



**Fullerton College Faculty Senate  
President's Report, Josh Ashenmiller  
20-Sep 18**

**1 Faculty Allocation Committee Meeting**

One day only! Thursday, 27-Sep, 3-5P, Faculty Lounge. FC will be hiring several dozen new full-time faculty members this year, so make sure your Division rep will attend.

Bus/CIS	Marcus Wilson (chair)	Math/CS	Greg Nguyen
Couns	Citlally Santana	Nat Sci	Mike Baker
Fine Arts	Michael Scott	PE	Pete Snyder
Hum	Brandon Floerke	Soc Sci	Arnetta Smith
Lib	Monique Delatte Starkey	Tech/Eng	Jay Seidel

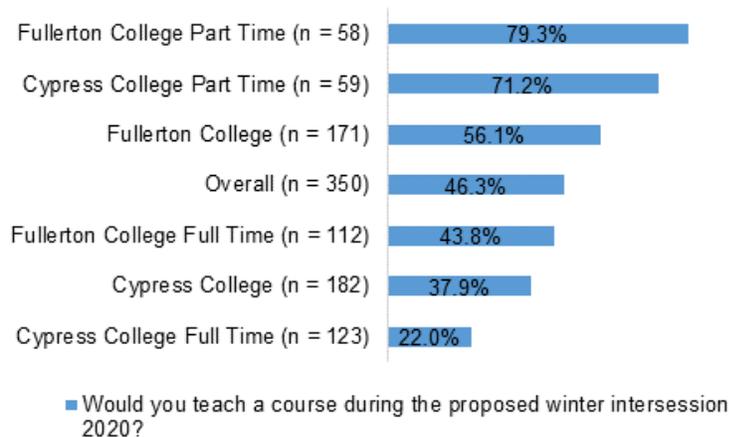
**2 Distance Education Self-Assessment Pilot Focus Group**

Thursday, 27-Sep, 3-5P, Room 226. We need two volunteers (who teach online classes) from each division. See details below (p.5).

**3 Wither the Winter Session 2020 Pilot?**

We all received Monday's memo from Chancellor Marshall about Winter Session: a "small pilot" in January 2020 (one-unit classes, noncredit classes, boot camps) and a 10-week summer session. Right now, I don't know anything more than that. I will try to learn more in the coming days.

Before the Winter Session decision, the Cypress College Academic Senate conducted a survey of all FC and CC instructors, asking them if they would be willing to teach. Here is a thumbnail of the results:



The survey also asked faculty members to list which courses they would be willing to teach. Being open-ended, this question generated an avalanche of data. Seriously, it's four PDFs, 72 pages total. I didn't think we would have time to go over all that today, but if you want to read it, be my guest.

### **3 The Student Learning Outcomes Assessment Committee (SLOAC) is chairless**

We need a faculty member to volunteer for this position. In truth, he or she will not be a volunteer because it is a 6.0-unit reassigned position. But who ever steps up will be hailed as a selfless humanitarian because the College really needs this Committee to be up and running in order to maintain accreditation.

### **4 The Disciplines List**

The Academic Senate for California Community Colleges is currently accepting proposals to revise the Disciplines List for the 2018-2019 cycle. The review process is an annual process. The deadline for submission of proposals is **September 30, 2018**. Proposals received after the deadline may be held for the 2019-2020 cycle.

Please send this packet of materials to division/department chairs, curriculum committee members, your senators, vice president of instruction, and anyone else that might benefit from this information. All information noted above is available on our website by clicking here. Information regarding the current minimum qualifications can be found at the ASCCC's Disciplines List home page: <https://asccc.org/disciplines-list>

If you have any questions, please contact ASCCC at [disciplineslist@asccc.org](mailto:disciplineslist@asccc.org). Please indicate Disciplines List on the subject line of the email.

### **5 DACA**

DACA is still very much an issue for many of our students. The statewide academic senate has well-stocked webpage of resources. As I indicated at our retreat, other colleges have gone so far as to establish "dream centers" to assist DACA students. Maybe that would be a good idea for Fullerton College. ASCCC's DACA resource page:

<https://www.asccc.org/resources-daca-and-undocumented-students>

### **6 Revisions to Board Policies**

To maintain our accreditation, we (i.e., the College, the District) have to review and update all the BPs and APs on a regular basis. At the next District Consultation Council meeting, on 24-Sep, DCC will be making recommendations on substantive review for BPs:

3900: Speech, Time, Place, and Manner

6620: Naming of Facilities and Properties

2745: Board Self-Evaluation

2410: Board Policies and Administrative Procedures

2740: Board Education

If you have input on these, or on any other BPs or APs (<https://nocccd.edu/policies-and-procedures>) that you think need attention, please tell your friendly neighborhood Senate president, or president elect.

### **7 Opportunities to work with the statewide academic senate**

ASCCC is looking for volunteers to serve on the CTE (Career and Technical Education) Leadership Committee.

Cheryl Aschenbach (Lassen College) is the chair and she is happy to answer questions:

[caschenbach@lassencollege.edu](mailto:caschenbach@lassencollege.edu)

Here is a description of the CTE Leadership Committee:

<https://www.asccc.org/directory/cte-leadership-committee>

Here is the link to the ASCCC application for statewide service:

<https://www.asccc.org/content/application-statewide-service>

The California Community Colleges Chancellor's Office is hiring Guided Pathways Regional Coordinators. See the job announcement for details.

[http://cccgp.cccco.edu/Portals/0/GPRegionalCoordinator\\_ADA\\_final.pdf](http://cccgp.cccco.edu/Portals/0/GPRegionalCoordinator_ADA_final.pdf)

The ASCCC Course Identification system, C-ID is looking for input from community college faculty in the following fields:

**1-Welding Technology**

<https://academicsenate.cmail19.com/t/y-i-kjjdtyk-l-a/>

**2-Film Television and Electronic Media**

Send email to:

[support@c-id.net](mailto:support@c-id.net)

**3-Math and Quantitative Reasoning Courses**

C-ID is also providing course descriptor templates for pre-transfer level Math courses:

Use this link:

<https://www.c-id.net/resources>

Scroll down to the section "AB 705 Resources."

**Fullerton College**  
**Full-Time Faculty Hiring Prioritization Timeline**  
**Fall 2018**  
**(Hiring Start Date of Fall 2019)**

<b>Action Item</b>	<b>Option 1</b>	<b>Details</b>
Disbursement of Forms to Deans	August 23	
Requests Due to VPI Office	September 13	
List of Compiled Requests Prepared by VPI Office	September 18	Discussion at Deans' Council
<b>Deans</b> Anonymous Individual Recommended Rankings	Sept. 18 - 21 by noon	Immediately After Deans' Council Discussion, facilitated via email.
1 <sup>st</sup> Draft of Recommended Hiring Ranking List Prepared by VPI Office	September 25	To allow time for Faculty Senate to review/approve (Tuesday prior to Senate meeting)
<b>Faculty Senate</b> Review/Revise/Approval of 2 <sup>nd</sup> Draft of Recommended Hiring Ranking List	October 4	Faculty Senate Meeting
<b>President</b> Review/Revise/Approval of 3 <sup>rd</sup> Draft of Recommended Hiring Ranking List	October 10	PAC Meeting
<b>District Chancellor's Staff</b> Review/Revise/Approval of Recommended Hiring Ranking List	<b>October 17</b>	Chancellor's Staff Meeting
Final District Approved Hiring List	TBD	Campus Announcement

Prepared on 9/4/18 by Ericka Adakai | FULLERTON COLLEGE – VPI OFFICE

Sept. 6, 2018

To: Faculty Senators  
From: Danielle Fouquette, Accreditation Steering Committee Distance Education Compliance Workgroup Faculty Chair  
Re: Distance Education Self-Assessment Pilot and Focus Group

As part of the college's response to an ACCJC recommendation, the college is implementing an online education self-assessment survey. A pilot version of the survey is being launched this semester.

Each division is asked to choose two instructors to participate in a pilot survey focus group that will meet from **3:00-5:00 p.m. Thursday Sept. 27** in room 226 to discuss the self-assessment survey process and results. The purpose of the focus group is to provide feedback and suggestions on the self-assessment survey and a proposed process for using the survey to ensure regular and effective contact between instructors and students. **Members of the focus group will need to complete the survey by 5:00 p.m. Wednesday Sept. 26.** The self-assessment survey will take approximately 30 minutes to complete; additional time may be needed to gather support material.

**Request: Please work with your department coordinators and division deans to identify two online instructors to participate in the online self-assessment survey focus group.**

In addition, all instructors who teach online will receive an invitation and link to the survey in order to review it. **The survey will be available until Saturday Oct. 20, 2018.** While participation in the pilot is voluntary, instructors who teach online are encouraged to self assess one of their online courses, which involves responding to a set of questions about Course Presentation, Interaction, and Accessibility. The survey also includes the opportunity to provide comments/commentary for self-assessment items and to upload screenshots that support the self-assessment.

**Request: Please ask your division members to look for the email invitation and to consider completing the pilot survey.**

Email invitations will be sent to online instructors by Monday Sept. 10. Instructors who will participate in the focus group should contact Roger Perez at [rperez1@fullcoll.edu](mailto:rperez1@fullcoll.edu) or Danielle Fouquette at [dfouquette@fullcoll.edu](mailto:dfouquette@fullcoll.edu) by Monday Sept. 17 for additional information.

Sept. 6, 2018

**Procedure for Campuswide Positions with Reassigned Time  
Proposed to Faculty Senate 20-Sep 18**

- 1) The College administration, working with the Faculty Senate president, will ensure that all opportunities for campuswide coordinating positions with reassigned time will be announced widely and in a timely manner. Duties, qualifications and compensation will be part of the announcement.
- 2) Current positions which will be addressed in this manner include, but are not limited to:
  - a) Curriculum Committee Chair
  - b) Study Abroad Coordinator
  - c) Program Review Committee Chair
  - d) Student Learning Outcomes Assessment Committee Chair
  - e) Staff Development Coordinator
  - f) Honors Program Advisory
  - g) Basic Skills Committee Chair
- 3) The responsible administrator will form an ad hoc committee to serve as the selection committee for the position. Faculty members on the ad hoc committee will be appointed by the Faculty Senate. Committee composition: 4 faculty, 2 managers, 1 classified professional.
- 4) The recommendation of the selection committee will be forwarded to the College President for appointment.
- 5) This procedure does not replace or supersede any requirements for the position developed by individual committees. For example, the Curriculum Coordinator must have at least two years' experience as a Curriculum Committee member.

**Associated Students of Fullerton College Cultural Sensitivity Training Resolution**

**Authored by: Camille Serrano, Patrice Sisante, Hannah Avalos, Antonio Grande, Lily Rodriguez**

**Voted On: April 1, 2018**

**Vote Count: Unanimous**

**Resolution in support that Cultural Sensitivity Training be given to faculty and staff at Fullerton College on a yearly basis regardless if Flex Day District Facilitated Training occurs.**

A Fullerton College resolution stating that Cultural Sensitivity Training should be mandated on an annual basis and incorporate real-life examples of discrimination that Fullerton College students experienced on campus.

**WHEREAS**, Flexible Calendar Program is to provide time for faculty to participate in professional development activities that are related to "staff, student, and instructional improvement" (Title 5, Section 55720); and

**WHEREAS**, the North Orange County Community College District requires all District employees to receive training and/or a copy of the unlawful discrimination policies and procedures during the first year of their employment (North Orange County Community College District, AP 3410 Unlawful Discrimination, Section 4.3); and

**WHEREAS**, because of their special responsibilities under the law, supervisors will undergo mandatory sexual harassment training at least once every two years (North Orange County Community College District, AP 3410 Unlawful Discrimination, Section 4.3); and

**WHEREAS**, in an academic setting, the needs of ethnic minority students are historically unaddressed; and

**WHEREAS**, an institution of higher education has a solemn responsibility to not just promote cultural diversity but to preserve the safety of students of socially marginalized communities; and

**WHEREAS**, the North Orange County Community College District allows for proposals of Flex Activities in coalition with the campus Professional Development Committee on the process (North Orange County Community College District Flex Information Online Handout).

**WHEREAS**, the implementation of real life scenarios of discrimination that students have endured evoke a practical understanding of cultural sensitivity training; and

**THEREFORE BE IT RESOLVED THAT**, that Fullerton College implement cultural sensitivity training for faculty and staff regardless if Flex Day District Facilitated Training occurs on an annual basis.

**BE IT FURTHER RESOLVED THAT**, Fullerton College being "radically student-centered" incorporate real life experiences that students have endured on campus to be referenced in FLEX activities as examples of discrimination on the basis of sexual orientation, racial identity, gender, religion, income, nationality, and citizenship.

**BE IT FINALLY RESOLVED**, copies of this resolution shall be sent to the office of the Dean of Student Support Services, the office of the Vice President of Student Services, the office of the Vice President of Administrative Services, the office of the Vice President of Instruction, the office of the President, Faculty Senate, Classified Senate, Planning and Budget Steering Committee, the President's Advisory Council, and the NOCCCD Board of trustees.

[https://noce.edu/application/files/8715/0587/0816/NOCE\\_FLEX\\_Information.pdf](https://noce.edu/application/files/8715/0587/0816/NOCE_FLEX_Information.pdf)

# **Recommendations on Equity in Faculty Hiring**

## **EEO, Diversity, and Equity in Hiring in Community Colleges**

- I. The short answer to the question raised, why the Recommendations on Equity in Faculty Hiring should be considered if we already have EEO guidelines in our hiring process, is as follows:

We do have guidelines in place to ensure equal employment opportunity, but we are lacking in regards to guidelines that ensure that diversity and equity<sup>1</sup> are adequately addressed and considered in the hiring process. The goal of the recommendations is to address this gap in our hiring process. The Recommendations on Equity in Faculty Hiring provide an approach to achieving the goals of diversity and equity in hiring.

- II. The following are the legal requirements regarding equal employment opportunity, diversity, and equity in our hiring process.

### **NOCCCD BP 7100 Commitment to Equal Employment Opportunity and Diversity**

Equal opportunity employment and diversity in the academic environment foster cultural awareness, promote mutual understanding and respect and provide suitable role models for all students.

### **Education Code Section 87100**

(2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.

(3) A work force that is continually responsive to the needs of a diverse student population

### **5 California Code of Regulation § 53024**

Meaningful consideration must be given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

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<sup>1</sup> It should be noted that equity as used here is a component of the broader definition of diversity. In the Board Policy, Education Code, and Title 5 section referenced in this document, equity is indicated in language such as, “provide suitable role models for all students”; “A work force that is continually responsive to the needs of a diverse student population”; “Inclusion”; and “preparations to provide service to an increasingly diverse student population”. Section 53024 of Title 5, in identifying the type of students that applicants should have “a sensitivity to and understanding of” is based on the notion that these groups tend to experience marginalization and have barriers in higher education. In effect, successful candidates should be able to address and remedy the inequities these students experience.

## Recommendations on Equity in Faculty Hiring

A district-wide team of faculty and administrators participated in the USC Rossier School of Education, Institute on Equity in Faculty Hiring, on March 26 and 27, 2018. Representatives from each Campus and the District Office comprised the membership of the team.

At the institute, research was shared that shows student success and achievement increases when an institution of higher education has faculty who are representative of the student population it serves. The research shows this link is particularly important in closing the achievement gap. Chancellor Eloy Ortiz Oakley was one of the Institute's keynote speakers. He spoke of the urgency to increase the diversity of our faculty so that they more closely resemble the students we serve. He spoke passionately about the importance of equity in faculty hiring and its positive educational impact on students; and in particular its impact on student groups affected by the achievement gap. He asked districts to be direct and courageous in promoting equity in faculty hiring and to champion the equity-minded approach described at the Institute.

Between 2012 and 2016, 56% of the Master's and Doctorate degrees conferred in the State of California were awarded to Latinx, African-American, AANHPI (Asian-American, Native Hawaiian, and Pacific Islanders), or Multi-ethnic graduates. However, since 2017, applicants of color made up only 47% of those applying for full-time faculty positions in the NOCCCD. Last year, applicants of color constituted 46% of new faculty hires and applicants of color were more likely to be included in interviews, but not hired, than white applicants. This trend is consistent over the past five years, with 42.3% of full time faculty hires in the NOCCCD being faculty of color. These data suggest that our hiring processes are not attracting qualified applicants of color, and those who apply may be experiencing bias in the hiring process.

As of 2016, 70% of NOCCCD students are students of color and 39% of faculty are faculty of color. Multiple studies of student success (Hagedorn et al 2007, Hurtado 2001, Marx and Goff 2005) argue that students of color are more engaged and more successful when their campuses are inclusive and the faculty, administrators, and staff are ethnically diverse.

At the institute, community college teams from throughout the state heard from experts on equity faculty hiring and student achievement and discussed strategies and best practices to assist current efforts at diversity and equity in faculty hiring. As a result of the NOCCCD team's discussions and reflections at the Institute, the following recommendations to the District on faculty equity hiring are proposed. These recommendations are made with the goal of addressing the District and Campus objectives of achieving equity in both student achievement and in faculty hiring, and understanding the link between them.

### A. Job Announcement

1. All job announcements should include a description of the diversity of the campus' student population. This description should be placed in the beginning of the job announcement, and not buried at the end of the job announcement.
2. All job announcements should state whether the Campus is an HSI (Hispanic Serving Institution) and/or an AANAPISI<sup>2</sup> (Asian American and Native American Pacific Islander Serving Institution)<sup>3</sup>.

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<sup>2</sup>Institutions of Higher Education can achieve AANAPISI status if 10% or more of its students are Asian American, Native American Pacific Islanders. Asian American means a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam), as defined in OMB's Standards for

3. All job announcements should include references to campus initiatives, programs, and support groups with an equity focus, such as Fullerton’s Umoja program, the District PIE series, or the various faculty and staff associations that demonstrates what we do to meet the needs of these populations. Perhaps these programs can be highlighted in videos we embed in the job announcement.
4. Preferred or desirable qualifications should include specific competencies related to equity, equity-mindedness, and diversity that potential candidates should possess.
5. Include throughout the job announcement more “Equity Minded” and “Diversity” language, and be cautious with “Deficit Minded” language.<sup>4</sup>
6. Consider including in Job Announcements links to videos that provide potential candidates further information, such as describing the position or campus. This can provide a more personal touch in our outreach. Individuals in the video should reflect the diversity of the campus.
7. Include all requirements that some positions may have, such as licenses, CPR, or requirements from an accrediting agency. Health Sciences accreditation for example requires that cultural competence be included in the curriculum.
8. Be clear about different job duties or requirements for the same job classification that may exist because of the specific location where the position may be housed.

**A. Job Announcement**

Items 1-6 are currently not required, and currently not being done. Items 7 and 8 are currently done to some degree, but can be improved on.

**B. Screening Applicants**

1. Given the research that demonstrates bias occurs when the applicant’s name may suggest their sex, race, or ethnicity, consideration should be given to conducting initial screening with the individuals name redacted from the application materials.
2. In order to ensure consistency in the applicant screening process it is recommended the District revisit how applicants are screened for minimum qualifications.

**B. Screening Applicants**

Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity as published in the Federal Register on October 30, 1997 (62 FR 58789). Native American Pacific Islander means any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the United States. Institutions can achieve HSI status if 25% or more of its students are Hispanic. For both HSI and AANAPISI status, a certain percent of students must receive financial aid.

<sup>3</sup>Fullerton College and Cypress College have been formally designated as HSI’s. Both meet the requirements for AANAPISI status but have not been formally designated.

<sup>4</sup> See Addendum “A” from page 16 of the CUE Equity in Faculty Hiring Institute, Faculty Hiring Toolkit, for examples of “Equity Minded,” “Diversity,” and “Deficit Minded” language. See Addendum “B(1)” for a sample template of what a Cypress College job announcement may look like. Addendum “B(2)” includes other sample job announcements that include equity and diversity minded language from the CUE Equity in Faculty Hiring Toolkit. Addendum “B(3)” is a checklist for equity minded position announcements from page 22 of the Toolkit.

Item 1 is not a current practice. Item 2 is a suggestion to review the screening process for minimum qualifications. A total review has not been done in the recent past.

### C. Interviews

1. Consider permitting Skype interviews. This may allow more applicants an opportunity to be considered for positions.
2. Develop interview questions designed to provide candidates with the opportunity to demonstrate whether and how they exemplify the characteristics of equity-minded competence and develop rubrics to evaluate responses to these questions. This can be done in several ways; the following is a sampling of a few suggestions.
  - a. Ask more than one question related to diversity and equity.
  - b. Incorporate into “non-diversity” questions elements related to equity or diversity.
  - c. Regularly review sample diversity/equity minded questions to assure they are designed to elicit the equity-minded competencies we are looking for.
  - d. Review diversity and equity questions currently used in our hiring committees, review the sample equity minded questions on pages 49-51 in the toolkit, and make available an updated list of sample diversity questions.<sup>5</sup>

### C. Interviews

Item 1 is not currently a stated option. Item 2 a-c are not currently done or required (only one diversity/equity related question is currently required). Item 2d is partially done in that sample questions are provided. This can be improved and systematized.

### D. Recruiting

In addition to the posting in major publications and the standard online sites, job announcements should also be posted and shared through more informal methods in consultation with faculty and other campus groups.<sup>6</sup>

1. This would include, for example, sending job descriptions to affinity groups and networks within specific disciplines, such as the Hispanic Nursing Association, the Black Nursing Association, the American Philosophical Association Newsletter on Hispanic/Latino Issues in Philosophy, Society of Indian Psychologists, the Asian/Pacific American Librarians Association, etc.
2. Job announcements should also be sent to Historically Black Colleges and Universities (HBCU), Tribal Colleges and Universities, and other affinity groups in Higher Education such as the American Association of Hispanics in Higher Education, and the Asian Pacific Americans in Higher Education.

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<sup>5</sup> For sample equity-minded questions see Addendum “C” (Source, page 49-51 of toolkit and updated NOCCCD diversity/equity sample questions, 2018).

<sup>6</sup> Requests should be made at various points of the process asking for informal locations and networks to publish job announcements that would attract a diverse pool. Although the equity-minded approach is to focus primarily on where the greatest inequities exist, in this instance race and ethnicity, posting in informal locations should also include other forms of diversity such as disability, religion, sexual orientation etc.

3. NOCCCD faculty and deans should be encouraged to send job announcements to colleagues and networks they are familiar with that may have access to diverse candidates. Faculty and Deans should also be encouraged to take and share job announcements at conferences.

**D. Recruiting**

Items 1-3 are encouraged but not required, and they are rarely done. This recommendation would systematize how we recruit and would make this process a requirement.

**E. Hiring Committee Training**

1. Ensure an equity-minded rationale and approach is emphasized in training for hiring committees. [There are several slides from the institute presentations that can be added to our current training. The training can also be more direct in terms of what we are attempting to accomplish and why]

**E. Hiring Committee Training**

Training currently has an EEO and Diversity component but does not adequately address equity. This recommendation would expand the training to include equity in hiring.

**F. Retention**

1. The Director of Diversity and Compliance should meet with faculty of color to get a pulse on how they are experiencing the college/district, and ensure they have the necessary support. Do they feel welcome and included and to troubleshoot any issues or concerns they may have.

**F. Retention**

This is currently not done nor required.

**G. Professional Development**

In addition to providing training on equity in faculty hiring through the training provided to the hiring committees, the team believes it is important that broader training on equity and diversity should be provided to all personnel (faculty, staff, and administrators) through professional development opportunities, which can include:

1. Professional development on equity-mindedness during new faculty orientation.
2. Offer Professional development workshops to discuss equity-minded practices.
3. Provide this training at adjunct faculty orientation (if any).
4. Require that all managers and administrators receive equity mindedness training. This training should include the hiring committee training components on equity in faculty hiring.
5. Include equity-minded training during the Leadership Academy.

**G. Professional Development**

Items 1, 3, 4, 5, are currently not done or required. Item 2 is done to some degree but it is not systematized or focused.

**H. Adjunct Faculty**

1. The equity-minded faculty hiring training should be provided to committees or individuals hiring adjunct faculty.
2. Procedures or guidelines for adjunct hiring should include equity-minded practices.

**H. Adjunct Faculty**

Item 1 is currently not done or required. Item 2 requests that adjunct faculty guidelines or procedures be expanded to include equity minded practices. This would likely require consultation and agreement with faculty for adoption of a policy/procedure.

**I. Changes to Faculty Hiring Guidelines**

1. The team recommends that the District and UF/ADFAC move forward on updating and/or developing both the full time and adjunct hiring policies so they may be better designed to increase the diversity of full time and adjunct faculty.

**I. Changes to Faculty Hiring Guidelines**

This recommendation only recommends that the District and faculty representatives meet to update hiring policies/procedures to increase the diversity of full time and adjunct faculty. Any eventual changes to hiring procedures will require agreement with faculty.

**J. Climate Surveys**

Although not directly related to faculty hiring, climate surveys can provide helpful data in addressing both recruitment and retention of diverse faculty. Recommendations regarding climate surveys include:

1. Although each campus may develop its own climate survey, some commonality should exist in the questions so that district-wide data can be collected and comparisons can be made.
2. Results of the data from climate surveys should be reported and accessible to the campus community.
3. Ensure confidentiality of individuals responding to campus climate surveys. For example, a question was raised whether a survey completed on an individual's computer, although submitted anonymously, could still be traced to their computer. One solution was to use a designated computer for all individuals in a department to use to respond to surveys.
4. Ensure campus survey questions ask questions specific to issues of equity and inclusiveness and can be disaggregated in ways to provide data by gender, race, ethnicity, disability and other forms of diversity. Survey questions should be designed to serve as a vehicle to provide additional support as needed.

**J. Climate Surveys**

Climate surveys are currently being done; this recommendation suggests ways to improve the surveys and would require that they be done with a greater focus on equity and diversity.