



NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS

706 Hillsborough Street | Raleigh, NC 27603

**Florida State College
at Jacksonville**
Jacksonville, Florida

PACE Diversity, Equity, and Inclusion Qualitative Report
PACE Climate Survey for Community Colleges

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Conducted
October & November 2020



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. PACE Climate Survey for Community Colleges Diversity, Equity, and Inclusion Qualitative Report, by VanZoest, E. R., & Norcross, G. A. B. Raleigh, NC: 2020.

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Diversity, Equity, and Inclusion Qualitative Analysis

Racial injustice continues to be embedded in systems across the United States and higher education. In an effort to facilitate conversations around this topic at community colleges, we provided an opportunity for faculty, staff, and administrators to respond to two qualitative questions that focus on diversity, equity, and inclusion (DEI). The PACE Climate Survey is intended to promote evidence-based decision making across critical issues at community colleges, including topics like this.

The questions are grounded in Bensimon’s *Equity-Minded* framework as portrayed on the University of Southern California Center for Urban Education website (see Figure 1).¹ Equity-mindedness is “a way of approaching educational reform that foregrounds the policies and practices contributing to disparities in educational achievement and abstains from blaming students for those accumulated disparities” (Dowd & Bensimon, 2015).² Community college leaders need to improve practice, inform policy, and extend theory to address disparities in educational achievement that exist across the higher education ecosystem. For this reason, the two DEI-focused questions are related to the role of leadership in equity-focused work and understanding the institutional challenges that may create barriers to equity on community college campuses.



Figure 1. Bensimon’s Equity-Minded Framework

Of the 703 Florida State College at Jacksonville (FSCJ) employees who completed the PACE Climate Survey for Community Colleges (PACE), 344 (48.9%) provided open-ended comments for these two questions.

Please refer to Tables 1 and 2 for the set of qualitative data to the two DEI open-ended questions. Please note that responses to open-ended responses are listed in alphabetical order and quoted exactly as written except in instances where the integrity of the report or and/or confidentiality are compromised. Comments are reported without demographics, and any phrasing or sentences in the open-ended responses that may reveal the identity of the survey respondent will be removed. Any additional edits for confidentiality are indicated by [].

¹ Equity Mindedness | Center for Urban Education | USC. (n.d.). Retrieved September 28, 2020, from <https://cue.usc.edu/about/equity/equity-mindedness/>

² Dowd, Alicia C., and Estela Mara Bensimon. 2015. *Engaging the “Race Question”*: Accountability and Equity in U.S. Higher Education. New York: Teachers College Press.

Table 1. When thinking about your institution’s work to promote diversity, equity, and inclusion, what do you think should be institutional leadership’s top priority in this next year?

- * Set a clear path for promotion for all.
- * Diversity should be reflective from top to bottom
- * Set academic standards and qualifications for promotions
- * Cultural Diversity should be reflective of campus and student population.
- *Do not promote based on diversity, equity and inclusion while sacrificing quality leadership and production.

A more equitable effort put forward for students of linguistic and cultural minorities.

A top priority should be training. Specifically training that includes acknowledging and understanding unconscious bias.

Acting on the data; equity-mindedness

Adjusting pay to reflect the true nature of each position.

Age discrimination needs to be recognized and possibly professional development courses should be offered or required on the issue which needs to be taken as seriously as other types of discrimination.

Although I see this as important, it can be over done and neglect other needs of the college

As an institution we need to understand the impact of COVID decisions on inclusion and equity. We have taken many steps to attempt to get technology into the hands of students who need it, but we need to drill down to be sure we have not (due to responding to the COVID crisis) inadvertently left any students behind.

Ask for volunteers to participate in a committee with a mission to include the promotion of diversity, equity, and inclusion in the curriculum.

Assessment

Avoiding the negativity that the biased media has created. Everyone matters as the college has long stood for. Our college has always stood for the greater good. Please do not allow false reporting make administration believe we treat some students differently than others. I have always treated all students the same: each deserve the best education we can provide.

Be fair

Be more clear and vocal of what side of history we’re standing on. Stop talking about “support” and actually do it. Have a presence in the community. Encourage members of the college, at all levels from student to chairperson, that our school will be more active in the issues that matter in our society, and not just when they cross the “educational path”.

Be sure to include everyone not matter their race, gender or creed.

Bridging the technology gap.

Table 1. Continued

Bring more diversity to the institution

Bringing everyone together.... campuses all over Duval many employees and we all hardly know anyone....

Communication in all areas along with training and hiring practices.

Communication to keep inclusion top-of-mind for all.

Concentrate on the work required of the students.

Connecting with students one-on-one. Making sure the students' needs (academic, advising, for example) are being met.

consider gender bias

Consider diversity aspects of every major decision.

Consider diversity beyond race, such as gender identity, same-sex relations, religion, language, and culture. Having someone being recently put in charge of diversity is a good start. Equity seems to be a large problem in terms of compensation and the message that the known inequity won't be resolved was disheartening.

Continue on current path.

Continue on the course we are on now.

Continue on the same path as currently on.

Continue the initiatives already underway as part of the Title III Grant.

Continue to do what they have been doing.

Continue to educate about diversity and culture, embrace diverse teams

Continue to hire qualified people of color in faculty and administration. Continue to create events that focus on people of color and their accomplishments world-wide.

Continue to solicit the students opinions.

Continue to support Diversity at all levels

Continue to work with the community and business to promote more what we can do for them.

Continue what is currently in progress and take steps to expand, change, or re-direct when necessary.

Continue what you have been doing.

continue with unity and support

Continue working towards equity and inclusion. Create a culture that demonstrates the values of the institution regarding diversity, equity and inclusion.

Continued communication. Identifying and understanding what the needs are, then taking the necessary steps to meet those needs.

Continuing on this effort as presented by the college president and many others, thus far.

Table 1. Continued

Continuing to have meetings and events focused on these areas

Continuing to make technology (the laptops and cameras) available to the students who need them and making sure all students are aware that they have access. Also, some type of orientation for online students that they must complete and pass before they are able to sign up for their first online class. Students are failing gateway online courses because many of them do not understand the expectations for online learning and don't understand how to ask for help.

COVID-19 Prevention and continued to promote diversity!

Create more detailed training for Degree Plans that relate to Career Choices . i.e. - 1st generation college students are shooting for the careers like MD/Engineering and have no idea the cost, the years of college, and family / support - mentally, physically and emotionally. As an advisor we touch on this but we may need to give them the "warm handoff to Career Dev" so that they can go into more detailed info or provide more detailed info to Academic Career Advisors so that we have better tools. I see this SO frequently!! I want to encourage and support but we still have to have a reality check as well. Some students have no clue what is involved.

Creating a hiring policy on diversity, equity, and inclusion and training all hiring managers

Creating and implementing a college-wide plan for equity and diversity for students, staff and faculty. Diversity has been a back burner issue and practices only implemented by individuals who are allies in viewing diversity as important.

Creating and reassuring a safe environment for students, faculty, and staff.

Determining and focusing on their needs outside of campus/academic life.

Different groups, their struggles, their triumphs, and their platform.

Discussion and communication about diversity topics

Diversify all departments and campuses

Diversifying our website to include images and students of other ethnic backgrounds and color.

Diversifying the FT faculty pool, particularly in liberal arts.

Diversifying upper management.

Diversity among leadership and faculty.

Diversity is a multi-lane highway. In bringing equality and inclusion, don't forget that this includes ALL races. Do not raise the level of inclusion of one group over another. It then becomes DISCRIMINATION.

Don't just look at race and gender for diversity. Socioeconomic status, marital + parental status (single parent of two or more children), and reading level matter more for my students. We are doing a good job offering courses in more modalities, but scheduling could be improved so students don't have to travel across town for classes. How about bus passes and childcare assistance? Better food offerings on campus so they can have a decent meal there with other students, not just take home a bag of rice and a can of beans from the food pantry to fix at home. Provide feminine products and diapers! Provide water in vending machines for no more than \$1 / bottle. (Make the effort to renegotiate the vendor contracts.)

Table 1. Continued

Don't know

Don't rely on a computer program to select your applicant pool. The computer doesn't know the needs of a department now or in the future. When you remove the human element from a human selection the best candidate can and will get overlooked.

Education is a panacea to racism and bigotry, but we can't help students who don't enroll. Broadening efforts to recruit and retain marginalized populations should be our focus.

Efforts should be made to train employees about implicit bias and how it impacts the hiring process and employee evaluations.

Encouraging all departments to be open and expressive about diversity and views.

Encouraging greater emphasis on these areas within course curricula and professional development.

Encouraging intradepartmental and interdepartmental processes to be conducted via an open and transparent method versus in private conversation and who knows who. More transparency overall; less politics and secrecy between administration and faculty.

Ensure that the policies we have in place are operationalized in the daily work.

Ensuring equity-mindedness is incorporated into classroom instruction.

Equality and fairness for all.

Equally promoting events targeted towards diverse groups. There are so many events that go on at the institution that staff/faculty often do not hear about unless they are in communication with a different department or actively follow the college website calendar.

equity

Equity

Equity

Equity and inclusion by breaking barriers between employee groups.

Equity in hiring, not just equality. Focus on closing the gap, not just preventing it from widening further.

Examine the projection of minority employees. Are they being promoted? Are they being promoted after furthering their education? Is the pay or minority employees equitable to non-minority employees when comparing the amount of education both have received? Is HR offering similar pay packages? How many African American faculty are full time? How many Latino faculty are full time? Is the institution using data on adjunct faculty to make the numbers look equitable? Leadership needs to take a good look at the lack of promotion from within of African American employees.

Expand the College's Office of Diversity and Social Change. Launch a CARE (Center for Academic Retention & Enhancement) department similar to FSU's.

Table 1. Continued

Expanding diversity/equity/inclusion programming for students, especially those students who may not typically attend events. With virtual learning, it may be possible to have movie screenings, poetry slams, etc. without students having to leave their homes. Giving faculty/staff lists of events before the start of the semester can help them let students know about events, potentially offer extra credit, and may help them steer class activities around a specific event/theme/etc. Also, making a list of the college's diversity resources available for faculty who would like to include information in their classes but may not know what is available, where to start, etc.

Expanding the area of recruitment.

Figure out what positions are to be filled, place a percentage of each group to be hired and find the right persons to fulfill the need.

find a way to reward the faithful

Find ways to collect and disseminate more and better data regarding demographics.

finding more ways to help students deal with non-academic life issues holding them back from academic success

First, they shouldn't have eliminated the ONE division of the institution that handled diversity issues. This was done for personal reasons alone. Second, they should have actually looked for someone QUALIFIED to be the diversity officer rather than gifting a partial position to someone who is laughably in charge of equity in hiring ---- which is the opposite of FSCJ's hiring policy. They should actually have a division in charge of diversity to include training for students, faculty, staff AND ADMINISTRATION. There will likely just be some flashy posters about embracing diversity and that will be the end of it.

Focus on assisting populations with barriers that may prevent them from attending school.

Focus on individual achievement as well as group identification.

Focus on making the introduction to the college for new employees a better experience including an introduction to some of the most common college jargon and processes, procedures, and where to find/look up information when needed

Focus on the students to help them become re-acclimated to the college in a post covid era.

FSC has continued to promote diversity and equity and inclusion throughout the institution and continues to remain strong in this area.

FSCJ makes great strides to promote diversity in the workplace.

FSCJ should focus on the communities surrounding the downtown campus. The efforts should start well before high school so the students will have a college mindset.

Gender equity

Get more inclusive at the higher levels of administration.

Getting HR more involved with providing information about the department, the institution, and the counties we serve to every hiring committee

Table 1. Continued

GIVING BACK TO THE COMMUNITY! After all, we are the community's college. Something that goes wayyyyyy beyond an 8hr day of service once a year.

Good

Grass-roots outreach efforts that aim to increase enrollment for underrepresented populations paired with guidance and support from career exploration and application throughout the student life cycle and culminating with career development and placement assistance. Purposeful wrap-around services would also need to be in place, easily accessible, and seen as a normal part of what we do for students rather than just an afterthought or something they have to seek out or happen upon. These strategies and resources could increase success in the targeted populations and lead to positive "word-of-mouth" marketing and be the foundation for an increased sense of trust in the community. By starting at the grass-roots level and partnering with faith-based and community organizations, FSCJ would increase the sense of being the community's college.

Haven't had a salary adjustment, increase or cost of living raise in six years.

Having real conversations about diversity, equity and inclusion. This institution tends to work under the covert vs overt mentality. We give the look of diversity; however, the inner workings are still very much driven by a singular focus that holds "traditional" values.

Helping students with outside problems that keep them from success in the classroom - reaching out to students to offer help with technology needs and to determine insecurities.

Higher more leaders from diverse cultural backgrounds.

Hire an Executive Cabinet that reflects the community.

Hire more African Americans in entry level and leadership roles

Hire more minorities and be more diverse.

hire some people of color, gender diversity

Hire, promote, include in leadership that represents the population that you want to effectively serve.

Hiring more minorities for administrative roles and paying them fairly. Also, needs to be more diversity in terms of age and sex. We need people with a fresh set of eyes sometimes.

Hiring more POC.

Hiring qualified minorities for more leadership positions and ensuring equitable pay.

I also believe that College's current efforts toward diversity, equity, and inclusion are exclusive of viewpoints that uphold the value of all life (including unborn lives and the lives of those who have experienced Black on Black crime). No ethnic group should be made to feel like they are guilty for the wrongdoings of their ancestors (all have indeed done wrong at some point). We should, rather, work toward unity and not further division by focusing on our common humanity and each person's value as members of the human race.

Table 1. Continued

I am not an expert on recruiting diversity among students but I found the link to the following article had some very compelling information on diversity recruiting.
<https://www.rakuna.co/blog/posts/diversity-recruiting-strategy-best-practices/#:~:text=To%20effectively%20find%20diverse%20talent,during%20your%20school%20selection%20process.>

Regarding employee diversity I found the following information that I thought had some good information regarding positive steps the College could take in regards to promoting diversity in our workspace.

<https://www.forbes.com/sites/ashleystahl/2020/07/21/10-steps-businesses-can-take-to-improve-diversity-and-inclusion-in-the-workforce/#4894af5d343e>

I am unaware there is an issue.

I believe that by changing the hiring practices at the college and creating a truly impartial process where the candidate pool is chosen by HR and the interview process is conducted with HR and the department it my assist in driving the impartial aspect

I believe that the top priority is continue to move the needle on these issues. There need to be more action in addition to the conversations.

I believe that they would like to improve upon the foundation they have built.

I believe the college President has addressed this issue with an employee reporting directly to him.

I believe the institution's top priority is to provide professional development opportunities that focus on implicit bias.

I believe we are heading in the right direction. Just keep the momentum up.

I believe we promote this much better than in years past.

I believed more classes should be made mandatory on implicit biases

I don't think applications should have racial or gender info on them at all. It should not be pertinent. The best candidate should get the position. I think diversity is great for a lot of reasons and is certainly ideal. I think a representative faculty and voice in general improves us in many ways. But, I don't think diversity should just be some blanket goal. As an end in and of itself. If more men like to teach auto mechanics should we strive to make sure half the instructors are women (or the reverse)? What about cosmetology? I think we should strive to be inclusive in areas where it is important. I think we do a pretty good job of that. My classes are very diverse, and I love that.

I feel our institution does a great job of promoting diversity, equity & inclusion.

I feel we already have a solid diversity within our school, we should continue to reach out and also have representatives from different underserved communities help to provide ideas and ways to connect and serve.

Table 1. Continued

I have no comment. I prefer not to think of people in terms of their differences, especially those as inconsequential as race and gender. This obsession over differences is not healthy for society and creates resentments and unfounded grievances.

i have no idea

I think enough is done on this subject

I think feedback from students is important, and I know we are working on that.

I think FSCJ does an excellent job promoting diversity, equity, and inclusion and should maintain a reasonable, apolitical approach to doing so.

I think FSCJ is in the right track , but I feel there is not a department itself .

I think FSCJ's top priority should be inclusion. We are a very diverse institution but we need to make sure that everyone is heard and they matter.

I think having all of the Admin. Directors learning how to communicate with one another and being able to pass information to our supervisor, so we all will be able to work together. The problems always start at the top..

I think it was great that we started the conversation at Convocation. I think bringing up this topic and having a safe space to discuss it is a big step forward for us. Before it was something that would have been overlooked. Now if there is an event it's okay to speak about it.

I think that we need to help the homeless population obtain an education.

I think that we should evaluate our pre-college transition programs. Identify the areas that we need to meet in our entering student's lives that can help them transition to college and successfully earn their degree. Connect them with our current programs that can assist them where they are and move them forward.

I think the institution promotes student diversity well through the work of the History & Heritage Committee, the Center for Cultures, Languages and Societies, the Center for International Education, the LLC, and Student Life, as well as faculty-sponsored clubs. Student Life also supports equity through the food pantry; we have the new professional development Certificate for Student Success which addresses equity and inclusion. Our Office for Disabilities and CeL work hard to ensure we are ADA compliant and providing services the students need.

Regarding diversity among employees, I think the College should look at how frequently we promote or hire internal candidates. External candidates, while more time consuming to get vetted and in place, could bring more diversity to our workplace. They would certainly bring new ideas and perspectives, and different experiences to the position for which they are hired. I think leadership could look at holistic student support practices at other institutions to promote equity and inclusion for students. Assess current challenges and practices at FSCJ, and how we could improve upon services we already provide.

I think the leadership is on the right track with this. They have added a position dedicated to this, have increased trainings and awareness, and continue to promote a strong message of the importance of it at our institution.

Table 1. Continued

I think the leadership should showcase the success that our diverse student population achieves. We should highlight the many diverse students that are nominated for awards and celebrate their many achievements.

I think the school's done a good job with diversity, equity etc in general. The top priority needs to be focusing on their faculty, supporting innovation, and stopping the petty grievances that are being acted on far too often by a few in positions to wield power in ways that stifle faculty and make them feel like their replaceable. Leadership needs to refocus their priorities which have been on everyone but the people who are most integral to the education and success of our students--faculty.

I think they are doing a fine job. Students of all backgrounds and identities generally seem to mesh well in the classroom here at FSCJ, and certainly the faculty is very open to considering diversity as a factor in hiring. The leadership fosters this environment.

I think we have always done an excellent job with this, so I think we should continue to stress tolerance and empathy - across all curriculums.

I would like to see a focus on class and its role in defining identity.

I would love to see an increase in affinity groups at the institution. In the college where I received my bachelor's degree, we had affinity groups for both faculty and students. Example: Black Student Union or Latinx Student Union, or even Student Veterans of America. On the student side, having the ability to connect with individuals with shared experiences provides students who are in at-risk categories with other students and faculty members who have some shared experiences, and affinity groups often lead to increased student and/or employee retention.

I would need to know current statistics about our diversity. I do not know this information. I am unaware if we have an issue with lack of diversity, equity, and inclusion.

I'm really not the best qualified person to answer this question.

implementing political discussions

Improve diversity in hiring to include racial/ethnic and sexual identity/gender expression when possible.

Improvement

Improving the application process and retention. We do a good job recruiting students but the application process, especially establishing residency, is a barrier to enrollment. Once students are enrolled, faculty/programs should be monitored to ensure that students diverse students are not disproportionately impacted by being dropped from programs.

Table 1. Continued

In my opinion, we are considerably equitable toward students of diverse backgrounds, and personally I consider us entirely inclusive. We serve an underfunded, undereducated community, offering a quality education at an affordable cost to people of varying backgrounds. I think we need to focus on better serving the Nassau County population by supporting the Nassau Center. We are the only physical collegiate presence in the county and should excel while we can. At this time, I don't believe that we properly support or focus on the needs of a growing population that will need large access to higher education.

In order to attract the highest quality employees, no matter what their race, religion, or sexual orientation, the institution should strongly consider increasing wages.

Include all races...

Inclusiveness to transgender

Incorporating more training opportunities for all employees.

Increased effort to hire diverse employees at all levels.

Increased representation from varying types of diversity-- visible and invisible-- on committees, boards, etc.

Increasing enrollment by increasing our foot print, involvement, and commitment in our communities. Improving the overall instruction offered in adult education to help them become the best program in the city. Increase retention by hiring innovative and inspiring educators who have a care and concern for educating our communities diverse population!

Increasing the diversity of faculty members.

Individuals actually taking the time to know one another from the bottom of the to the top. No one is better than anyone.

Instead of fooling around with numbers, and boring us to tears with data on the subject, identify some key areas to truly work on and develop, and make a multi-year commitment to that. For example, the college created the Center for Civic Engagement, but after its first director left, no replacement has been hired. It's fine to try to make some minimal progress by encouraging folks to think about how they do better. But to make a real difference, we need a vision, we need sustained commitment, even in the face of adversity, as opposed to giving up the minute a director leaves the college or something else comes along. Well-intentioned half measures and fiddling around with things at the margins are not going to make a huge difference 5 or 10 years down the line.

Institution has a favorable atmosphere in place

Insuring equal treatment

It already is

It feels like the institution has done a great job to be as inclusive as possible, from my experience. While there's always ways to do better and improve, I haven't thought enough about this topic prior to this question to give an adequate answer.

Table 1. Continued

It goes without saying that the top priority has to be outreach to students affected by COVID-19. Especially if we cannot return to campus, there needs to be a rethinking of how distance learning is delivered.

It should be a top priority to make diversity, equity and inclusion ACTUAL priorities, rather than just stated priorities. Where are these ideas in the Strategic Plan? What specific initiatives are happening related to diversity, equity, and inclusion? Let's continue to share messaging, but we need to actually move this to action.

It would be helpful to may provide pathways or insights into working towards certain positions at FSCJ.

It's good as it is.

Just making sure that each person has an opportunity for advancement and the compensation match college-wide.

Keep as is...we have alot of conversation about it already.

Keep doing the work that is being done.

Keep encouraging the importance of every aspect of diversity.

Keep promoting

Keep the message of diversity, equity and inclusion front and center for all of us, and keep reiterating that an environment that does not include this values will not be tolerated.

Keep up the good work!

Keep working at it

keep working towards the elimination of bias, racism, and bullying

Keeping us safe from Covid, getting us back to campus safely, allowing more testing on campus.

Leadership top priority should be leveling the playing field so that people of color have an opportunity for advancement. I think we are moving in the right direction but more work is needed.

Leadership's top priority in the next year should be ways to exhibit and promote diversity, equity and inclusion via programs, events, service learning opportunities, and possibly faculty can incorporate into lesson plans.

Leadership's top priority should be stay on the path and strive more for excellence.

letting faculty working out the kinks in online learning support for themselves and students

LGBTQ+

listening to students more

Living to the meaning and law of our Constitution. It defines and defends individual rights for all. Now do we need to catch society up to it? Yes.

Table 1. Continued

Look at disaggregated data for specific courses by location and instructor.

Look at the data on % distribution of groups within the US population against the distribution of those same groups within the institution. Where there are differences, try to find out why then come up with a strategy to minimize those differences.

Looking at each area at the College (including leadership) and determining if it resembles the population that we serve, if it doesn't then goals should be set to work towards meeting those goals.

Looking at resource allocation to be consistent with our priorities

Looking more at the diversity of global diversity and the international backgrounds represented in the community that the college serves.

Make it real, don't pretend promoting diversity on papers and through promotional events and under the surface the concept does not grow in our institution.

Make sure the person tasked with this role has the tools necessary to do the job.

Making all students feel welcomed and valued. Really listening to students concerns and providing resources to help with their success. It won't be the same for each student...that's the foundation of equity.

Manage the budget so employees can remain employed regardless of race etc.

Managing Covid and the experiences of students no matter what their diversity is to provide the best education we can.

Marketing to underrepresented communities

Meeting with students and faculty/staff of various backgrounds (race, orientation, etc), to determine how they feel the college can better represent the needs to all students, and perhaps, help navigate future strategic practices.

More activities college wide. More activities related to a "diverse" workforce. More international showcase festivals for students to share their ethnic and cultural backgrounds.

More Collegewide Programs

More diversity of voices. Only a handful of faculty end up on top committees that interact with high level administrators where decisions are made. It is always the same 4-5 faculty members... the same 4-5 faculty members over the last 5+ years. These faculty members tend to be White men in the liberal arts division and do not represent the diversity of the body of faculty.

more focus on tools for students with disabilities

More initiatives, events, student groups, or more awareness of existing ones.

more of the same. doing great

More open line of communication.

more professional development

Table 1. Continued

more support for lgbtQ

N/A

N/A

n/a

n/a

N/A

n/a

N/A

N/A

NA

NA

NA

na

NA

Next year safety should be a priority

No comment

None.

not sure

Not sure, lots of attention and progress has occurred in this area and it is constantly evolving at FSCJ.

Nothing

Nothing. We are as diverse as we can be. Focus on the budget and how to get students/faculty back into the classrooms

Offering programs/courses/training that result in employment

One benefit of the pandemic is that it prioritized inequities we could address now. As an institution I think we rose to the occasion. Where financially feasible, I would like this laser focus to continue.

Table 1. Continued

One cannot help but notice that here the question is broadly framed in terms of “diversity, equity, and inclusion,” but in almost every single previous (multiple choice) question, it was only phrased in terms of “race/ethnicity.” Perhaps the college/survey takers could begin by considering additional aspects of diversity, equity, and inclusion, such as orientation, cultural experience, gender, etc.

I am not saying this to be negative, but I suspect that there exists almost just as much prejudice here on campus and in the work space as out in the community, only here supervising staff and admin have (generally) learned to conceal it better. As I mentioned in the last section, in February, when the COVID pandemic was just getting started, my supervising administrator made at least one racist joke about the matter. Putting aside the minimization of the COVID pandemic, in what universe is it acceptable to use it as an opportunity to get in a racist joke? An administrator should know better.

Our leaders are very focused on diversity, equity, and inclusion.

Our office alone is good example of the institution promoting diversity. We are all equally human and that should always be the common practice.

People of color need to be hired in more leadership positions. There is only one person of color on cabinet and two AVPs of color for the entire institution. Further, qualified candidates who are people of color are rarely even given director positions; even though, they have worked in higher education and have done the work for a job that they are pursuing.

Possibly an assessment of the needs of Hispanic youths in our service area.

Proactive engagement in the campus and community discourse.

Professors should keep in mind that the institution has to abide by ADA law and they should not make it impossible for a student with a disability to pass the class due to the structure of the class.

Promote the person that is the best fit for the position.

Promoting open discourse among different points of view.

Provide more online learning resources when possible.

Provide opportunities to ask students for their perspective.

Provide professional development for the entire college on diversity, equity and inclusion.

Providing a full array of subjects at each center, with adjuncts or FT faculty to hired to teach. Students must travel to multiple centers/campuses to earn their degree; this is a barrier for many underprivileged students.

Providing educational programs that help expand inclusion in the Jacksonville community. Partnering with community agencies such as 904ward that are already promoting inclusion.

Providing targeted advice and support for non traditional students

Providing under represented students the support they need to be successful in college. Many of the support services are there, but students don’t take advantage of them. Having a mentor or assigned advisor to monitor student progress would maybe help.

Table 1. Continued

Quit looking at “diversity”. To much emphasis is being put on skin color.

Racial inclusivity

Reaching out more to the community

Reaching out to students and hiring more people of color

Reaching out to the community and asking them what we can do better as a college. Marketing to all areas of the community and letting Jacksonville know that FSCJ is inclusive and diverse and it’s one of the best things about he college.

Read the HR reports where employees have reported mistreatment from their supervisors.
Investigate

Recruitment and retention of diverse mgmt staff

Recruitment in minority communities and free tutoring for students who struggle.

Required Diversity and Inclusivity training for all employees. Academic and extra-curricular review to ensure that ALL content (regardless of subject) presented on campus is unbiased and promoting critical thinking/decision making and is representative of the college’s aim for inclusion and equity.

Researching student success and identify groups with lower success rates. Then develop programs to help increase their success and research those rates again a year later and 2 or 3 years later.

Resolving inequities in positions and pay

Retention and graduation rates of all students.

Returning campuses to full operational capacity, with additional in-person classes, so students can have access to all available resources.

Revise on how certain decisions is decided and if it requires a board decision or individual. Also take in consideration how a decision may affect other departments.

See previous comment.

Seek more information from those who work directly with students. Also, ask the students about diversity, equity and inclusion. Make decisions on the strategic side that have a positive impact on student outcomes, not person agendas.

Seeking the views and perspectives of our diverse student population--which will be revealed in the upcoming FSCJ Student Climate Survey. It should not have taken this long for FSCJ to focus on and launch this important initiative.

Set a quota for POC hires, and allow skill to be weighed as heavily as the level of education they achieved. Some people couldn’t afford a 4 year college.

should promote from within the department

Table 1. Continued

Simply being fair and inclusive - when you see a (fairly large) department that is almost entirely made up of one race, or only one race is being promoted, there is a problem

someone was just appointed to a new post that reports to the new president and that gives anyone a means to share an issue correctly.

Stop all this rhetoric about diversity and start looking at people as people, not as subdivisions of the human race.

stop focusing on skin color.

Stop pushing it so hard.

Stop the practice of “Degrading” the positions and equally allocate work loads with supporting pay.

Stop using political correctness

Student enrollment

Student Feed back

student service

Student services.

students back on campus to help those who come to us weaker. I feel online unfairly hurts diverse students

Supporting diverse group of students and employees.

Supporting students throughout the lifecycle by changing structural barriers and investing in resources to be disruptive where representation is not present.

Survey the students more to find out their stance

Surviving the challenging times during Covid-19 without laying off staff

The ability to provide mental health services on campus to meet student needs.

The college does a good job with its open minded approach to current issues with real and imagined issues that surface both locally and nationally. If the college maintains its open minded, transparent, and communicative approach to current issues, they will maintain a well respected place in the community.

The college excels in this area, so I think continuation of the same, ever-expanding efforts will be appropriate in the next year.

The College is very well represented in regard to diversity, equity and inclusion. I think we need to stop shoving this down our staff members’ throat. I believe we have a very diverse work community and one that works well together.

The difficulties being caused across our society by the ramifications of Covid-19 will no doubt be taking up all the oxygen in the room for some time to come. I am impressed with the efforts of the college’s administration, faculty, support services, and all employees in coping with this crisis.

Table 1. Continued

The environment is conducive for all students.

The hiring practices should not be determined by how well I like a person rather than their knowledge, dedication, and experience. The hiring practices are concise and clear until interviews are at the ground or VP level.

The institution already promotes diversity, equity, and inclusion, it will be great partnering with other institutions to exchange ideas and resources related to this top priority.

The institution is moving forward to promote diversity of race and culture. The institution has to grow in terms of equity to reduce sexism and sexual harassment. The compliance training is not enough if the college culture says sexism is ok. There are so many stories we have heard about admins being tolerant of highly inappropriate behavior. We need to make sure sexual orientation diversity is protected and respected. We need the values of the college to be realized in reality.

The institution set up better succession planning so that individuals can more easily transition to new positions. Because our institution does not allow for the incumbent to stay and train the new person, it can be intimidating to take a chance on a new position. The best way to encourage diversity is to encourage your employees to stay and develop a career plan at FSCJ. We lose too many good employees.

The institution's heart is in this work, however, we could do a lot more to embrace true change. It would help us to have deep and challenging collegewide discussions about our understanding of diversity, equity, and inclusion.

The students

The students needs should always come first.

There should be a more racially diverse faculty that better represents our own student population.

They should change absolutely nothing. Forcing diversity is counter-productive.

They should work better with cross training to assist with more ethnic people to move up in the college that is the main thing that is lacking at this college.

This is a tough question due to the pandemic and what the budget will look like for the upcoming year.

This is by far, the most diverse organization I have ever worked for. I believe that we still need to work on including more input in changes of policy and planning.

This year has been a racially charged year in the United States. The College has done a great job to address racial tensions and has not remained silent during these times. Hopefully, the College will continue this in the upcoming year.

To continue along the path set by the new president.

To continue to display and promote the diversity, equity, and inclusion present at the college through seminars, open forums, advertising

Table 1. Continued

To continue to do what is in place to support student and staff diversity, equity and inclusion and acknowledge and celebrate success and achievement.

To continue to provide a safe educational environment.

To encourage and facilitate the education of all managers on diversity and inclusion. What it is and what it is not.

to enhance the cultural development of growing diversity

To guide employees and student on best practices for being inclusive.

To make sure there are no discrimination at any level among current workforce.

To promote diversity, equity, and inclusion, leadership's top priorities should be to educate its faculty and staff on the issues our students are facing and to provide us with tools and techniques to holistically improve students' educational experiences. Based on participant responses in college-wide presentations, many of our faculty and staff are unaware of the degree of food and housing insecurity our students deal with, or they don't understand why this is a problem we need to be involved in. Furthermore, we don't have a system in place to manage and track student referrals among departments, which results in students being bounced from department to department and falling through the cracks. Student services has the LLC piloting the EAB Navigate tracking system to help with this issue, and I expect things to improve once it is implemented college-wide. Finally, we could all benefit from learning more about the latest techniques for reaching and helping underserved students.

To spend more time finding out what students are feeling about their experiences at the institution.

To teach students regardless of racial and ethnic backgrounds. A color bling approach as MLK championed.

To work from inside to promoting diversity, equity, and inclusion

Totally re-think and re-evaluate the entire hiring process, search committees at all levels, from HR throughout the institution. Search Committees have the priority for decisions, not Administration. There are legal issues inherent in this, that should be recognized since Administrators may have no knowledge at all of the academic discipline doing the search. See above, as well, on the issue of diversity . .

Training people that sit on hiring committees! We need to revamp this completely. Many of the hiring processes work around scoring candidates by rubrics, but this assumes a totally level playing field. We need to be trained and coached in a new approach to this, and it needs to come from HR.

treat all people fairly

Treat everyone equal and not based on color, sex, religion, etc.

Treating everyone with respect and providing equal opportunity no matter what subcategory they fit in.

Try increasing the COLA once a year would be a good start. Raises and step program.

Table 1. Continued

Understand what diversity really means.

Unity

unknown

Utilizing currently employed individuals interested in working toward improving these areas as members of a group tasked with addressing shortfalls in this area.

Walk the talk. Having a DEI officer is a good step. Follow-up on plans is critical.

We are already doing many things and have a lot of diversity, both in students and employees -- more than required and definitely more than most.

We are constantly promoting diversity and inclusion. It is the regular theme.

We are doing great work. We need more ADA equipment and facilities. We need more bilingual employees, especially in advising.

We are doing the right things.

we are fine in this dep't as far as I can tell

We need to create a supportive and positive environment that teaches staff at every level about accountability. If someone is demonstrating behavior that is not acceptable in the workplace, regardless of his or her position, they should be held accountable just as any other staff member would. Creating this type of environment requires a re-education of our staff on a multi-level initiative. The executive leadership team needs to be trained so they can ensure their actions and behaviors support the College's mission and vision. All levels of leadership should also take this training. The leadership teams should practice these skills with their peers and make sure they are on the same page. Then the frontline staff should be re-educated. Once the training takes place it needs to continue until it becomes part of our new culture. This new accountability should not happen just top down, but rather bottom up, sideways, diagonally etc. This should be the way we want to see everyone acting...in a positive, team spirit, diverse inclusive workplace. We want to be the place where everyone wants to work at.

We need to engage with the the real history of Jacksonville and promote a means of healing communities of color. We need to have open dialogues on campuses inviting members of the community to attend to speak with community leaders. We need to create a "Shoah" for the Africa-American community preserving their memories of our racist and oppressive past. We need to honor them.

We need to have bilingual staff and faculty. Perhaps applications and forms can be available in different languages.

We should evaluate our demographic data for students, faculty and staff to identify areas of disparity among each group, and then look at how we can attract individuals from those various groups to our institution.

We should have mandatory LIVE (In person) workshops (with all faculty and staff) to teach faculty the pros and cons of Conferences, Zoom, WebEx, Microsoft Teams, Group Me, etc and then pick only 2 to use at this institution. There are too many options. Sometimes we feel lost and alone in perfecting their use.

Table 1. Continued

weed out the individuals who do not support or promote this mission. we can't be all we can be without everyone on board walking the walk and talking the talk

Weeding out hostile/toxic supervisors who support racism and lack of inclusion (overtly or underhanded).

While I believe those things are important, nothing is more important than getting as many students in seats as we can, no matter where they come from, what they look like or backgrounds they come from.

Work together as one family and show students that we care about each one as an individual as well as a group.

Worrying about Diversity is not nearly as important as getting the institution in order and providing quality Faculty that will teach students properly and fully.

Would it be fair to ask to remove any and all references to a person's race and gender on the employment application and base hiring on qualifications and competency?

Yes, institution promotes diversity, equality, and inclusion

Table 2. What are the barriers to improving issues of diversity, equity, and inclusion at your institution?

“Old school” individuals and their bios, self-serving, selfish views/practices.

A few professors structure their classes to make it impossible for a student with a disability to be able to pass the class. For example, a student needing extended time for testing is unable to take a test without missing part of class. Some professors feel like if a student needs extra time they should not take their class.

A major barrier to improving this area is instilling actual changes in beliefs. Diversity, equity, and inclusion is very much encouraged at FSCJ but the possibility for less recognizable obstacles to this area still exist.

Acceptance of rich data proving health disparities on many levels.

Access to technology and other services.

Admitting what some of the barriers truly are.

Again, I cannot think of any.

As always -- the resources of time, money, and people would be helpful.

As mentioned previously, many feel unsupported by the interim leadership and the skillset has not demonstrated competency/knowledge of current trends in our college and specialties goals globally.

As stated above, FSCJ does a great job of promoting diversity, equity & inclusion.

Assignment of positions rather than opening it up for all.

Authenticity and over-pushing inclusion (etc) initiatives to where it creates a “forced” feeling and message. Every situation or program, whether faculty or student-centered, in the college does not have to have an underlying forced message. It needs to have a more authentic and natural feel. We want all people to truly feel welcome and heard at our institution, not just feel a part of an “initiative”

Awareness and acknowledgement that there are barriers

Table 2. Continued

Barriers at FSCJ are driven by a combination of education, attitudes, and systemic policies/practices that affect both students and employees. As we push to educate key stakeholders, we have to recognize it takes more than just a class to change attitudes and build more equitable systems. Systems and attitudes mutually influence one another, with the best example I can think of relating to employee compensation. The compensation system for part-timers and full-time career employees is inflexible and fails to provide sufficient opportunities for advancement, and this is reflected not only in the attitudes of administration towards compensation, but also in the (sometimes) indifferent attitudes of faculty and staff towards lower-income students and employees. As of late 2018, FSCJ's official payroll policy was to make a whole department of part-timers wait another 15 days for a check due to a supervisor error, which is clearly out of touch with the real world employees (and students) have to live in. When employees don't feel included and valued, they have less incentive to care for the needs of our students.

Better recruitment in diverse neighborhoods.

Bias and a mentality that equality alone will close the wage/leadership gap. People thinking equality is the goal often have good intentions, but equity should be what we strive for to make real improvements.

Budget

Budget, time, workload, and city and state leadership.

Budgets constraints, smaller career programs and academic departments are the greatest challenges. Some--but definitely not a majority--of faculty have little understanding and acceptance of struggling second language learners in beginning academic credit courses. This is also true of acceptance of academically needy students now entering first-year courses without placement testing for Developmental Education due to SB1720.

By continuing to harp on skin color you are in effect saying you are more special than this one or that one. That, in my view is wrong, we are all equal. If anything, I see the African-Americans taking advantage of this because the color of their skin is black. I think this institution lives in fear of the NAACP being called on them and thus allow a lot of people get away with things based on the color of the skin.

Certain job descriptions prevent barriers. But we are here for one goal and should be honored to work with each other. Our main goal is success for students and ourselves

Chain of command. Too much coming down while little goes up. I can't believe I work for an organization where I don't rate my supervisor's work performance. Hello, it is 2020 not 1950.

Changing policies and procedures that still reflect out of date language and reasoning. Changing the mindsets of employees who do not accept diversity, equity, and inclusion as necessary for a successful college.

Closed minded thinking

Communication

communication mostly.

Table 2. Continued

Communication. A tough subject for some individuals. However, I believe we are doing great things at FSCJ.

Complacency - thinking the college already does enough. Academic Freedom also stands in the way of incorporating wider initiatives into curricula, so curricula could be revised to include these topics as required.

Consistency

Courage

COVID-19 keeping us away from one another

COVID-19 right now, almost all courses are taken online, so not much interaction with students at this current time, except for the hands on courses like aviation and truck driving instruction.

COVID-19 seems to be a barrier to everything right now.

Culture

Current leaders who have been here for many years and they prefer to work with people that they are “comfortable” with.

Dated policies and hidden structural challenges.

Decisions are sometimes made that have a negative impact on students of linguistic and cultural minorities.

Departmental collaboration can sometimes be a barrier. We need to collaborate in order to close equity gaps, but there have been some unsuccessful attempts. Each department has its specific goals, and when asked to collaborate on a project that could help close the equity gap, the expected support is not provided. A department may make a token effort to show they are complying, but they don’t make an equal investment in the project if it does not seem to fulfill a specific strategic goal they already have.

We all need to think more in terms of ALL students being supported and succeeding, not in terms of how one particular department has its own goals that don’t connect with any other departments.

diversity in leadership - both faculty leadership and administration

Education level is very important to getting a job here, so under privileged people who couldn’t afford to complete a degree are not considered for jobs. These under privileged people tend to be people of color.

Engaging in difficult conversations.

Equity

Essentially, the employee interview process is a barrier to diversity, equity, and inclusion. Having served on hiring committees, I have noticed that the (face-to-face, not virtual) interview holds a disproportionate amount of weight in the hiring selection process. I believe this is an outdated concept and subject to unconscious biases on the part of interviewers. A person’s resume, transcripts, and references speak volumes compared to fifteen minutes of superficial presentation.

Table 2. Continued

Even well-meaning people, as I believe the people at this institution are, are often unaware of their biases. More training needs to be given about implicit bias and how it affects hiring/evaluation.

Examples of barriers might be as simple as discussing matters candidly and openly.
Communication.

Faculty and staff working as a team

Faculty is diverse, spread out over a large geographic area, and teach so many classes that few are able to participate in discussions beyond what happens in their classrooms. They teach too many classes because faculty pay has not kept up with inflation over the last 15-20 years. We need to normalize teaching a base load (or just a couple of overloads), committee work, and faculty engagement.

Failure to monitor and hold accountable faculty/programs with low completion rate for underserved students vs. those that start the program.

Favoritism and hiring practices

Fear and misunderstanding

Fear of being called a racist if you don't agree with the status quo thinking.

Fear. Staff fears retaliation or worse yet their feedback falls on deaf ears. Seeing change happen that is supported from the executive team and is also practiced by this team is very important. It sets the tone.

Feeling like a minority.

Finding the best qualified individuals for the position whom are diverse. It is always a risk to assume competency.

Focusing on diversity or equity too much in itself is counter-productive to treating people equally. Taking steps in the direction of one group, means pulling away from another. 63% of the questions in this survey reference race or diversity. If we focused on giving every person equal respect and opportunity and we did it successfully, the whatever subgroup you happen to fit in becomes irrelevant. Otherwise you generate inequity by favoring one subgroup simply because we want to make numbers on a diversity report instead focusing on the people as human beings. So if 63% of our mission is to focus on a Diversity, then maybe a focus on the priorities to accomplish the mission should be examined.

For my own department (and this goes to my earlier point about the difficulties of reaching out to learners for prototyping and testing feedback), it would be helpful to find out how learners perceive our designs or how we can make learners feel more included & equitable. Right now, it is difficult to say what we are doing right and/or wrong.

For students one barrier maybe not having basic access or the means to participate in certain things or to simply being successful as a student.

For the most part I personally do not see any barriers.

Formalities

Table 2. Continued

FSCJ is incredibly diverse, inclusive, and accommodating.

FSCJ needs to find a real way to offer and require robust remediation to low-income students and students with educational disadvantages who enter FSCJ without the skills to succeed -- instead of taking their tuition while they ruin their GPAs failing classes they were not well prepared for

FSCJ only cares because it is a buzzy issue. There is a diversity officer who I have never seen participate in diversity initiatives though she has been at the college for years. Diversity and inclusion is not just what you see.

Funding and Covid

Funding is always a barrier that disadvantages minority and first-generation students. Greater clarity in the Financial Aid process and Scholarships could help to increase diversity and inclusion within the institution. The Financial Aid website is much better than it used to be, but greater messaging and the use of student-friendly verbiage could assist students with the process.

Gender equity.

Get back to small in person meetings with masks of course.

Getting enough people to listen and talk together

Getting stuck talking about things at a high level without doing concrete things to create actual change.

Groupthink, or the desire for people to “go along” with how it has always been. This has been changing since Dr. A’s arrival. When new ideas aren’t welcomed, it has a cooling effect. We need to be discussing the value of innovation from the top all the way down (like we have started doing).

Haven’t had a salary adjustment, increase or cost of living raise in six years.

Hiring people that are not fully qualified to handle the position just because they have a great personality. Having a great personality, and people skills are key for these positions but having some background knowledge or some type of more intense training is needed for new hires, which messes with how diverse the employees are.

Hiring people who don’t care or understand about the community they work in!

Hiring process

Hiring processes.

Hiring qualified faculty. Many of our faculty and adjuncts are diverse but it doesn’t mean they’re good instructors. Race and diversity have nothing to do with quality instruction and effective curriculum, but a great instructor who advocates for students of all backgrounds equally is invaluable.

Hiring restrictions.

Table 2. Continued

Honestly, that is a big question. I am not sure. Covid has created new challenges and has taken our attention. I believe we can learn from colleges that have instituted changes that address these issues.

HR department

When a complaint is filed, the only thing HR does is go to the supervising administrator which might be the problem or part of the problem

Supervisors are not forced to receive management training and some are not good managers and don't have a mentor that is frank with them

I am Hispanic descendant, I have been working [20+] years at the college and I do not know how many Hispanic descendant work at the college, the departments. I wish I knew how many are representing my country. We can connect. I only found one in my campus .But she left the college.

I am not aware of any barriers to improving diversity, equity and inclusion within the institution. Any issues that may exist would be related to finding people in the workforce.

I am not aware of anything I would label as barriers.

I am not sure, I am not dissatisfied at this point, I think we are progressive and are moving forward in a positive way to promote diversity. Our President is fantastic in letting us know he supports ALL in our FSCJ community and beyond and our leaders do not seem afraid to talk about hard topics. So that is a plus!

I am not sure. We seem to do a lot, between financial aid workshops to fantastic student life activities.

I am unaware of an issue.

I am unsure of any barriers

I believe some of the barriers to improving issues of diversity, equity, and inclusion would be individual biases of which an employee is unaware. For example, cultural norms shape our perception of what it means to be open and accepting of other viewpoints, life-styles, and perspectives.

I believe there are no barriers. We all work as a team and the diversity allows all ideas on the table.

I completed some of the classes for the diversity certificate. I think one of the barriers is that we aren't all even aware of our own implicit bias at times. Ex: Do we look at resumes and see a name we can't pronounce and overlook them when reviewing candidates? Do we look for a specific gender or make an assumption? Studies show this happens. I think just opening up the dialog will help us to start thinking about some of these issues.

I do not know of any barriers. It seems that the College does well in this area already.

I do not know, but I am open to input.

I do not see any barriers. The College offers so many opportunities for so many people who work hard, are motivated and desire promotion opportunities.

Table 2. Continued

I do not see Barriers, the College is taking many positive steps in the area of diversity, equity, and inclusion. The launch of the one-stop being one of those proactive steps. I believe FSCJ is committed to serving our diverse student population and determining where there are equity gaps and addressing them.

I do not think any exist

I do not think anyone is treated different here at FSCJ

I don't personally know of any obstacles. The college has done a good job of blocking the nonsense and standing on its own morals.

I don't really know. The problem for me is that I'm white from a privileged background, so I can't rely on personal experience. I have however tried to listen to others who are different from me to try to learn and understand what issues others face.

I don't think there are barriers particularly although there seems to be some movement to push out faculty who are older with experience.

I have not experienced them myself recently, by having people in mid and upper administration embody a diverse population, I feel it helps cut those barriers down.

I have nothing to add here.

I need to think about this one

I question whether all positions that say that they "require a doctorate" really do? At times, some good candidates are overlooked for this one factor.

I see very few barriers in these areas.

I think everyone (for the most part) is open to this and wants to move forward, but many just don't know how. We need concrete action plans rather than just having conversations about it.

I think if there are still upper level administrators or middle managers on staff that do not value these ideals, they will be our main barriers to moving forward in ensuring our institution "walks the talk" in this regard.

I think money is the biggest barrier. We have a list. We all clearly see what needs to be done but it takes financial resources to effectively accomplish it. I'm not sure we are in a position to redirect or reprioritize our financial resources permanently or for a long period of time.

I think sometimes the right hand doesn't know what the left hand is doing; we still work in silos to provide services. Communication to adjunct and full time faculty, and instructional support staff can be a barrier re: how to best help/direct students to receive services that could address equity. Besides reminding through email, remind them at regular meetings.

I think more advisors and guidance counselors would be beneficial to address some issues re: equity and inclusion. Lack of personnel in these positions is a barrier to providing holistic student support.

I also think we should survey the students more to find out what's working and what's not. It's of little use to survey faculty and staff about whether we think students are satisfied or having their needs met. Ask them directly, and frequently.

Table 2. Continued

I think we should identify some programs to eliminate language requirements. For example, there are several thousand English language learners at the college, and many of them are high educated and skilled but have to go through years, literally, of English language instruction at the college before they can start some of the programs. If they want to enter the BS Business program, there are no English language requirements, but if they want to do a technical program, like Massage Therapy or Autocad, they need to study English for years before applying. It's ridiculous. Priorities/Requirements are upside down.

I would think simply communicating with them. Being a commuter college, I think it is hard to reach these students to get them engaged and involved even with all the good intent and excellent programs.

ibid, but frankly, every incoming student needs to take a Basic skills and success class.

Identifying quality pool of diverse candidates for every open position.

If you continue to tell a group of people that they are victims, then they will remain in a victim mentality. They will not attempt to improve their circumstances, because they have been told that they cannot do so. At the same time, if you continue to tell a group of people that they are the oppressors even though they are not racist, then they will feel helpless and as if there is nothing they can ever do to change the circumstances. Instead, we should change the conversation and make it less about skin color and more about respecting each other as individuals with intrinsic worth and purpose. No person matters simply because they have a certain level of melanin in their skin. They matter because they were created in the image of God and nothing that another person may do (no matter how hurtful) can ever change that.

Ignorance, apathy -- training must be mandated

Ignoring the issues, and not listening or making changes to methods that affect the employees that actually work with the students.

I'm not sure of any. One may think of some quibbles, but they would likely be very marginal, as the institution seems to be very fair, overall, in this regard.

I'm not sure.

Improve our website. It needs to be easier to navigate for the individual. Do surveys and test student groups and see how we can improve navigation.

In my area of control no barriers exists. I can't speak for the rest of the college.

In my perspective and from what I understand, there are certain topics and/or issues the college still does not want to discuss, however, I have noticed the college discuss more topics on racism and discrimination. I think the college needs to understand that topics such as racism and discrimination are a few of the many things students often have to deal with. The college is improving but there is a lot more they can do.

Include all diversity ideas

Individuals can be the only barriers to this, especially if they are in a leadership position.

Insufficient training and oversight provided for hiring committees, leading to a tendency to poor hiring practices and a tendency to favor candidates known to/similar to the hiring committee.

Table 2. Continued

Internationalize the Curriculum for the college.

lack of communication

Lack of communication within the organization from top to bottom.

Simple conversation throughout campuses with employees to determine viable candidates for leadership roles.

Many qualified minority candidates do not apply for leadership roles due to mistrust in the hiring of minorities for management positions.

AD, DIRECTORS, AVP'S AND VP'S ARE NOT REFLECTIVE OF THE INSTITUTIONS STUDENT POPULATION AND SERVICES EMPLOYEES.

THERE IS A DISCONNECT AND NO TRUE CONVERSATIONS.

Lack of Diversity

Lack of employee engagement, awareness etc.

lack of inclusion

lack of knowledge

Lack of knowledge of student diversity and inclusion ideas.

Lack of knowledge on the subject of diversity, equity and inclusion.

Lack of openness, no transparency.

Lack of support services. Wrap around resources like technology assistance, mental/emotional counseling, individualized support.

lack of time, money, resources

Lack on knowledge and information on incorporating inclusion and diversity issues.

Larger institution, so it is easy for students to get "lost" in the maze and not have their problems identified. Also faculty do not always know how to identify and address the barriers students may face in their courses. Faculty need to be trained since they are often the person the student has the most contact with.

Living to the meaning and law of our Constitution. It defines and defends individual rights for all. Now do we need to catch society up to it? Yes.

Location? (the south)

Long standing acceptance of actions and behaviors from individuals that work against diversity, equity and inclusion. Previous leaders did not place it as a priority causing many people to feel unsafe.

Table 2. Continued

Looking at the matter beyond merely race, ethnicity, etc., perhaps one of the most glaring problems is the extreme classism evinced by many supervisors and administrators. Many, although not all, supervisors and administrators seem to treat the “lower” workers as not only expendable, but almost as an afterthought. They have concealed and withheld information regarding employee rights (i.e. the CARES Act), and seem to exhibit no regard for the “lower” employees’ wellbeing. (A [department redacted] dept. supervisor, after exposing [their] employees to a contractor who tested positive for COVID, let [their] employees go and get tested; however, made them return to work the following day - before their test results came back! - saying [something to the effect of] “there’s nothing in the regulations that say they don’t have to come back and work while they wait for their results.” This, besides being blatantly false, also endangered everyone else here - supposedly essential employees - while those who were exposed awaited their results.) This sort of disregard may not be based on race or ethnicity, but it is a form of disrespect that cannot possibly conform with any notion of equity or inclusion.

making college free

Mandated advancement after 6 years of service.

Many of the barriers faced by the college have their genesis in the culture of the surrounding area. There are still entrenched attitudes from previous eras influencing policy and climate in this part of the country.

Many staffers who are not a member of a minority group may not recognize hurdles minority students face.

Many students that have equity issues are limited to education because of transit issues, offering more bus passes or shuttle services could help in low income areas.

Mindsets rooted in a long history of racism and superiority.

Misinformation and misinterpretation are always barriers to improvement.

money allocation for tech/tools

money

More events that elaborate of the importance of diverse acceptance of other cultures and sexualities.

More programs to celebrate the melting pot of FSCJ.

More training on how to interact with students from other cultures and backgrounds. Helping these students with other international degrees to find a new career path that utilizes their previous education and work experiences.

Multiple campuses and centers have different demographic make-up, with some more proactive than others. Occasional attitudes of personnel may interfere, but these are the exception.

My department is very diverse.

N/A

n/a

Table 2. Continued

N/A

n/a

n/a

N/A

n/a

N/A

N/A

N/A

N/A

N/A. Our communications most appropriately include diversity.

NA

NA

NA

NA

NA

na

NA

Naivete.

Need to continue to work with community liasons to bridge the gap in providing community resources to our students to meet their individual needs in an effort to promote academic success by overcoming personal barriers that may affect the student academically.

Needs to be a mindset change for the leadership.

nepotism

no barriers

No barries have been palced.

no clue

No comment

No comment

None

None

None

None

Table 2. Continued

None identified at this time.

None of which I am aware.

None that I am aware of.

None that I have observed.

None that I know of.

non-inclusion. Decision making at the executive level vs. through employee/student/board/faculty/community engagement . This needs to be a dialogue before a plan, a plan before implementation, open recruitment and opportunity for involvement for dialogue leaders and potential staff positions. And racial diversity is not just about black, which seems to be everyone's angle. How does that make other people of color or ethnic diversity feel? Discriminated against.

Not a single one. Not sure why we have so many questions on a topic that is not even an issue at our institution.

Not all areas look at processes from the users point of view.

Not all views are welcome, such as those of political Conservatives. Emails and communiques from others at the institution promote a liberal viewpoint that implies the opposite view is not relevant or meaningful. Scheduled events are also on the liberal end of the spectrum, without a counterpoint from the conservative side.

Not being honest within ones own beliefs

Not being on campus - No recommendations at this time.

Not enough data.

Not everyone sees this as a true priority

Not everyone wants to be open minded. I don't have to agree with others, but my not agreeing does not give me the right to be unkind.

Not promoting the workers or rewarding them for the work they do, but hire and promote Upper Management.

Not recognizing that we already have DEI.

not sure I don't have all the information I just have information on my department and my answer are base on that.

Not sure as to what those barriers could be. I guess the biggest would be getting everyone to believe that those barriers exist.

Not that many joins the institution

Nothing, but the attitudes of individuals.

Number of students at this point

Table 2. Continued

Often, the same individuals sit on the committee are prone to hire “friends” rather than qualified individuals, who have the knowledge, experience, and skillset.

Old school attitudes being acceptable. When there is a pattern of inappropriate behavior, the college should be concerned about liability. Biases based on religious views should be frowned upon when they contradict our written values. We need to wake up and advance what we practice in our own institutional culture.

Old ways of thinking.

On the same line as the previous question, in order to attract the highest quality of employees, the College must increase employees wages.

One of the barriers I see is that students don’t reach out for help when it is needed - they feel as if they can handle diversity on their own when sometimes a little help is needed. They feel embarrassed to ask for the help.

One of the barriers I think is individual biases. Faculty unwilling to change the way they work, and I think they do not have a clear understanding of the population they serve

online classes

Only focusing on student diversity

Open communication at all levels

Our decentralized physical plant makes it hard to provide the same assistance everywhere at levels that are effective. Just offer it where the need is greatest and will do the most good. We do a lot of surveys and workshops, but it’s hard to see where in-house suggestions (from faculty) are considered or followed-up. We are taking a huge step forward by surveying our students to find out what THEY think. We have had a lack of administrative consistency in the past. Initiatives are started and then just fade away when the admin in charge leaves the college or transfers to another position. Since this is the last opportunity, I want to shout out to Rich Turner for his fabulous leadership and work. He is truly making a difference for students and faculty. Also to Linda Herlocker, Sherri Litt, Sarah Reardon, Dr. Babi, and Dr. Wall. And all of this is possible because of the excellent leadership of Dr. Avandano!! I am very pleased with the direction our college is headed with all these wonderful people leading the way. There are also many talented, dedicated, and selfless faculty who not only do a great job in the classroom, they facilitate the smooth operation of the college.

Our office welcomes diversity so we don’t really have barriers to discuss.

Overall the institution has a good plan/model in place to improve diversity, equity and inclusion issues.

Overcoming the last 4 years of negativity

pandemic

Pandemic.

People

People need to have an open mind and stop pigeon holding individuals and see their talents.

Table 2. Continued

People who are unwilling to see other peoples view points.

perception, perhaps interest.

Personal biases and prejudices are the barriers to improving issues of diversity, equity, and inclusionl.

Placing people in positions not based on their knowledge, and being the best fit, but based on ethnicity just to say the College is diversely balanced.

political correctness

Politics.

Possibly qualified candidates.

Providing a full array of subjects at each center, with adjuncts or FT faculty to hired to teach. Students must travel to multiple centers/campuses to earn their degree; this is a barrier for many underprivileged students.

Qualified individuals need to be identified and encouraged to apply

Racism and nepotism

really asking what the issues are from students and getting their options on the best way to help. also we have a ton of resources here but we are not promoting them to students well. and many of them can bridge equity gaps we need a better strategy to reach students. we also need to make sure everyone down to the landscapers with ties to the college know them as well.

Removing Admin. and supervisors from their jobs and replacing them with someone who do not have problems with other employees due to their race.

Resistance to change and having the right people in place to implement positive change.

Resistance to change re: personal, political, faith-based or other internalized bias; denial of privilege.

Resistance to change, lack of mentors, societal expectations regarding gender, sexism and negative attitudes towards “others” who are different are just some examples of barriers to diversity within the College.

Resources/Staff availability.

Right now it is the pandemic. I think once we get past this we’ll have more opportunities to engage.

Role models and mentoring for minority faculty.

See above.

See inclusion of such within the institution.

Some barriers may include finding effective resources and training materials which resonate with everyone. Sometimes we try to reach people and our methods are ineffective. We must promote the importance of willingness and personal accountability.

Table 2. Continued

Some change is needed for individual staff and students to fully accept and support students of diversity. The college as a whole seems to be committed to diversity and inclusion.

Some faculty aren't really understanding of our students' needs when they suffer food or housing insecurity.

Some of the barriers that are present are simply issues with involvement and information. Students don't know about the resources that can help them succeed; Information is not disseminated well to students to on how get involved with many programs that are available.

Someone was recently hired for this specific topic so I am sure she will do a fantastic job at ensuring diversity, equality and inclusion throughout this institution.

Start from the bottom up. Because the people at the bottom who never have a voice are most of the time the ones with the most valuable information.

States' financial resources to my institution will enhance new ways to promote diversity, equity and inclusion in my institution and the community as well.

stop labeling people

Stop worrying about one side or another thinks. Take an actual stand on something and let the members of your institution know you have their backs and they're supported. Stop with this "playing neutral" game and Let it be known unapologetically. Political barriers would be a GREAT start.

Struggles to meet daily needs (housing, food, transportation, child care etc) cause many students to stop their education. Interventions for struggling students need to be provided before it is too late for them.

Student preparedness

Students need to be made aware of all resources that are available.

students only have two years to devise, plan, implement ideas. Some take longer than student's life on campus

Students will ultimately make the decision on how to get involved. We will continue to make it available, but the students will decide whether to take advantage or not.

The availability of funds.

The barriers are internal. HR and current employees do not want to question their hiring preferences. Due to the bias of HR, reporting issues related to diversity is not a trustworthy process. The equity liaison seems to function in a role of protecting the college instead of promoting equity and inclusion. College leadership is very comfortable with minorities serving in positions such as administrative assistants and coordinators. However, they are not promoting them to higher positions in the same manner as they promote white employees. College leadership does not believe they are biased and as a result chalk up the differences to a lack of qualified applicants.

The barriers are that everyone does not follow a direct path to higher education. The end result is the most important part.

Table 2. Continued

The barriers to improving these issues relate to a general reluctance to consider the role class plays in our country's divisions; fear of the implications of this connection due to their relation to radical economic critique prevent new configurations of shared interests to be explored. This is a general failing of the country, not just of the institution, but I believe an unspoken ideological positioning undergirds the barriers that remain in place and that current progressive stances are themselves informed by this set of implicit beliefs.

The barriers would be a lack of training in these areas.

The college has no real way of attracting qualified minority faculty members, as the pay is not honestly competitive.

the constant focus on skin color, that everyone is a sicial this or that. why not just be people and not worry about color? Years ago I thought we would be past this sort of thing by now.

The continuation of mostly remote operations acts as a barrier for students who may need access to additional on-campus resources or prefer in-person classes.

The current faculty and staff in decision-making positions are not diverse so they don't understand the needs of diverse populations. For example, I am Black, but I don't fully appreciate the impact of living in poverty or living in a high-crime area on a child's ability to learn or their desire to go to college. For someone coming from those conditions, if they get to college, they will still have needs and issues that need to be addressed.

The current online learning situation is a barrier to success for those students from lower incomes. It was great to have some laptops offered, but the amount was so small in comparison to the need. For issues of diversity among staff, I think that having a program or professional development to start the discussion and then to take it further to come up with ideas for implementation would be helpful.

The current pandemic and fear.

The idea that a person is defined by their physical characteristics as opposed to their character.

The inability to have a clear and honest discussion regarding DEI. Political gameplay is often employed in a dance to show awards but not address the underlining issues. The data on students from underrepresented populations as well as faculty makeup is clear on we are not doing enough to change the dynamics of DEI.

The issue is that diversity seems to focus on two groups: blacks and LGBTQ+ members. There are many other diversity examples. Why not include religious diversity and talk about including a variety of folks who hold differing beliefs. Same with politics. You cannot talk about diversity and only focus on certain groups.

The lack of overall purpose at this institution. Diversity, again, is not nearly as important as getting your house in order.

The language within the FSCJ culture is sometimes a barrier. It takes time to learn and speak the language of Higher Education.

Table 2. Continued

The level of experience and degrees needed to do simple jobs such as Admin Assistance or common clerical positions match. Why should someone be forced to have a degree just to be an admin assistant.

The main barrier to diversity, equity, and inclusion is search committees.

The media's false reporting and their convincing certain people that they have been treated unfairly, when they actually haven't. I am not aware of any faculty or staff that I work with treating any student differently, or I would definitely speak up.

The native floridians, some are very nasty toward out of state people and minorities. It may be good for students but not for staff.

the online learning environment is very hard for students with disabilities.

The only barrier I see to improving diversity, equity, and inclusion is the time to do it. We have the resources and the means, but there are so many demands in our work now that carving out more time to focus on diversity, equity, and inclusion is difficult. Helping each of us find the space in our schedule to do the work needs to happen. We have finite energy and time and need to identify the least important work we do and free up our schedule to focus on the more important work of diversity, equity, and inclusion.

The same as every other institution, resistance to change

The world outside the institution is usually the biggest stumbling block for the students. Students of color and LGBTQ face many adversities that are hard to counteract from inside a classroom

There are cultural barriers that the institution alone cannot breakdown.

There are no barriers except the pandemic which prevents everything except virtual celebrations.

There are no barriers other than outmoded ideas of what counts as inclusion. We have an ethnically and racial and politically diverse population of staff and faculty. We need to discuss what that means to us and promote our own diversity to the community.

There are no barriers. Diverse Training has to continue to be implemented and ensure everyone completes the training, so that they all understand the importance.

There are no significant barriers and there have not even since I have been at the school

There are none.

There are people that work for the school that just do not care and they make it known.

There are silos in different departments and between employee groups that hinder understanding and don't allow open conversations to inspire real change.

There do not seem to be any barriers. It is a main focus of the administration.

There is discussion about the importance of equity. However, as it related to gender, more awareness needs to be developed.

Table 2. Continued

These conversations are difficult.

Thinking people need a hand up based on their race or gender.

This institution needs to improve on age discrimination with their employees and students. They also should require financial literacy and research orientation for all incoming freshmen.

Those resistant to change

Time and space are not dedicated to this work. These efforts can sometimes feel like one-offs.

Time to do the necessary training.

too many administrators to faculty ratio

Too many barriers between employee groups and feelings of being “less than” higher groups.

Too much on it. Keep it focused and at the ground level.

Top-heavy administration structure and little racial/ ethnic diversity.

True understanding of what true equity and inclusion demands.

Try increasing the COLA once a year would be a good start. Raises and step program.
for Proletarians Class

Ugh - wading through so many emails each day and so many meetings. I think we get bogged down in the planning so much that we don't get as much time for the doing. Aside from that, there are often a lot of efforts that go into things that already have a lot of resources and some things are always left on the back-burner. For example, we spend a lot of time promoting the honors program for students who would most likely be successful without it. However, we do little to support students who have low GPAs or who are failing SAP for other reasons. If we set up our systems to support the students or potential students that need the most help, those systems would also help the higher performing students. I think a mindset shift may be needed. I think there is a pervasive sense that student need to be self-motivated and a “good fit” for programs, but I would argue that we need to have systems in place to help students succeed if they don't already have the habits, skills, abilities, life experiences, etc. to set themselves up for success. Rather than a sink or swim mentality or weeding students out, we should be finding ways to build up students who have not been successful.

uncertain

Unknown - what stands in the way of treating and paying staff fairly?

Unsure

unsure if supervisors or HR department will have time to prepare for new employees to be accommodated if they are tied up with other obligations

We all need to engage in continuous professional development in this specific area.

We are losing a certain degree of flexibility when encouraging open discussions. Not everyone feels free to express their ideas, perhaps in reference to the actual political atmosphere.

We are moving in the right direction.

Table 2. Continued

We need to stop being hypocrite, Investigate from the bottom to the top to find out what works and what does not work. We need to balance equity, diversity, and inclusion in order to improve our institution leadership at all level.

While there may be some barriers, the biggest might be individuals not paying attention to and responding in a timely manner to the request for information and feedback when it is sent out.
