HEDS Diversity and Equity

Campus Climate Survey

Redacted Comments

## “What one word or sentence would you use to describe the sense of community you feel at Clark College?”

1. Tribal
2. Tribal
3. The race impacting actions on this campus warrant more than a sentence or a word! The mere request shows that there needs to be a shift in how questions are asked on such surveys, if authentic answers are to be shared. A question a while back asked if diversity serves the campus, I say that equity especially in the context of race would help! Diversity only measures what equity still needs to happen. There is a sense of tone policing, expectation of mammyism from Black members, Latina mothering from anyone they perceive to lighter melanated women of color, and respectability politics (insisting on a form of Minnesota niceness, white politeness, or expect the person to sound like the dominant culture or acting similar to the dominant culture) against Black, Brown, and Indigenous admin, faculty, staff, and students. The assumption is that it could not be the biased, prejudiced, or perpetuating behavior of the white student, faculty, admin, or staff instead it must be true that the Black, Brown, and Indigenous lighter melanated women of color members of the campus are the problem.
4. Univocal
5. Based
6. acceptance
7. Accepting
8. Accepted
9. There is a sense of acceptance at Clark College.
10. Overall, clark seems more accepting than most places, but there's always room for improvement!
11. Accepted.
12. Accepted
13. Accepting.
14. Acceptance and respect
15. Accepting
16. Accepting and accommodating
17. Accepting
18. Accepting, inclusive, and encouraging would be the words I would use to describe the sense of community I have experience so far at Clark College.
19. The school's very accepting, welcoming, and the staff makes an effort to learn and consistently be growing.
20. I don't feel recognized for my contributions to the college, and I don't feel I have opportunities to participate to my full potential (I am an adjunct).
21. Affirmative action is racist and discriminatory to everyone.
22. Afraid to share my beliefs.
23. Bright
24. Amazing
25. Average
26. moderate
27. average
28. Basic
29. Generic
30. Somewhere in the middle.
31. Okay
32. Clark is mostly white with a history of micro and macro-aggressions towards latinx and blacks.
33. Decent
34. Normal.
35. Mid
36. Normal
37. average
38. Ok
39. Typical community college environment.
40. Biased.
41. Broken
42. Broken
43. Broken.
44. Clark is broken
45. Calming
46. cautious
47. cautious
48. Challenging
49. If you take classes with the same/similar cohort for long enough, you'll feel like you belong or you don't(?)
50. collegial
51. School
52. Collegiate
53. Casual
54. comfortable
55. Home
56. Comfortable
57. Very comfortable and cozy
58. I feel a comfortable sense of community at Clark but feel it could be improved by focusing on the many concerning issues at hand, especially increasing enrollment numbers.
59. comfortable
60. Chill
61. Home
62. Comfortable
63. Comfortable
64. Homely
65. A place where I feel comfortable learning with my peers.
66. Comfortable
67. I feel comfortable and still learning the environment. It is my first year in Clark. I'm looking forward to continue my education here for the next few years.
68. Chill. Laidback. I've never felt any contentiousness here.
69. Home
70. comfortable
71. Down to earth
72. As a privileged individual in most every category of intersectionality; comfortable
73. Comfortable, friendly and professional
74. comforting
75. Comfortably
76. Conformable
77. comforting and engaging with the little experience I have attending campus in person but the classes i've taken online have been great so far.
78. Comfortable
79. Chill
80. I am better able to share who I am as a whole person with people who know me well professionally first.
81. Comfortable
82. I am a new student at Cark and currently I feel every things is comfortable.
83. Comfortable community
84. Comforting and supportive.
85. My sense of community and comfortableness is with my department and the Clark College community in large. This may be do to not interacting in person as much because of the pandemic.
86. I don't have much experience on campus, but for the times I have been on campus on both the Main campus and Columbia Tech campus, the experience was comfortable and welcoming.
87. Discriminated against and scared to share my real thoughts and ideas because I don't have the same beliefs as Clark College.
88. Not the same for everyone.
89. Feeling less connected to Clark as our campus diversity & equity training seems to comes from a place that implies all white people are to blame for all historical and current race issues and if you do not conform to the dogma of the current administration you should be reprimanded or fired regardless of how well you perform your job.
90. selective
91. Limited to certain work groups
92. There is community for those who think the same way, but those who don't must strategically and carefully forge their own sense of community, privately.
93. If there is a community at Clark I am not strongly affiliated with it.
94. I feel there is a strong sense of community among a select core group who are from the area and/or attended Clark College (or had a family member attend). I am not a member of this group and feel somewhat disconnected from the Clark community or sense of belonging.
95. That if I don't give into "the boys club" mentality, then I don't belong at Clark.
96. Competitive. In the […] department, a professor has created a space in which if you are not doing incredibly well, it is easy to feel stupid. It is difficult to reach out for help from peers or staff because of this.
97. Competitive and cold: more often than not, people do not give others the benefit of the doubt.
98. Professionally competitive and exploitative, rather than collaborative or supportive.
99. Complicated.
100. Complicated
101. Contingent
102. Conditional
103. Confrontational and adversarial
104. Bringing all kinds of people together in the name of education and community.
105. Connected
106. tight-knit
107. together
108. Intertwined
109. connected
110. Social integration
111. teamwork
112. "Staff is eager to engage, students are reluctant to engage"
113. I love diversity and embrace it. But the college is swinging so far to one side that they are forgetting everyone else who is not in a minority group.
114. Difficult during Covid
115. Pandemic
116. Damaged and untrusting/untrustworthy.
117. The more you try to include people the more racism continues on through your actions. I grew up in a place where white people were the minority and the only problem created was when you spoke about it. Your reactions to proud boys and blm makes you scared and racist yourselves.
118. The campus has gone to the extreme and has become very woke. It has not improved the climate at Clark and I believe many people have left because of this environment.
119. \*\* is doing an amazing job--\*\* and \*\* facilitate excellent trainings and conversations!
120. \*\* is awesome... they always make you feel part of the team
121. departmental
122. Department centered
123. dissapointed
124. Disappointed
125. Disappointed. I have been at this college long enough to see when it was operating well, we had good communication from leadership, and the transparency of the \*\* decisions was very apparent. However lately, for the last several years in fact, this college has become disjointed and groups have been separated from each other via a lack of communication between those groups and \*\*
126. Over the last couple of years, fractured and disconnected (not through the fault of the college).
127. The community at Clark is fractured - mostly because administrators don't really understand teaching/learning or students.
128. I am isolated off the main campus- so to answer this would not be fair.
129. Disconnected
130. Fractured
131. disconnected and at times adversarial
132. disjointed
133. fractured
134. Separate, but connected.
135. Saddened by the silos
136. Solo
137. somewhat disconnected
138. Compartmentalized.
139. Disconnected - Several moving parts that are not working together toward common goal.
140. Connected yet apart
141. Fractured
142. Siloed
143. Broken.
144. Disconnected
145. disconnected
146. Untethered. The pandemic certainly did not help with bringing the campus together—the strike prevented admin and faculty from meaningfully connecting or repairing damage and moving forward, forced isolation, layoffs, the \*\* \*\*\* thing, a new \*\*, political and social unrest, the weird psychological trauma from shifting from an in person to fully digitized world—all makes it challenging to pinpoint the cause for the disconnect at Clark. I’m not sure if we know how to function as a collective when it seems as if we have forgotten how to be together. All I know is that I miss feeling like I am a part of a whole.
147. Detached
148. Completely disconnected--this is a divided college with 3 tiers of faculty salaries now. The college should be ashamed.
149. Despondent... fractured... in that sentiment overall is that leadership is out for themselves, and rarely do you see acts of humility, servant leadership, and self-deprecation.
150. Disconnected
151. fratctured
152. silo
153. Unstable. The community at Clark has become fractured and unstable over the years with respect to all the challenges facing the college today. DEI is an important aspect to be focused on, but it cannot be looked at in a silo. Clark is in a deep financial crisis that requires more attention than it is getting. Recruitment, retention and completion are not improving and without students, CC ceases to exist. Employee turnover is showcasing an environment of unhappiness. With leadership changes, turnover is expected, but when that turnover occurs many times over, it signifies a much deeper issue. We need stability and a balance to consider all problems facing the college today. DEI is simply one of those high priority areas that needs to be considered alongside the others.
154. lonely
155. Disconnected
156. Disjointed
157. Disjointed and disconnected. Its as though present leadership cannot wait to push those individuals as described to me once as "more of your kind" out the door.
158. Fractured
159. It doesn't feel like Clark is connected at all......very disconnected.
160. Disjointed
161. fractured
162. Fragmented
163. Disjointed
164. Disconnected
165. Disconnected
166. Isolated from faculty but at home with students.
167. Fractured
168. Disjointed
169. Discombobulated in Transit.
170. It feels fragmented.
171. Siloed
172. Fractured
173. Fragmented
174. Conflict
175. Fractured
176. In my opinion it’s very separated, I feel students are very closed off towards each other and teachers make you feel dumb for asking questions or getting things wrong.
177. fragmented
178. I have no peers in my department. Everyone is 20 years older or have extremist political views of which we have no commonality. I am alone!
179. Polarized.
180. Conflicted. If you are white you face disclination but we aren't allowed to express those feelings without backlash.
181. Decentralized
182. Like other students and I are kept “at arms length” from each other.
183. Divided
184. Disjointed
185. Fractured but promising.
186. siloed
187. diversity
188. Cultural diversity
189. mixed
190. People of many different backgrounds interacting together
191. Diverse Whirlwind
192. Somewhat diverse and kind, but could be better at providing improvements for disabled people.
193. It is very diverse.
194. I feel that Clark College is a diversified community.
195. A diverse campus primarily made up of Running Start students.
196. Mixed bag
197. very diverse
198. Diverse
199. Diversity
200. Diversed
201. Very Diverse
202. A very diverse college with an obvious tendency to lean one way politically.
203. Clark College is a melting pot to all genders, sexual orientations, ethnicities, backgrounds, and identities; is what makes the world beautiful and it makes Clark beautiful as well.
204. I like the diversity of online classes and zoom
205. Clark College has a nice environment with diversity of the students. The professor supports the students no matter what they are.
206. A divide between union members and non-union members
207. Torn
208. dichotomy
209. I feel inferior and marginalized by the predominantly white women management.
210. Not welcoming to people of non-dominant identities
211. White, Christian, conservative, opinionated, self-centered, prejudiced, throughout administration, staff, and faculty, with some exceptions, most wanting no or very little change, so they can stay within their comfort zones, with very few progressive ideas or actions to move restorative justice and equity forward. And I mean real social-economic equity and real restorative justice, in terms of free scholarships and social support. But, we are all human and forget our connections to each other, because of very little health care, poor nutrition, and barely enough pay to survive, which takes away from relating to each other and working together to move ahead.
212. Dynamic
213. Economically marginalized--as an adjunct, my chance to advance to a FT position is near impossible with the increased degree requirements reflected in recent TT job postings.
214. Elitist
215. Fair
216. Everybody seems equal.
217. Equal opportunity for everyone, always.
218. Equal
219. Equal
220. equal and fair
221. Equality
222. fair
223. Extremely focused on PPI
224. Extremes
225. The staff and faculty really care about each other and the students, and treat everyone like family.
226. Family
227. Family
228. I feel like Clark is my second family
229. Family
230. Find the opportunities.
231. Focused
232. forgotten
233. Freeing
234. Everyone seems friendly, both staff and students.
235. Friendly, Healthy and Happy
236. Friendly
237. I think that everyone that I communicate with is friendly.
238. Friendly
239. friendly
240. The community at Clark feels friendly, but I often feel isolated--or that we operate in silos.
241. Helpful, friendly, encouraging and important are just a few of the words I would use to describe my sense of community at Clark.
242. Everyone at the campus has been friendly and welcoming.
243. Friendly, welcoming, understanding.
244. Fine
245. I have never questioned it.
246. nice
247. good
248. In my experience, I've never seen any negative interactions between people and they're generally respectful of differing opinions.
249. Great
250. Great
251. It's pretty great!
252. Good intentions
253. I’m not super involved, but it’s there.
254. Teachers and peers engage and listen to personal experiences.
255. Good
256. Seems good
257. Great🙂
258. Checks the box for higher education.
259. It feels like everyone is here to learn and better themselves in a career so that motivates me to do good in class.
260. lovely
261. Whole
262. I would say pretty good
263. Good
264. great
265. satisfied
266. Professional and respectful
267. No matter what class I've been in, I've never felt like I was out of place in the classroom.
268. I feel fine, I don’t really talk to anyone since everyone is way older than me since I’m just a running start student.
269. A well-rounded learning environment
270. most my friends and neither's community's are they love to study at Clark Collage
271. Good.
272. good
273. Good
274. Good
275. Clark College is a great resource for students thank you for you support 🙏.
276. Nice
277. good
278. The black kids are lit
279. easy
280. wholesome
281. It’s good overall. It’s obvious that most of the professors and staff all lean towards one side of the political aisle and sometimes show it, but it’s not too bad. I’m from Mexican decent and I have always been treated good everywhere, and Clark has been the same as well.
282. cool
283. Good.
284. Good
285. Very good
286. Very good experience. Like this community for help in any educational way
287. This is a wonderful place overall, but one-sided political viewpoints are beginning to erode that sense for me.
288. The teachers of Clark College are grateful.
289. Happy
290. Happy
291. It is the worse I have every experienced in my more than 10 years here. I have no trust in the leadership of the college or trustees. The environment feels lethal, full of fear, back-stabbing and emotionally harmful. The trustees' mission of racial equity first above all else is misguided and is causing irreputable harm to the campus community and the SW Washington community that supports the college.
292. helpful
293. I'd rather not say.
294. Not as cultivated as I'd like, but getting better
295. A group of individuals trying to do good work (in a variety of ways), have a positive impact, and support our community to the best we can. Resilient.
296. Growing
297. Slowly improving
298. calibration
299. Trying
300. Clark college diversity and equity initiative is a work in progress.
301. In development
302. Doing our best. We are far too White--this goes without saying--but I have hope. The education is intentional and incredibly meaningful and transformative: the options and opportunities are many.
303. Improved: very different over last four years.
304. The sense of community here at Clark College has a long way to go.
305. Growing.
306. I feel that we are collectively moving in the right direction and that coming back from the shut down there has been more networking and connecting between departments which benefits our community and especially our students.
307. Coming back to life.
308. Improving.
309. CLARK IS IN PROGRESS OF WORKING ON A OT OF AREAS IT NEEDED TO WORK ON AND THE CHANGE IS REALLY BEING IMPLEMENTED
310. Improving, but with a ways to go - as someone from a non-Christian background, the lack of awareness about this type of diversity affects my sense of belonging to the community.
311. Changed
312. working on it
313. Diminished due to the conditions of the COVID-19 pandemic, but growing and flourishing as more face-to-face operations and other extracurricular activities open on campus.
314. invested
315. Improving
316. Evolving,
317. Work in progress.
318. As a whole Clark College tries to make everyone feel welcome but many teachers are of an older generation and are not as accepting of everyone.
319. I have always felt that Clark has been in transition with building a sense of community, yet we never seem to fully get there.
320. improving
321. Covid damage the deep sense of community I once felt at Clark College, but the sense of community is still there.
322. Intentional
323. Still needs work.
324. I think we have room for improvement in developing a sense of community at Clark College for all populations.
325. change
326. A work in progress.
327. Trying to make progress, but struggling
328. Trying
329. I feel that Clark is trying. I feel that students are our most diverse coalition and I wish our faculty and staff looked more like our student population.
330. Well improving.
331. Healing
332. emerging
333. Improving
334. In process.
335. Hopeful, while being cautiously optimistic.
336. Room for improvement
337. Striving
338. Getting better, now that in-person interaction has increased
339. improving
340. Ongoing cultivation that starts with fostering our staff and faculty's potential so that technological infrastructure, equitable processes, and a commitment to students can thrive.
341. Clark College is making intentional efforts to improve the climate.
342. emerging
343. BUILD equity and inclusion
344. Learning
345. Mutual respect, with efforts to be equitable
346. Growing
347. My involvement grows my community and creates connections.
348. Improving
349. Improving
350. Work in progress
351. A work in progress.
352. I see them trying to be inclusive.
353. My department is pretty close, although we are a bit too much of a "boys club" for comfort sometimes. They TRY to include us but sometimes it's not great.
354. "My division is fantastic and I feel incredible community within my division.
355. Clark as a whole is a work in progress that feels more distant."
356. Included
357. I would personally have to say that from my point of view, Clark is really inclusive. However, I feel that Clark struggles to offer a more fluid and natural approach to the discussion of important issues.
358. Inclusive
359. Clark College is very inclusive. They make sure everyone has what they need in order to succeed
360. I feel that Clark College values inclusion and tries its best to include minorities and other ethnic groups into their faculty and staff.
361. Clark seems committed to inclusivity, and providing students the tools necessary to succeed in their areas of interest.
362. Inclusive
363. Inclusive
364. Inclusive
365. neutral but inclusive
366. Inclusion sometimes depending on acknowledgement of white folks
367. Inclusive
368. inclusion
369. Inclusive
370. To describe the community of Clark College; I just would like to call it generally inclusive.
371. Inclusive
372. Inclusive
373. Inclusive
374. inclusive
375. The atmosphere at Clark concerning community feels very inclusive and comfortable overall.
376. The schools inclusivity does impact the feeling of welcoming recieved by staff, and students; Making a safe neutral space.
377. Indifferent
378. Individualized.
379. individual relationships
380. Unique, I never feel out of place but I sometimes feel uncomfortable in certain situations.
381. Lacking
382. Sometimes you do and sometimes you don’t.
383. The sense of community at Clark College has fallen drastically in the last 5 years.
384. bland
385. Tenuous
386. Dismal.
387. I feel a sparse and lacking sense of community at Clark College.
388. Lacking
389. As faculty, I would describe my sense of community at Clark College as limited.
390. There are very few people in the building I work in, so I don't feel like I am a vital member of the community at Clark.
391. Shaky
392. Covid restrictions have decreased the sense of community, and the environment has not rebounded yet as many are still working from home, and the fear of being locked down again is ever-present.
393. lacking
394. Limited.
395. Shattered lately due to allocation of high-demand dollars
396. Lacking overall
397. After being here many years there is a low sense of community at Clark College compared to anytime in the past as we have embraced Diversity and Equity over the years the current focus seems to be only on Black people and Non-Binary groups with a lower consideration of providing Higher Education to the community.
398. Due to Covid, severely less than before but I think I can be improved with more in-person time on campus.
399. Pretty empty, only see a few faces on my way to and from class. Most classes appear to be empty as I walk through the halls.
400. Sparse.
401. Lacking. There are many new people who I don't know because I am mainly teaching online these days. Since the pandemic, I feel like I am working at a different institution than the one I used to work for.
402. Tenuous
403. Sporadic. Too much time spent alone at our computers, but when we are together in person or via Zoom it is great.
404. Though there are resources and places for people like me, I've never felt a strong sense of community, there or anywhere on campus.
405. Distant
406. Reserved
407. Lacking
408. I feel a sense of community at Clark but the community is derailed and everyone wants something different than the person next to them.
409. While I applaud the work of the \*\* has done some of the communication going out seems to be also causing exclusion of specific parties, because of the extreme focus that the college is making on diversity and inclusion. it seems the aspect of inclusion seems to be lacking in some of the communication and trainings that seemed to be used throughout the college
410. Lacking
411. poor
412. some shine bright, some don't
413. poor
414. Unimpressed.
415. Lacking
416. Currently, there is very little sense of community at all.
417. Lukewarm
418. Very little, but surprisingly, more since working from home and attending meetings over Zoom.
419. Distant
420. Lacking
421. Dwindling
422. Somewhat
423. It used to be more like a family.
424. discouraged
425. This place reminds me of a foster care program in the fact that the bare minimum is done and there has been little to no community since COVID.
426. lacking
427. Lacking
428. Lack luster
429. Limited
430. Jaded
431. Diminished due to Covid
432. Lacking. I feel very isolated as an adjunct without a lot of community support or resources to help me grow or do well, or to help my students succeed.
433. lacking leadership
434. Not much. I was teaching too many online courses BEFORE the pandemic. Now, I've only taught one in-person course in THREE YEARS. What community? I've not seen my Dept. Chair or colleagues in person since Feb of '20.
435. There are limited options for starting a virtual club or activities online with Clark College at the moment and I would like to start an online club for online students and those who participate on campus as well.
436. lack of accountability from leadership leads to an environment of segregation and seperation
437. Power hierarchy.
438. I feel a sense of community with the people at Clark. Unfortunately, there is also a lot of friction with administration, which affects the campus climate.
439. I feel a sense of community within my department and with my students in the classroom, but I think the administration does not support me or diversity and equity very well.
440. Very liberal, but in a way that is expected from a community college.
441. Clark only supports liberal views
442. Very Liberal
443. Equity does not provide diversity. We are diverse to what is common to our region stop trying to force because of you liberal white guilt.
444. extremely liberal, and afraid.
445. Liberal Buffonery with strong political views in the classroom that if you don't agree with, will cause problems for you.
446. marginal
447. I feel constantly shunned and marginalized at Clark. I can’t wait to leave.
448. mediocre
449. mine
450. minefield
451. Moving backwards from what it used to be
452. Naturally
453. Could be more diverse
454. Renovation - rebuilding a new sense of community
455. priorities
456. unsettled
457. Unorganized
458. Constantly changing and no stability.
459. Inconsistent. There is much work still to be done to bring folx together and strengthen a sense of shared purpose.
460. I think the college needs to work on strategies and programs post pandemic to reconnect and facilitate community again.
461. lop-sided
462. Inconsistent
463. inconsistent
464. The college needs to operate more like a business to meet state and federal law mandates, but the attempt to do so by the many professionals at Clark has been met with challenges from those who see "community" as the only driving factor.
465. Disorganized
466. Unbalanced
467. Clark College no longer makes me feel as if I belong. Something has changed in the past few years. We talk a good game, but we never take the actions discussed.
468. Lost....the college focuses all their attention on diversity and equity, but has lost sight of what is means to support all students, not just BIPOC students, but ALL students. There is also not enough attention paid to running a successful business and increasing enrollment and retention of ALL students... not just BIPOC students. Both are very important!
469. displacement and lost
470. Unwelcomed, I don't fit in.
471. As a woman of color who identifies as queer, Clark College is not the ideal environment to work for. Sometimes I feel like I do and will not belong
472. lost
473. i dont feel a sense of belonging.
474. I rarely feel I have belong at Clark at an employee, and I am looking to move to another college or employer as a result. I experience unprofessionalism and disrespect on a daily basis.
475. not belong
476. I feel left out and targeted.
477. Nonexistent
478. I don't. My time here is a business transaction in order to get a degree, nothing more.
479. Non-existent
480. nonexistent
481. Absence
482. Non-existent
483. I joined Clark College a few months before COVID started and I often hear how many activities Clark used to have on campus, like children's day or fitness classes for staff. It makes me feel that I haven't had any of those activities that would make me feel as part of a community. I often relate more to new employees and don't feel that I can get to know those who have been around longer. As being part of student affairs, I barely ever meet a faculty member.
484. I think leadership at Clark pursues a sense of community at Clark but the general population is very segmented and uninterested in pursuing a sense of community.
485. Community is nonexistent at Clark due to the vaccination restrictions which keep the unvaccinated from stepping foot on campus for any classes, activities, events, or services that would normally have students together as a community.
486. I do not feel a sense of community at Clark College.
487. None
488. deserted
489. non-existent
490. None
491. Clark College does not have a sense of community in my opinion. I was subjected to bias at Clark College because of my skin color and accent. I was discouraged to enroll in more diversity meetings after the Diversity and Equity meetings I attempted to attend were cancelled at the last minute several times.
492. Honestly, I've only been here for one quarter so I'm not really sure yet but I get the impression that most folks just come to class and leave.
493. I am not involved in or aware of any sense of community here.
494. I started at Clark 2 terms before the pandemic, and really haven't had much on campus time.
495. none.
496. As an adjunct faculty member, not much.
497. None
498. None than that I feel inside of my department.
499. Lacking
500. I don't feel a sense of community.
501. I do not feel a sense of community at Clark College.
502. As someone who is almost 40, I definitely am not a part of Clark's community, so for me community is zero.
503. Nonexistent, I don't talk to anybody or do anything except for my classes, I walk in and I walk out and I like it that way
504. Seems that sense of community has gotten worse.
505. Missing
506. Nonexistent
507. I do not feel a sense of community at Clark.
508. I feel no sense of community at Clark, I am part time faculty, I am not valued, consulted or important enough for any effort to be put towards making feel I am part of a 'community'.
509. Zero. None. Look at the good people leaving Clark in droves. That says all that needs to be said about Clark's current administration.
510. Not much of one if you’re an online student
511. It has been hard to form a community when most of the staff are not back on campus and we need staff to come back to connect.
512. I do not have one. This is only because this is week three of my first quarter at Clark. All of my classes are online. I have been on campus 3 times. Two of times were just visits to the bookstore. I look forward to visiting campus more often in the future.
513. If you're not a person of color, you're not covered by "diversity".
514. Not diverse enough. I like that power, privilege and inequality is being offered in classes to be discussed however for us minority students this should be an option rather than a requirement.
515. The campus is not a diverse place.
516. Disingenuous
517. False sense of equity and diversity by mid and upper level administration, great at department level
518. Disingenuous. We're all in this together until we're not. Covid-19 really brought out the disparity between the tenured and the adjuncts.
519. Surface, sometimes feels disingenuous
520. Performative inclusion
521. Fake and forced by many.
522. hypocritical
523. Lots of smiling faces and new connections, many frayed by inadequate compensation and other systemic inequities
524. A part of something great but not necessarily involved or feeling a true sense of belonging.
525. Actions do not always match rhetoric.
526. I see a lot of talking the talk, but not a lot of walking the walk.
527. Superficial
528. On the surface, things seem fine, but underneath is a lot of tension, discrimination, politics, and disconnection.
529. Impersonal but friendly
530. Not sure
531. not very welcoming
532. Remote learning has taken some of the sense of community away. I encountered much more diversity when we worked closely with the students on campus.
533. Because of the quarantine, I have felt that I am unable to become a part of the community, and have no common place to interact with other students.
534. Very little time spent on Clark College campus due to online the past two years, little sense of community.
535. With COVID there has been very little community at Clark since most classes and even labs are done online.
536. It is difficult to build community with primarily remote operations.
537. physically separated - sort-of united via technology
538. I'm too new to the college to offer and opinion on this. All of my current classes are online.
539. Online
540. Online only
541. This is difficult to describe as I am a remote learning student.
542. It is time to return to an in person campus environment. This will enhance my feelings of a sense of community.
543. Only the young go here.
544. I have not been on campus actively as a student for more than two years really. I am an online student.
545. I’m remote.
546. I am not on the campus any more, so I have no opinion. But my diversity trainings of greatest impact have taken place outside the college. I find it remarkable that nobody is willing to take 5 minutes to review reports of those types of engagements. The diversity training I took this year on intersectionality taught me not one thing.
547. remote
548. Never been on campus
549. With everything on-line, it leaves me with a vague sense of community.
550. Remote
551. "In the past was dysfunctional. In the present, I don't know because I haven't been on campus."
552. I've only worked here a few months, mostly remote, so I'm not very familiar with the climate. I am familiar with media accounts about the high turn-over of non-white folks and the misogyny of a recent past college ••. It appears that the college is taking these issues seriously and making sincere strides to address a variety of issues. I recently learned about the serious budget shortfall of the college, and that will trickle down into climate issues as well.
553. I rarely go on campus. I do my classes online so the only time I interact with a person on campus it’s usually the bookstore to pick up books and that is it.
554. After two years of working remotely, it will take some time feel a part of the Clark community.
555. As an online student it doesn't feel like there are many ways to find community.
556. I have not been on campus for two years, working remotely, and know very few of the new cabinet members.
557. Remote worker
558. idk i’m an online student
559. Been off campus doing class remotely for the last 2 years so i dont know why you would think yoi would be able to get am accurate survey from this
560. All of my classes are done online so I haven't been to any classes on the campus. So far, I feel comfortable learning online at Clark. Professors and classmates acted/act respectfully.
561. I've never been on campus for longer than thirty minutes, but disconnected.
562. I haven’t had much in person experience with Clark, but all online classes I had so far were inclusive.
563. As an online student there is no sense of community to be found at Clark College.
564. I'm feeling a strong sense of disassociation after being online for 2+ years.
565. Even when doing classes entirely online, I feel a sense of community. I get e-mails letting me know all the things going on at Clark.
566. Mainly online so I'm perhaps not the best to attest to this but the times I do go in person my teachers seem very accommodating.
567. Well, two plus years of the pandemic has not seen me on campus much, but from digital contact I'd characterize the sense of community as..."cautiously optimistic".
568. Overwhelmed
569. Hard-working people feeling overwhelmed, overloaded, undervalued, under-resourced and underpaid.
570. Overwhelmed with diversity, equity and inclusion.
571. Purpose
572. Racial
573. racially preduice
574. I feel like this is a very safe college with strong commitment to the morals to uphold them creating a safe environment for everyone.
575. The teachers are great at encouraging their class to share ideas with each other; I think that creating a save environment to safely share ideas with your peers is extremely valuable to academic progress.
576. Safe to learn.
577. Safe
578. Safe
579. Safe
580. Safe
581. safe
582. Safe
583. Safe
584. Safe and comfortable
585. I would describe Clark as a safe and comfortable campus with most teachers willing to help out their students at the drop of a hat.
586. I feel safe, supported and welcomed and accepted in Clark College community.
587. Segregated
588. I feel like 'community' used to exist at Clark College and that the more 'diversity training' is pushed and segregated ERG's are created that point out differences, it is creating siloes and less 'community'.
589. I feel fine, but others likely aren't, which is sad to me.
590. I feel there are small pockets where I feel a sense of community, but not overall as an institution.
591. Some people and environments, I feel incredibly connected - but other environments/people make me feel unsafe.
592. Only with some of the community, not really with leadership.
593. in some areas of campus
594. Small group.
595. For me, I'm in a specific program, which makes me feel as if I am part of a community. When I was not part of this program, I did not feel this way and did not feel as though I was part of a community.
596. I feel connected in some ways and invisible in others.
597. I feel there are only certain groups I connect with and sometimes, the overall sense of friendliness is not present.
598. The people here are friendly and seem like-minded about serving students and each other.
599. I create my own community but it is not part of the larger.
600. There are pockets of wonderful and talented individuals on this campus doing good things. There are also strong politics and clicks that halt progress and innovation. The college knows who and where there are issues but will not take action to correct bad behavior.
601. My community here is based solely on my role within the organization.
602. There are good people whom I love and enjoy working with, but the climate at Clark right now is toxic and dysfunctional.
603. It's fine. Well, maybe not for part-time teachers, but everything else is fine.
604. Strained.
605. Strained
606. Strained.
607. Strained.
608. Stressful
609. Strong sense of community
610. Around the college, the sense is strong with almost everyone wanting us to be a community.
611. Strong
612. As a white person, I have a strong sense of community but I know that's not the same for my BIPOC classmates.
613. strong
614. Strong
615. I know the Clark community is strong at the core, but the unions that protect the noneffective and closed minded on the staff needs to be eliminated. The unions that protect employees of the college do not have the power to equally protect the students, which does not lead to a community. It leads to the rights of the union being protected while the rights of the students continually get marginalized.
616. Struggling confusion. The rich buy lawmakers to make the laws. The rich pay little or no taxes. the government has less and less money to operate. We are asked to do out best with less and less resources. So we struggle. We lack compassion and imagination. If 99 percent were paid more the rich would actually get richer but there, the money, wouldn't all go to the intrenched powers. So human being die of preventable diseases or of hunger or of ignorance.
617. It feels calm and centered around the students learning.
618. Striving for student centeredness while balancing staff needs
619. Clark College Make me feel very important person because I have support from them to achieve my goals.
620. Supportive
621. I feel supported and feel as though Clark has really helped remove some of the financial obstacles that would have prevented me from continuing my secondary education.
622. supportive
623. Supportive
624. Supportive
625. Snug and supportive. :)
626. Supportive
627. Supportive
628. supportive
629. SUPPORTIVE
630. Within my department, absolutely...campus-wide, not so much.
631. Strong bonds in the music department because we share in music making daily.
632. Within my department, there is a strong sense of community.
633. I feel that within my team, topics of diversity, equity, and inclusion are prioritized but I'm new at Clark and don't yet have a feel for how that extends to the overall climate.
634. Camaraderie with coworkers.
635. supported by my department but fractured and divisive, haves and have nots, high-demand and low-value everywhere else.
636. Stronger sense in my own department, but not as much on the campus as a whole.
637. Greatly lacking outside my own department.
638. Very good inside my work circle; not so much experience outside my circle... and somewhat surprised by some of what I hear in opposition to community among all.
639. Connected with coworkers and students served, otherwise not really connected to larger community
640. My department is like one big family, with a couple bad apples - of course!
641. I feel quite connected to my department but not to the college as a whole.
642. I feel a sense of community within my department, but not across the entire college campus.
643. Within my division, it is fine. This is a weird question after the last 2 years.There is no interaction with others to base this on.
644. Supportive and inclusive from department to department, distanced or absent communication interdepartmentally.
645. I feel deeply connected within my department and somewhat connected within my unit, but the sense of community I feel as a whole feels a bit tense and disconnected.
646. 2 words came to mind; supportive and collaborative
647. Teamwork and support
648. supportive/encouraging
649. We're here to support student success
650. The teachers are more of a problem than the students.
651. Tense
652. Tense
653. Tension
654. Tense between employee groups
655. We all belong to each other
656. Belonging
657. Belonging
658. Belonging, in the sense that there is no judgement, you are here to study and become a better version of yourself
659. Belonging
660. Belonging
661. Belong
662. Belonging
663. Belonging
664. School is where i belong. I love learning.
665. The campus itself feels a little cold but among fellow students I feel plenty of community and belonging, and I appreciate Clark's student diversity.
666. I feel a sense of belonging and community at Clark, and I feel that there is strong support for diversity, equity, and inclusion at an institutional level.
667. I like the we go event where everyone can participate.
668. It’s together like a community but also different
669. I feel a great sense of community in the music department.
670. Clark gives a sense of community with the feeling of belonging, solidarity, social consciousness and celebrates the diversity of the campus by including/inviting all to learn and participate in events outside of their own "comfort zone"
671. I created professional relationships and have people I trust on campus.
672. Generally positive, though specifically the sense of “community” is a little bit absent if your not part of a club, program or something of the sort.
673. Family
674. Unity in Diversity makes us a powerful community
675. Bonded
676. People really do care about each other.
677. There are
678. Ubiquitous
679. I'm not sure if I can provide accurate feedback on a sense of community quite yet as this is my first year at Clark and the classes I've been in have been both online and hybrid. I graduated from VSAA, and I had been going for a long time. For me, it takes a while to develop a sense of community, especially with a large mass of people. I haven't had enough interactions yet to get a feel for the community as a whole!
680. Community
681. I feel like it is community based. I do school from home so I don't really interact with anyone from there besides my wonderful teachers.
682. I feel a great sense of community at Clark, however the recent trend in Diversity and Equity training has leaned heavily towards demonizing those who are white.. I feel this is counter-productive to the mission and values of the college. I would not want to feel demonized, or tokenized for my race, why would we feel that they would be okay with this method. I understand that this may not be the intent, but it is definitely the impact felt by a large majority of the co-workers I interact with that are white.
683. Community built on individual relationships rather than collective goals
684. Clark has a great community of students and faculty, but the homeless people make me uncomfortable.
685. Working with my team is a great sense of community and those I've interacted with outside have been welcoming.
686. I've been at Clark as a student, student worker, part-time, and full-time classified staff for the last nearly 10 years. I am very connected to the college and consider the college a second home. I feel community with my department and hope overtime I am able to expand that sense of community to other areas and across SA and the college as a whole.
687. Clark has a good sense of community and the staff works hard to keep it a safe and welcoming environment for everyone.
688. TIRED
689. Tolerable
690. Clark College is very tolerant of views of most views, except those of white conservatives.
691. TOXIC
692. Toxic work environment
693. Toxic
694. Toxic
695. Lots of gossip in certain departments that can create a toxic work environment
696. Uncomfortable
697. UNFAIR
698. unhappy with the climate, that it is not all about Black Lives Matter, that ALL LIVES MATTER. Some of the offerings from ODEI reference how whites are a piece of crap and that we are all racist.
699. Distrust
700. Distrust. The college continues to lose faculty and staff (most often women) of color in droves while continuing to fail at improving outcomes for systemically non-dominant groups on campus. Many administrators and even our union leaders sometimes seem out of touch, defensive, and unwilling to prioritize equity on this campus. Many women of color feel like tokens (especially if in leadership), allowed to do some work to make the college look better without actually creating change or real equity for students or employees. Things are certainly better than when we had a documented sexist and racist college president, but it's hard to enjoy working here when it feels like things are on fire all the time. People getting fired all the time also makes people uneasy, like the \*\* and the Clark \*\* who got fired a month after \*\* started? It feels precarious. How about we fire someone who's actually toxic for a change?
701. One word; Distrust. That much is clear. Hypocritical comes to mind as well. Equity is not practiced here for those who are white, cisgender privileged people. I have first-handedly experienced this. I deeply support and partake in movements of equity in race, gender, and disability. Deeply. What I have been experiencing at Clark is a slow trajectory of something entirely different. What I want to say--I am too afraid to. Politics have crept their way into 'truths' at Clark and lines of fact versus opinion have been blurred.
702. It is valuable. I have improved my English and community skills in Clark College.
703. Varies
704. At Clark College, the sense of community I feel depends on my quarter-by-quarter experiences, classes, and classmates.
705. Needs improvement. There are clear divisions of subgroups on campus and an "us vs. them" mindset with regard to employee groups.
706. Kind
707. Kind, because everyone has their own complicated life, with its own victories and hardships, yet each "Morning!" or "Hello" I get from any person I meet reminds me that, despite what they may go through, they don't let it hinder them from being kind in the smallest of ways–and that can make a such a simple difference in someone's complicated life.
708. I am warmly received by students and staff.
709. For me, it feels very welcoming and that my identity is respected
710. Welcoming
711. Open.
712. I generally see only students, but I try to welcome them all and be kind, take the time to listen, and offer opportunities for dialogue as relevant to the course.
713. Encouraging
714. Open
715. Welcoming
716. Caring
717. An environment that is very willing to help and encouraging if you look for it.
718. Welcoming
719. Warm and welcoming
720. I feel welcome and I feel that others feel welcome
721. Penguins welcome all.
722. Welcoming
723. Compassionate
724. welcoming
725. Welcoming
726. Welcoming
727. It feels very calming and welcoming.
728. I feel like most of the staff genuinly care. Most.
729. This is a great college that respects the rights of the people and does not discriminate against foreigners, different religions and sexes. Thank you!
730. Open to all walks of life.
731. open
732. Encouraging
733. Very helpful
734. Welcoming
735. Welcoming
736. Welcomed by few
737. welcomed
738. There aren't many people I've met who are like me, but I do appreciate the commitment to community and diversity here.
739. Welcomed
740. Caring
741. Learning to embrace differences
742. Welcoming
743. Feels like a large welcoming neighborhood.
744. Empowering
745. Welcoming
746. In 2009 when I attended Clark, I was not treated fairly by Administration. Now, I feel Welcome and Appreciated.
747. Welcoming and willing to help all students
748. Clark College is a welcoming community. :)
749. Encouragement, good opportunity.
750. Welcoming
751. Welcoming
752. I feel welcomed by those I interact with on a regular base.
753. Open.
754. Everyone is left to themselves and is allowed to do what they want and need regardless of any differences in image or anything else.
755. In my experience, the staff and students have been eager to help and get to know every student, regardless of their background.
756. It’s a nice and neutral ground where everyone has a chance to succeed
757. Everyone is always willing to help you out
758. Inviting
759. I feel very welcomed and supported at Clark College. Currently I am taking online classes, but I still feel very supported and welcomed to the Clark College community.
760. Welcomed
761. Welcoming & Supportive
762. It is welcoming with lots of understanding from the professors and staff.
763. It is a kind and non-judgmental community.
764. Kind.
765. Kind
766. Welcoming
767. It feels like everyone is welcome, regardless of their physical body or past life.
768. The college feels welcoming.
769. welcoming
770. Welcoming
771. Welcoming
772. Welcoming
773. Welcoming
774. Welcoming
775. Clark College impresses me with the amount of effort put into the Clark Campus Community. I am sure it really comes alive when not in pandemic mode.
776. Engaging and welcoming
777. I value the thoughts of my colleagues and I value my own thoughts.
778. Inviting
779. Individual
780. Individual
781. Accommodating
782. every faculty member I have met has been extremely nice and helpful I always felt welcomed from them
783. Helpful
784. Clark is a welcoming community.
785. All are welcome at Clark College.
786. Feeling comfortable, safe and secure.
787. open
788. Welcoming
789. Welcoming
790. Welcoming
791. Welcoming and accepting
792. Welcomed and encouraged.
793. Somewhat welcome and comfortable. I would love to see more people of color working on campus. The white faces are friendly but, I will feel more comfortable and welcome if I saw more people of color/diversity working on campus
794. It is a campus that is welcoming to a wide range of students from all backgrounds, cultures, and religious communities.
795. Both welcoming and divisive.
796. Clark College does an extraordinary job of making everyone feel valued and welcome, with the exception of adjunct faculty members.
797. I have found most students I interact with to be welcoming and friendly even though I am much older than a majority of students.
798. I feel welcomed and like everyone is willing to help me if I need it.
799. The professors really care for the students, I can feel a genuine inclusion of all students and it is great to see but we need diversity.
800. I don't exactly feel community with all my classes being on line, but most prof. and staff really care.
801. I feel it is very welcoming to all kinds of people, but there is a lack of diversity in free open political opinions of all people on the political spectrum.
802. I feel welcome and supported at Clark College, but I recognize that this may come largely from being a cis, white female who is in nearly all ways privileged in my community because of my identify.
803. all are welcome and supported.
804. Caring among colleagues and leader
805. Unprejudiced, welcoming, belonging
806. white people wverywheres
807. Predominantly white, but somewhat still diverse
808. White privilege
809. Woke
810. N/A
811. peanut butter
812. all my answers were from the right side of the column and I didn't read the questions. This was because I was charged fees I didn't believe should be charged, and overcharged for ONLINE schooling. Also, textbooks are outrageous. please ignore my answers for good results.
813. Penguin Nation
814. We need to judge people by who they are not what they are, ie: good people are good people regardless of what they are.
815. I would like to see a comment box at end of each section. answered truthfully but had extenuating comments I didn't get to make intl; last portion and this portion. More general open comment boxes as a whole. More free dialogue input may uncover less seen issues. Thank you for doing this work.

## “What one change would you make in order to enhance the sense of community at Clark College?”

1. Get rid of the diversity department and stop marginalizing everyone into tribes. The diversity department dispenses poison throughout the campus in the form of creating a victim mentality which pits one group against another for political power and influence. It's a national problem that has secreted itself into our culture and why we are so divided as a nation. We are all ONE people who need to get along.
2. I would make interdepartmental collaboration more of a priority in programming and funding. I didn't really start to feel like I had a true community at Clark until I broke out of my own department and started getting support from and supporting members of other departments. I should and will continue to "break out of my silo" and would like to see institutional support for others to do the same.
3. Have workshops for systemically dominant bodies of culture (admin, students, faculty, staff) in the context of race, to not expect Black, Brown, Indigenous or lighter melanated bodies of culture to sound, act, respond, or interact to maintain white comfort in order to engage with BIPOC on campus.
4. Open up conversations about DEI to more honest, diverse discussion (easier said than done, I know, as this can easily derail equity discussions, yet it needs to be done).
5. Better understanding and accomodations for people with mental disabilities.
6. make groups/organizations at the college more accessible/more well known
7. More language classes
8. I haven’t experienced any negative interactions at Clark yet so I’m not sure.
9. Have more interaction between departments
10. "I'd make several changes

1. Physical maps showing gender neutral bathroom locations on campus.

2. A poster showing the ASL alphabet & a couple essential signs like ""help"" or ""where""

3. #2 again for other languages-- like a campus Rosetta stone."

1. Stop allowing professors to require putting your pronouns in your welcome message or introductory discussion. Some people are not comfortable sharing their pronouns.
2. Not have group specific activities. I think the ERG are great. But not the […] sponsored POC mingle/social activities, these just further divide the campus into an us and them mentality.
3. The realization that prejudice and bigotry are not strictly a white problem..
4. None
5. I feel that in the challenging remote work climate a lot of us still work in it is hard to come up with a suggestion for change, I would just that they continue to keep dialog open.
6. Personally, I don't have an opinion because I'm fully online.
7. Trauma informed training, maybe having all leadership to the BUILD program, ways for adjuncts to make and meet goals and move up in their fields
8. Get rid of racist admissions policies based upon what your skin color is.
9. I would change how much Diversity and Equity gets pushed out in emails every week and month.
10. I’m not sure if there’s other undocumented immigrants at Clark but if there are, I’d love to have a club where we can all participate in how we’re dealing with it. It’s be a comfort spot in the midst of chaos.
11. Nothing
12. The restart of Crew.
13. senior staff being more welcoming
14. More of an embrace to those who come from diverse backgrounds who are already attending Clark/more focus on keeping those students
15. Don't worry so much about pleasing everyone. Education is most important.
16. I don't talk to people much so I don't know
17. Hard to say, i am in all online classes.
18. Have more optional Zoom and on-campus meetings for purely online classes.
19. More training and programs to attract and retain faculty and students of color
20. Nothing
21. None.
22. Certain professors need to learn how to positively interact with their students
23. New leadership
24. Be more supportive of employee needs
25. Support staff and students. Stop sweeping things under the rug.
26. Have events and trainings that focus on our commonalities and bring about a sense of unity. Current training and events often focus on how we "should" think and feel about differences as well as exactly what those differences are. Too much "shoulding." You cannot change everyone's thoughts and feelings. You can help people create a mindset of acceptance and kindness on a professional level. It seems like the many diversity events are creating a lot of little communities that not everyone feels comfortable participating in.
27. Well, I’ve never actually been to the campus but from what I know and have heard of, the school isn’t bad so nothing really.
28. return to in person meetings
29. Lessen the power and privilege that faculty have and close the gap between faculty and staff
30. Professors who are more understanding. I have personally felt inferior due to comments made by a professor. It has made me question my ability to complete my degree
31. More international students joining virtually, perhaps
32. Reduce the footprint of the ODEI.
33. Easier on-line contact with peers, rather than through canvas.
34. hard to do with covid concerns.
35. Diversity
36. If we were more in-person there would be a greater chance to interact and feel a greater sense of community but because a lot of the classes are still online or hybrid, it didn't feel like I was very involved but of course I respect everyone's choices of either doing virtual classes or not and I understand that not everyone is comfortable with coming back in-person.
37. Fair
38. Working toward helping the college in all needed areas, not just on diversity and equity. Diversity and equity ARE very important things but all the other needs seem to be unheard.
39. free parking!! why make us pay to come be in person with our students and colleagues?
40. Game meetings not happening during my school class hours
41. Have more activities at various times to increase the amount of people than can participate
42. Becoming more aware of events that occur
43. Push clubs to reach out to new members now that students are back on campus.
44. Increase awareness of clubs and activities.
45. more workshops/events or a better place to learn about them
46. No clue
47. I think Clark College is providing the best they can to help the need of the students success. So far, people and staff are helpful. I could not say anything more for now as I am doing online class but I am excited for the next term to be in school campus.
48. Clark's website needs to be organized so that it's easier to navigate.
49. Flaten the hierarchy to decrease time and bureaucracy needed for resolution of student issues. Students with less stress from the constant requirements and red tape from the institution. This will allow them to come together more effectively to create community by giving them the ability to shift their focus to more efforts here. Students revolve quickly through Clark. Finding ways to ease and expedite the Students adjustment to culture and climate at Clark will greatly increase any students ability to incorporate into community.
50. Make diversity and inclusion comfortable, normal, part of who we are and how we operate. Right now it feels too forced, sometimes to the extent that it makes people uncomfortable, defensive and perhaps more likely to turn away than to accept and support.
51. None
52. I feel represented at Clark. I would not suggest any one particular change though I readily admit a blindspot of privilege may affect my perception.
53. Nothing
54. I can't think of any changes.
55. Nothing
56. None
57. I wouldn't make any changes.
58. A water slide
59. Everything is going
60. More events or classes with an emphasis on diversity education.
61. More opportunities for departments to get to know one another. Share personal stories, hobbies, more low key changes to interact with each other like a luncheon were faculty, staff, board of trustees, president can meet and talk.
62. Holding staff, students and professors accountable for discriminating against other students who hold different political or religious beliefs.
63. Bringing the college together intentionally and consistently and allowing open dialogue and feedback without resentment, defensiveness or shaming.
64. We need to work together as a team to improve equity issues and respect all employees/students of every race, rather than start from a place of blame or call people out for having alternate opinions than those of our Office of Diversity, Equity, & Inclusion.
65. To encourage freedom of speech and differing opinions in class discussion and assignments, even if they do not align with the professor's belifs.
66. Raise the salary of staff so they feel more respected.
67. Rethink and reinstitute higher education as a place to challenge ideas in order to encourage critical thinking skills, rather than a place where ideas are encouraged so long as they meet criteria, much of which is informed by CRT. Make policy decisions which genuinely effect positive change for the people most in need of support.
68. I have no suggestions.
69. I'm not sure any one change would make a difference. People are bound to their core belief/value systems.
70. I will continue smiling at people.
71. Actual diversity training for staff - ESPECIALLY if tenured. Again, a professor has many issues with this. He struggles to answer questions from female students, and I have heard he has said questionable things to non-white members of the community (I can not confirm this, however, as a white person who has not watched this happen first hand). I have watched him believe a female and a black male student's answer is wrong, just for a white male student to repeat the same answer as the marginalized student and be told it is correct. If a marginalized student says grass is green, he will respond with "mmm not quite". They and non-marginalized student says grass is green, and he says "yes that's exactly right". If more awareness of implicit bias was taught to professors, this could help the […] departments retention rate. Which, if you look at the failure and/or drop out rate of that program, I believe that retention is a huge issue there. 40% of my […] class fall quarter failed, including myself, and I believe it is telling in his support towards student, that every girl from the class was included in that failure rate. He generally is unaware of his bias and seems to attempt to "weed out the weak", which does nothing but create a toxic learning environment that encourages students to leave or give up.
72. Leadership can set a more caring tone toward their employees, especially after a calloused response during peak COVID and re-opening, and previously, when faculty asked for living wages for adjuncts. I received the clear message that I was disposable during both the lead up to our contract and COVID, and my healing after that seems to be my burden alone.
73. 34 hours a week max on administration and teaching duties, so time remains for mentoring, innovation, service, and leadership without burnout.
74. Do better at celebrating and rewarding (in ways that matter, not token) for the realm of accomplishments of students, classified staff, and adjunct faculty, not just tenured faculty, with the results reflecting true diversity in the makeup of the community, creating and promoting REAL opportunities -- with a foundation of cultural responsiveness (by action and definition), embracing everyone in the community.
75. More authentic community building opportunities.
76. "Stop expecting quick results from badly designed and badly delivered trainings aimed at (under whatever guise) guilt-tripping people into confessional and otherwise abject self-positioning just to get the trainers to redirect their attention to someone else! Stop expecting quick results, period!

It has taken over 400 years for many of us even to know (or admit) how far back our fraught history in this land has interconnected us. Watch Henry Louis Gates's extraordinary PBS program FINDING YOUR ROOTS. How many people are unaware that they have an ancestor of another race? How many are aware that one or more of their ancestors owned slaves?

Another concern for Clark College is that members of the most underrepresented minority in higher education in the United States and Canada STILL RARELY hear themselves mentioned in discussions about diversity: that would be peoples of America's many Indigenous groups. While the Pow-Wow may be happening in the coming days, on Clark's campus, this event is almost a textbook example of tokenism: I'm sure the people who make sure it happens, as well as those who organize and conduct it, are all well-meaning and completely sincere. But it is one of the RARE times when Indigenous experience is even mentioned at Clark, much less truly explored and widely valued.

And by the way, can it be accidental that the most effective diversity trainers working with non-BIPOC people tend to be from Indigenous cultures? This implied statement is not open to proof, but anyone who has ever had a training designed and conducted by an Indigenous person would (I'd bet good money) agree. They model the change they wish to see, and they do so not because handbooks and slogans tell them to, but because this is a community value in every Indigenous culture I've ever encountered. ""Don't tell--show!"" That is how they teach their children and grandchildren and nieces and nephews--and that is how they awaken non-Indigenous Others in ways that truly work.

Indigenous peoples are the forgotten minority living among all the peoples of America. They tend to be hidden in the crowd (unless one visits a specifically Indigenous place, such as a reservation). If you really want some keen perspectives on how to get the White majority at Clark to ""do the work"" needed so that genuine change can be wrought authentically, rather than being wrung out of people's consciences through guilt, ask our very few Indigenous administrators (are there any?), faculty (if there are any--I hope there are), classified staff (there are a small number), and students (a few will self-report, but many will show up at the Pow-Wow). Seek out these people very specifically: they often have ideas very different from those who think they know what ""we should be doing.""

If you can get Indigenous people to trust you enough to reply fully to questions about What Should Be Done, listen to every word they say. Then, instead of taking back the reins (as usual) and having non-Indigenous people design and deliver trainings, ask the same Indigenous group whose trust you've gained to design and teach the trainings! They would be a darned sight more adept at inspiring changes of hearts and minds than the usual guilt-tripping ""missionaries"" who make a muck of it. Try it: Clark has nothing to lose and much to gain by following this recommendation."

1. Diversity trainings seem to only reenforce previously held beliefs. It seems like they just agitate and inflame those that disagree with diversity.
2. I had a professor who made some comments on a regular basis in her lecture that made me (and other students) pretty uncomfortable. Aside from that I have felt more of a sense of community at Clark than I have since leaving the military
3. Advance initiatives on SOC enrollment and outreach. Would like to see more Workforce Education and Training initiatives of low-income students and families.
4. more activities
5. more signs to make it easier to find where you need to go
6. More community building in classrooms. I know these are college classes, so nobody wants to or thinks it's necessary to have class bonding activities, however even since classes have gone back to in person, I have noticed a significant decrease in student participation. Students are reluctant to speak up and participate in class, and some teachers I have noticed are getting annoyed because of this. I don't think the students should be forced to speak up if they don't want to, but I think first day class bonding activities should be encouraged to help students get to know each other better which overall could increase their willingness to participate in class.
7. Include everyone, have events for everyone, have trainings for everyone. Not everything has to have an agenda to be successful or inclusive.
8. About 20 years ago, we did more activities with people across campus from different units and departments. It would enhance the sense of community if we could do that more again.
9. Facilitate student interaction. All communications seem impersonal and undervalued. Break out rooms and classes are finding too many crickets playing the tune called introverted social phobia. A TRUST NO ONE kind of feel has emerged with all this on-line learning.
10. Leadership should listen and not weaponize members of campus against each other.
11. Put the money you have set in the budget towards being inclusive and actually give it to the support groups
12. I would improve the hiring process which includes outreach and retention of individuals who are BIPOC and 2SLGBTQIA+. I also think that hiring committees should be thinking about the importance of equity and transparency within hiring processes.
13. It is hard to be part of the events because I am taking classes online and all the events are by zoom.
14. I can't think of anything right now, sorry
15. More onboarding materials for new employees.
16. Eliminate many layers of admin positions and go back to shared gov as we had in 1980-90's.
17. Know the important work that other departments are doing outside of your own area instead of demarginalizing.
18. Inclusive environment with communications open to all groups, regardless if they belong to that group or not. Not being told that you cannot be a part of the discussions.
19. A more open, less fearful space for dialogue about political and identity issues--something akin to Linn-Benton's Civil Discourse Program (https://www.linnbenton.edu/student-life/clubs-and-programs/civil-discourse-program.php)--would improve the climate at Clark. We don't have a good record of accommodating--and engaging with--diversity of opinion very successfully, and much of what passes for dialogue at Clark seems almost like it had been designed as a Fox News parody of campus culture.
20. Get a new set of deans who are competent.
21. Less meetings - more recognition of successes
22. Do not separate the faculty and staff for teaching and learning. It seems that the welcome back week does not have any options for the staff because of teaching and learning days in August.
23. Eliminate the superfluous levels of administration. In the many years I've been at Clark the administration has doubled.
24. Increased timely communication from all departments - the rumor mill still runs this college
25. Engagement
26. Campus-wide celebrations with all over the campus decorations, events, workshops, and food. I always think how around Christmas there are always decorations, people wear certain things, etc. What if we did that for all holidays, awareness months, etc.
27. More opportunities to engage in person.
28. Work as a team rather than only focusing on one's need.
29. More events around campus
30. More community activities for people to participate in or more awareness of opportunities that already exist.
31. I would like to see more events open to all students that do not focus on advocacy or any particular identity. Advocacy events are important, but there should be a mix of those as well as events that are focused on the broader student body.
32. Embrace change and keep an open mind towards services/formats that support staff and student retention; use data to support the change.
33. Educate teachers more on disability support like making sure teachers are trained to know exactly how to handle situations when students ask for captions or other accommodations instead of making it more difficult for both of us.
34. There is a difference between educating with the goal of improving, and promoting/pushing a particular perspective that is currently popular and/or held by key individuals in administration.
35. Cross department relationships
36. "Expand the diversity/equity lens to beyond just race, gender and sexual orientation. Specifically, there is an inherent inequity built into the culture of this institution with regards to the unequal power dynamic between classified and admin employees. By ignoring this glaring problem, the college is complicit in fostering a culture that leads to harassment and discrimination against people who by the very nature of the management/worker contract, do not have the same power as those within the privileged admin class.

I have been bullied and harassed by supervisors and directors on multiple occasions who obviously do not see their behavior as being characteristic of white supremacy culture. For example, there is a veneer of asking all employees for feedback on an issue, however it clear that oftentimes decisions have already been made by the people in power. Additionally, even though we are encouraged to use our voice and speak freely during meetings, blame is often cast on an individual who people in power perceive as being rude or impolite during those same meetings.

This organization has admirable ideals, however even with all the trainings and messaging about equality, diversity, etc., the divide is jarring when using the lens of those who have power in this organization (admin) and those who do not (classified)."

1. Face to face gatherings
2. people return to campus
3. We need to return to campus. No more Zoom.
4. More in-person classes and community members allowed in club meetings.
5. Make faculty adhere to their contractual duties and pay all faculty the same salary (according to contractual steps).
6. Hire people who truly care about others more than themselves.
7. More events for the whole campus.
8. Fix the budget through increased overall student enrollment (not just minority/equitable/diversity focused), intense staffing planning and retainment based on measurable productivity standards and goal-driven results, and expense scrutinization and alternative solutions to lower costs. Once you take this headache away, then you are lowering people's defenses and might be able to achieve the other outcomes we are seeking as a college and institution of high learning.
9. Make inner customer service a priority
10. The best suggestion I have would be to insist upon an agreed upon "terms of engagement" by all employees. There is a very real lack of civility on this campus that has driven many good people away. There has to be a way for our CC family to come together and hear one another for the benefit of the whole, instead of participating in personal attacks until the point of departure.
11. For the whole school its hard to say but probably higher more instructors and staff of color. For the nursing department getting SNACC up and running again.
12. Inclusion of all views, even those that don't agree with the status quo or liberal ideology, and an open space for people to share different views.
13. Truly be inclusive of EVERYONE
14. We are spending so much time on focused on our differences, and how important anyone not white is so important, that some of the students who don't fit into whatever box you all are stuffing them into, are saying that they feel like they don't matter as much or don't feel like they are welcomed. I fully get and support the moves being made. But when all the student hear is the focus is on how important everyone else is, the student who doesn't fit seriously feels that he/she doesn't matter.
15. Focus on ALL of us
16. including all in discussions/decisions; making sure that the correct people are present in meetings/decisions because when they are not included they suffer
17. Make sure all SA teams are on the same physical/virtual schedule and coming together to do more trainings.
18. share vision on step into power
19. Rally us around a cause like student educational success, supported by both quantitative and qualitative evidence (rather than trying to rally us around a solution, like Guided Pathways, without firmly establishing the cause). Then be disciplined in focuing efforts and resources on advancing that cause and not continually chasing shiny things.
20. Maybe more community building events, things like Welcome Week.
21. I don't think there is a magic button.
22. I think about this a lot and I really don't have a good suggestion.
23. Not sure.
24. Being supervised by someone who is NOT fearful of losing their job, overworked, or generally bullied.
25. Integrate departments and student services around program maps.
26. Having diversity play a stronger leadership and responsibility role with the student population to Clark College and senior mentors.
27. Recognize all part time employees as being integral and to include them.
28. Require more PPI trainings at all levels.
29. Faculty/staff retention
30. Foster an actual safe space to discuss difficult topics and not just safe spaces for specific ideas. People won't change their minds unless they feel like they've been heard first.
31. Make it so I am not afraid I will say the incorrect thing--sometimes I truly don't know what I am saying is not correct.
32. Stop talking about identity groups, stress about what unites us, not what divides us.
33. I would do extra training for teachers maybe a meeting to talk about how to welcome students more openly. Maybe add in more activities that students can attend to build a stronger sense of community.
34. I am alone!
35. "I feel that the PPI training has become old and stale. It has been the same training over and over. Also, the feeling in the trainings, when they say it is open for you to say how you are feeling or your thoughts, but, if you are not of a minority class and you say something it is deemed a tarnish on you and you are considered a racist because, well ""You just don't understand""!! Reverse racism is common on this campus unfortunately.

My change would be to revamp the PPI training and have community member leaders not from the ODEI department come up with trainings that they feel are beneficial and relatable to their area. Also, give us more professional development training that may have a combination of both professional and PPI."

1. younger professors
2. proactively communicate people at Clark College through events and classes
3. We should all appreciate each other more.
4. maybe hosting outdoor activities or meetings during the day, that might make the campus look more welcoming.
5. Let people have their own opinions, even if it's not the popular one.
6. Improved accessibility and environments for disabled people.
7. Open back up face to face classes.
8. Opening the Culinary Institute back up until 7pm.
9. I'm unsure
10. More positive community building events and chances for people from different areas of the college to interact socially
11. supporting Ukrainian emigrants
12. No change
13. I wish I could have a place to address some concerns about the school to school board in some specific things
14. Any process that could streamlined or fast track operations would be ideal
15. Develop a college workforce that reflects the diversity of our broader community
16. Let's each bring our greatest strengths to the table and see what amazing things we can accomplish TOGETHER.
17. Management staff (all positions) that are unable to work with other departments or has had issues with departments should be replaced.
18. Make a bold statement from the College that hate from students is not welcome here
19. "Make Clark College the ""go to cultural destination"" for the public with STEAM talks, activities (concerts / theater / museum) and open maker (hobby) spaces by; better communications, free progressive classes open to the public, longer library hours (at all campus locations), college sponsored open forums like TED Talks on various subjects, free printing for all registered college community members, lower prices at the College Bookstore, and more hot food service at all campus locations, so people can congregate together, share, and talk things over.

Also, more and better public relations announcements and news articles with local Portland-Vancouver Metro Area newspapers. Administration doesn't have to hire anymore administrators for any of this - just hire more faculty to give faculty more time, space, resources, materials, and tools to work more with their students and the college community and, as public involvement increases, hire more security officers to keep things moving along safely."

1. More events.
2. Open more FT positions for faculty. Make all affiliate adjunct faculty Associate Adjuncts and offer them 2 year contracts. Stability greatly impacts mental and physical health.
3. Allowing open communication without having to worry about losing employment.
4. Encourage more outside of class communication between students through apps like SLACK or the like.
5. Offer more options and experiences for online students.
6. Make the sports an event to attend and bond at
7. Everyone has different views so make sure everyone understands that
8. i not sure
9. I can't think of anything
10. none at the moment
11. I don't know
12. Making personal connections between administration and faculty/staff
13. more group activities
14. I have no idea
15. Make it a safer space for asking questions and exploring the differences in people
16. Teachers need to interact more and be flexible.
17. interdepartmental training
18. transparency in decision-making at the management levels. People are allowed to do their own thing without consideration to the impacts of those beneath them,. The minutes are rarely up in a timely fashion for us to review and be aware of changes going on across campus, and when minutes are up they contain little to no information about projects and activities that have sincere impacts to many of us.
19. Some of the teachers seem biased against running start.
20. I'd probably implement a more accessible social gathering/group that involves some sort of community "team building" activity such as light community service event.
21. as an employee, return to campus or at least on a hybrid schedule
22. in-person classes
23. I think being back on campus will help.
24. Having more events where students can interact in person with other students would help the sense of community at Clark.
25. I would recommend having a follow up survey about classes or professors, so that students know that their feedback is essential and matters.
26. There have been occasions where inappropriate/offensive posters have been hung on campus, but I don't think that was from, Clark students: was someone in larger community.
27. Discussion post are NOT the best way to go about teaching students about diversity and equality!
28. Being informed on the current state of community at Clark College.
29. a fun community event
30. sport revivals/festivals
31. More group learning activities that go beyond the classroom
32. More information on activities and events to students and more engaging and creative
33. Have more cultural diverse teachers
34. Maybe look into other topics as well.
35. Bring everybody back on campus as in pre-Covid.
36. I think the events held by Clark and the in-person classes are great.
37. To see a more diverse faculty.
38. Include part-time and non-traditional students in our planning processes
39. Promote college sports more
40. Creat more clubs were students can interact more
41. More outside curriculum activities for remote students. Online meeting groups, or games. Zoom quite study rooms.
42. less assumption of who someone is or how they feel.
43. make everyone take pottery lol
44. More ethnic studies classes
45. Not sure
46. I don't know
47. Sorry, I don't know.
48. I don't know
49. Encourage departments or Units to have more meetings/group events (I also understand COVID has limited this ability).
50. I would like to see more LGBTQ events
51. I think a way to enhance a sense of community would be to just put the word out there that you exits. I am a running start student and I didn’t know that I could go to this school for cheap. If you want more running start students, start parading that stuff around. Cheap costs = more students
52. Better support and help from some counselors/advisors.
53. support the immigration's students
54. Nothing.
55. nothing that i can think of
56. Nothing
57. Nothing
58. Nothing
59. None
60. unknown
61. Nudity should be allowed.
62. create more activities
63. More in class classes
64. Listening to students about teachers
65. Remove the racial equity first above all other priorities. Rebalance the priorities to include fostering a sense of belonging for all people, and hyper focus on increasing enrollment and retention. Race relations is one piece of that strategy, and it is important, but it is not the only nor is it the predominate piece. Hire leadership and ask the state to recruit trustees who are not pressured to fall in line with today's progressive movement of assailing (and shaming us to believe their dogma) that all power and policies are the result of as white supremacy.
66. Equal pay among all faculty across all departments - the pay differential going into effect seems as if it will create some divisiveness.
67. I'd rather not say.
68. Everyone being held accountable to learn and embrace Diversity & Equity
69. See leadership demonstrate trust, empathy and accountability.
70. Better instructors
71. Realize that change takes time. The previous college \*\* was so toxic for so long, any change from that is going to take time.
72. collaboration
73. More information/communication from leadership
74. Clear, consistent, and supported communication across departments within the college, especially in student services.
75. Improve communication and provide additional opportunities for folks to gather
76. Getting ALL on the bus; making ODEI certifications obligatory for all (by running this through Senate and HR). Holding people to contract--making the expectation and discussion be the center--is key.
77. As a part-time teacher, I need point people I can go to for my students who are from structurally-oppressed populations. I work at satellite campus, and there are no resources. I need to be able to look at a list and call some one and say my student deserves/needs: a Black mentor, a Queer mentor, an instructor who has experiences working with Blind students, a Latina advisor, etc. I need an point person who can function as an informal network to point me in the right direction for my students. Black students, for instance, need Black instructors. If I have a students who is on edge of really taking off and is working on her identity issues as a Black young woman, I want to recommend a class taught by a Black woman. I want her to see herself in her teachers, if possible. (Yes, I know Black women are not monolithic, but damn, all white teachers that next term arent what she needs! She is ready to fly.). Part-time folks need a cheat sheet. We need a Bat phone.
78. When the campus opens up more we will be able to engage more of the community in belonging to Clark College.
79. Gather with others across campus.
80. More events and more opportunity to cross train and build relationships with staff/faculty from different departments.
81. Increased non-academic activities and open all spaces for students to use.
82. Decrease the size of the administration.
83. KEEP WORKING TO DIVERSIFY THE STAFF AND STUDENT OUT REACH TO DIVERSIY STUDENT POPULATION AS WELL.
84. See previous answer - besides addressing lack of racial diversity & equity in more substantive ways, I'd like to see more leadership on informing/educating the community about a variety of religions. This would go a long way towards welcoming Muslims, Jews, Hindus, etc etc to Clark, which is not really the case currently.
85. In-Person classes by Fall 2022.
86. more gatherings as covid improves.
87. Promotions to make clubs and event sign-ups more easily accessible on the main website and on campus signage.
88. Have more in-class activities/assignments related to diversity and inclusion.
89. Replace the head of […] program.
90. Trainings should be done together as departments. This would allow the employees to lean on their coworkers to be more involved, in a safe smaller space. This may give courage to those who normally don't speak up, a chance to open up dialogue.
91. Hire more people of color, admit more students of color particularly black student and work to increase retention of minorities at Clark.
92. I think that younger teachers need to be hired and the older ones need to take classes or training on diversity.
93. I would start from the top down, meaning that the top leadership at the college should start engaging and participating to show that a sense of community is something they value at Clark College.
94. less compartmentalization
95. Lowering restrictions.
96. More direction from department leadership to lead and unite diverse student groups and employees.
97. Stop pushing so much training on people, instead make activities that create ways to gather and share ideas and get to know one another. More informal ways to learn, not formal classes that have to be attended each year, quarter, etc... With familiarity comes respect and comfort.
98. We should focus on the needs of the few and normalize these conversations to increase the sense of community for all.
99. don't know
100. No idea
101. Unsure
102. Outreach
103. "Bring back the College recommended book reads and center discussions on it. Garbology is the last one I remember and it changed my life as a consumer - receiving reading guidance from the College and perhaps not ""homework"" but support materials/overviews really would help me be more cognizant of biases. I read So you Walk to Talk about Race - amazing. I have the 1619 Project (daunting challenge right now with workload). Moral of the story, I want to do the work but making sure my thoughts are in the correct directions would be helpful. I'm not asking for weekly meetings, but worksheets/thoughtful questions for me to answer and consider would be great.

And we NEED to do MORE with protecting our faculty and students from right wing hoo-haws that are taking our classes and believe that white men are being oppressed. At first it was eye-brow raising, now, it's dangerous."

1. Continue with diversity activities.
2. More advertising for activities that promote a sense of community, such as study groups, social gatherings, tutoring, etc.
3. Diversity, Equity, and Inclusion should be everyone's priority
4. Make diversity training mandatory for faculty, staff, boards, trustees, volunteers and foundation staff.
5. Retaining our diverse employees.
6. Better retention practices (both employee and student), more transparency and clearer communication from Administration/Executive Cabinet.
7. Resource centers (on campus) for queer & female-identified students (includes BIPOC community)
8. To do community service outside of the silo of the College for hands-on experience.
9. Slow down on the initiatives; don't just talk but act on changing our white supremacy culture
10. Fostering a better understanding of Transitional Studies and ESL students; more training around immigration and related political issues; highlighting of the challenges and achievements of students/faculty/staff originally from other countries
11. We can continue to work on our people but we do need to address technology barriers that limit students' access to the community. Processes that are lengthy, confusing, or not equitable due to language, disability, and other factors really hurt students who simply want to attend college and learn. Streamlining and aligning processes across the college and implementing shared governance of technology capabilities in ctcLink can help a lot. Such as 'hold removals', access to queries, and proper training of ctcLink. Having upwards of 5 staff to help a student register is overwhelming for the student and staff. We really need to address inequitable processes in technology for our students.
12. That our entire campus community understood that our higher education system is systemically racist.
13. more agency, less paperwork
14. Nothing
15. Just keep fighting for all people.
16. Replacing the boys club with more diversity as they retire....
17. Fewer silos.
18. Communication
19. I would like to see a more open line of communication that focus more on the individual than society as a whole. I think it can sometimes be off-putting for some people who would otherwise take the discussion more seriously. I wish we were all on the same page, but having small and natural conversations can help us get there without making the student feel like there being told what to believe. I think working these topics in to conversation naturally would help to further a deeper discussion about inequality. I would also like to see some possible solutions being discussed on how to better represent people who are underrepresented. I feel like a lot of time there is to much focus on where we are currently and not enough discussion on what we as students can do to make it better so that we do not repeat history.
20. Emphasis on creating more cohesive academic achievement. Student advising is slipping through the cracks.
21. I think teachers/employees/students do their best to include everyone
22. One change I would make would be to expand the grants given to older students who are trying to make ends meet for their families.
23. Provide a discussion forum in each class available to all the classmates. One class had this tool and I wish I had this for every class. I found a discussion forum on Reddit however it doesnt get utilized much. I don't use it because the audience is too unknown and might not connect with the particular course or topic. I'd also prefer to only hear from my particular classmates as they are in the same boat. (Pardon me if there is something like this available.)
24. Actively participate in class discussions on topics such as race, privilege, and more. Educate myself on social issues.
25. More active in-class activities.
26. I'm not sure.
27. nothing, although I've only been online
28. Professors to all attend the ODEI workshops yearly to update.
29. I feel like I often get trained on the same thing over and over and over again, give me more choices/chances to expand my knowledge.
30. Keep up the good work!
31. None
32. With the current schools focus on online programs. I find changes on campus would be near irrelivant.
33. Better communication will always help the Clark College community. Having designated positions for communication between Clarks offices would be a good idea, I think.
34. start with leadership-the turnover is intense, but the deans have been around a long time and prevent some of the necessary changes. They are not held accountable. Evaluation up and down the ladder
35. More social opportunities for different groups to interact. Many campus activities feel compartmentalized so you feel if you don't know someone you can't really participate
36. Starts from the top, The Board and EC need to show genuine compassion and relationing when it comes to staff and students, and rebuild the community, not just when it fits within their agenda. It can be done even in remote/hybrid operations.
37. It’s not a matter of what to do, people in general have to much tunnel vision and don’t like to change. To me it’s all common sense, I don’t think any one should care about what anyone else does, chooses or is, as long as thier not infringing on someone else’s rights. But, if common sense was common, everybody would have it!
38. College newsletter for faculty and staff that would include spotlights on departments and personnel, birthdays, happenings at the college and in the community. We are so broken right now, we need to get our mojo back.
39. more focus on nationality and how cultures evolve and communicate with on another
40. Eradicate COVID
41. Create a tighter community with more support and awareness for sports, campus activities, and bonding, on top of education. If you read the ratemyprofessors student comments about the school, you will understand that there is really minimal community creation.
42. Host engaging morale boosting events with food from different cultures, games, and music.
43. Broader Employee Resource Group engagement - more built out program
44. I would participate in more adjunct faculty events.
45. The groups in our building would look to work together more
46. Systemically supported opportunities for meaningful connection and collaboration across departments.
47. Stop emphasizing and dividing everyone into groups based on their race and sexual orientation.
48. increase diversity in the instructors of the nursing program
49. Increase enrollment of diverse students and hiring of diverse staff/faculty.
50. Distribute high-demand dollars to only Nursing, Cyber Security, and Dental Hygiene. The current MOU is extremely divisive. Faculty do the same job regardless of department and should have equal pay. The current MOU sends the message that some faculty are not valued nor worthy of equitable pay.
51. Cultivate the capacity for being with discomfort (unknown, change, emotions--ones labeled as undesirable) in individuals and groups.
52. Recognition that Diversity is not a word based on the color of a persons skin but the different backgrounds we all came from. The acknowledgement that we almost all have non-traditional friends or family members and friends of color instead of creating the "us against them" atmosphere that if I have light skin I fit a certain stereotype.
53. Given the current circumstances, I cannot think of anything.
54. Have people attend class
55. Getting more people on campus. Holding more in person classes. Just… making it more possible for there to \*be\* a community.
56. Getting us all in the same room again and having us converse with each other.
57. Invest in face to face and hybrid courses with an on-campus component by running them at low capacity if needed. If students and faculty continue to pick online over in person, we'll have a continued erosion of community.
58. Require more meetings and classes to be held in person.
59. I could write a book answering this questions but at the end of the day, students are the community here. If administration actually invested in their students long term here on campus. Yes, getting students though the door is important (not that this is an easy process). But what about the students who are already here? There are current demographics that still don't feel safe or that they belong. What can we do for them to increase their success/completion rate while also caring for them in a wholistic way? These are questions that we don't get paid enough to answer. This responsibility belongs to admin.
60. More clubs and/or advertising or clubs
61. Bringing more awareness of the different clubs activities that revolve around all kinds of communities within Clark
62. Increase the diversity of historically marginalized groups.
63. The top down management style has to change and the college needs to become a community where all are heard and their opinion counts. Don't ask for feedback and ignore it. EC is out of control and we are loosing middle managment; i.e. deans because even deans don't feel heard. This campus is an autocratic organization ran by one group of people.
64. I would love to see the college move to a more inclusionary tone where it includes not just minorities but also their non-minority supporters.
65. Treat everyone equally
66. That everyone is treated equally,
67. respect and kindness between all
68. Education
69. More education, less indoctrination.
70. Not sure where to start
71. Get our campus fully reopened and implement consistent and equitable policies around remote work. Staff, adjunct faculty, and a handful of tenured faculty are carrying too much weight while many full-time faculty and administrators still refuse to return to campus. There is a lack of community and accountability. I worry about the long-term impact on trust and morale.
72. Open campus fully
73. A more realistic workload so people would feel they have a few moments to relate to others.
74. Daily morning 15-minute summary amongst the team.
75. Make ODEI trainings a requirement yearly. Hold the employees accountable to this standard or nothing will change.
76. Decrease employee turnover
77. Try and keep those who have been here and stop chasing them out! It is very obvious there is an issue with retention for students, faculty, and staff.
78. Stop the revolving door of upper management.
79. Have leadership who is focused on the essence of what community college is: a place to learn and grow with skills to improve life. It seems that the singular focus of leadership decisions today is that every problem and every solution must be routed through and stem from diversity, equity, and inclusion. I think this focus has actually made the sense of community at Clark more divided and less welcoming by emphasizing difference and division.
80. There are too many department heads for programs that overlap.
81. more transparency, more support with roles at college
82. Offer trainings/discussions that don't tell me to "do your own research."
83. Why write. Nothing seems to happen as a result.
84. Nothing.
85. provide better management training
86. Require department chairs to have at least one online meeting per quarter, just so faculty can hear what is going on and voice their own concerns.
87. A virtual club intended to communicate with those not able to attend on campus that they could participate in and be active in student affairs and government.
88. accountability from the highest level of leadership - hold managers accountable for hostile work environments, listen/investigate with snd folx raise concern, place priority on doing this work at all levels, not just for leadership
89. Listen to staff concerns.
90. The college is being run poorly on the business end. We are constantly in financial crisis. This affects community in a negative way. People fear for their jobs. It creates stress. It makes Departments feel like we are in competition for resources.
91. Pay adjuncts and support staff fairly.
92. Focus on activities rather than discussions.
93. Inclusivity with regards to different politicalviews
94. Political neutral
95. Get rid of the equity and diversity department.
96. More diversity in peoples beliefs and that everyone could actually freely say what they believe without getting spit on
97. Teachers need to stop asking for pronouns or asking us to share ours with the class. i'm not only embarrassed for the teacher, i myself feel embarrassed because it's weird and does not apply to my learning.
98. pay equity
99. Lol.
100. more equity between tenure and part-time faculty
101. have a better system to prevent people who cheat to get away with it.
102. heal the faculty/staff divide
103. Engage with ALL groups, ethnicities, religions, colors, etc. Provide additional professional development around student learning for all groups.
104. More events related to the topic
105. expand diversity discussion beyond race - as indicated in the definition of diversity at the beginning of this survey, it is more than race but race (specifically black/white) is the focus.
106. more collectiveness and less emphasis on self
107. unsure
108. Organize NTEC Programs in a better way.
109. Stability
110. Provide stable leadership. Change takes time. Building relationships, understanding culture, and improving climate takes leaders time to accomplish.
111. Programs and events focusing on connection.
112. Stop demonizing or over promoting any one group to solve problem areas. Radically swinging the pendulum either way doesn't create harmony.
113. Try to hang on to faculty that really make a difference.
114. requiring masks would be helpful to enhance the sense of community for disabled and immunocompromised folx
115. Community is by definition the grouping of similarities... but Clark has made great effort to promote only specific groups. For a community college, everyone should feel welcome and respected.
116. Investment from the college to employees in multiple forms
117. "- Add and/or remove members to the board of trustees that represent the faculty and staff.

- Have a stable executive cabinet.

- Share better examples on how staff and faculty are creating classrooms that foster and promote a sense of community."

1. Leadership.
2. I would weed out the "thistles" that are dangerous to our environment. I'm sure there have been several complaints about the same repeated offending faculty or staff, yet a blind eye is turned over and over, in order to keep peace. The peace never comes...
3. Focus on education.
4. I think having a more diverse representation of the community at the college would help enhance the sense of community because students, faculty, and staff would feel represented in some shape or form. I think Seniority is pretty impressive at Clark because we have women in the Executive Cabinet--even our President. I just hope we see that representation reflecting in our students, faculty, and staff. In short, I believe that having more people of color and more people from the LGBTQI2S community at Clark would help marginalized communities feel represented and safe. More importantly, it would give the college more perspective, and I think this perspective would benefit the community and the college.
5. walk the walk, don't talk the talk
6. I'm not sure. even with trainings, the people who need it most don't attend and that seems to be the only thing that's being done to combat diversity and inequity.
7. No one person or group of people should be made to feel less-than or vilified, which is what is happening now. This needs to be stopped. ALL people should be a valued part of the Clark community.
8. Clark is beyond help.
9. Limit Bureaucracy
10. Replace those managers who are "bringing in" their friends into positions that open up.
11. new leadership
12. Increase communication from full-time faculty to part-time faculty within a discipline.
13. pep rallys? but this is a community college, idk how the funding is
14. Have a yearly (or twice a year) an event where faculty and staff can train together and interpret together what the mission and the vision of the college is.
15. Normalize celebrating the majority race or culture at Clark. Not in a white supremacist way, but it seems like most of the events center minorities, which isn’t inherently bad, but it’s hard to relate to that stuff as an average white American, to the point that I’ve even felt unwelcome in certain circles because I’m not a minority. I guess it just feels really segmented still when the emphasis is put on celebrating diversity instead of focusing on inclusivity and community for ALL, not just minorities.
16. I would drop the vaccination requirement to participate in classes, events, activities, and services. Keep the masks for those who want to wear them and to protect themselves and others.
17. Engage online adjunct faculty in meaningful online events.
18. One thing I think can be done is to focus attention towards cultivating more equitable curriculum and instruction rather than solely focusing on programs, trainings, and meetings. There need to be some required classes that all students need to take and they are not STEM classes. Classes in the Humanities are needed more than ever: English 99, Sociology 131, and Women's Studies 101 should be required for all students that graduate Clark College. But honestly, the people who need to attend ODEI trainings are Deans, Dept Chairs, and BOT members-most of the folks in those positions at Clark hold significant positions of power and white cisgender heterosexual folks over 35-people in systemically dominant groups. Also, maybe have 1 or 2 people on the BOT who actually have a degree in Education, Curriculum & Instruction, and or Public Policy. I know the Governor appoints people to the BOT but there is no critical acknowledgment that the interests of the business community are at the forefront of the BOT.
19. Having to attend class in person
20. in person classes
21. Course offering changes.
22. I would suggest holding Diversity and Equity meetings as a department to ensure that everyone participates. This will aid in the elimination of prejudiced behavior or the identification of unacceptable behavior by participants.
23. Maybe if someone told me where I could get involved; like where the student center is? or where the office of diversity is? I have no idea where anything is around here.
24. It would be nice if there was a sense of community here.
25. Hard to say, maybe lowering tuition so more people could afford to go to school.
26. Have more respect for all perspectives, including those that may not come from the left side of the isle. It's okay to feel uncomfortable and challenged, a diversity of ideas and thoughts is how we learn from each other.
27. include everyone in decision-making
28. I have no idea. I know that is incredibly unhelpful but I genuinely have no clue how to make this better.
29. More opportunity to engage with Instructors, staff and students outside of my department.
30. Provide specific definitions of terms (such as "diversity"), goals, priorities (you can have only one top priority), and visions (what do you want the picture to look like when it is done).
31. Recognize that efforts to enhance community won't work unless the college is starting from a place of fiscal health and stabiility, people who feel valued in their work, and a reasonable workload.
32. Improve issues related to the retention of faculty and staff of color and then hire more Black and brown folks.
33. I don't think you can get single old moms to be a part of the community. We get in and get out. We don't have the time or energy.
34. Nothing
35. Ask me what I want instead of telling me what I want.
36. Start functioning as a college with our aim to again serve students. We've forgotten what we're here for. I work for Clark College and my purpose here is to support students. I do not work for Clark College Diversity and Equity
37. Make online students feel welcome and work to bridge the gap between students and faculty
38. Hire more staff so that we are not so overwhelmed and would have time to participate in activities outside of job functions.
39. I need to participate more at Clark to even begin to form a view on this question.
40. Make diversity about more than just race. Right now everything else is an afterthought.
41. More diversified professors so that students who are in the minority don’t have to turn to a group/club at the school that’s only for expressing our needs there. Faces that look like the students that are being served creates comfortability to talk openly.
42. Take steps to hold folks accountable for not holding to the diversity values the college says it has. New employees are supposedly chosen with diversity and equity in mind, but there are many employees who have been here for decades. Some of those folks continue to detract from the sense of belonging for BIPOC, LGBTQ+, and many other groups with protected statuses because they are not held accountable for their actions and treatment of others. Their actions and choices on hiring committees set back the colleges work to enhance the sense of community.
43. Completely change the administrative structure:get rid of middle managers, get rid of Board of Trustees- replace them, with people from the community who understand student, union, and instructor issues.
44. Equal pay for equal work.
45. Honest conversations and forums for expressing real challenges
46. Focusing on reflecting the community racially and focusing on socioeconomic issues that are pervasive in our community that transcend gender, race and political affiliation.
47. Clean house. There are a lot of bigoted individuals holding roles of power working at Clark.
48. Diversity should include all forms, not just specific groups of people. All diversity should be celebrated and honored.
49. Raising adjunct compensation so as to reach parity with full time faculty
50. I'd appreciate having some sort of queer student group, but it seems it's been uncommon in the past as there just hasn't been enough interest.
51. Truly put resources and policy in line with rhetoric.
52. More action/task related initiatives.
53. I have no suggestion for this.
54. Have an anonymous "Comment/Suggestion Box" that's always available on Clark's homepage. That encourages people to share how things are going throughout the year. That way the college can be more aware of issues day-to-day instead of having this Climate Survey once every 1-2+ years. Students, faculty and staff need to be able to share their feedback regularly in a way that's safe. This would help higher leadership from being so disconnected from the day-to-day work of the college and student experience. It also sends a strong signal that leadership WANTS to hear what's going on (the good, the bad and the ugly). This would especially help students who might be reluctant to fill out a complaint form. I hear the same concerns from students over and over again, it would be nice to direct them to a comment box that would go straight to upper leadership.
55. I'd like to have teachers use my pronouns without having to correct them multiple times
56. Not sure
57. I am not sure
58. "Encourage professors to hold more discussion groups and help lead them into discourse on a variety of subjects.

I found myself going into classrooms, sitting in the same spot, and learning maybe a couple of people's names."

1. Re-open the public spaces around campus if not done so already.
2. Have at least one in person option for every class.
3. Have in person lectures and lab.
4. Honestly, getting operations back to a pre-Covid model would help the sense of community through interaction face to face on a daily basis.
5. Have more in-person gatherings
6. Have more in-person classes available so student can interact with one another
7. More parking
8. Gear towards all ages and schedules, more community engagement during non working business hours, and more allowance or more classes geared toward working adults.
9. Make it more affordable for students of color to attend.
10. Create expectations for some on campus community.
11. No books written by the teachers.
12. I am unsure at the current moment.
13. Not sure.
14. I don't know. I have only rare and occasional contact with the college and my online students are not reporting their feelings on the topic.
15. The bulk of my classes have been online and with that, I have no opinion.
16. Never been to the canpus
17. Not much opportunity with online activities.
18. Adjust workloads so that faculty can dedicate more time to each student. Build collaborations with colleagues into classes.
19. I feel I am doing my part in a small way in building relationships with students in my department through the club. I am engaging with students in meaningful ways, increasing positive interactions between students and students and faculty. The goal is to increase student retention by building a sense of community.
20. Don't stick staff in dark windowless offices-very isolating. Natural light, landscape and seeing students daily really help foster feelings of wellness and community.
21. I can't think of any right now.
22. Not sure.
23. Have had drop in drop out groups for clubs. Something like Discord could greatly increase ones sense of community in an online learning environment.
24. Invite everyone to the table. Ask questions. Don't wait for a marginalized group to speak up.
25. None
26. Are there clubs at Clark? If there are I haven't heard about them but I wouldn't mind meeting new people at a club or something
27. flexibility, kindness and acknowledgement
28. Rethink all the competing priorities and sense of urgency on all topics; pick three to five items and focus on doing it well.
29. Involve people in conversations that include all aspects of diversity and equity. Not narrowed down to a certain demographic.
30. I’m in the pastry program and the sense of community is amazing, so nothing.
31. Focusing on all diversity rather than everything being race focused.
32. just let the school be a place to learn
33. Create more actives, such as game nights or events to encourage hobbies and clubs.
34. Allow in person learning again.
35. Diverse holiday celebrations.
36. To have more days for job fair
37. Include more things like posters that include more marginalized groups.
38. Nothing
39. None, Clark is doing a wonderful job
40. This is a Community College for all students to learn what they are wanting to learn.
41. I'm not entirely sure, I can't really think of anything.
42. Have more in-person classes and a sense of belonging to advertise more clubs and not on zoom meetings.
43. Allow sign-up activities that bring various Clark College staff members together for group recreational activities. Suggest activities be outside of work hours and off the College campus. to allow for a different setting/experience. Open gym day on a Saturday/Sundaymorning, yard sale on site for staff and students, nature hikes, wine tasting events, etc. Would help highlight similarities and common interests among staff that may not ever get the chance to work together in their daily duties.
44. Stop trying to divide everyone and force trainings that further divide.
45. Clark has a hard time retaining BIPOC and people from underrepresented groups in the administration, which is worrysome to me. "They" keep leaving Clark for better jobs.
46. Recognize and reward outstanding performance. Decrease the financial bloat at the top tier, and bring the pay scale up to competitive levels for faculty and staff. The retention rate of quality employees mirrors the retention rate of students.
47. Remove the people in power who are actively harming (emotionally and via policies) students and staff members
48. Leadership to make decisions that take staff and faculty concerns into consideration.
49. more get togethers with other departments on campus
50. More time to interact with other departments.
51. More evidence around the campus that other ethnicities, religions, sexualities, etc. exist.
52. Really acknowledge those who work well with others and build community and require training & change for those who bring discord or don't work well with other disciplines or departments.
53. More people from campus engaged in PP&I trainings. I think this needs to become a requirement connected to professional development plans with accountability.
54. Break down any silos and make sure everyone feels included and valued.
55. Stop bending to the faculty whims and start treating them the same as every other employee at Clark so that an actual community can be had.
56. take action
57. Work harder at creating a welcoming onboarding experience for all new employees and ensure that all managers are well trained to manage programs and people effectively and kindly.
58. Would you really take what I have to say into consideration?
59. faculty colleagues need to be held accountable and made to take trainings.
60. More community/networking events to get to know/keep in touch with many of the other employees.
61. I am honestly not sure. I feel as though each department has a different perspective on these issues. And my department is the least involved. If they all engaged a little more I might feel better about my sense of community.
62. Balanced Capacity
63. Better regulated hours
64. More social activities
65. Fire a facility worker
66. Pay all staff a living wage. Talking about class acceptance is nice but means nothing if steps aren't being taken to address it. NOBODY SHOULD BE MAKING UNDER $3,000 A MONTH!
67. I would like WS 225 Racism and White privilege to be a required class for all students and staff.
68. none
69. I would use that amazing kitchen to host cultural food events. I have learned the most about other cultures when the reward and conversation revolve around food. So many of our cultures and customs also revolve around food. We have the perfect place to host a monthly diversity food exploration, our teaching kitchen! New food, new people and a common thread that does not exclude anyone!
70. Anyone in leadership position should let the people who do the work and get things done let them be but with guidance. For those who can not get things done the leadership should then go towards micromanage style. There must be firm list of what it means to get things done. the definition should be from are three parties, the leaders, the doers and the students.
71. I would hire a wider array of teachers from different ethical, socioeconomic, political and gender identity than me to expand the inclusion and friendly atmosphere that students seek.
72. Center employees with disabilities more alongside other marginalized staff. HR train/lead/advertise supports available for those with disabilities. This group is growing as well due to the pandemic with health implications as well as mental health.
73. Maybe bring information by mail to the all community about Clark College invention that’s can benefit all people.
74. I will commit to getting to know more new staff and students each week.
75. Establish separate 100 level classes for running start students to encourage a more mature learning environment for non-traditional students.
76. getting to meet more people in person
77. Leave religions and political views at home
78. More cultural events
79. Perhaps providing more comfortable spaces solely dedicated to studying around greenery? I'm not exactly sure...
80. not sure
81. not sure,seems like the college is doing things to help
82. I don't know of anything I would change.
83. I don't have enough information to fully answer this question. Majority of my time at Clark has been online so majority of the "community" has been lacking because of this. If it were in-person I am sure it would be much stronger. Although it has been online for me, I still feel very supported and connected to my teachers/classmates.
84. Change in leadership.
85. More faculty and staff should join a subset group that interests them. (music, theatre, astronomy, book club, health, etc.)
86. As Covid becomes less of an impact, I would like to see social events occasionally.
87. More diverse senior leadership
88. Provide opportunities for employees to meet in person. We lost so many people to layoffs. Some replacements were hired but unless you work with them directly, you have not likely met them. I know you only asked for one, but having a list of who is working in each department would be helpful as well.
89. Ensure faculty are paid on the same scale, that all departments respect each other's value to the community.
90. Improved orientation process.
91. Increase diversity of faculty and curriculum.
92. Ha! Maybe "Keep the Faith"? Ain't no herding cats!
93. Make everyone a priority and use wording that is inclusive and uniting for all if you want to retain staff and students
94. Inter-departmental social events.
95. More stability in administration.
96. Stop making white people feel bad for being white.
97. Sigh.
98. Increased, concise communication across departments, including administrative staff and faculty.
99. The words "racism" and "white supremacy" seem to shut down important conversations that would help improve outcomes and experiences for historically marginalized individuals. I think we need to reassess the use of these words so that we can get more people to listen and engage in social justice.
100. Keep the mask mandate in place to make vulnerable population groups (immunocompromised, health issues) feel safe to learn in our environment. I hate COVID and everything that has come with it. I hate paying money for masks. But at the end of the day, I want to know that something as simple as covering up can make others feel safer. We're two-ish weeks since mandates went down and I've never known so many people personally with COVID, and have had to be tested three times just this week because of exposure. and I work from home and do NOTHING without a mask or indoors.
101. Continue opportunities for faculty/staff/student interaction and growth.
102. Have more in-person opportunities
103. Stable, long-term leadership and sense of direction
104. Make more gender neutral bathrooms. (And teach older generation teachers better)
105. Allowing more autonomy for employees to make decisions regarding their work environment.
106. Reigning in the use of campus-wide email distribution list.
107. Many problems from both inside and outside of Clark College is causing a lot of tension and differences. While diversity and equity should continue being a focus and a priority for all of us, it's important to not neglect other problems that seem to be getting ignored. As a College we should be able to try to resolve multiple problems at once. By solving other problems we would increase satisfaction among the college members. If a broader Climate Survey was sent out that, we might be able to address other problems (student enrollment, resignations/hiring, wages/inflation, training).
108. Strive for actual change not just talking about it
109. Give people equal rights, and treat them equally.
110. Provide more Hybrid and Face-to-Face classes on campus (even with low numbers).
111. Make in person classes
112. Be able to have more sports or activities that would draw students in to play join.(tennis)
113. Not sure
114. tolerance
115. I am comfortable with the environment at Clark.
116. I feel that the staff is much less diverse than the students, and I feel that the physical spaces of Clark don't demonstrate enough student culture.
117. We need more trauma-informed trainings, discussions, workshops, etc. A lot of trainings offered by the college seem to focus on the right language to use, and feel more focused on compliance/avoiding lawsuits than actual care and protection of marginalized communities. (And part of that protection = learning about realities and threats to various communities' safety and health).
118. Letting people know prior to events.
119. more community areas. places where talking to one another is encouraged not just studying
120. Seeing other staff in person.
121. being back on campus and hosting more events
122. Focus on moving forward not the past.
123. I’m unsure, though probably something that encourages students to find their community within Clark, maybe better promotion of clubs and programs. More student inclusion in the scheduling of activities.
124. I don't know. Nothing is coming to mind.
125. Equal pay, some of our coworkers are way underpaid and living under the poverty line.
126. Teacher diversity training. I have had some teachers that relate to racially diverse students in a much different way than with a white student. They seemed to be short with them or ignore them completely. I have seen this first hand and have heard accounts from fellow students who are of a different race, such as an islander.
127. Understanding that it is okay to be on the journey of equity, not all the way.
128. Taking a \*
129. I'm not sure if I have any suggestions as of right now, but I've really enjoyed all of the interactions I've had with staff/peers so far!
130. I don't have any complaints as of now.
131. I would stop offering trainings that focus on splitting people into groups, and offer more trainings on topics that highlight the positive aspects of diversity in working groups. I feel we focus to much on the negative. This is not to say that past negative actions should be ignored, but if we want to move forward in a positive way, then we need to focus on the positive, not the negative.
132. Collective vision to create unified goal as current culture can be "fend for self/group" (faculty contract negotiations ignoring larger context).
133. Remove the homeless people who interfere with the campus.
134. More chances to interact with the college community.
135. I would ask for better interdepartmental connections and cross-collaboration, more opportunity for lower-level management and staff to engage with SAC, and more introduction of new staff so that there is connection with who is here, who has left, and what staff are doing across SA.
136. I don’t have any suggestions.
137. TRAINING
138. Sociable
139. Eliminate the Office of Diversity, Equity, and Inclusion. This office is a racist, anti-white enforcement arm of liberal progressives.
140. New Leadership
141. The entire administration needs to change to provide support for student instruction instead of building walls between them. How on earth can you build a north campus when an east campus sits virtually empty and you do not have the resources to support and maintain the main campus. Pure stupidity. Over the last 20 years the administration has continued to get worse and does not support the goals of a college which is education, not indoctrination. What a joke.
142. Incorporate more components of diversity than race
143. I truly understand the importance of diversity and equity; however, I feel we also need to go back to focusing on the actual reason why students are at the college - the teaching and learning! Yes, students/employees do need to feel like they belong, but sometimes the pressure of it all just makes some people want to retreat and not participate. I realize feeling uncomfortable is an important part of the process to learn and grow. I just don't feel that certain people at the college are accepting of some of the thoughts of others and it puts a target on their backs.
144. Understand that everyone comes from a different place. People may look white/straight/etc. but have a significant other, children, family....of color, with disabilities, LBGTQ, etc. I feel as if the college assumes we are all uneducated about these issues. We don't have to share our experiences.
145. EQUAL OPPORTUNITY
146. Some of the management needs management skills.
147. Explicit, well-defined process at every level AND clear, direct, specific accountability to that process wherever it exists.
148. Pay adjuncts more and give them benefits; give leaders more money or release time; stop letting financial aid issues saddle our students with lifelong debt.
149. Kindness & understanding. Getting to know/meeting with individuals outside of one's own department and how their roles connect with the college/students, AND continuing to connect with them on a bi-quarterly or bi-yearly basis, at minimum.
150. Continue to work toward our communication and interactions together.
151. I think the sense of community at Clark could be improved by including more conversations and discussions in classrooms regarding diversity.
152. Return of in-person trainings, meetings, classes, etc.
153. Really, a change I can't make which is get covid to go away!
154. Perhaps more opportunities to communicate with each other, or to just talk and help one another. That's really difficult though when we're just starting to get used to going back on campus and everyone is still adjusting. And I feel like the school has already been providing these types of opportunities to bring people together. But people are more united when they have a common goal or something they can work towards as a group.
155. I enjoy hearing perspectives of diverse adults at Clark. I find them articulate, persuasive and compelling. I'd enjoy any activity where I can hear from them.
156. I like the Clark events. I really enjoy them and meeting people!
157. Have more gatherings of staff
158. Have more student to student conversations and group activities, even in online classes.
159. Treat adjuncts like real professors and make it advantageous for us to engage in community events/training.
160. Advertise more participation.
161. Diversify staff
162. Don’t exclude or ignore any ethnicity, including people of European descent.
163. Encourage more minorities to apply especially to difficult or hardtop get into programs.
164. More in person classes and availability!!!!!
165. More in person activities when covid allows
166. More in person classes
167. Probably increase social gatherings, now that COVID isn't dictating our social lives.
168. Host concerts featuring local musicians.
169. Diversity in foods served in CFS to children. More foods from other countries.
170. Increased attentively to students (and potential students) needs and ideas
171. Bring all of the stakeholders to the table when decisions are made, and not just in an advisory capacity.
172. I wish that more people would be required to take classes, such as women's studies, that inform them about social issues.
173. More full-time faculty positions to offer more classes.
174. More interactions with senior leadership.
175. I would like to see some of the professor with a bit more passion for teaching.
176. I have known idea because this is great College for me.
177. I'm not sure. I only go to the college one day/week for 3 hours.
178. I do not know
179. I don't have any ideas for this
180. not sure
181. Not sure
182. I'm honestly not quite sure since I haven't been on campus long enough to say what needs to be changed in this regard
183. Not sure
184. I do not know
185. More outreach
186. More outreach.
187. Pilot a team teaching program
188. More student experience and opportunities with diversity
189. Promoting the different cultures of students who go to Clark
190. You already do a good job in promoting diversity related clubs and activities, but I still feel people could be made more aware that these groups exist.
191. I think more deliberate resources for students in need of counseling (for a variety of issues) should be disseminated more often, similar to syllabus' at the beginning of term.
192. sensitivity training
193. I have really appreciated seeing signs the depict "Everyone is Welcome!" I noticed them when dropping my daughter off at preschool.
194. I feel as if Clark's progressive actions can come across as performative or ingenuine at times. It seems Clark only became 'woke' once staff and admin were starting to get called out for discriminatory and biased practices.
195. I would wish that other students coming from a different background would not feel like they are isolated in their group.
196. More support for foreign students.
197. Unsure
198. I don’t know
199. We have a new leadership team and we are all seeing how they will lead us forward. So past experience I would say, be more active with all on campus. Say what you mean, mean what you say.
200. Nothing.
201. None
202. I am happy with the community at Clark College.
203. Nothing
204. No changes
205. Nothing that i can think of right now
206. There is nothing I would change to enhance the sense of community at Clark College. The sense of community at Clark College is great.
207. Nothing.
208. Nothing comes to mind
209. "Nothing, However I do think adding the Zoom meetings makes it a lot easier for students to get help from teachers and really any area they may need."
210. I would not change anything. I think Clark does a fantastic job.
211. I will continue to allow myself to grow my sense of community.
212. I don't know of any changes that would better improve this
213. It's difficult to say because I am currently learning remotely.
214. To hire more qualified people of color.
215. Return to an in-person campus experience with opportunities to work and learn together, face to face
216. community is challenging while we are still in a pandemic.
217. Eliminate the hierarchical barrier/status wall between tenured and adjunct faculty.
218. It's super duper white here. I don't have a single professor of color.
219. Nothing
220. More advertisement of cultural celebrations and exhibits.
221. In person lab classes, even if it's a small group of students and you get 1 in person lab per quarter. Face to face time with other people who are persueing common goals and similar interests really makes a difference.
222. I would make all political opinions welcome as long as they come from a kind heart. If conservatives and liberals could talk about issues without fighting or censoring each other, the world would be a better place. Colleges play a big part in the learning of young adults. While I wouldn't encourage arguments or debates, I have witnessed many conservatives at Clark College stay out of political talk for fear of being looked at a certain way. All people should be welcome at the table and feel comfortable being open about their beliefs as long as they treat each other with respect.
223. I continue to try to expand my circle of community to include more diversity while using my privilege to lend support and encourage inclusion.
224. Increased attendance at socials and AFC meetings
225. More impactful side convos on this for online-only students
226. y’all gotta not let in white people in in-person diversity meeting. a white person in those meeting automatically makes the majority of poc bite their tongue in to not hurt that paper thin white fragility they got
227. Allow more poc students to have a club or a orientation speaking up about diversity where students share thier experiences
228. Increase diversity
229. Ensure Clark website and ctcLink are accessible. We say we care about equity and inclusion, but when it comes to people with disabilities Clark continues to make decisions that make folks feel like they don't really belong. Students and staff who cannot navigate our website or ctcLink without support are automatically made to feel that this place is not for them.
230. get the fountain working
231. More in-person classes/opportunities in order to engage with my community.
232. More clubs and activities? Especially more volunteering opportunities.
233. I take online classes, so I don’t feel like I am a part of the community at Clark.
234. Probably highlight queer history in the area. It's important to teach or be aware of queer history when the majority of people don't know anything about it and most likely are not taught about it in their schools.
235. Include more topics in the curriculums, support a diverse student body, and support diverse hiring and retention at Clark.
236. Increase staff support
237. Improve College 101. In my experience, it was just how to use the Clark website. I would want other people starting at Clark to be taught in-depth about college in general, from start to finish. Starting with financial aid and a general overview of degrees and how they work. Resources at Clark, work-study, penguin pantry, emergency assistance, study groups, tutoring, etc. In its current state, it is a waste of funding from both the school and students. As a required course, there is no reason for it to lack substance.
238. Nothing
239. all my answers were from the right side of the column and I didn't read the questions. This was because I was charged fees I didn't believe should be charged, and overcharged for ONLINE schooling. Also, textbooks are outrageous. please ignore my answers for good results.
240. Leadership - a culture of fear has been created about losing jobs, and there is not a commitment to learning about the employees at the college beyond the Cabinet level
241. A group for adult students, maybe 25+ years of age. Clark, especially on campus, seems to skew very young.
242. Offer PPI trainings in a broader amount of time. We've talked about this and many faculty teach during the normal hours.
243. No idea
244. Better marketing for different support groups
245. More information about services that help students in every way.
246. There may be good intentions but forcing situations on people only creates resistance instead of allowing naturally.
247. No change.
248. Change the leadership, hiring practices are notably leadership bringing in people that they worked with in the past - how is this equitable? Community is built by listening to the needs of the community and making sure that they are met.
249. Treat all people with equal respect and acknowledge their successes based on what they achieved as a person vs what group of people they belong to or with.
250. N/A
251. Some sort of large event, such as a carnival, that brings everyone together outside of the classroom where diversity and acceptance are a CLEAR main theme of the event. It's hard to get that feel from being in class. I really only pick up on that when I see certain flags (i.e. LGBTQ+, Trans, etc.) on display.
252. For me, the overarching focus on diversity makes me feel like our college community is more divided. I understand the goal is to bring us together, but often times I feel we are being separated into little groups to avoid offending or interacting with anyone.
253. More activities
254. Nothing

## Respondents who said they were unsure about whether they had experienced discrimination or harassment at Clark College were asked, "Please tell us more about why you selected that response." Their comments are below.

1. Because I can't remember. I try not to hold on to those things.
2. I do not remember a particular time I experienced what I would deem to be discrimination. However, maybe my definition is too narrow. Not sure, don't remember.
3. I dont pay attention to others, people may have said or acted a certin way but I didn't really think into much.
4. I have not experienced harassment. I am unsure about discrimination because I do not know what occurs behind closed doors (in administrative settings, etc.).
5. I'm a woman of color - I have not felt any direct harassment or discrimination, but I don't know if there is something I was excluded from, or if my views were dismissed because of who I am. Would students have respected me more, and would I have better reviews on ratemyprofessor.com if I were a white male? Probably.
6. I have no way of knowing if I've been excluded from activities, events or decisions.
7. I had an experience with a couple of professors where I can't say for sure what motives they had, so I leave it at unsure.
8. I've been in the vicinity of protests and the likes but I haven't been singled out
9. I don't know what actions people may have taken without me knowing about them.
10. A student code of conduct report I filed was cleared as ‘no violation of conduct’ without transparency. I am not sure what the procedure for these decision is as I disagree with this decision. The student had also filed a complaint and that was addressed with a meeting being called with the student, Dean, chair and me (the student refused to meet) but I feel my complaint was not taken seriously. The student harassed me with very aggressive emails violating a teacher student ethical conduct and my complaint of this was dismissed without me being told or why. I had to ask what happened to my complaint. As a faculty of color, I feel the student was given all the power and their bullying behavior reinforced while I felt unsupported by the Student Affairs.
11. while at clark I was at the computer lab a guy kept throwing noted at me asking me out, I said no several times, I had to leave so that I could be left alone I did not report it but the next day I went back the staff member had gone to clean up where I was at and noticed the notes she apologized to me and told me she had reported him and talked with him, she also told me that if it ever happens again to please report.
12. When I submitted to receive accommodations, the person who was supposed to be helping me through the process made some hurtful remarks about my disability, and in the end made it very difficult. I ended up going to my department for accommodations and not utilizing HR. I'm unsure if that constitutes discrimination or harassment, but it was hurtful and did call in to question about whether I could continue my work here.
13. Though I have not directly experienced harassment, co-workers of the same ethnicity have shared their experiences with me.
14. I've experienced behavior from employees who don't speak nor acknowledge me in passing.
15. General tone or attitude from certain individuals aren’t always friendly
16. In my English classes, groups were made up of different students, but there were students who did not like working with Latino students.
17. My old advisor didn't seem to have time for me. Even told me that he had other students he was more responsible for. I was only taking one class at a time back then but it felt like I was not a priority since I was the older student just starting back at school. I "fired" him and figured it out on my own.
18. Experienced bias toward my specific race/ethnicity/socioeconomic under the veil of it's not you, specifically, we are talking about. It's your history; which is not within my control.
19. "I'm can't determine if I was discriminated against because I may have misinterpreted the words and actions of another.

Either way, another's attitude doesn't define me."

1. As a female in a male dominated discipline, I may have been discriminated against. The males in my department appeared to be treated more favorably by a former male Dean. It is unclear to me whether any discrimination took place.
2. The longer I have been at Clark, the more I feel that I am being marginalized. I feel that my input is being ignored because it is historically based - why should something work today (this is a question) when it hasn't worked in the past - didn't it work in the past. Nobody seems to want to look into the details - what went right (duplicate them), what went wrong (fix them or don't take that route).
3. Because I have experienced some ableism from certain professors, but it was in more complex underhanded ways on them disrespecting the accommodations from the disability office, moreso than anything that would be directly harrassment.
4. I have heard a few backhanded comments, though they were not ment to be directed towards me in particular.
5. Re-entry students do not seem to have a confidentiality of there time in corrections and there is a resulting biased opinions with of some students that we should not hold opportunity with them. A lot of jail themes, and imagery in some classes noticed early on, and other political references or soap boxes topics of some students. That entailed replacing genuine design concepts with hidden agendas to post at other students. Good day.
6. Have experienced some repetitive microagressions on basis of gender and disability but unsure it's met the threshold of discrimination. Kept those incidences pretty quiet without reporting them.
7. Experienced harassment based on gender and specifically as a pregnant woman and parent of young children. but harassment was not severe enough to impact ability to conduct work activities.
8. The treatment wasn't severe.
9. I noticed someone look at me strangely (I couldn't tell if it was confusion or a glare) while I was on my way to the gender nuetral bathroom in Gaiser Hall.
10. Yeah, because I wouldn't know if someone was discriminating because often discrimination is subtle...
11. I felt unsafe after class, waiting for the bus in the dark once. There was a man on a bike who kept circling me, but I got home safely.
12. I have been discriminated against due to my gender identity and socioeconomic status in the past at local events, but I am unsure if they were affiliated with Clark College.
13. The answer of "unsure" is for "at an off-campus residence." It did happen to me that I was treated impolitely outside campus, but I wasn't sure if it's because of my race.
14. I've been passed over for promotion to a full time position for years now, despite solid references and an excellent teaching record; I'm dearly hoping this does not happen again during the current hiring season, as it may force me to leave the college for other opportunities in my field.
15. I've received inequitable treatment in the process of applying for FT positions, and each of situations occurred after I acknowledged my disability officially with HR. I don't know if my disability informed the behavior of those involved, but the timing was hard to ignore.
16. Other people being selected for positions I have applied for that include advancement.
17. As mentioned. If you are from a systemically "dominant" population you are unable to express your views even if you do so respectfully.
18. At a training I pointed out that people who aren't Christian often don't feel comfortable sharing their views. A lot of faculty and staff suddenly felt the need to share that they are Christian and have no problem telling people that. It's like, great, thanks for listening.
19. While I've never felt discriminated against or harassed, in my time as a student, I felt my voice as a conservative couldn't be heard. I saw many discussions from the liberal perspective, and while I never felt discriminated against, I did feel my thoughts would not be welcome in those discussions. I am not an extremely political person anyway, so I got by staying out of those discussions. I'm a pretty easygoing person that can get along with everybody, but I would never voice my opinions in certain circumstances.
20. I suspect that my apparent age and gender presentation affect the respect given to the thoughts I share.
21. As a Christian and a political conservative, I am scared to share my true thought on topics in my classes for fear or being harassed or discriminated against. I also am fearful that my grade will suffer. I have several coworkers and friends who have been Clark College students who's grades suffer due to them being honest with their political or religious beliefs.
22. I have been judged for my political views. I feel like I have to actively pretend to be someone I am not when it comes to my values and beliefs, and I've gotten made fun of for it.
23. i have different political views and I come from a wealthy family so when I stated something about that i was scoffed at and said that the way i was raised explains a lot for my naïve view points
24. I've had comments made in class that have made me think "if you knew who I was, you would hate me." Nothing actually has been done but I do not feel comfortable sharing my opinions in my classes.
25. One of my ethnic identity groups, Jewish, is typically excluded from all discussions/trainings related to diversity. I do not know if this is an oversight or intentional but it is one of the groups where Clark has had a number of biased based incidents
26. I have only recently learned how to tell what discrimination against myself looks like but i still struggle to identify it.
27. I had a surgery, and I told my teacher, and the assignment that was due on the day of the surgery, she was very critical on the grading of the assignment, and I thought that sucked. In many of the discussions, she seemed to not accept any different opinions. I don't know she was difficult to work with.
28. I have had a specific professor condescend to me on a weekly basis in a sometimes, berating manner. They have consistently claimed that my writing is not indicative of a college-level writing skill set. I am sure many students have had grievances with professor feedback, however this seems unprecedented. My reasoning for claiming so is due to high marks and development in both of the English classes I have taken this year. Both of which were taught by a notoriously tough-grading professor. To add insult to injury, the professor who is disparaging in their comments about my writing abilities has consistent grammatical errors in every weekly offering via canvas. Additionally, they claim a “no-shame” environment for their students and in their course, when that is clearly not the case. While everyone is human and by definition—imperfect, all should aim to avoid hypocrisy in leadership roles. Perhaps I am disgruntled, perhaps there is room for growth beyond a students capabilities but rather, professor and student engagement.
29. I have been subject to microaggression about size, status, position at the college, gender... but I don't think I would call those instances harassment, and I am not sure if I would label them as discrimination?
30. I'm not sure where the line is regarding discrimination.
31. I have definitely been made uncomfortable by certain remarks others have made to me and to others, but I am not sure if they constitute as harrassment.
32. misgendered constantly by a coworker but coworker would address me by my "chosen" name, so unsure if it was purposeful ignorance
33. sometimes there are microaggressions, but not overtly
34. Subtly is hard to call out on someone. Being born with natural blonde hair I have learned when experiencing bias by people who believe that is from German heritage, of which, I have none
35. microaggressions are difficult to explain. Looks from students and aired loud comments. Full-time faculty discriminating or mistreating PT faculty
36. because I'm not sure that disparaging comments about my generation count, if it's a younger generation. Because disparaging comments in my presence about people in my workstation make me uncomfortable, but they weren't speaking about me but rather about another particular individual who was not presence. Because there were rumors that my display of culture created problems in my office, but I never heard this formally stated as the reason for the changes to office practices.
37. all my answers were from the right side of the column and I didn't read the questions. This was because I was charged fees I didn't believe should be charged, and overcharged for ONLINE schooling. Also, textbooks are outrageous. please ignore my answers for good results.
38. I'd rather not.
39. The question stated, "... at an off-campus residence..." and that was confusing.
40. Due to solar radiation, my telepathy beam is malfunctioning and I am unable to transcribe others' thoughts. As such, I cannot answer if any negative actions of others are driven by discriminatory thinking.
41. Didn't want to or have the time to explain in detail, but yes I have been harassed before.

## We asked people at Clark College who said they did not report the discrimination/harassment they experienced in the past year to explain why they chose not to report. Their comments are below.

1. did not happen on campus
2. Don’t believe it will be taken seriously
3. For fear of being signaled out.
4. I chose to speak to the person directly and to their supervisor. It was a positive outcome from the supervisory level.
5. I have filed a complaint prior and little was done. The offending party is still employed by the college and has been promoted.
6. Part of the Job
7. Really? Are you kidding? Just asking this question is...well way too much. It would be like calling the police for help and getting shot dead by the police, in the process of getting their help.
8. The discrimination I experience is campus policy and institutionalized. No matter who I am as an individual and what my background might be, I am alienated and shamed as "priviledged" through sanctioned campus trainings, events, campus wide imagery as in posters, hanging banners and leaflets, social media and the like. I am made out to be part of an oppressor class based on my skin color, gender, sexual orientation and certain viewpoints. I do not feel welcome to express myself because of the cultural rot of wokesim. I believe I would be bullied, intimidated and harrassed as well as so many others throughout our society. I don't report or express my viewpoints because it would only bring grief and drama, things I otherwise wish to avoid.
9. Because I fear I will be treated differently by the department for calling them out. I already feel I am treated differently within the department because of my age.
10. Because I have no trust that college officials/administration will do anything. An "investigation" will happen and some paperwork will be shuffled, but at the end of the day, I'm just an oversensitive Black queer who just wants to cause trouble and can't understand a joke/how hard it is for the white women and man.
11. Because it was an email from an upset student from Ukraine after the war started. She attacked me for posting updated information related to the content of the class and not indicating any sensitivity to the war victims. I remain neutral regarding the war and did not indicate any opinion. I only updated information regarding pharmacology information
12. Because the Clark College environment is hostile to white conservatives in general; administrators are especially guilty of this.
13. Chaos in HR has left that division utterly useless.
14. I am accustomed to some discrimination, especially from our student population and some of our staff, these incidents would not have been something of value or meaning to someone else.
15. I have no faith anything will change or things will get better or that I will stop being a target for violence.
16. It is a co-worker and I don't think that anything but an uncomfortable working environment would result if the incidents were reported.
17. Non productive and waste of my time given history of dept
18. This is an issue that is ongoing for a long time - I've tried to communicate about it with various colleagues & administrators, but there's a lack of understanding/awareness of the issue.
19. Worried about backlash.
20. Dr \*\* is lit
21. Although the harassing behavior fall under the provided definition of harassment, executive administrators and staff speak about conditions of White culture and White identity in such a way as to suggest that their views are normative, beyond reproof or challenge.
22. Because I need my job and want the least amount of drama possible, so I believe in ignoring and just continue my work even if their actions affect a unhealthy work environment
23. Because I work in Human Resources.
24. because the officals ar ethe problem
25. Direct conversation between parties were conducted to smooth out relationship. The sense was there was no reason to report it as it would be discounted due to my racial affiliation.
26. Don't feel that it is necessary.
27. Fear
28. Feel I would be ostracized from my fellow workers as I work in a very "white" department
29. I did not want to. It was a disrespectful comment made that I was able to address. I also can't confirm that the comment was made due to my ethnicity.
30. I'm used to this treatment, and I don't want to make fuss of incidents which keep occurring, and I also do not want to be targeted more so for saying something.
31. It was an open event on campus, and the person involved were a potential student at Clark. Did not worth the effort to report.
32. No direct or tangible evidence that would be substantive enough. Nothing explicitly stated was misogynous or gender discrimination. Left out of key communications, repeatedly told different things related to one process--never know what is needed because it is always changing--feel like I have been given the runaround. I reached out to my manager and it made a small difference yet the outcome was already inevitable (lost out in acquiring needed resources). I know it's not just me who is treated in this way by this particular person. I have reported concerns to HR in the past which were completely dismissed or told it was up to me to improve the relationship. The people in HR to provide this sort of response are no longer at Clark College.
33. They have not been serious offenses. It has been more of along reading between the lines. As a queer, woman of color, I am too familiar of when a white (heterosexual) males are being patronizing and condescending. The incident themselves have not been too alarming, nor traumatizing, so I did not report them. Had any of them been more offensive and obvious, I would have 100% reported them, but they were microaggressions, and I am (sadly) used to them.
34. They were mainly microaggressions or in situations where someone else spoke up about them.
35. What's the point? You put a gender discriminator in charge of one of Clark's departments even though you know there has been REPEATED complaints about this individual.
36. Fear of retaliation
37. How do I report the discrimination to the officials if the officials are the source?
38. I attempted to talk to my case manager about one incident but she told me that it did not meet the definition of discrimination according to Clark College. For the other instances again it was not blatant enough to meet the requirements in order to file a complaint.
39. I have emailed the college about the vaccination requirement only to be told that it is still in force and unvaccinated students cannot come on campus.
40. It's not the big of an issue people are just creeps to high school girls and it will always be apart of my life no matter where I go and it's not like they assaulted me just creeps with negative intentions
41. No one cares.
42. Racist policies in place discriminate towards me.
43. The one time I did try to report it I was told I couldn’t because I didn’t try to “work it out” with the instructor who was ostracizing me. \*\* you guys. You do nothing to help your students.
44. The process to file a complaint on campus is very lengthy and confusing to be honest
45. The process to report the incident was unclear and time-consuming.
46. These things were not extreme enough to warrant an investigation. However, it is wrong that course evaluations are inexassible for particular classes is incredibly wrong.

## Those individuals had the opportunity to provide additional information about their experiences with discrimination or harassment. Their comments are below.

1. Age comment
2. An individual leading a hiring training seminar made a sarcastic remark about individuals with advanced degrees. A divisive photo was shown in a meeting (that was previously used in an administrative training session) that aligned with a particular political affiliation.
3. "Clark has hidden bullying and harassment of female students and staff. Offenders were promoted or moved to a different area instead of being held. This is a slap in the face of the victims of this abuse. I will be leaving Clark as soon as I can because this environment has not changed. Clark needs to practice what it preaches regarding equity in the workplace."
4. Educational institutions, by their inherent historical construction (going back to the U.S. laws of the 1630s), are discriminatory to different social-economic classes (race being a "face value" excuse to separate people), in order for the "educated" upper-class to remain on top - as the lords and ladies of the manor, while the "others" (essential workers) serve the lords and ladies and have to toil to survive. This is the inherent inertia that hinders forward movement towards the abolition of a system based on social-economic discrimination, using racism or other differences as a divisive tool.
5. I have seen preferential treatment given to colleagues that align with supervisors sexual orientation, and I was denied fair treatment. I was discriminated against and denied access to meetings within the unit. The same department has made derogatory comments about older employees or those that have been employed by Clark College for a long time. Comments such as, "Older people are not technology savvy." or "Folks who have been at Clark for a long time need to leave." Older people with experience are not hired by the same department. Poor comments are made regarding race and religion across the board by folks in various departments.
6. I was discriminated against when i was a student by a tenured instructor because i was poor. Nothing happened when I reported it. Another time myself and 2 other students were discriminated against because we are gay, instructor went so far as to say that we were going to burn in hell in front of the class. again nothing happened when reported. That last instructor retired a few years later.
7. i would like to make mention of the current work from home situation. are employees back on campus or not? it seems that many are still working a day or two from home while others are here everyday. i realize some jobs cant be done from home -- janitor, bookstore, printing. grounds, etc. but i see others here everyday and can work from home some of the days. admin services is very obvious. most are not here and i think the […] is not holding anyone accountable becasue she is the […]. whatever the rule is is fine but say it out loud and stick to it.
8. Not significant to ask Qs about harassment during pandemic, of course it was lessened.
9. "Please have student brown bags or other forms of insight that can inform especially students of the biases, prejudices, isms, and discrimination they may have towards Black, Brown, Indigenous students, faculty, staff, and administration. Students, especially assume these members are not contributors to the campus climate. With the lack of critical mass levels of representation visible for systemically dominant students on this campus students tend to show up as retaliation against BIPOC members while simultaneously assuming they are incompetent. Departments, faculty, staff and admin, on this campus tend to support and perpetuate these students' race prejudiced perceptions, for example, by allowing a student's ""white tears (look it up) to impact their empathy without exploring if the accusations are true! Leaving BIPOC across this campus disrespected, unprotected, and rejected within the spaces we reside. Students of color need this training, as well. White supremacy culture leaves BIPOC and white students, faculty, staff, admin, using those who are white as the standards by which all BIPOC members of the campus are measured. One student shared with a BIPOC faculty member that, ""My white teachers don't expect that of me so why should you?"" This attitude has become especially problematic within the last 4-7 years. The tone policing and respectability politics are rampant on this campus! Systemically dominant students, faculty, staff, and admin also expect for Black, Brown, Indigenous members to be caretakers and nurturing towards them. For example, instead of students taking initiative to read the syllabus, they share they desire for BIPOC teachers to inform them of the context instead and then add, how dare I not. Stereotypes played a role in that occuring for BIPOC. Mammyism is present as a student literally shared that her grandmother collected mammy's so she is familiar with how a teachers of color should express themselves so I should try to act more like Mammy! Another student told me that I should try to sound whiter in my emails and then maybe white students would accept and like me! I have heard BIPOC faculty share that they are afraid to add rigor to their courses because of the pushback they receive from white students, so they actually choose not to add rigor to prevent students from giving them negative evaluations or social media comments. Research also demonstrates that, ""Women of color can be very vulnerable to students’ verbal violence toward them, including constant and unwarranted criticism of their teaching. Students harbor stereotyped expectations of women of color. They may be less accepting of poor

grades from a person of color, especially a woman, than from a white professor.

They may not be aware of what are often unconscious biases about which groups are

superior and deserve authority over others. Because students may not be equipped

to handle their anxiety, discomfort, and resentment—conscious and unconscious—

they may discharge their feelings in generalized complaints about and unjust teaching evaluations."" Research also shows that the closer a BIPOC admin, faculty, staff, or student is to Blackness that the ""anti-black sentiment"" behaviors are increased; ""“Because blackness is stereotypically associated with intellectual inferiority, students experience dissonance when they see a Black person [ as the instructor or] behind the podium. This result is an unconscious stance where the Black professor must prove credibility, intelligence, and experience to the students in the class and where the slightest perceived error will be read as incompetence. White students regularly critique the competency of Black faculty, as teachers, challenge their authority aggressively, in the classroom, question their legitimacy as scholars, fail to show the most basic level of respect, and express overly familiar communication styles and greetings (as if interacting with a peer).” These behaviors are violent on a quarterly basis for BIPOC who work on this campus and we also need racial trauma and minoritization support to remain healthy. Research also shows that BIPOC women die 10 years earlier than white women. We at Clark College have had several BIPOC women to die who have worked on this campus from diseases impacted by the racism and injustice perpetuated by systemically dominant students, faculty, staff, and admin. Or they have chosen to leave in order to preserve their souls.Therefore, this campus also would need to provide its BIPOC who identify as women support without needing to adhere to white supremacy standards of reporting back what is shared in those environments as spaces of safety and rest!"

1. There should be a 3rd party organization that reviews complaints.
2. Clark students have some awful things to say and do and it feels like our hands are tied about what to do because we "serve" them.
3. harassed by two students
4. "Here are excerpts from two emails sent to the campus community last week:

From the Office of Diversity and Equity: ""Are you a Black employee wanting to get connected with other Black employees at Clark? Please join us for the Black Employees United (BEU) Employee Resource Group. BEU supports a safe, inclusive, and welcoming social and working environment for Black employees working at Clark College.""

This blatantly discriminatory and exclusionary of anyone who isn't black. It is racist. Here is another example from the Office of Diversity, Equity, and Inclusion:

""ODEI has made training funding available for those who are interested in attending next week’s 'White People Working On It: Towards an Antiracist WA CTC System' event planned by the Friends of FSOCC planning team...

The conference is geared toward white-identifying folks with European ancestry and people who benefit from white privilege. Our goal is to convene faculty, staff, administrators, and other professionals who want to evolve in our journey towards being anti racist and work to collaboratively dismantle systemic racism at our colleges and universities, our CTC system, and our communities. This virtual event space is designed to help us collectively interrogate and challenge the racist systems we have built and benefited from.""

This is also discriminatory in that it implies that all racism is caused by white people, and that white people are the only ones in need of anti-racist training.

If I were to flip the colors in the examples above and send them out as emails to the the campus community, there would be an avalanche of complaints made for the intentional distribution of racist and hateful rhetoric. As a white conservative, this is the environment that I must work in. In addition, I dare not voice a differing opinion on any topic that challenges any progressive liberal narrative, for fear of losing my job. The Clark College ODEI is a racist and hypocritical enforcement office for a progressive liberal agenda, and should be eliminated entirely."

1. I am a part-time faculty. I had a man in his late 30s in my class who was more than likely a member of the Proud Boys organization. I teach a class that talks about racial discrimination. He did not attend class regularly. On days he attended, he would stay after class and question whether I believed what I was teaching (ie I present all of the sociological theories, he didnt like those that came from a more pro-diversity stance) and lectured me while I closed up classroom and would follow me to my car lecturing me. I felt safe in that I work at CTE center and parking lot close and could access easily. I have been teaching for a long time, so am familiar with this type of student, but in the Trump era I was more frightened. I always stop in at the info desk now to say goodbye as a "required" detour / safety check to disengage.
2. I have a document that I use to keep track of perceived discrimination. I would share it but it has names of the perpetrators in it. I don’t feel my position is safe enough to call out the people who are doing it. They just won’t renew my contract as I am full time temporary. If I had tenure then I would tell everyone. But I don’t so I wont
3. I have been teaching at Clark for many years, and as I started when older than the norm of instructor ages, I feel I have been passed over repeatedly in the first few years here for a tenured position. I finally gave up trying as I saw that younger, less experienced, and different race and genders perspectives were applied. I am still an highly-rated and successful adjunct and can never make the money that I made in prior careers (before retirement). Higher education qualifications require the most education and costs for a teacher, yet the pay is the lowest. If I had known 22 years ago (when I switched to a fourth and wanted career) about the limitations of security, senority, and pay, race, and gender, I would have chosen a more financially and personally rewarding job.
4. I have had experiences with microagreesions from both faculty and staff. Students have spoken to me in a disparaging manner, and my wife has experienced discrimination from faculty and her peers, all at Clark College.
5. "I reported one to my chair, his response was maybe I was blowing it out of proportion. A fellow faculty member was intentionally sabotaging my ability to teach a lab by withholding needed supplies without letting me know. I had it in writing via an email exchange. My concerns were minimized. I am female, the other faculty member is male.

I had a student write bullying emails to me. I reported it to my chair and the college. I am not sure anything ever came of it. No one ever let me know what happened to the student, if anything at all."

1. It was with a male colleague (I am female), in my first year working at Clark. I reported it to my chair, who involved the Dean and that person no longer works here. I guess there had been several complaints/issues.
2. It's hard to go into a job interview at 9 months pregnant and know that the reason you didn't get the job is for something other than the fact you'll be on leave at some point, which "messes up" scheduling of department classes.
3. NA
4. no
5. No
6. See previous answers - I think until Clark leadership & the Clark community become more aware of issues of religious/ethnic differences in identity & practice, there will be religious/ethnic discrimination at Clark.
7. The incident occurred when I first applied to teach at Clark College. The head of the department interviewed me alone and explained that I was not a good fit for the department because of my age. She felt the students would not take me seriously. She also mentioned that I was not dressed nicely enough, even though I was wearing slacks and a long sleeve professional button-up shirt--what I normally wear while teaching. I think what she meant, though, is that she felt uncomfortable that I am transgender and non-binary. I am smaller in size as a transgender man, and people do sometimes think I am younger than I am. I felt like I have a lot of experience that would have benefited the department that was overlooked because of how she perceived me. I later applied for another teaching job, and I have been teaching at Clark for the past year and a half. That hiring process was much better with 2 people interviewing me who were supportive and valued my experiences as a transgender person. This was the best hiring experience I have ever had actually, so I think hiring committees are helpful with an equity mindset.
8. The majority of the \*\* that I have to put up with comes from folks who want to Make Clark Great Again. The off-hand comments; the cries of reverse racism; the "reply all" email culture where white grievance gets a front seat; etc. all tend to come from folks who have been here for 10-15+ years OR who work in the trades. In either case, I don't have a leg to stand on in terms of authority in the eyes of the college, so why waste what little time and energy I have taking the constant BS up the food chain?
9. The tenure process was one where there are a lot of opportunities for one's personal bias to come through esp if you are different or your subject matter is not understood by your committee. Bathrooms can be a place for staring if you are not gender conforming and there are no gender neutral bathrooms in some buildings.
10. There are faculty who think they are better than other faculty and who hold grudges against some departments based on this or on the assumption that their job is more important than mine or that my department is a problem in general.
11. Three of those individuals are no longer at the college.
12. Too late now.
13. I was told filipinos are great sex toys by a older student I was tutoring,I’m filipino and never mentioned to him I was filipino and then reported to my supervisor after repeatly telling the student to stop
14. Someone took my pen and didnt give it back.
15. As a young, cis-woman employee who has been pregnant while working, I have received many microaggressions related to my age, sex, and pregnancy. I have also experienced inappropriate and suggestive comments from students.
16. As previously noted, CC needs to address its level of respect and civility on campus. This place used to have a more family feel to it where we could all come together for the common good. So many people have left due to climate that it just doesn't feel like a friendly place anymore. Clark needs to also recognize that these issues creep into our community and cause fractures around the overall mission. CC should be the first choice in providing opportunities to all citizens who seek them through higher education.
17. During my first week on the job at Clark College, I reported the first incident. It was dismissed as a miscommunication. In the second occurrence, I overheard a member of the faculty making negative racial comments about me and how that negatively reflected on Clark College. I reported it to my supervisor. It was unclear whether or not my supervisor informed the appropriate authorities on campus. An apology was extended to me from the person making racial comments. Following the second incident, modifications were made that restricted access. I was given a verbal justifications, and when I asked for paperwork on policy and procedures to support the new changes, I was told that it was due to departmental changes, and that was the end of it.
18. Harassment was from a community member; not anyone affiliated with the college.
19. I am just depressed with the current state of things with the College, the state and the country.
20. I believe Clark can be a welcoming inclusive college, however there are toxic people in various roles throughout Clark that are holding the college back from accomplishing this goal.
21. I do not feel safe to share this information, especially since I know you could, if you wanted to, trace back to who I am from the link you had me click when I started this survey.
22. I feel like there's still the expectation that historically marginalized people will share about their experiences and that the campus culture isn't inclusive enough that I don't have to be open about my disability/gender/sexuality/etc. to get people to be sensitive to them.
23. I unfortunately do not see any benefit in this- as issues with the advising department never seem to improve and their actions impact all of us on a daily basis with staff moral and continued work.
24. I was giving an office position and was not trained in certain areas of the job. I was talked about behind my back. My password to access the accounts was deactivated and I was given another position with the same pay
25. It would feel more inclusive to me if those facilitating specific trainings would not assume that everyone in the training feels the same way they do on the subject they are presenting.
26. Men's voices get more time and space than women's. Men's voices, opinions, etc. are more likely to be taken seriously in making decisions. This seems mostly due to historically having a male-dominated leadership team and broader patriarchal influences in higher education and society.
27. Most of my bad experiences happen in the past and we can not change the past. I had opportunities take away from me. My work-life would have been a lot better if I could have tried those opportunities that had been taken away. There is little or no institution memory of these loss opportunities and most of the people who knew of them are no longer alive or not working for Clark College. The game is rigged and you can not win or even leave the game. So I carry on until I can not anymore then I will be a memory and then forgotten and when I die the pain will go away.
28. "My experience with discrimination and harassment was with people who are not working in the college anymore.Although the level of psychological and emotional harassment still is present. I am still in medical treatment."
29. My reports were denied that there was any hostile environment or age discrimination at the college.
30. N/A
31. Nearly everything I am referring to relates to an ongoing investigation into a facility worker. It is still ongoing, despite the initial complaints being filed more than a year ago.
32. never to complain or report anything. you will end up in the loosing end.
33. No
34. NO THANK YOU PROBLEM WAS RESOLVED OVER TIME.
35. Sometimes the worst experiences occur with those you least expect it from.
36. The administrative person is thankfully no longer employed at Clark College.
37. The most concerning examples of discrimination or harassment from my experience are those that originate from faculty, considering their proximity to and dynamic with students.
38. There is discrimination at Clark College based on your employment group.
39. Was a tort claim of which i was named. Never did the administration advise me of the outcome or provide any support.
40. worthless - I reported it first to my supervisor who did nothing, so I went to HR who found that it was occurring but their solution was to have my supervisor oversee the resolution to which it was dropped and nothing else was to be done. Comments were made to other employees regarding me being overpaid and deliberate exclusion from work that directly impacts me. They threated to punch me both verbally and by holding up their fist. NO work has been done to resolve this, including having us sit down and come up with a working plan. I quit out of fear and am back but still terrified of said individual who continued to cut me out of work despite it being in writing and a verified complaint. I wasn't the only female they did this to, and to this date nothing else has been done to make me feel safe working with the director.
41. A large amount of the student body at Clark consists of running start or just finished high school graduates so I have experienced and witnessed a lot of issues mainly from students in regards to my age or other classmates that are older. I have also had some issues with teachers because I am a single parent and cannot meet requirements for a class that was not specified before signing up and it feels like Clark classes are only designed for people that have no children or obligations.
42. Admin love to avoid your questions about course evaluations. I spent multiple days asking how things worked just to be told to submit a non-anonomous report. Protection of student identity in relation to their professors is not prioritized, which serves to not keep the students safe. Fix this. We pay to be here and then get pushed aside by unaware and biased professors and have no way to safely provide feedback - especially to tenured professors and/or professors we will be working with for the entirety of our degree.
43. Discrimination should always and continue to be addressed because a lot of people (people of African- American descent) still experience it daily inside and outside of school.
44. Even though I reach out to my professors well before the quarter starts to explain that I am transgender, 90% of the time they do not gender me correctly without verbal or written reminders. I am uncomfortable with raising my hand or participating out of a fear that I will be misgendered. When the professor does not use my pronouns, nobody else does either.
45. "I have been catcalled, someone drove their car up to me super fast while crossing the street as if they were going to hit me just to slam on their brakes and yell “you’re cute”

I’ve had people follow me to my car whom are students and it made me uncomfortable but I had to leave so I didnt know what else to do?"

1. I talked to The Dean of the program and we might misunderstand in the case. However, we solved the problems
2. I think it was handled very well. While I didn't think to call security until after the incident, security still took it very seriously.
3. Most modern discrimination and harassment I’ve seen here has been to straight white males, interesting for a place that doesn’t want color, sexual orientation, and gender to be an issue.
4. N/a
5. No because of incidents in the past at this college, I would rather keep quiet and move on. Complete my time and not look back.
6. One teacher was making it difficult to provide captions for all of the videos they provided, and when I would request for videos to be captioned, he said that the videos he put out were optional so I “didn’t have to” watch it. I believe I was discriminated against because he denied me access to watch the even though optional video, basically discriminating against me, because I am hard of hearing. I need direct and clear access to the context my peers have access to, and he denied that to me and I ended up having to say that I will contact administration if he doesn’t stop lacking on the captions for videos. He even linked videos that were required but with no captions. I would have to send the videos directly myself to DSS so they could caption it, even though that is the professor’s responsibility. Overall It was a four month long struggle (i had him for two quarters) and I have to say I was disappointed in him. I don’t know if he got training or anything related to that before or after our encounters over the online class, but I hope he improves on his handling of this kind of situation.
7. People stopped talking to me after hearing that I am a Conservative. Party should not come before policy. It is totally fine if an individual wants to make a fool of themselves.
8. Teachers need to step up when students are being talked poorly about by other students
9. There is a lot of sexual harassment against women on campus, no matter the race, from male students. As well as socioeconomic status. I see a lot of events at Clark addressing racism, but not sexism or classism. As a white person, I don’t experience racism, but I have experienced prejudice from groups of minorities on the basis of me being white. I rarely see racial discrimination on campus. I’ve mostly seen sexism and classism and ableism.
10. This institution should never require a student to disclose their religious beliefs. Furthermore, this institution cannot decide what religious beliefs are acceptable or not when granting a religious exemption to a “vaccine” mandate.