



**AFT Guild, Local 1931 Report on Racial
Issues At GCCCD & SDCCD
November 2021**

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PURPOSE

The AFT Guild, Local 1931 (AFT) is committed to dismantling racial injustices on our campuses at GCCCD and SDCCD. This is the first survey on the topic of race and racism that the AFT has distributed to its members. With this report, we aim to understand the GCCCD and SDCCD's classified professionals, faculty, and NANC employees' experiences of perceived racial/ethnic discrimination at work, as well as their experiences with discrimination, and explore their views about race and discussions regarding race/ethnicity in the workplace.

Using our findings, we hope to provide opportunities to make progress in our work areas, and to gain information on how employees perceive the impact on racial equity on our campuses and/or in the workplace. It is important to assess our employees' understandings and experiences of institutional and structural racism, and gain understandings of how our campuses are building racial equity into our practices, as well as our workplace. With our findings, we will look for ways to address racial injustice, and provide better support for employees who identify as Black, Indigenous, and People of Color (BIPOC). We will take meaningful steps to address and combat racism and deepen our understanding of employees' experiences with racism, both within our campuses and the larger community.

Executive Summary

- Our overall findings revealed that there are two major groups who differ substantively in their attitudes toward race/ethnicity: White participants (who are most conservative on these attitudes) and non-White participants (who tend to be more progressive in these attitudes);
- Non-White participants were more concerned with racial issues compared to White participants;
- BIPOC adjunct faculty seem to feel the most positive regarding these race-based issues, whereas contract BIPOC faculty are the most negative;
- Although the number of Middle Eastern respondents is very small, they appear to have similar attitudes toward an ethnic sense of “Otherness” (i.e., of feeling excluded because of ethnic identity, of not being taken seriously because of ethnicity, etc.), but are more similar to Whites in attitudes toward racial remediation (i.e., importance of workshops, the need to increase leaders of color, etc.); and
- Overall, all participants would feel most comfortable reporting a racial issue to the AFT Guild. Non-White participants were less likely to report racial issues to their supervisors compared to White participants (40% vs. 48%).

Overall, all participants would feel most comfortable reporting racial issues to the Union.

Past research has highlighted the importance of data disaggregation by race/ethnicity in order to promote more equitable outcomes (Kauh et al., 2021). For the purpose of this study, we disaggregated the data by two groups: non-White participants only and White participants only.

If I were to experience racial harassment or discrimination at my institution, I would feel most comfortable reporting it to

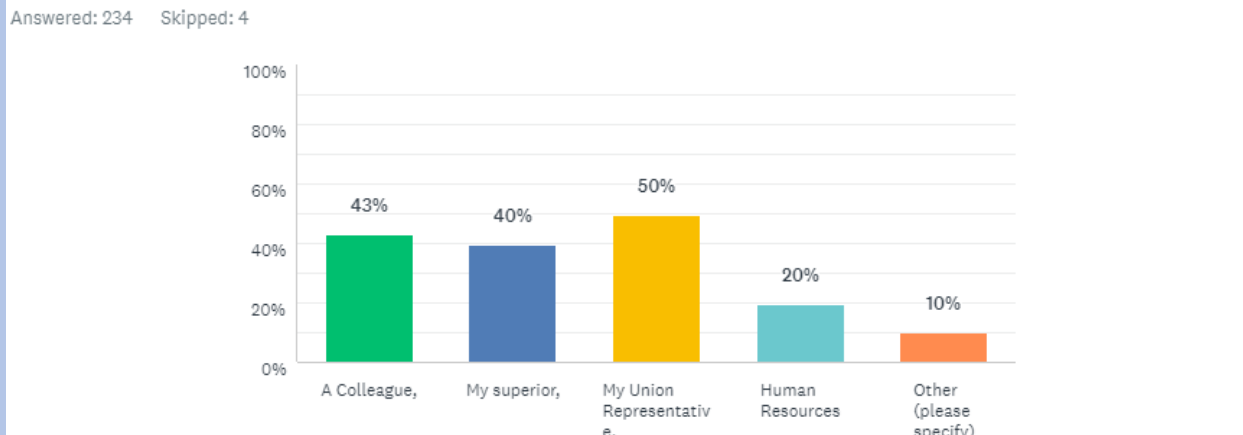


Figure 1a: Non-White Participants Only

If I were to experience racial harassment or discrimination at my institution, I would feel most comfortable reporting it to

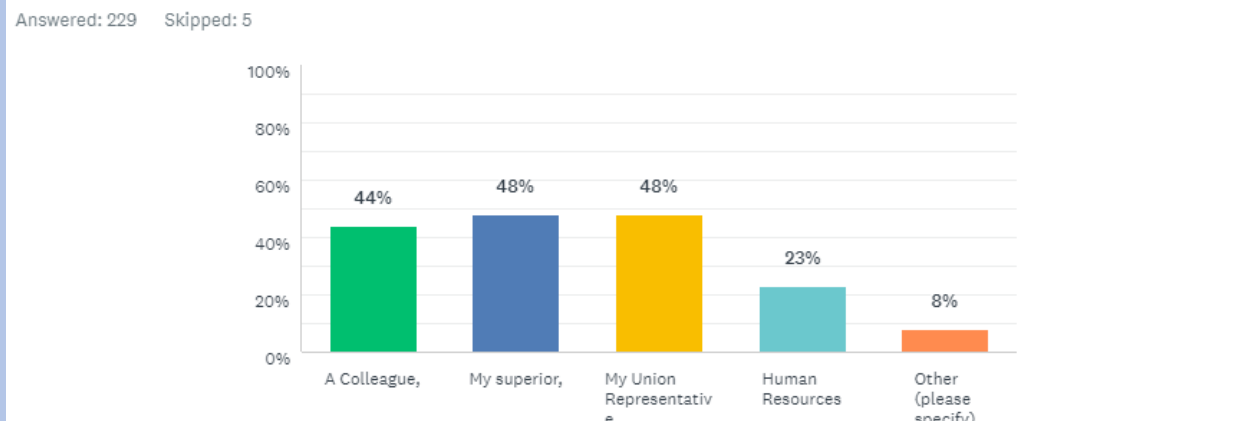


Figure 1b: White Participants Only

Overall, participants tend to feel the most comfortable reporting a racial issue to the AFT Guild, with White participants being split between reporting to their supervisor (48%) and to the union (48%). Non-White participants were less likely to report racial issues to their supervisor compared to White participants (40% vs. 48%).

RACIAL PERCEPTIONS WITHIN THE CULTURE OF THE CAMPUS COMMUNITY

Racism is a problem in the SDCCD/GCCCD community.

Answered: 237 Skipped: 1

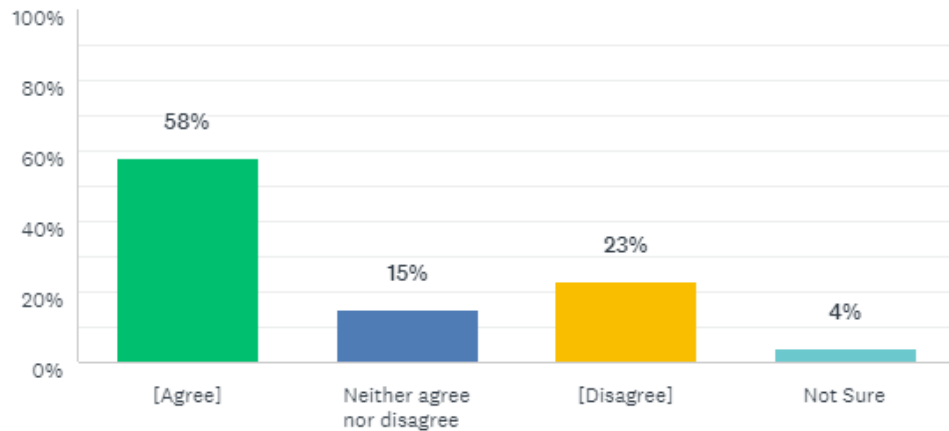


Figure 2a: Non-White Participants Only

Racism is a problem in the SDCCD/GCCCD community.

Answered: 232 Skipped: 2

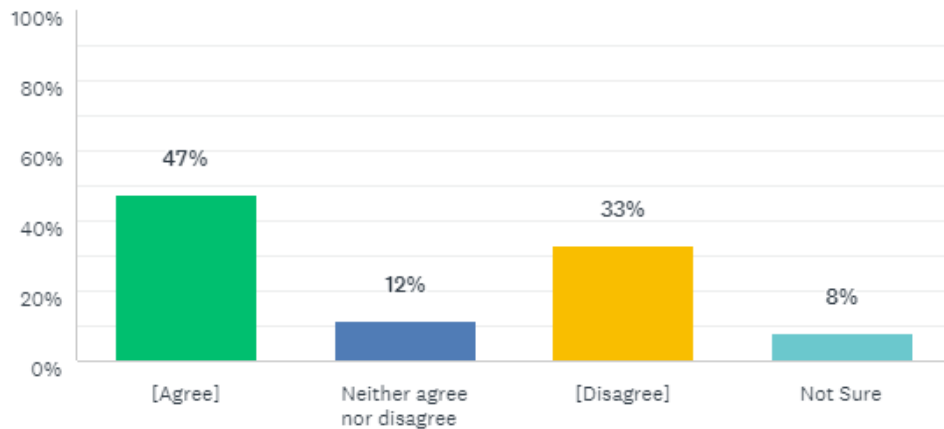


Figure 2b: White Participants Only

Compared to White participants, non-White participants were more likely to agree that racism is a problem in the GCCCD/SDCCD community (58% vs. 47%). Similarly, White participants, compared to non-White participants, were also more likely to disagree that racism is a problem (33% vs. 23%).

I feel that my institution should recruit and hire more people of color.

Answered: 237 Skipped: 1

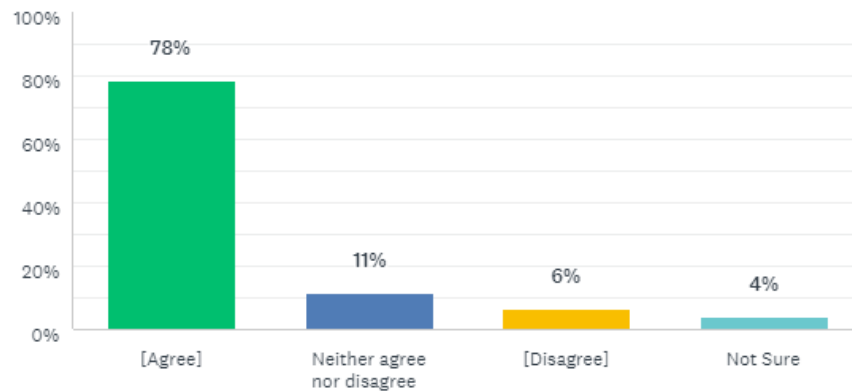


Figure 3a: Non-White Participants Only

I feel that my institution should recruit and hire more people of color.

Answered: 232 Skipped: 2

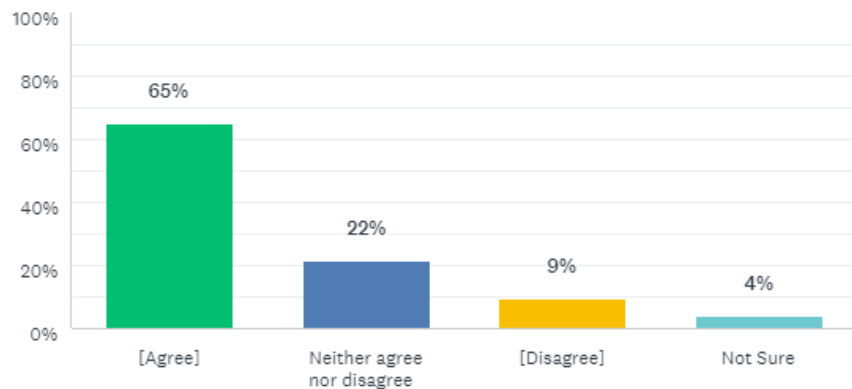


Figure 3b: White Participants Only

Non-White participants were more likely to feel that their institution should recruit and hire more people of color as compared to White participants (78% vs. 65%).

I feel that I need to suppress various aspects of my racial/ethnic culture (i.e. language, appearance, and ways of interacting) to be able to “fit in” to the culture at my institution.

Answered: 237 Skipped: 1

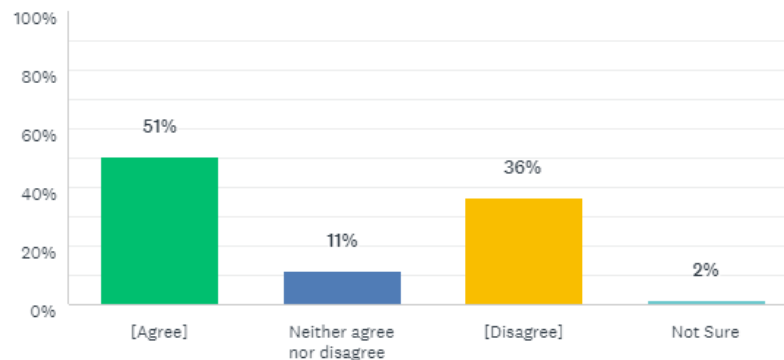


Figure 4a: Non-White Participants Only

I feel that I need to suppress various aspects of my racial/ethnic culture (i.e. language, appearance, and ways of interacting) to be able to “fit in” to the culture at my institution.

Answered: 233 Skipped: 1

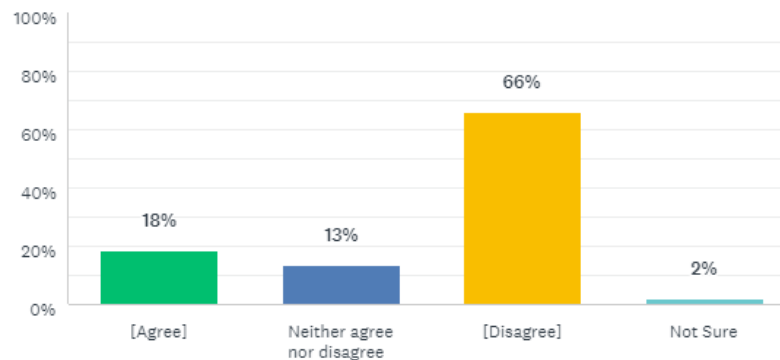


Figure 4b: White Participants Only

Non-White participants were much more likely to suppress aspects of their racial/ethnic culture in order to “fit in” the institutional culture as compared to White participants (51% vs. 18%). Similarly, White participants were also much more likely to disagree that they felt the need to suppress aspects of their racial/ethnic culture to fit in (66% vs. 36%).

I feel as though my colleagues at my institution treat me respectfully regarding my race/ethnicity.

Answered: 238 Skipped: 0

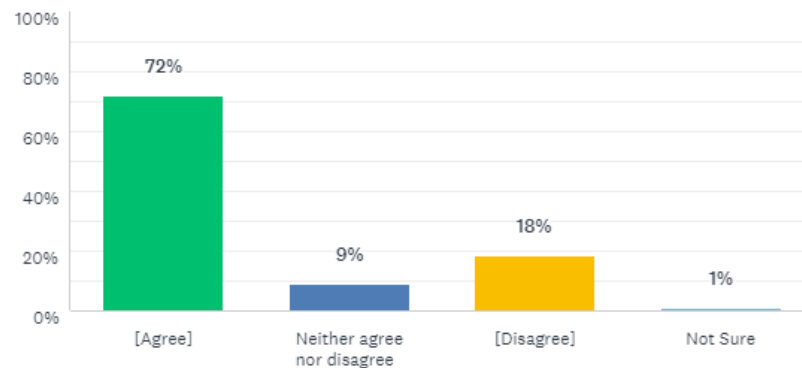


Figure 5a: Non-White Participants Only

I feel as though my colleagues at my institution treat me respectfully regarding my race/ethnicity.

Answered: 233 Skipped: 1

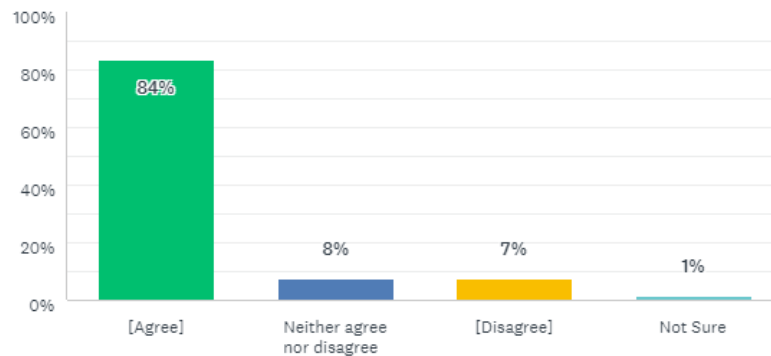


Figure 5b: White Participants Only

Overall, White participants perceived more respect from their colleagues at their institution whereas the non-White participants perceived a lower level of respect (84% vs. 72%).

Personal Experiences With Racial Issues at the Workplace

Have you considered leaving this institution for any of the following reasons?
(Please check all that apply.)

Answered: 236 Skipped: 2

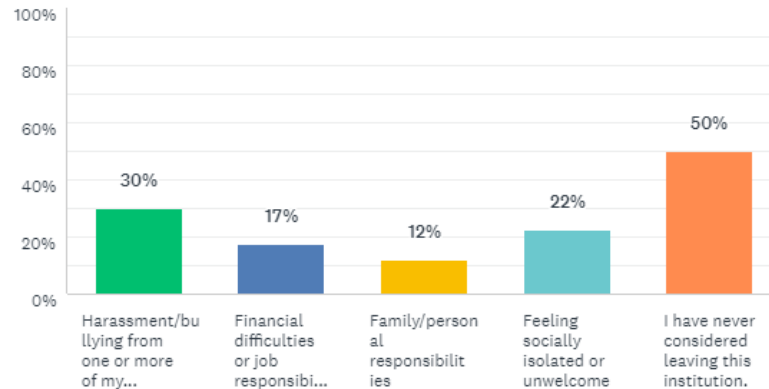


Figure 6a: Non-White Participants Only

Have you considered leaving this institution for any of the following reasons?
(Please check all that apply.)

Answered: 231 Skipped: 3

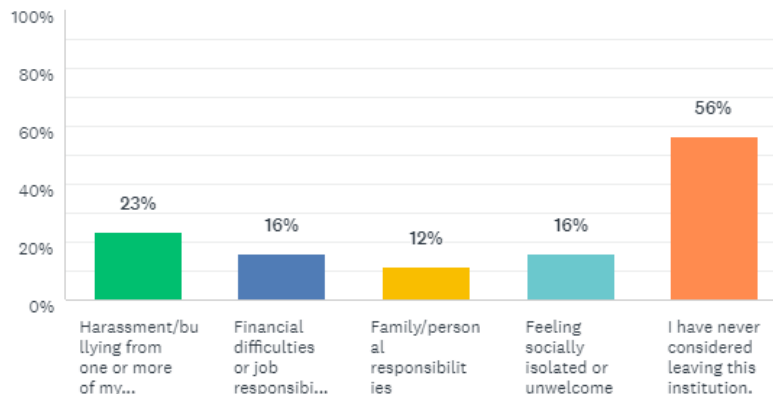


Figure 6b: White Participants Only

The fact that the non-White group were more likely to consider leaving the institution seems to suggest that they actually had more negative experiences, which were confirmed by the higher percentage of “harassment/bullying” and “feeling socially isolated and unwelcome” as seen in figure 6a. However, it is also noteworthy that both groups ranked “harassment/bullying” as the top reason they would consider leaving their current job.

Been put down intellectually because of my race/ethnic origin

Answered: 237 Skipped: 1

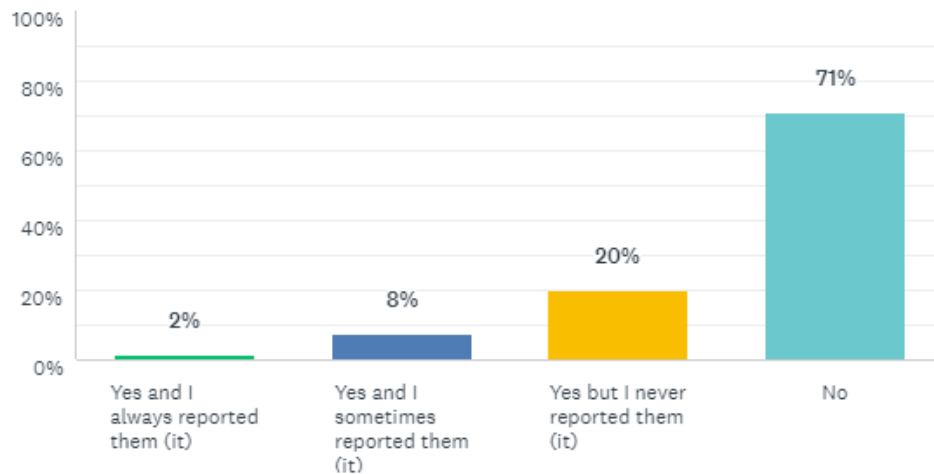


Figure 7a: Non-White Participants Only

Been put down intellectually because of my race/ethnic origin

Answered: 232 Skipped: 2

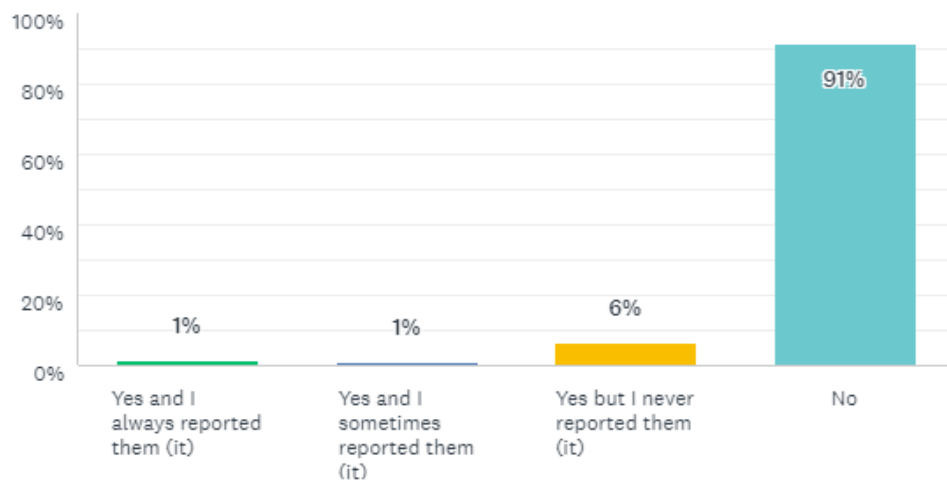


Figure 7b: White Participants Only

White participants reported that they were less likely to be put down intellectually because of their race/ethnic origin compared to non-White participants (91% vs. 71%).

Been ignored after expressing my ideas or sharing my comments because of my race/ethnic origin

Answered: 236 Skipped: 2

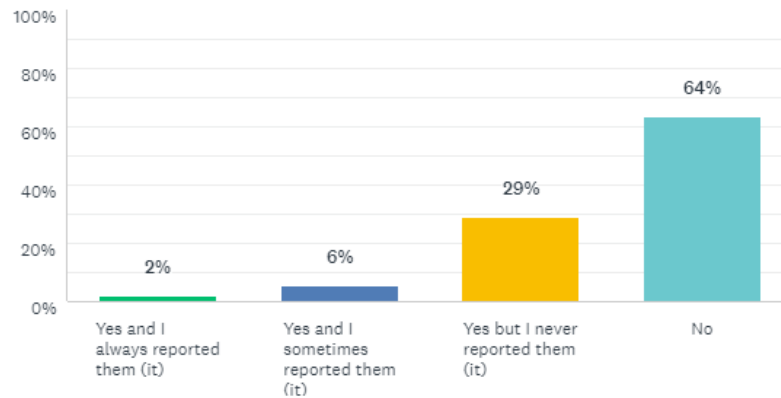


Figure 8a: Non-White Participants Only

Been ignored after expressing my ideas or sharing my comments because of my race/ethnic origin

Answered: 230 Skipped: 4

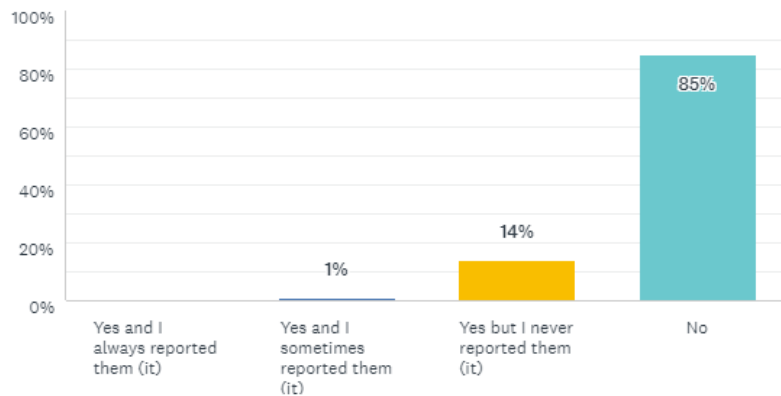


Figure 8b: White Participants Only

Similar to the earlier finding, White participants reported that they were less likely to be ignored after expressing their ideas because of their race/ethnic origin as opposed to non-White participants (85% vs. 64%).

SAMPLING OF OPEN-ENDED RESPONSES

A part of our survey questionnaire included space in which participants could provide anonymous answers to the following:

- Please provide any additional comments that you have on how racial-ethnic issues impact your work experiences on your campus in the box below.
- Please provide any additional comments you have regarding the racial climate on your campus in the box below.
- Please provide any additional comments that you would like to share.

Below is a representative sample of open-ended responses that further inform about GCCCD and SDCCD employees' racial perceptions as well as their personal experiences with racial issues in the workplace. The last four themes in the table below, "Experienced Racism/Discrimination in Interactions with Students; Experienced Ageism; Experienced Gender Bias; and Experienced Mental Health Issues" derived as a result of this space for responders to express themselves.

| Themes | Samples of Non-White Participants' Responses | Samples of White Participants' Responses |
|--|---|---|
| Reported Racial Harassment or Discrimination | "When I first joined the District I was bullied, harassed and disrespected because I was of a different race and ethnicity. I did not report it because I was afraid of losing my job and also because the fellow faculty member that I tried to ask for help did not want to listen to me." | "Though I have never needed to report an instance of racism, I know people who have and they report that HR is nonresponsive and unhelpful." |
| Believes Racism is a Problem in GCCCD/SDCCD Community | "Our campuses are unsafe for people of color. You have performative leadership who know how to check the boxes and do not actually fulfill the need for diversity and inclusion. I have been disrespected by colleagues, in front of superiors, and nobody bats an eye. Our campus has people in 'Diversity' roles who create the most damage." | <p>"I think we white people need to learn to be anti-racist instead of expecting someone else to fix our country's racism problem. It's our problem, and only we can make ourselves not be racist."</p> <p style="text-align: center;">***</p> <p>"I have often considered consulting an attorney because of the preponderance of CRT seeping into the workplace. This theory cannot be proven and it</p> |

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| | | <p>is openly hostile toward white people.”</p> <p style="text-align: center;">***</p> <p>“As a white person married to a person of color and a mother who has raised colored sons, I am appalled by the terrible direction CRT is taking our public institutions. I want my entire family, my brown husband and sons, and my white self to be treated well based on how we treat others. I am tired of POC becoming fetishized based on their skin color.”</p> |
| <p>Recruiting, Hiring, and Retaining Employees of Color</p> | <p>“I have received accolades for my leadership, yet have been turned down for administrative positions... Each time, a light skinned person got the job over me.”</p> <p style="text-align: center;">***</p> <p>“Feel excluded from the campus community. Lack of Latinx representation in positions of leadership, yes, I see Latinx staff all around campus but the majority hold positions of classified staff. This triggers a trauma that we Latinx people are only good to be the working bees that I should not inspire to be more than that.”</p> <p style="text-align: center;">***</p> <p>“As a woman of color with impeccable work history, no one has mentored my professional growth to move out of an adjunct position. A program needs to be developed with HR to recognize individuals like myself and grant them more hours or a</p> | <p>“I am white and have not personally experienced discrimination because of my race. With this said, in my role on campus, I have spent the last couple of years advocating for a focus on racial equity. As a result, I have experienced attempts at being silenced and being removed from a reassigned-time leadership position by my peers. In addition, I know many employees of color who have experienced race-based discrimination. Some left as a result of this while others have stayed; some have been ostracized or side-lined within their areas or have been discouraged or excluded from</p> |

contract. More hours were available in my department but I was not even considered. I noticed certain non-Black groups have several members of their family working at the same site. Black workers are denied this opportunity too often. When programs are designed to compensate Black male participants with stipends, I heard a Dean and Student Support person belittle and criticize the program.”

assuming leadership roles.”

“I've seen subtle racism at [my campus] a few times over the years, but I've also been on a committee where an administrator said ‘we cannot hire a white male.’”

“I no longer show my face in video conferences because I get a lot of negative comments because I am very white and thus, according to some people, ‘privileged,’ a member of ‘the ruling pigmentocracy’- which is a totally ridiculous term because what does my skin color say about my personal story? People don't know anything about my background and assume that I am ‘privileged’... My parents were refugees and slave laborers. It is automatically assumed that because of my skin color that I have some sort of high and mighty background. This is not the case. So, I don't appear in video conferences, I don't usually click on ‘white’ as skin color in surveys. I usually pick ‘prefer not to say’. I have not gotten jobs because of it and I am generally done with this racist nonsense. I know I will not get a full-

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| | | <p>time job in education because of my skin color. I've given up on this anyways. I think it is a travesty that people get hired because of their skin color. They should get hired because of their qualifications and merit. I'm a registered Democrat and I have friends of all ethnic backgrounds but in education in this country today, I cannot get hired.”</p> <p style="text-align: center;">***</p> <p>“I would like to see more faculty of color, non-Hispanic. So more African Americans, Middle Easterners and Asians as they are underrepresented.”</p> <p style="text-align: center;">***</p> <p>“The racial climate on my campus has diminished. We need to recruit more minority faculty, but a group of white women have taken on the banner of speaking to all issues about race and have become cultural bullies.”</p> |
| <p>Experienced Suppressing Racial and Ethnic Identity to “Fit In” Within the Institution</p> | <p>“I truly believe that the racist managers and deans and administrators have instilled fear in me.”</p> <p style="text-align: center;">***</p> <p>“Over addressing and a general lack of humility and openness to many viewpoints regarding the</p> | <p>“I honestly feel like being a white female republican I am by far the minority and fear for speaking about anything at all because it is not in line with the perceived ‘majority.’ The constant emails, workshops, PD, etc. deluging my inbox</p> |

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| | <p>'racial climate' is having the adverse effect handicapping our wider discussions and causing self-censorship among people. Many feel uncomfortable for the wrong reasons."</p> | <p>are things that I feel if I did, I would be persecuted. Just treat everyone the same and keep politics out of it. It's pretty simple. We don't need hundreds of hours of awareness training and daily emails. It's great the resources are there, people may need them and I direct students to them, but it's too much."</p> <p style="text-align: center;">***</p> <p>"I am a white person and often feel like I can't say anything because I don't want to be the white savior or act out of white guilt but I want to support my colleagues who are subjected to racism and violence because of their skin color."</p> <p style="text-align: center;">***</p> <p>"My racial privilege makes it so that I don't have to deal with things directed toward me personally, but I can't say for my colleagues. I am committed to doing the work to be an ally for racial justice, but more required training for all faculty would be helpful. Especially contract faculty."</p> |
| <p>Respected by Colleagues</p> | <p>"I reported something twice that happened in 2 separate Zoom meetings (by the same person) and I was told by a superior to confront the person who said the racial/ethnic things to me. I would never confront the aggressor</p> | <p>"I am a cis-gender white woman working in a department that is well represented with women, so I don't feel any prejudice because of race/ethnicity. That</p> |

because it's too uncomfortable. I'm getting anxious just writing about it. Everyone heard it and eventually the person apologized to me, but as a result, I don't trust anyone at my workplace.”

does not mean it doesn't exist. It just doesn't impact me, which is an example of my privilege.”

“I am a white senior citizen teaching now for many (40+) years...Most of my interactions are with students in the classroom, with colleagues at meetings, and with office staff. A large percentage of my students (and some colleagues/staff personnel) are non-white and many are ESL. While there are occasionally minor conflicts either between students or colleagues/staff, I have never been aware that any of these issues revolved around race/ethnicity. So, in short, in my experience the community colleges are a welcoming and safe place for all students. And I certainly make every effort to make all students feel comfortable in the classroom.”

“I had the experience of a colleague at [my campus], confusing me with another ‘white’ blonde person and being extremely rude and inappropriate toward me when I

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| | | <p>needed to troubleshoot an escalating situation with a student. I had no history with this colleague. I found out later he apparently lumped me together with another white blonde teacher s/he'd had problems with. 'They all look the same' syndrome, I guess. Anyway, I've always been the 'privileged' race so in the scope of things, this was a trifle. The colleague should have been spoken to regardless. Very unprofessional behavior. Slammed a door in my face."</p> <p style="text-align: center;">***</p> <p>"The majority of my colleagues and superiors are non-white and, which is not representative of the demographics but a result of preferential treatment. There is a sense by many whites that they are systemically blamed for any real or perceived prejudicial treatment that non-whites have experienced and that opportunities are not as supported for whites. There is no one to talk to about this."</p> |
| <p>Considered Leaving GCCCD/SDCCD</p> | <p>"I have considered leaving my non classroom contract faculty position ever since the first month I was hired because of constant micro-aggressions. Remote working has been a reprieve from</p> | |

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| | the hostile workplace environment. I currently experience anxiety and nightmares with the prospect of returning on site.” | |
| Experienced Being Put Down Intellectually Due to Race/Ethnic Origin | “I feel attacked, and ‘othered’ on a regular basis. I get harassed by colleagues that come up to me and say hateful things on a regular basis and complain that there are ‘too many blacks and that they only got that job because they are black to make quota. Blacks only hire their own and there's too many of them in management here.’ Which isn't the case. My ethnic group and African Americans are some of the very few at the district. I have been called so many racist things while working here. I have been harassed/bullied in person and on the phone on a regular basis. I have been called a [N*****-word] so many times by people that work at the district, one of which worked in HR. They called me racial slurs, left me voicemails and harassed me in person. The harassment went on for years.” | “In some diversity training discussions, a few people of color expressed disbelief that I would not/could not understand or empathize because I was white.” |
| Ignored After Expressing Idea or Sharing Comments Related to Race/Ethnic Origin | “I feel the campus has a good grip on how to deal with student diversity but not as much on faculty and staff diversity. The emphasis should not only be on hiring people from diverse backgrounds but also to see that they thrive. Oftentimes the fear of retaliation is so great that those affected will be quiet about how they have been marginalized and excluded because they need the paycheck and don't want an openly hostile atmosphere in the workplace. I strongly feel while student complaints about discrimination are treated with seriousness, those from faculty and staff have to be constantly | “I feel unsafe as a white woman because of the continued symbols of fists, and various communications that increase division and unrest rather than bring all people together and lead toward kind and respectful attitudes toward all. Everyone is caught in the effects of the race fury meant to right the prejudicial wrongs where they exist but a white person dares not tell their experiences.” |

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| | <p>couched carefully and the onus is often on those slighted to prove it is not simply their perception - or better yet, their imagination.”</p> | <p>***</p> <p>“I've participated in diversity reading clubs and other activities that discuss racial/ethnic issues. In some cases, the room was majority white, which made the people of color stand out a bit and I think made everyone feel a little strange about the fact that a group that is supposed to be about diversity isn't very diverse. I suspect it also made the people of color feel like they had to speak as representatives of their race. I am not sure if that's how they felt (and I'm sure it varied among people) but I wondered about that. Additionally, I have heard criticisms of some diversity trainings because they focus on individual actions instead of systemic issues, so I'm not exactly sure how our institution lives up to that.”</p> |
| <p>Treated Negatively Due to Race/Ethnic Origin</p> | <p>“I have seen faculty of color (Black women, particularly) being asked to do much more than their fair share of committee work, or to serve on task forces, workgroups, etc. especially those that pertain to equity issues. And they did not receive any compensation or extra reassigned time. It seems very unfair.”</p> <p>***</p> | <p>“I feel that as a white male in a culture dominated by white supremacy, that my not having experienced racial animus directed towards me is the result of my white privilege, so I'm not sure my experience can be used as a barometer for measuring conditions properly.”</p> <p>***</p> |

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| | <p>“In what ways is racism festering in evaluation committees of tenure-track faculty? How is it that the only person of color in a department is having poor reviews and being held to higher standards when all the white colleagues who have gone through the process recently ‘succeeded’?”</p> | <p>“I think that the majority of white faculty in our institution like to consider ourselves to be nice people and progressive. But the BLM movement really showed a lot of us our ignorance of everyday experiences of BIPOC. I think we are especially prone to damaging microaggressions and need to work on our white fragility. As well as open up better and fairer hiring practices for faculty especially.”</p> <p style="text-align: center;">***</p> <p>“The current effort to subject whites to a self-loathing, self-deprecating view of themselves for being born white, without any other consideration of background, affiliation, or behavior, or risk being called racist, IS racist and irrational. Forcing people to pledge allegiance to every racial doctrine that others concoct is divisive and oppressive.”</p> |
| <p>Experienced Racism/Discrimination in Interactions with Students</p> | <p>“My experiences with racial-ethnic and aging issues happened in the classroom with students.”</p> <p style="text-align: center;">***</p> <p>“I am a teaching faculty with extensive professional experience and an accent that has inspired many of my students for many years. I am aware of and sensitive to the racial and ethnic diversity of</p> | <p>“I primarily run into race issues when students make racist comments or commit microaggressions. However, I now recognize that I have subjected students to microaggressions I have committed in the past.”</p> |

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| | <p>my students. That does not shield me or my students from experiencing the occasional negative student attitude that emerged over the past few years, which I believe stems from resentment of having me as an authority figure, albeit in the classroom.”</p> <p style="text-align: center;">***</p> <p>“The majority of my students are Caucasian and they often question my knowledge /experience.”</p> <p style="text-align: center;">***</p> <p>“Actually, I've heard racist/sexist/homophobic/anti-semitic/colorist statements from students, not faculty over the years. I think we should be providing training/workshops for all our students, esp. students [at my campus.]”</p> | |
| Experienced Ageism | | <p>“Agism appears to be at least as much a factor as my being White.”</p> <p style="text-align: center;">***</p> <p>“Since turning 50, I've noticed an increase in being dismissed and ignored by younger colleagues. Thank goodness for our wonderful students of all backgrounds. They keep me going.”</p> |
| Experienced Gender Bias | <p>“1) There's also intersectionality of race and gender involved sometimes in my experiences of marginalization and micro-aggressions. 2) By my administrator (white female), I have been written up as causing</p> | <p>“The only colleague who was/is a person of color was driven out of my department. I repeatedly brought this issue of racism and classism to my superiors. Denial</p> |

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| | <p>‘communication problems’ that require intervention and told that I need to be more vulnerable in my interactions with a white female colleague.”</p> | <p>was the response. I personally have experienced physical, verbal, and microaggression harassment because I am a woman -- sexism. When I have reported this, it has been denied, nothing done, including by female superiors.”</p> <p style="text-align: center;">***</p> <p>I would like gender (sexism) and sexual orientation/diversity issues, not merely ‘racial-ethnic’ issues to be part of this survey. The misogyny on this campus is very, very high, and perpetuated by not just men, but also women. When I have pointed this out, I have been shut down almost every time, including by women. And the homophobia is palpable, often. Denial is an amazing thing.”</p> |
| <p>Experienced Mental Health</p> | <p>“I appreciate the way in which the campus provides support for students while we are in the pandemic of racism. However, staff/faculty of color, particularly African Americans are not okay. We are traumatized and exhausted.”</p> <p style="text-align: center;">***</p> <p>“Racism is covert at [my campus.] It plays out in ways that deal with policy and decisions instead of focusing on what's best for students and staff of color. Racial fatigue is real. It's traumatizing.”</p> <p style="text-align: center;">***</p> | |

“I, like many other people of color, am overwhelmed with fatigue of talking about these injustices. I've filled out countless forms and surveys on these issues in my 6+years with the district, and I've served on several committees and participated in numerous trainings and meetings, and I have yet to see substantive policy changes. At this point, it feels as if we collect data, discuss said data at convocations and special sessions, but it amounts to absolutely nothing.”

“I can't even make a comment or conversation because they make fun of my accent and it is depressing.”

“Being one of the only Black faculty in my department has been rough. The way the Black faculty are treated in my department is abhorrent. It's affected my ability to be the best I feel I could have been.”

Participants

A total of 530 GCCCD and SDCCD faculty, staff, and NANC employees participated in the survey. This sample size represents a margin of error of approximately 4%. The estimated response rate was roughly 7% of all employees surveyed. It might be the case that those who felt strongest about racial issues were the most motivated to respond. The most common gender pronouns among the participants were “She/her” (62%), followed by “He/him” (25%), “Prefer not to respond” (12%), and “They/them.”

| ANSWER CHOICES | | RESPONSES |
|---|-----------|-----------|
| ▼ White | | 45% 234 |
| ▼ Black or African American | | 10% 51 |
| ▼ Afro-Caribbean | | 0% 1 |
| ▼ Somali | | 0% 0 |
| ▼ American Indian or Alaska Native | | 3% 13 |
| ▼ Asian | | 6% 30 |
| ▼ Chinese | | 1% 7 |
| ▼ Filipino | | 4% 19 |
| ▼ Asian Indian | | 1% 4 |
| ▼ Vietnamese | | 1% 6 |
| ▼ Korean | | 1% 3 |
| ▼ Japanese | | 0% 1 |
| ▼ Other Asian (for example, Pakistani, Cambodian, and Hmong) | | 1% 4 |
| ▼ Native Hawaiian and Pacific Islander | | 1% 4 |
| ▼ Native Hawaiian | | 0% 0 |
| ▼ Samoan | | 0% 1 |
| ▼ Chamorro | | 0% 0 |
| ▼ Other Pacific Islander (for example, Tongan, Fijian, and Marshallese) | | 0% 2 |
| ▼ Latinx | | 19% 96 |
| ▼ Middle Eastern | | 2% 10 |
| ▼ Middle Eastern (Muslim) | | 1% 4 |
| ▼ Middle Eastern (Christian) | | 1% 3 |
| ▼ Middle Eastern (North African) | | 0% 0 |
| ▼ Jewish | | 3% 16 |
| ▼ Prefer not to respond | | 12% 61 |
| ▼ Other (please specify) | Responses | 10% 52 |
| Total Respondents: 517 | | |

Methodology

The AFT Guild, Local 1931 distributed a racial issues survey (see appendix A) to the GCCCD and SDCCD faculty, staff, and NANC employees to complete between April 21, 2021 to April 28, 2021. To assess the racial perceptions of our employees, we designed survey questions that would measure their perceptions and personal experiences with racial issues at the workplace.

Data analysis

The following questions in the survey were selected to highlight the patterns of racial issues: Q 31, Q1, Q3, Q6, Q7, Q18, Q20, and Q25. The results of the other questions of the survey are available upon request.

Conclusion

Our findings are similar to those from other reports suggesting that BIPOC workers in an academic setting continue to experience discrimination at work (Dade et al., 2015). Additionally, our findings are consistent with observations made in the literature describing the challenges associated with increasing workplace or workforce diversity, such as intergroup conflict and strained communication, without concurrent strategies to counteract these challenges (Zheng & Townsend, 2021).

Limitations

It's unknown precisely how many people actually received and/or opened this survey because it was sent to mass distribution email lists in both GCCCD and SDCCD districts. Participants were only given one week to complete the survey without rigorous follow up to non-responders (two email reminders to complete the survey were sent out). In this survey, we focused on the most critical racism issues (between White and non-White participants only), and due to limited resources, we did not perform a thorough qualitative analysis of the open-ended responses. Despite these limitations, this is one of the greatest survey response rates AFT Guild, Local 1931 has received compared to other polls/surveys sent out over the years.

Recommendations

As our campuses aim to recruit and retain racially/ethnically diverse faculty, staff, and NANC employees, it is necessary that our leadership and administrators explicitly recognize the differences in employees' perceptions and experiences and how they will inevitably affect the conversations about race within our campuses, and should inform the development of formal and informal mechanisms for racial equity. Our recommendations for leadership and administrators in both districts are:

- Apply racial equity tools in all spaces on our campuses;
- Ensure that hiring practices prioritize diversity so that our faculty and staff ranks are more reflective of the students the GCCCD and SDCCD serve;
- Partner with other anti-racism institutions within the community to provide services and information to all employees;
- Build racial equity into our campus policies;
- Address issues of ageism, sexism and gender bias in workshops and trainings as well as racism;
- Provide ongoing mental health support to employees of color upon their request;
- Execute additional and ongoing research to focus on the experiences of faculty, staff, and NANC employees on campus and in their interactions with students (See Sue et al., 2011 for a detailed study on the challenges of faculty/staff of color, and implications on how to support them in the classroom with students); and
- Execute ongoing research that focuses on the experiences of employees of color at each campus to provide a more inclusive, safe, and overall positive work environment for all.

References

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1. Racism is a problem in the SDCCD/GCCCD community.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

2. I would recommend my institution as a supportive work environment for people of color.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

3. I feel as though my colleagues at my institution treat me respectfully regarding my race/ethnicity.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

4. I feel as though my superiors at my institution treat me respectfully regarding my race/ethnicity.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

5. I feel like the employees at my institution represent the racial demographics of the student population it serves.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

6. I feel that my institution should recruit and hire more people of color.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

7. I feel that I need to suppress various aspects of my racial/ethnic culture (i.e. language, appearance, and ways of interacting) to be able to “fit in” to the culture at my institution.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

8. I feel comfortable openly expressing my disfavor with racist jokes, microaggressions, or inappropriate statements made by others at my institution.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

9. I have been expected to speak on behalf of all of the members of my race/ethnic origin at my institution.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

10. All employees should be required to complete at least one workshop on understanding and dismantling systemic racism at our institution.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

11. In general, I feel confident that my institution will respond appropriately if I report on racial harassment, or if discrimination was made.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure

12. In case(s) when I have reported an incident of racial harassment or discrimination I feel my institution has responded appropriately

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Sure
- I have never reported an incident of racial harassment or discrimination

13. I have found the workshops and professional development opportunities about race/ethnicity offered at my institution to be informative and worthwhile.

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

14. To what extent do you feel the campus community at your institution is welcoming to people of color?

- Very welcoming
- Somewhat welcoming
- Somewhat unwelcoming
- Very unwelcoming
- Not sure

15. How important is it for you to participate in groups/activities and multicultural events that reflect your ethnic/racial background.

- Extremely important
- Very important
- Somewhat important
- Not so important
- Not at all important

16. In the past five years, I have served on a committee that included more than one person of color:

- 5 or more times
- 3-4 times
- 1-2 times
- Never
- I have not served on any committees

17. I feel that the number of people of color in leadership/administrative positions at my institution should:

- Increase
- Stay the same
- Decrease
- Not sure

18. Have you considered leaving this institution for any of the following reasons? (Please check all that apply.)

- Harassment/bullying from one or more of my superiors/colleagues.
- Financial difficulties or job responsibilities
- Family/personal responsibilities
- Feeling socially isolated or unwelcome
- I have never considered leaving this institution.

Use the following scale for questions 19-31:

- A. Yes and I always reported them (it)
- B. Yes and I sometimes reported them (it)
- C. Yes but I never reported them (it)
- D. No

I have experienced the following at my institution:

19. Been called names, insulted, or verbally assaulted because of my race/ethnic origin

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

20. Been put down intellectually because of my race/ethnic origin

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

21. Been excluded from a social event or activity because of my race/ethnic origin

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

22. Received insulting or anonymous phone calls, letters, notes, or e-mail because of my race/ethnic origin

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

23. Been subjected to hostile stares because of my race/ethnic origin

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

24. Been physically threatened or attacked because of my race/ethnic origin

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

25. Been ignored after expressing my ideas or sharing my comments because of my race/ethnic origin

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

26. Been followed or stopped by campus police/security because of my race/ethnic origin

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

27. Been harassed or discriminated against because of my foreign accent or for speaking a language other than English.

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

28. Been excluded from a faculty or staff committee because of my race/ethnic origin.

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

29. Been excluded from a reassigned time or promotional opportunity because of my race/ethnic origin.

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

30. Been in a situation where a member of my campus community has embarrassed, patronized or treated me negatively because of my race/ethnic origin.

- Yes and I always reported them (it)
- Yes and I sometimes reported them (it)
- Yes but I never reported them (it)
- No

31. If I were to experience racial harassment or discrimination at my institution, I would feel most comfortable reporting it to

- A Colleague,
- My superior,
- My Union Representative,
- Human Resources
- Other (please specify)

32. In the following spaces, I have had opportunities to openly discuss racial/ethnic issues, as they have come up in: Choose all that apply.

- Department meetings
- Committee meetings
- Daily work space
- Union
- Academic Senate
- Classified Senate
- Workshops/trainings

Other (please specify)

Personal Information

Reminder: Your responses are confidential. Information in this section will only be used for data analysis purposes. Individual results will never be reported; only group responses will be reported in such a manner that specific responses will never be identifiable.

33. Please select or state your gender pronoun(s). Select all that apply.

- They/Them
- She/Her
- He/Him
- Prefer not to respond

Other (please specify)

34. What is your age?

- Under 19
- 19-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70 or over

35. My role is

- Contract Faculty
- Adjunct Faculty
- Classified Professional
- NANCE

36. The majority of my assignment is located at:

- SD Continuing Education
- City College
- Mesa College
- Miramar College
- SDCCD District Office
- SDCCD District Service Center
- Cuyamaca College
- Grossmont College
- GCCCD District Office

37. Check all that apply. I identify as:

- White
- Black or African American
- Afro-Caribbean
- Somali
- American Indian or Alaska Native
- Asian
- Chinese
- Filipino
- Asian Indian
- Vietnamese
- Korean
- Japanese
- Other Asian (for example, Pakistani, Cambodian, and Hmong)
- Native Hawaiian and Pacific Islander
- Native Hawaiian
- Samoan
- Chamorro
- Other Pacific Islander (for example, Tongan, Fijian, and Marshallese)
- Latinx
- Middle Eastern
- Middle Eastern (Muslim)
- Middle Eastern (Christian)
- Middle Eastern (North African)
- Jewish
- Prefer not to respond
- Other (please specify)

38. Please provide any additional comments that you have on how racial-ethnic issues impact your work experiences on your campus in the box below.

39. Please provide any additional comments you have regarding the racial climate on your campus in the box below.

40. Please provide any additional comments that you would like to share.