DOING IT AND WHO'S NOT?

In this chapter I compare and contrast three community colleges against what is outlined by diversity experts as the best practices for creating an inclusive and diverse college campus. Areas of importance for creating a socially just campus according to diversity experts are; mission statements, access, diversity plans, and institutional research. I will be using Portland Community College (PCC) in Oregon, Shasta Community College (SCC) in California, and College of the Redwoods (CR) in California as case studies for examining what diversity practices each of these colleges are actively doing.

In 2005, CR adopted a Student Equity Plan (SEP) with indicators and activities for creating a socially just campus. In the SEP the indicator of campus climate presents twelve activities for creating a cohesive campus climate. These twelve activities will serve as the rubric to which I evaluate all three colleges concerning campus climate. The twelve activities are also found to be what diversity experts consider to be best practices. Some of the twelve activities will not be thoroughly discussed, as there is a lack of information in some areas. I will begin by addressing the mission statements of each college. I then move to the exploration of the diversity practices within each college in a large general scope, and then move to a more narrow focus. I will however not be able to discuss in depth the activity that suggests the college contact and interview employment candidates that turn down position. I also will not be able to discuss the outlined activity

of giving faculty release time to generate grants. Information for both of these activities was not made available to me.

Mission Statements: According to an evaluation guide created by Western Association of Schools and Colleges (WASC), “The institution has a statement of mission that defines the Institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning” (12). Creating institutional accountability for the diversity climate of the institution begins with the mission statement as it promotes what is seen to be of high value for the institution. Mission statements vary depending on the institutions geographical location, and population demographics. This is especially true for community colleges, as they should reflect the communities they serve. The first mission statement we will review is that of PCC which states,

Portland Community College provides access to an affordable, quality education in an atmosphere that encourages the full realization of each individual’s potential. The college offers opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences (pcc.edu, retrieved on 3/19/09).

This mission statement not only discusses the individual’s potential, but also incorporates opportunities the college provides for a diverse group of persons. This mission statement also creates a culture of accountability by stating exactly the populations PCC serves as well as discusses the colleges commitment to these communities well being. PCC also creates access to their mission statement and diversity practices as a link from the home page making it easily accessible. Creating an easy access route for persons to gather

information regarding the college is extremely importance in creating an atmosphere of accountability.

SCC presents a very through and inclusive mission statement in which they discuss student skills and global thinking. The mission statement of SCC states,

The mission of the Shasta-Tehama-Trinity Joint Community College District is to provide open access and opportunity for success to students who have diverse backgrounds, interests, and abilities. The District is committed to providing the knowledge and skills necessary for a student to succeed. The District recognizes that success requires specific life skills and professional skills and also effective communication, critical thinking, global consciousness and global responsibility. By offering programs leading to successful completion of a quality university transfer program, or career technical education, the District is responsive to the needs of our communities within a changing global society. By offering comprehensive campus and community service programs, the District enables students to achieve personal as well as academic potential and contributes to the social, cultural and economic development of our region (Shasta.edu, retrieved on 3/19/20).

The mission statement does state that SCC contributes to the regional environment. In a rural area that is predominantly white this can lead to a disregard for diversity within the larger institutional structure. SCC's mission statement is phrased in such a way that the college is not accountable for creating a socially diverse campus. Not explicitly stating the groups of persons that you are committing to leads to numerous interpretations of what "diverse" means.

At this point we have reviewed one very clear and exemplary presentation of a mission statement, and one that needs a bit of work. We now will move to the next mission statement, which is that of CR. The CR mission statement is as follows:

The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve (CR Web Site: March 8, 2009).

Note that the CR mission statement does not address diversity. This mission statement does not discuss the ever increasingly diverse communities that the college serves. It is a very common stance that by stating a college is devoted to each student that means they are addressing the needs of all students including those of traditionally underrepresented groups. Unfortunately this leaves a very large loophole for the administration of the college. By not explicitly stating that the college is devoted to the needs of the increasingly diverse populations that it serves it then can disregard initiatives and programs that are solely for the progress of underrepresented groups. Some of the programs that may be effectively overlooked are those of outreach to minority populations in the community. Upon analysis of the mission and values of this institution diversity and acceptance appears to be presented as only a by-product of their publicly expressed goals as an institution.

Diversity begins with the mission statement of the college. This is a contract of sorts between the community and the institution. We have examined three examples of community college mission statements. These three examples have ranged from very inclusive and explicit to a mission statement that does not discuss the issue of diversity at all. It is my great hope that CR will strive to incorporate all groups and cultures into its

mission statement. Mission statements will affect all areas of the college, as it is an abstract look at what the college deems to be of importance. We now will move onto the next extremely important piece for creating a socially just campus.

Diversity Plan: Each of these three colleges has accepted a diversity plan for the institution. Institutional diversity plans are of great importance when trying to institutionalize diversity programs and initiatives. Diversity planning presents the college with a plan for increasing diversity on campus and improving the overall campus climate. Each plan may differ slightly depending on the strength and weaknesses of the college, but overall the focus of these plans tends to be on access, retention, campus climate, and transfer rates. In this section I will discuss the Diversity plans for PCC, SCC, and CR. I will discuss the outlined activities for each these colleges by the diversity plans each institution has adopted. I also will discuss the actions each college has taken in order to achieve outlined goals.

The first college's Diversity plan that will be discussed is that of PCC. PCC, interestingly, uses not an explicit Diversity Action Plan, but a Diversity Recommendation Report that was requested by the President of the College as well as the Board of Trustees (2005). PCC's Affirmative Action Office reported to the President that they had met the outlined affirmative action practices with only limited success (Welch: retrieved on April 16, 2009).

At PCC there are two Diversity Action Committees, the Internal committee, and the External committee. The internal committee is made of people from within the institution. The external committee is made up of community members. These two committees work together to create a comprehensive report yearly of PCC's progress in terms of its diversity and where improvement needs to be made. The recommendations by this joint Diversity Action Committee centered on five areas of importance for creating institutional change, and promoting diversity, which are;

- Leadership, responsibility, and accountability
- Recruitment and Retention of faculty and staff
- Diversity Officer
- Campus Climate
- Curriculum Department

PCC explicitly states that certain activities must be done in order to create the most effective and productive environments for their students. PCC has taken an active stance on creating a more diverse campus, by implementing many of the recommendations presented by the joint Diversity Advisory committee. PCC does not have one specific document that is solely directed for the purpose of diversity other than that of the Recommendations of the internal and external climate committees. Instead diversity initiatives and planning are explicit and woven into the fabric of almost every document researched including the Educational Master Plan. It has become obvious that Diversity issues are held of great importance to PCC. PCC has many active committees working on issues of Diversity. Not only do they have a Diversity Advisory Committee they also have a Diversity office and an Affirmative Action Committee. All of which are active and producing real change. In conclusion, at PCC, they have a guiding document,

but more importantly, issues of diversity are woven throughout multiple guiding documents at PCC.

Next we will look at the Student Equity plan of CR, and what they state as being the purpose and goals of their Diversity Plan. CR revised a Student Equity Plan (SEP) in 2005 that was originally created in 1996.

The guiding principles of the plan focus on assessing and changing the “institutional climate”; developing a sense of community among administration, faculty, staff, and students; and building a college that embraces diversity and fairness in order to provide students with what they need—a positive College experience (Student Equity Plan 2005: 41).

The Chancellor of the California Community Colleges requested that CR create a student equity plan in an effort to increase diversity on campus (Student Equity Plan 2005: 10).

The SEP is a solid start for diversity planning and creating institutional change within the institution. The SEP discussed long-range plans and how those plans can be developed within the structure of the institution. One suggestion of the SEP was the creation of a Student Equity Committee (SEC). According to the SEP the responsibility of the SEC is to “monitor goal achievement and to make necessary adjustments along the way” (2005:3). The SEP outlined seven goals the SEC should focus on achieving. These goals are:

- Access
- Course completion
- Degree and Certificate Completion
- ESOL/Basic Skill Completion
- Transfers
- Campus Climate
- Overall implementation

Unfortunately it was only suggested that the SEP be implemented. Some very important pieces of the SEP have not yet taken form within the institutional structure of CR.

There is a Multicultural and Diversity Committee at CR they meet twice a month. The diversity committee is taking responsibility for the review of the SEP. Initially however, the SEP explicitly states that a Student Equity Committee should be created inured to effectively implement the SEP. I have emailed the chair about activities and plans, and I have received no response to emails or phone calls. Due to this I cannot be explicit on any current or future work that the Diversity/Multicultural Committee might be focusing on.

The members of the team that developed the Student Equity Plan in 2005 outlined of actions for creating a diverse college. One of these actions explicitly stated that the SEP would be reviewed every year to ensure its progress and effectiveness. The SEP is up for revision and planning this year for 2010-2020. Due to the lack of responses to emails and phone calls to administrators regarding the SEP, have no information in regards to the issue of revision. I have received one response by a top administrator as to the actions that have been taken in regards to the SEP. I have been directed to the Educational Master Plan (EMP) as a source of information regarding the institution's actions towards creating a socially just campus. The Student Equity Plan was not referred as being a source of direction for the institution.

In reading the EMP I have found that for the most part it addresses the campus as a whole. The EMP does briefly discuss very basic issues concerning recruitment and

retention of traditionally underrepresented groups. However, the EMP does not equate to a comprehensive diversity plan for the institution.

Next, we will look at the mission and activities for Shasta Community College's Student Equity Plan. The mission of the SCC Student Equity Plan is also the mission statement of the institution. The mission of the Equity Plan also states,

The overall philosophy and goals of the statewide Student Equity Committees are to "Increase access and success at community colleges, particularly for historically underrepresented groups." Therefore, our Student Equity Plan will be embraced and valued by all at Shasta College (7).

SCC has an active Student Equity Committee that meets regularly in an effort to accomplish the goals outlined for the College in the Student Equity Plan (scc.edu, Retrieved on April 18, 2009). The goals outlined in SCC's Student Equity Plan are;

- Increase access to traditionally underrepresented groups.
- Course completion of traditionally underrepresented groups..
- Degree and certificate completion of traditionally underrepresented groups.
- ESL & Basic Skills enrollment and completion.
- Transfer rates of traditionally underrepresented groups.

Unfortunately when reviewing the suggested activities and updates related to the Student Equity Plan of SCC there is no documented evidence that the outlined goals and activities are being met. The SCC website does not present much information in the way of research that has taken place at the college.

I have contacted the Institutional Research Director, who also is the only employee in that department of the college, and she is unsure to what information she can give out. The issue of institutional research and how a college can benefit from measuring activities will be discussed a bit further into this section of the paper. In the

next section I will discuss the issue of access, and I will be predominantly focusing on access for traditionally underrepresented groups in colleges.

Access: All three of the colleges being reviewed (SCC, PCC, CR) in this section are set in predominantly white areas where the percentage of the white population make up at least 75% of the population (factfinder.census.gov, retrieved on April 18, 2009). Additionally, each of these colleges claims the recruitment and retention of traditionally underrepresented groups to be of importance to the institution. A Community college's student demographics should at least closely reflect the surrounding community's population and should work to ensure that students are exposed to the diversity they will experience in their work world, particularly if they leave the local community in which they grew up. The efforts put forth to serve a diverse student population by each college will be discussed in this section.

Portland Community College does not appear to have difficulties recruiting underrepresented groups in relation to their county population. The only group of students that do not equally represent the county population is that of African American students. The current PCC population percentage of African American students is 4.9%, and the county demographics are 6.3%. This does show that some work needs to be done, but the percentage of African American students has increased every year since 2003. The following chart shows the race/ethnic demographics of Portland Oregon compared to that of the college.

Table 1. Ethnicity Breakdown of Students District Wide 2007-2008

	<i>African American</i>	<i>Hispanic</i>	<i>Native American</i>	<i>White</i>	<i>Asian/ Pacific Islander</i>	<i>Unknown</i>
PCC	4.9%	9.8%	1.3%	71.4%	9.5%	---
County	6.6%	8.5%	1.3%	78.6%	7.2%	---

\*Data retrieved from PCC fact sheet and US census estimate.

This chart shows that minority population enrollment for the most part is equal to or more than that of the county demographics. Even though the student population is generally representative of the county demographics PCC has not retreated in its efforts to create a diverse campus. In fact, when reviewing the diversity initiatives present on this campus they appear to be endless, and are incorporated into the very fabric of this college.

In order to combat issues of access PCC has five instructional sites and is expanding their online education repertoire. Along with instructional sites, and increasing technology PCC is working with employers in the community to effectively educate students according to community needs. Another way in which PCC is attempting to increase access to underrepresented groups is increased information regarding financial aid available for students.

We will now look to Shasta Community College and the issues of access this college is addressing. The student demographics of SCC for the most part at least reflect the demographics of the county. The following chart shows these demographics.

Table 2. Shasta Community College Student Ethnicity Demographics

<i>Ethnicity</i>	<i>Shasta College Student</i>	<i>District Population</i>
African American	1.0%	0.6%
American Indian/Alaskan Native	3.5%	1.7%
Asian/Pacific Islander	2.9%	1.5%
Hispanic	6.7%	7.4%
White	80.0%	82.4%
Other/Unknown/Undeclared	5.9%	6.3%

\*Chart was retrieved from scc.edu, retrieved on March 11, 2009.

SCC discusses goals and activities surrounding access and the barriers that they must overcome for the creation of a socially just campus. SCC acknowledges in the Student Equity Plan of 2004 that population demographics of the area are rapidly changing and the institution must do the required work to keep up. The first goal presented is that the student population of SCC should at least reflect the makeup of the county population. As is shown in the chart above that this goal has for the most part achieved.

The second goal addressed for the indicator of access is to make the registration process more user friendly for underrepresented groups. Part of the activities regarding the second goal is to have mentors that can help navigate new students through the process as well as translating enrollment documents into languages other than English. I could find no easily accessible evidence of these activities. The online application process is in English only, and I found that the only help available was a general format of frequently asked questions. Even though student demographics show that the student population reflects that of the community it appears that some effort can be made in the area of access for English as a Second Language (ESL) prospective students.

I will now look at the issues of access for College of the Redwoods and the surrounding activities outlined by the college. The SEP of 2005 suggests, that CR will increase Hispanic enrollment 2% each year till Hispanic enrollment reaches 15% district wide by 2010. According to the California Community College Chancellors Office, Hispanic enrollment district wide in 2004-2005 was 6%. The increase of Hispanic student's district wide has only been 1% since 2004. According to the Student enrollment report for the fall of 2008 Hispanic enrollment makes up 7% for the Fall 2008 district wide enrollment (redwoods.edu, retrieved on April 1, 2009).

The SEP of 2005 discusses numerous initiatives that may bolster enrollment of traditionally underrepresented groups with a large focus on Hispanic enrollment. One suggested activity was:

Develop a community recruitment program: Create a "Community Recruitment Program" involving Latino leaders, Spanish speakers and/or successful students who will act as mentors. Using a "Latino Advisory Committee" (with leaders from the community and campus), to develop workshops, tours and field trips to recruit Hispanic students and to provide information to their parents" (SEP 2005:14).

I corresponded with one top administrator from CR regarding recruitment and retention of Hispanic students. I was told that increased Hispanic enrollment was indeed a goal recently integrated into the Educational Master Plan. Furthermore, this administrator pointed to a new CR program developed to bolster Hispanic Male enrollment, which was lower than Latina enrollment: CR had developed a soccer team.

Identifying the creation of an athletic team as a central action in recruiting Hispanic Students is problematic at multiple levels. Implementing policies focused on

underrepresented groups that recruit for the purpose of athletics is a common practice that pigeonholes students, and does not show a commitment to the student's education. This is not a program that promotes academics and in fact it is a very explicit stereotyping of one group of prospective students and is quite offensive. The creation of the soccer team as an effort to recruit Hispanic students simply amplifies the need for the implementation of the SEP and demonstrates the need for fuller efforts of inclusion to be implemented into the structure of CR.

In regards to the recruitment and retention of African American students, the SEP 2005 suggested that CR increase the proportion of Black student enrollment by 1% per year to reach at least 5% by the year 2010 even though African American enrollment has stayed representative to the Humboldt County population. The campus population is 2% in 2008, and the Humboldt County population is 1.7% according to the US Census Bureau estimates for 2009. However, African American female enrollment is approx 40% less than that of African American male's district wide.

Hispanic and African American recruitment and retention are a large focus within the SEP of 2005. The SEP 2005 did state that CR should strive to, "Maintain or increase the proportion of other historically underrepresented groups" (SEP 2005:14). However, there is no evidence that there is sufficient administrative support to promote and support initiatives that promote access to traditionally underrepresented groups. There is much work that needs to be done here, and creating soccer teams will not suffice. More attention must be paid to the Student Equity Plan for CR to increase access for traditionally underrepresented groups. In the next section of this chapter I will discuss

the campus climate indicator and compare the activities that are being done by all three colleges in relation to CR's SEP.

Campus Climate: In this section I will discuss the activities surrounding the issues of campus climate for each college. By campus climate I am referring to the student, faculty and staff feelings regarding safety, acceptance, and accountability in regards to the institution. The campus climate has a large effect on the recruitment and retention of students. Campus climate cannot be determined without proper research within the institution. Proper campus climate research should use both qualitative and quantitative formats. It should be noted that the analysis of data alone does not equate to actions regarding the climate of the campus. In this section I will discuss the research that has been done, and activities created to improve the climate of the three campuses that we are looking at.

It is also important when looking at campus climate to note that the outside community can have a great affect on the student's perceptions of the campus. The outside community's feelings and actions regarding the college will reflect on how the students of that college are received in the community. I will use the eleven recommendations of the CR Student Equity Plan regarding campus climate to evaluate all three colleges.

The purpose of the campus climate indicator according to the SEP is, “ To improve the Campus Climate for students from Diverse Backgrounds” (CR Student Equity Plan 2005: 29). The SEP outlines eleven activities that should take place in order to accomplish the goal of improving campus climate. These eleven activities are as follows:

1. Increase the number of qualified faculty and staff.
2. Implement appropriate instrumentation designed to measure campus climate.
3. Include equity dimensions in program reviews.
4. Execute and develop training for selection committees on cross-cultural competency.
5. Hire outside trainers to provide diversity awareness.
6. Conducts follow up interviews with faculty candidates that decline employment.
7. Assess the climate at all instructional sites.
8. Promote and support a Multicultural and Diversity Resource Center accessible to all throughout the district.
9. Encourage the College’s student government organizations make diversity programming an organizational priority and an ongoing commitment.
10. Provide release time to faculty to pursue funding through grants to address student equity.
11. Continue to award the new Diversity Fellowship Award. (Student Equity Plan 2005: 29)

I will be comparing all three schools to this rubric to identify who is attempting to create a cohesive campus climate and who is not. Some of this information will not be available, as I do not have a direct source of information from each college. The areas where I will not be able to effectively discuss are if the colleges contact employment candidates that have turned positions down, in order to gather information to the reason of why they did not accept the position. The second activity that I will not be able to discuss is, if the colleges create faculty release time so that they can generate grants. However, the lack of direct communication with staff will allow us to explore what

perspective students can access information regarding each college. I will now discuss the importance of staff and faculty in regards to the campus climate of each institution.

1. Increase the number of qualified faculty and staff. The effort of creating a cohesive socially just campus does not stop at the recruitment of students. The proportion of traditionally underrepresented groups employed by a college is a clear indicator of efforts to create a diverse campus. It is crucial for the recruitment and retention of underrepresented student to have mentors they can relate with, and count on. In researching the staff and faculty population at CR I have found that effort needs to be made to increase a diverse faculty. In an attempt to raise retention and bolster completion and success rates for traditionally underrepresented students CR's SEP suggests, "Recruit a culturally diverse faculty: Recruit faculty members that reflect the cultural diversity of currently underrepresented groups" (SEP 2005:17). The following chart will help flesh out the population differences since the revision of the SEP 2005. The information in the SEP of 2005 was gathered in 2004.

Table 3 CR Ethnicity of Employees District Wide 2008

	<i>Asian</i>	<i>African American</i>	<i>Hispanic</i>	<i>Native American</i>	<i>White</i>	<i>Pacific Islander</i>	<i>Unknown</i>
<i>Educational Administrator</i>	14.29%	----	---	7.14%	64.29%	---	14.29%
<i>Tenured/ Tenure Track</i>	5.26%	---	6.85%	1.32%	80.26%	---	6.58%
<i>Academic Temporary</i>	2.34%	.78%	2.34%	4.30%	81.64%	---	8.20%
<i>Classified Administrator</i>	9.83%	---	3.13%	6.25%	78.13%	---	---
<i>Classified Professional</i>	3.77%	3.77%	5.66%	3.77%	75.47%	1.89%	5.66%
<i>Classified Support</i>	1.79%	.89%	8.04%	3.57%	83.93%	---	1.79%

\*The data for this chart was retrieved from the California Community College Chancellors office

Table 4 CR Ethnicity of Employees District Wide 1004

	<i>Black</i>	<i>American Indian</i>	<i>Asian/Pacific Islander</i>	<i>Hispanic</i>	<i>White</i>	<i>Unknown</i>
<i>Full Time Tenured Faculty</i>	0%	5%	5%	7.5%	77.5%	5%
<i>Part Time Faculty</i>	.003%	6.3%	2.9%	3.3%	82%	4.8%
<i>Full-Time Classified Managers</i>	0%	2.3%	9.5%	19%	64%	4.7%
<i>Full-Time Classified Staff</i>	1.8%	4.3%	1.2%	6.7%	84.5%	1.2%

\*Data retrieved from the 2005 SEP.

The information for the 2004 chart above was presented with some differing job titles and ethnic breakdowns than that of the chart for 2008. These charts however, lend

themselves to the exploration of how the faculty demographics may have changed. In comparing these charts we can find that Hispanic employee rates have actually dropped in almost every area since 2004. There still remains no tenured full time African American faculty. Full time tenured Native American faculty percentage has dropped by at least 3.5%, however Native Americans do hold over seven percent of the educational administrator positions at CR. It is of concern that this college has had a plan to increase the diversity of staff faculty for thirteen years, and for the most part the numbers have either reduced or remained approximately the same. We will now examine Portland Community College (PCC), and the efforts of recruitment and retention of faculty of historically underrepresented groups.

In a report summary created for the PCC Board of Trustees regarding diversity on campus the following information was presented (2005).

Approximately 19% or 264 full-time employees at PCC are Black, Hispanic, Asian and/or American Indian. Over 9% of full-time employees working in 2008 at PCC were hired in 2008. More than one-quarter (28%) of these new employees are minority. The impact of recent hiring's combined with that of retirements has increased the proportion of full-time employees who are minority although the total employee group does not yet reflect the diversity of the community or student population" (PCC: March 28, 2009).

The quote above states that faculty are not yet representative of the surrounding community, but efforts are being made to increase the proportion of underrepresented groups employed at PCC. In spite of the findings that the numbers of persons employed from underrepresented groups is not proportionate to that of the community, PCC has increased their efforts to recruit and retain new employees. One such effort are the diversity trainings that happen yearly on campus. This type of effort has increased these

numbers and effort continues to be made to increase the number of traditionally underrepresented groups within PCC.

Another effort on behalf of PCC to increase recruitment and retention is a faculty teaching internship called “Grow Your Own” ([pcc.edu](http://pcc.edu)). The intern is generally chosen from Oregon State University enrolled in a Graduate level community college teaching program. The intern is paired with a faculty member of PCC in order to promote retention, and create networking for the intern. One of the requirements for being chosen is that interns are required to bring with them a competent knowledge of diversity. This gives persons who may not have networks or previous experience with the institution a chance for entry into PCC. We will now move onto looking at the activities that Shasta Community College (SCC) is engaging in regarding increasing the proportion of faculty and staff of traditionally underrepresented groups. Recruitment and retention of staff and faculty from traditionally underrepresented groups appears to be an issue that is being addressed at SCC. The following graph shows the demographics of employees at SCC.

Table 5 SCC Employee Demographics District Wide 2008

	<i>Asian</i>	<i>African American</i>	<i>Hispanic</i>	<i>Native American</i>	<i>Filipino</i>	<i>White</i>
Educational Administrator	0%	0%	10%	3.3%	0%	83.3%
Tenure Track	1.75%	2.63%	3.51%	3.51%	0%	88.6%
Academic Temporary	.86%	.86%	5.48%	.86%	.29%	91.64%
Classified Administrator	0%	0%	50%	0%	0%	50%
Classified Professional	0%	0%	0%	0%	0%	100%
Classified Support	2.49%	.41%	4.56%	2.49%	0%	88.38%

\*2008 fall data from California Community College Chancellors Office

The county of Shasta demographics are as follows; African American 1.3%, Asian 2.7%, American Indian 3.0%, Hispanic 7.4%. Research of SCC's activities specifically addressing recruitment and retention of underrepresented groups appears to be severely lacking, as they do not describe what activities SCC is undertaking to address recruitment and retention. Other than the ordinary state mandated affirmative action paper work that employees must sign there appears to be not much action on the part of SCC in creating a culturally diverse staff and faculty. However, activities to increase SCC's faculty diversity may be happening, but no evidence is presented in a clear and direct format by the college. Transparency has a large effect in creating campus climate. Information in regards to activities of the college should be available for all who wish to know. SCC still has much work needs to be done in regards to recruitment and retention of faculty

and staff from traditionally underrepresented groups. In order to effectively assess the true effectiveness of new institutional efforts focused on campus climates the institution must gather valid, relevant, and useful data from throughout the institution. The next activity I will discuss is the administration of a campus climate survey in each of these institutions.

## 2. Implement appropriate instrumentation designed to measure campus climate.

This is referring to surveys and all types of research that should be developed and administered on campus. Appropriate design is referring to the numerous ways in which data can be gathered from throughout the campus. Choosing the appropriate design methods in regard to the group you want to know about is crucial when attempting to gather useful and relevant data for the institution. Quantitative and qualitative research methods should be utilized in order to gain an accurate picture of the state of the campus. Without measuring the campus climate it is impossible to know where to focus and improve institutional efforts.

Evidence is the data upon which a judgment or conclusion may be based. As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important. Evidence tells all stakeholders that an institution has investigated its questions and knows something about itself—it knows what it achieves (*Guide to evaluating institutions 2007:10*).

PCC presents an exemplary model of how to effectively research and implement policies regarding campus climate. In the methods section of this paper I discussed the survey designs that are the most comprehensive and that have the ability to gather the most reliable data. The model that I found to be the most effective was a survey that analyzed

student's attitudes towards specific areas along with the importance scale, and was created by Noell-Levitz. PCC uses the Noell-Levitz Student Satisfaction survey in order to gauge the campus climate of the institution. This survey is administered every other year in the middle of the spring semester. The data from the survey is analyzed and then compared to survey results from community colleges around the county in order to not only meet PCC's expectations, but to also remain a progressive community college.

PCC not only administers the campus climate survey every other year they also administer a student engagement survey yearly. The student engagement survey evaluates student's attitude towards institutional practices, student behaviors and perceptions of the institution. There was no sign of qualitative data regarding campus climate, however qualitative research is conducted in regards to a women and minority in business program. Further, qualitative data is used to inform the institutional effectiveness committee, as well as numerous other informational decision making areas of research within the institution. PCC also has received grant funding from the Ford Foundation to create what is called *Practicing Pluralism: Interactive Theater*. This is an evolving theatrical performance created by student's staff and faculty at PCC. These performances are created and produced in an effort towards creatively engage in discussions of racism and oppression. These are just a few examples of what PCC is doing to create an inclusive campus climate, and in almost every document that I examined they addressed issues of campus climate or diversity. Once again PCC has not only shown that implementing diversity in to the institution is attainable, but also shows

there are many avenues that can be taken in order to address issues of diversity. I will now move onto addressing what SCC is doing in regards to analysis of campus climate.

The Student Equity Plan For SCC that was developed in 2004 discusses administering a campus climate survey. Currently the only information regarding the campus climate survey on SCC campus is;

Approximately four to six weeks into the semester, students fill out a questionnaire based on their impressions regarding academic programs and services on campus. Students indicate their preferences based on two criteria. The first criterion is based on campus climate and the second criterion is based on the student's own personal satisfaction. The results of the survey were used to provide a general overview of the college atmosphere (SCC Student Equity Plan: 3).

According to the director of institutional research a campus climate survey was administered in the fall of 2008. This was the first climate survey on SCC campuses since 2004. I was not able to gather any additional information regarding this survey.

Finally, we will consider the activities that CR is doing for assessing the campus climate of their institution. As I discussed in the methods chapter I was contracted by CR to participate in the construction and distribution of a campus climate survey. After a rough draft of the survey was piloted to a select number of students from the previous years entering student survey the college shelved the campus climate survey. The web page for the institutional research department of CR states;

As a district wide campus climate survey will require time and significant resources and planning, an administration date has not been set. The survey objectives and instrument will continue to be refined with college leadership and stakeholders (CR web site 2009).

The campus climate survey that was piloted on the CR campus was created in the hopes that CR would effectively be able to assess the campus climate. Unfortunately, an institution wide administration of the campus climate survey did not happen. During my placement I was informed that the survey would not take place due to lack of resources, and but in by the institution. Which leaves CR in a position of being uniformed of their current campus climate. There are no current qualitative or quantitative activities on the CR campus that effectively assess campus climate. Another vital piece of evaluation in order to monitor the progress of institutional efforts of change is that of program reviews. In the next section I will discuss the equity dimensions that should be present in program reviews.

3. Include equity dimensions in program reviews. Including assessment focused on diversity in program review is extremely important in order for the institution to monitor progress. I will now look at what PCC is doing to implement diversity into program reviews. PCC not only has in-depth discussion concerning implementing diversity within each program review, but they also present diversity as a program requirement. The program reviews discuss that programs will incorporate diversity, and also allow room for the need in differing teaching styles (pcc.edu, retrieved on April 3, 2009). PCC's program reviews also state that instructors will be competent in the areas of diversity and are required to bring increased knowledge of diversity to the program. PCC is the only college evaluated that presented current information regarding completion and success rates of students from underrepresented groups.

In reviewing the program reviews for SCC I have found that there are some efforts toward creating diversity. They do focus on creating an inclusive climate within programs for all students. SCC also integrates readings and activities from perspectives of underrepresented groups. The Program Reviews that I have analyzed discuss diversity as a very broad topic, which can lend itself to many interpretations. The Program Reviews for the lower level English program at SCC does address issues of climate and retention. The program review discusses that more tutors and individual instruction are necessary to increase retention in these courses. SCC appears to be headed down the right path of implementing diversity into their program reviews. However, there is no data presented regarding ethnicity retention in the Program Reviews.

After reviewing the program review guidelines for CR, I have found that there is a space in the program reviews to report program demographics by age, ethnicity and gender. However, in reviewing the program review reports for the years 2003-2007 no diversity information was recorded (redwoods.edu, retrieved on April 3, 2009). The ability to report on issues of diversity appears available within the structure of the institution, yet it appears that diversity is consistently overlooked, and no data is presented. Furthermore in CR's Program Review Guidelines it is discussed that; a "Broad spectrum of students and faculty" should participate in this process (Program Review Guidelines: redwoods.edu, retrieved on April 3, 2009). This language leaves the action of program review up to interpretation. By using the words "broad spectrum" in a predominantly white institution it may be defined as a range of students from different

programs. This does not mean that traditionally underrepresented groups will be involved in this process.

All three colleges have Program Reviews with equity dimensions built into them. However, CR is the only college assessed that does not present diversity information within the program review information that is presented to the public. Part of this lack of evidence may be due to a lack of adequate training on diversity for the institutions employees. In this next section I will discuss the efforts each college is taking to educate employee selection committees on issues of diversity.

4. Execute and develop training for selection committees on cross-cultural competency. Training selection committees regarding cross-cultural competency is of extreme importance when attempting to increase recruitment of culturally diverse staff and faculty. Without proper training selection committees are susceptible to falling prey to the normal practices of a predominantly white institutional structures. The areas that trainings can improve are understandings of communication styles, and an understanding that people from culturally diverse backgrounds may hold different values than those of a white institutional structure.

PCC does train the institution search and hiring committees on cross cultural competency. This is done on a yearly basis and is the responsibility of the Diversity officer of PCC. The office of Affirmative Action also conducts trainings for the search and department committees, as well as ensures that the proper procedures are being done

on the part of the search committee. PCC displays a sincere desire to create a progressive college that is actively creating a socially just campus.

According to the Hiring Committee Procedure Manual for SCC, the Human Resources Offices trains the committee on Equal Opportunity guidelines before any hiring decision is made. The Human Resources committee also appoints one Equal Opportunity Officer to the committee. There was no in depth information available as to any further training that the hiring committee receives. It appears that SCC makes an effort to meet Equal Opportunity Guidelines for hiring procedures, but there is no evidence that SCC goes beyond basic guidelines.

I have gathered information regarding selection committee trainings at CR. I was able to obtain some information regarding CR's activities surrounding this issue. An employee in the Human Resources Department informed me that diversity is discussed with the selection committee before choices are made. The persons in the committee then sign a form that states they understand what has been told to them, and that they acknowledge that it is illegal to discriminate. This appears to be the only effort that is taken to implement diversity training in the selection of employees at CR.

5. Hire outside trainers to provide diversity awareness. I have not found or received any information concerning SCC and CR in regards to this activity. PCC however, does hire outside diversity experts to come in a train current staff and faculty during a weeklong seminar on diversity. This activity is done at least once a year, and

the Affirmative Action Office and the Diversity Officer on campus find the diversity experts.

6. Conducts follow up interviews with faculty candidates that decline employment. To my knowledge this does not happen at any of the three colleges being discussed in this case study. This activity would however shed light as to why candidates of traditionally underrepresented groups turn down employment offers.

7. Assess the climate at all instructional sites. I will now discuss what each college has done in an effort to assess campus climate. PCC assesses campus climate at all its instructional sites every other year, as well as administering numerous other survey designed to illuminate issues of campus climate. SCC recently in the fall of 2008 conducted a campus climate survey, but had not previously assessed campus climate since 2004. CR had a failed effort to implement a Campus Climate Survey and does not have any discernable plans to make a further attempt. As mentioned earlier, such information is vital as it helps campuses direct resources and think about how to meet student needs. Another effort to meet student needs is the development of campus Diversity Centers. I will now discuss which campuses have diversity centers, and the centers value to students and the institution.

8. Promote and support a Multicultural and Diversity Resource Center accessible to all throughout the district. Having a Diversity Center on campus that students and

faculty have access to, and are involved with can dramatically change campus climate. The creation of a Diversity /Multicultural center shows that the college can walk its talk; it shows that the college puts forth the time, and resources to incorporate everyone and every group into the community that the college is creating. This also gives a great place for the school to continue efforts of creating a socially just campus, and creating accountability on the part of the institution to groups that they have not traditionally been accountable to. PCC has a Diversity/Multicultural center on the main campus that allows information and resources to be distributed to all of the campuses throughout the PCC district.

SCC currently has no Diversity/Multicultural center. SCC does however have an intercultural student group that is currently active and meets weekly in the cafeteria. An intercultural group does not replace a Diversity center, but it does show some sort of activity towards the creation of a socially just campus. Due to lack of transparency with SCC I have found no current information in regards to whether a Diversity/Multicultural center is in the works.

CR currently doesn't have a Multicultural/Diversity Center. Until recently however, a Center was in the plans for CR, as they have received a large building grant. The board of trustees however has voted down the creation of new buildings, and they have decided to simply remodel the existing ones. According to a top administrator, "there is no plan for a diversity center in the new building plans, and Community Colleges through their open door policy are in themselves Diversity centers." Remodeling old buildings does not mean that there can be no diversity center. It would

be beneficial for the students, faculty, and the institution to create a space in the remodeling that will be designated for the purpose of a Diversity Center. This will begin to institutionalize efforts at creating a socially just campus.

9. Encourage the College's student government organizations to make diversity programming an organizational priority and an ongoing commitment. According to the PCC web site the purpose of the student government is to, "... organize campus and district programming by hosting events of all kinds year-round. The programming division consists of Social Programs, Community Service and Diversity programming" (pcc.edu, retrieved on, April 14, 2009). In reviewing the events that the student government at PCC hosts, there are numerous events on campus that include a wide range of groups and cultures. PCC's student government also takes part in the curriculum and diversity planning for the campus as a whole.

According to the SCC web site the function of the Student Senate at SCC is, "The Student Senate functions for the good of the students to address concerns and promote policies pertaining to the students of Shasta College and encourage student development, leadership and community service"(scc.edu, retrieved on April 14, 2009). In reviewing the guidelines and purpose of the Student Senate at SCC I have found no evidence of diversity as a priority. In fact I found no discussion of diversity at all. Their website does present numerous activities and groups that relate to diversity, but no direct action on the part of the Student Senate is presented.

According to the Associated Students of CR's web site their purpose is to, "promote student activities which stimulate the intellectual, physical, social, and ethical development of students and to provide expanded educational opportunities and social life on campus"(redwoods.edu, retrieved on March 27, 2009). CR's Academic Senate also has no discussion of programs or events directly relating to diversity programs. Occasionally CR's home page does provide information as to a diversity program that may be taking place. However, this does not happen frequently, the majority of activities posed on the home page center on sports and the environment.

10. Provide release time to faculty to pursue funding through grants to address student equity. I have no information as to whether this happens at any of the colleges.

11. Continue to award the new Diversity Fellowship Award. In reviewing the awards that PCC gives out to students and faculty, I have found that there is not one specific award focused on diversity in fact there are numerous types of awards. The women's studies program presents awards to a faculty member yearly. PCC also awards scholarships to students who are invested in creating diversity and are transferring to a four-year school. One award that was given to the president was the National ACCT Equity Award. This award is a national award given to institutions that place diversity in a position of priority in planning.

I have found no evidence that SCC awards any type of diversity award. SCC may give out a diversity award however; I do not have access to numerous documents on their

web site so a diversity award may be given out. One college that does give out a diversity award to an outstanding Faculty yearly is CR. This faculty must be invested in promoting and creating diversity in their classes as well as thought the college.

Through the eleven indicators outlined in CR'S student Equity Plan of 2005 we have been able to see what each college is doing to create a more socially just campus. The evidence of activities that are being conducted on each campus leads to the conclusion that PCC is an exemplary model of institutionalizing diversity. SCC appears to be a middle of the road example. SCC appears to not have the structure in place to generate large initiatives in their endeavor for creating a socially just campus. It is however obvious that diversity is becoming a more relevant issue for SCC, however the institution needs to create a structure that can support the movement towards a more diverse institution. CR does have the institutional structure and plan to create a socially just campus. However, many of the areas that have been previously pointed out to the college as areas of concern have remained undressed in the area of diversity. I will now move to the area of institutional Research and the importance that it holds within the activities for creating a socially diverse campus.

Institutional Research: The ability to research and analyze information regarding institutions of higher education is of extreme importance. Without the ability to gather information regarding the campus the institution has no solid knowledge of its effectiveness. Research is also important so that the institution can understand the effectiveness of programs and initiatives on campus. Without this information the

administration throughout the college is simply assuming where resources and attention need to be directed.

PCC has an Institutional Research (IR) department that has administered and presented a large amount of information on the PCC website. Much of this information presented by the institutional research department is in regards to student access, campus climate, and employee retention. PCC is utilizing the IR department not to accommodate the traditional white patriarchal system, but for the improvement of the campus as a whole. The institutional research department is being utilized to create social justice on campus and access to an education for all who want it.

SCC appears to have the smallest IR department of all three colleges researched. The institutional research department at SCC has one person employed. The IR department at SCC is also very unsure of what they can disclose or publish to the public. Even with these issues SCC's IR department still conducts a campus wide campus climate survey as well as administers numerous other surveys that help to assess student feelings and connectedness to campus.

College of the Redwood's 2005 Equity plan discussed institutional research as an important part of creating a better campus climate. CR has received a 1.6 million dollar Title Three grant to create an Institutional Research Department (CR Student Equity Plan: 33). The creation of the IR department has greatly increased the amount of information the college has regarding students. The ability to gather data can be useful to

the integration and assessment of the SEP in the institution. The institutional research department at CR has the personnel capability to research and analyze the campus climate of CR.

### *Conclusion*

In conclusion PCC displays what diversity experts address are best practices. PCC has in almost every aspect researched gone above and beyond just simply achieving the basics of diversity. In fact PCC strives to be noticed as a progressive community college that is focused and diligent about diversity. It has not always been this way however. Until a few years ago PCC had similar issues to those we have seen at CR. PCC has put forth enormous effort to create a socially just campus. This has been done through avenues such as new institutional leadership, and institutional climate assessment. Much change has happened on this campus thereby showing us that change is possible and is also extremely beneficial and important to the institution.

SCC has limited institutional structure that is capable of promoting diversity initiatives. However SCC is striving to create a change in their campus and increase diversity. SCC is conducting the research needed to create effective diversity initiatives and is striving to be the most inclusive institution that they can be. SCC should keep moving in the direction they are going and if they “keep on keepin on” the change will come.

College of the Redwoods, however, could take this chance to reflect on processes within the institution that continues to reinforce and replicate the traditional norms of the

education system. CR is failing in creating a diverse campus due to a lack of leadership that is committed to creating a socially just campus. Much work needs to be done within this institution for the creation a socially just campus. Funding does not necessarily have to be a barrier to success. There are numerous foundations that award grant money for the implementation of diversity programs on community college campuses. The change in the institutional structure must come from the leadership. I urge the administration of CR to embrace this opportunity to create the much-needed change on their campus.

## CAMPUS CLIMATE SUGGESTIONS:

In this chapter I will present my suggestions for making College of the Redwoods (CR) a more socially just campus. By using research focused on diversity CR can create a campus that is progressive as well as attractive to new students. In the first section of this chapter I will focus my suggestions on the future development and administration of a Campus Climate Survey (CCS). Proper development and administration of the CCS will prove to be of great use for CR. The proper administration of a Campus Climate Survey will generate useful reliable data that will help inform CR's understanding of where improvements need to be made. In the second part of this chapter I will present suggestions on ways that CR can create change and become a socially just, diverse and cohesive college. The major suggestion in this chapter is the implementation of the Student Equity Plan (SEP 2005).

### Survey Suggestions

In this section I will present suggestions for the CCS that was developed and piloted at CR in May of 2008. For numerous reasons the CCS was not administered campus wide. According to CR, the reasons this survey could not move forward were lack of funding, and survey length (redwoods.edu, retried on April 1, 2009). I will suggest ways that CR can improve survey length and find funding in order to implement diversity initiatives. I will also discuss alternative methods for piloting the CCS, and the

importance of leadership while attempting to create change within an institution. I will begin with the issue of leadership.

Leadership: Throughout the development and piloting of the CCS no clear line of leadership appeared to be established. Each department involved in the creation of this survey brought with them an idea of the data they felt the CCS should gather. This led to the large size of the survey. Each stakeholder understandably desired to have this survey research and analyze areas of campus that was most important to their department. In meetings with the stakeholders at no time was it truly explicit what the power structure was, or what the main focus should be in regards to survey development. The lack of a clear leadership path, and what the main focus should be effectively overburdened the survey. This happened because no clear final decision was made on what type of questions would be most effective to analyze campus climate. One way to effectively develop a succinct complete survey would be to have a clear line of leadership. This leadership would make it possible to take into consideration all departments and survey needs and then make survey decisions accordingly.

Survey length: In its pilot form there were still many questions in the CCS that asked about campus facilities and services. These questions were lengthy, and would have been better implemented in the services and facilities surveys that are administered regularly on campus. The stakeholders in this process stated that the desired length of time to complete this survey was fifteen to twenty minutes. My research of campus

climate surveys administered on college campuses throughout the nation showed that: the most complete and well-developed surveys had an average of eighty to one hundred questions. The final length of the CR campus climate survey was eleven pages, and over 131 questions. This was too lengthy of a survey for respondents to complete in the desired length of time, which was no more than twenty minutes. This survey could have effectively been trimmed down to around seven pages, with the removal of the questions that did not pertain directly to issues relating to campus climate and diversity.

What are you analyzing: During the creation of the CCS it was described as a survey that would be assessing students' perceptions and connectedness to the college campus. This is a very broad explanation of what was to be addressed, which led to multiple, conflicting meanings of what should be included in the survey. Typically campus climate surveys focus on issues of diversity throughout the institution. Some of the areas assessed by campus climate survey are, students feelings of safety, student access to resources, and students overall feeling of acceptance and connection to the campus. To create a survey that will fit the desired length of time decisions concerning desired analysis need to be made. If a comprehensive campus climate survey is not feasible, due to time restrictions, dividing the survey into two separate instruments will present the most thorough and reliable data. Create one survey that is based solely on facilities and services, and another for the sole purpose of assessing campus climate regarding students.

Strong institutional commitment to diversity should encourage the creation and implementation of such a vital survey. Though research I have found that the use of facilities such as the cafeteria and parking lot are not as vital as the services that students receive. A CCS is of central importance to an educational institution. The only way to gather true information regarding campus climate is through research and analysis. A campus that is committed to diversity will find it of high importance to gather this data. Unfortunately this campus ran into barriers of time and consensus regarding survey development, which caused the survey to be, shelved, with no statement or plan of future implementation. Administrators now state there is a lack of resources to pursue further work on the survey. .

Use a different platform: The administration of the 2008 campus climate survey at CR was done through an online platform called *freeonlinesuveys.com*. This service was in fact not free; it cost the college around ten dollars a month. More importantly, the platform was not easily useable for the students. Rather than using this platform, the survey could have effectively been developed through a campus wide electronic platform such as Blackboard. Also research of other surveys such as the Noell-Levitz survey shows that using a *scantron* instead of a check the box methods was also used frequently. Either of these two methods may increase user confidence, and make data entry happen with more ease.

A combination of qualitative and quantitative methods should be used in order to gather the most reliable and valid data. Research has shown that in gathering information

regarding underrepresented groups that a mixture of both of these methods provides the most complete picture of campus climate. Another issue of gathering data solely through quantitative methods is that this method does not lend itself to the voices of the underrepresented groups on campus. When measuring attitudes and feelings of non-traditional students it should be realized that non-traditional methods, such as interviewing and journaling by students should be coupled with traditional methods.

Future Surveys: In order to shorten the list of surveys that the institution distributes a review of all surveys and what they are measuring should be compiled. This then can inform the creation of future surveys and possibly by compiling one or two campus wide surveys reduce faculty's burden of survey administration. This also can reduce the level of work and time spent on survey creation and implementation on the part of the Institutional Research department. The creation of a few very comprehensive surveys may take a larger piece of time initially to complete, but in the long run will reduce the time that is spent on surveys throughout the school year. This may also prove to give a more complete view of the students and their attitudes and feelings toward campus. One suggestion would be to have an entering student survey every year, and a campus climate survey every other year. Then in the campus climate survey that would be distributed every other year the institution would be able to include facilities and services. If these surveys are very inclusive and comprehensive a large amount of data can be retrieved for the institution.

Prioritize Campus Climate Survey: Having an institutional goal of diversity and inclusion should inspire the administration to promote a campus climate survey, and find it to be of high importance and value to the institution. We must understand students' attitudes cannot be measured solely by protest, but by data gathered from the students. If researching the institutions' effectiveness for creating a cohesive campus is not a priority then the institution must ask itself the question, are student's feelings towards the institution a priority for that institution. I found, that the three students of color that I interviewed in this process felt that important parts of the institution have no regard for their progress or retention at this institution. It is my suggestion that the campus climate survey should be taken from the bottom of the prioritization list and pushed to the top. This not only will inform the institution of issues that need to be addressed, but will also begin to show students of underrepresented groups that diversity is of great importance and efforts are being made to institutionalize efforts of diversity.

Funding: Funding such a large survey can be a point of concern for the institution. Finding specific funding for such an undertaking is of great importance. There are many funding sources that can be utilized for this project. One specific place of funding is the California Community College Chancellor's Office. This office distributes some grants solely for the purpose of analyzing campus climate. If College of the Redwoods does not feel it has the resources in place to fund a comprehensive Campus Climate Survey they should apply for funding. Completing this Survey not only puts them in compliance with

their own Student Equity Plan of 2005 but will help them plan better for the future and be much more effective in meeting the needs of their students.

### Suggestions for the Institution

In this section I will present my suggestion for creating a socially just campus. These suggestions are informed through research centered on the best practices described by diversity experts, as well as what other community colleges are doing. CR has created a Student Equity Plan in 2005, which reflects all of these best practices and my suggestions are all directly related to this plan.

Increase student recruitment efforts focused on traditionally underrepresented groups. There are numerous ways in which to achieve this goal, and creating a soccer team is not one of them. I suggest two ways to begin recruitment efforts that are focused on recruitment of traditionally underrepresented groups. The two activities that I suggest are for the creation of bilingual ESL materials and create a student mentoring program. First, an institution that is attempting to increase ESL student enrollment should generate institutional information and registration information in bilingual formats. This would create accessibility to those persons who do not yet have firm understanding of the English language. It makes no sense to have ESL registration in an English only format. Attempting to navigate a system that is in a language other than the users' proves to be a huge barrier, an almost impossible task, and disrespectful.

Second, a student-mentoring program would also prove to be beneficial for prospective students that have no understating of how to effectively navigate through an educational institution. Pairing a current student as a mentor with two or three perspective students may prove very useful in the recruitment of traditionally underrepresented groups. This student mentor would be responsible for helping the prospective students understand the registration process, as well as help connect the perspective student with useful resources on campus. The student-mentoring program could be organized in a number of different ways. The student mentor could be a paid/stipend position, or done as a service learning program in the institution. If the mentor program was organized as a paid/stipend position using current EOPS work study students, it would be a great place to find possible mentors that are eligible for work-study. If the mentor program was organized as a service learning class, the student would gain college credit for their time and effort, and the institution would receive funding for having this organized as a class.

Revise the mission statement to be explicit to the groups they intend to serve.

Currently CR's mission statement is lacking in the inclusion of the diverse community in which they are situated. A community college is accountable to the community in which they are situated. One way to ensure the institutions' commitment to the community is, for the college to explicitly state whom they intend to serve in their mission statement. The institutions' mission statement relays to the campus and the community the direction and purpose of the institution. Revising the mission statement does not require much in

the way of monetary resources. A revision would require time and effort from the administration and directors of programs as they research other inclusive mission statements and come to a consensus on what an inclusive mission statement would be. Students should also be a part of this process, as the mission statement is being revised the institution should take into consideration all of the voices of their campus. A successful revision would only come about if throughout the process relaying an institutional commitment to diversity was the driving force of the revision process. Simply stating that the institution is committed to diversity does not equate to an inclusive mission statement. The mission statement should be explicit in discussing the communities the institution intends to serve.

Hire outside diversity trainers. Hiring outside diversity trainers to educate staff, faculty and hiring committees will promote a more cohesive movement towards a socially just campus. Not all who work within a community college system understand the complex issues that come with a diverse campus. Creating a cohesive and socially just campus requires a commitment and understanding of diversity from all employees within the institution. Ongoing diversity education of employees within the institution will prove to be of use on a changing college campus. Diversity education will assist the institutions in making sound socially just decisions. Understanding cultural differences is of great importance for creating a cohesive campus climate. Without this understanding, the institution will continue to conduct business as usual. This lack of understanding by default excludes numerous groups; which is especially true in a predominately white institution. There are numerous diversity experts in the area so locating an expert to hold

seminars and workshops at CR will not prove to be a tedious task. Humboldt State University (HSU) periodically holds talks and workshops centered on diversity. It may be possible to have combined workshops with HSU and CR employees.

Increase the proportion of employees from traditionally underrepresented groups.

Hiring outside diversity experts to come and train hiring committees on how to effectively search and hire diverse employees is another crucial piece of creating a diverse community college. Understanding communication styles and pedagogical approaches that are not of the traditional representation are extremely important for hiring committees. Without this understanding the hiring committee will continue to hire new employees that are similar in appearance and education as those already employed by the institution. With a new diverse pool of employees the institution will become more desirable for prospective students from traditionally underrepresented groups. The employees' demographics of a community college should at least reflect those of the surrounding community. This will increase recruitment and retention of traditionally underrepresented groups, create a more socially just institution as well as relay to the community the true commitment to diversity by the institution.

Implement the Student Equity Plan (SEP) of 2005. I cannot stress enough how important this plan is to improve campus climate and increase diversity on the CR campus. This is a comprehensive plan focused on making CR a socially just campus. Not only should CR implement the SEP, but also create a committee, that is backed with power to hold offices/departments accountable, whose sole purpose is to ensure the proper and timely implementation of this project. The SEP suggests effective and

comprehensive change for all areas of the institution, and is something that has been overlooked for far too long. Many of the changes that are suggested in the SEP do not require large pools of funding they only require a commitment to change and diversity.

Create a Diversity Center. Many colleges throughout California and the nation have Diversity Centers on their campus. Diversity Centers do not have to be huge spaces, and in fact they can simply be an unused office. A Diversity Center can be a useful facility for all within the institution. A Diversity Center can house numerous resources for students: such as a specific place where students can gather together and discuss issues that they see developing on campus. A Diversity Center can inspire the creation of many multicultural clubs; as well as house diversity resources for the institution and inspire social justice throughout the institution. A top administrator informed me that there is no funding for new programs, and that is the reason CR is not creating a Diversity Center. However, I do not believe this to be the completely accurate; CR has just created two new programs. These new programs are the men's, and women's soccer teams. These teams require coaches who are employed by the college as well as funding for travel, uniforms and numerous other expenses. Creating a Diversity Center will serve many students, as well as promote diversity on campus thereby providing more diverse opportunities for growth than a soccer team.

Assess campus climate. First and foremost CR must administer a campus climate survey as well as focus groups, and interviews that focus on the climate of the institution. In order for CR to be informed of what is truly going on within their institution they must assess the campus climate before they move forward with any new programs or

initiatives. A lack of knowledge regarding the efficacy of activities currently on campus will result in wasted time, effort and resources on the part of the institution. A campus climate survey will illuminate areas that students feel are important and require more focus as well as indicate areas that are not working. This information could effectively inform the institution where it could eliminate and replaced old ineffective programs with new progressive programs focused on diversity.

### *Conclusion*

In this section as well as in the thesis as a whole I have suggested activities informed by research that CR could do in order to create a socially just campus. In light of issues that were mentioned in this thesis the suggestions from this thesis should be implemented into the structure of the institution. One such issue mentioned is; some student have either seen or witnessed homophobic acts. The suggested activities that will improve campus climate are, as assess campus climate, and implement the SEP in to the structure of the institution. Doing the activities suggested in this chapter CR will become a more diverse, inclusive, and progressive community college. This will make the college more attractive and accessible to perspective new students. Creating a socially just campus does not only prove to be beneficial in the way of increased student numbers for the college, but it also demonstrates the institution commitment to social justice. And this can only be accomplished by conducting appropriate, meaningful research. The commitment to social justice will then flow out into the community to create an even larger change. The community college and the community in which it is situated tend to

reflect similar values. This comes because they are both a part of each other. In being a part of each other one helps shape the other, and so it is of vital importance for CR to address issues of diversity not only for itself, but also in hopes that the community will follow.

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