Diversity, Equity, Belonging, and Inclusion Climate Assessment

August 2021

Delta College
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Introduction

Delta College is an important center of regional cultural, economic, and educational development in the Great Lakes Bay Region of Michigan. Founded in 1961, the campus is located at the intersection of Saginaw, Midland and Bay counties. Delta College has a demonstrated record of a long-term commitment to serving all members of the tri-county region, especially marginalized employees, and students, and it is striving to enhance the existing efforts and structures to improve outcomes and campus climate. During Dr. Goodnow’s presidency, the campus made significant investments in establishing new campus centers in downtown Saginaw and Midland. Dr. Goodnow was recognized as a regional and national leader in community education, and she worked to build a board of trustees who support and have a vision for DEBI. With newly appointed President Dr. Gavin’s arrival, the institution has potential for implementing new approaches to meet the needs of the unique communities served in the region and strategically setting up Delta College for the next level of community-centered impact.

In Spring 2021, Dr. Raja G. Bhattar and associates were contracted to guide Delta College in a comprehensive audit of current programs, policies, and structures to develop recommendations and feedback for areas of growth to foster diversity, equity, belonging and inclusion (DEBI). This assessment process evaluated the effectiveness of strategies being implemented and identified opportunities to develop a larger, more encompassing focus on equity, especially for students, faculty, staff and other key stakeholders in the diverse Delta College community. At a foundational level, every higher education institution strives for student success, which is directly related to students’ access to diverse faculty and staff, inclusive institutional leadership and resources and connectedness to campus experiences and perceptions. We have reviewed various reports, data points and websites, conducted a quantitative climate assessment, spoken with various constituents (including students, faculty, employees and community leaders) and reviewed national promising practices from February through July 2021.

Through listening sessions and focus groups, quantitative data collection and analysis, document review and conversations with key campus leaders, we have identified key findings and recommendations in this report. The report has three major sections: (a) Areas of Success, (b) Areas of Growth and (c) Recommendations. The college’s growth opportunities are summarized into six categories, which include (a) Inconsistent Diversity, Equity, Belonging and Inclusion (DEBI) Framework, (b). Campus Climate Challenges, (c) Communication and Collaboration, (d) Human Resources and Institutional Capacity, (e) DEBI Organizational Infrastructure and Accountability, and (f) Community Relations.

Our assessment process has resulted in a list of strategic recommendations for short, medium, and long- timelines that, when fulfilled, will become an effective model that cultivates belonging and inclusion across the Delta College community. Most importantly, we offer specific recommendations to assist the campus in developing a sustainable and effective DEBI office and program infrastructure. The recommendations are presented in ideal chronological sequence while recognizing several elements will and should overlap to maintain progress and
sustainability. Namely the major categories of recommendations are (a) Create a Diversity Equity, Belonging and Inclusion Framework, (b) Improve Campus Climate, (c) Communication and Collaboration, (d) Invest in Human Resources and Employee Professional Development, (e) Strategic Recruitment and Retention, (f) Institutionalizing DEBI Infrastructure, and (g) Community Relations.

Delta College has immense potential for becoming a national community college model for fostering belonging and inclusive campus climate through a DEBI lens. These recommendations are structured to reflect the perspectives we heard from Delta College community members in context with consultants’ work and understanding of transformative community college environments. While there is great work happening at Delta, addressing these areas of growth and continuing the areas of success will bring the mission of the college to “serve the Great Lakes Bay Region by educating, enriching and empowering our diverse community of learners to achieve their personal, professional and academic goals” to fruition.

**Project Purview and Objectives**

Delta College identified four primary questions of inquiry to guide this process:

- **What is the current experience of belonging for diverse communities at Delta College?**
  - What are the specific strengths of the college?
  - What are key areas of growth?
  - What is the demographic representation of faculty, staff, and administrators and what are their experiences?
  - How can the campus enhance representation of students of color, especially Black/African American Men of Color (e.g. increase in recruitment, retention and graduation rates)?

- **What are effective diversity, equity, belonging and inclusion (DEBI) models to meet the needs (e.g. retention, graduation, course success, and sense of place) of historically disadvantaged students, staff and faculty?**
  - How can Delta College improve the experiences of marginalized and disproportionately impacted students?
  - What are current resources/elements on campus that can be reorganized to progress a cohesive DEBI strategy?

- **What would key constituents and stakeholders like to see achieved in the next 5 years?**
  - How can Delta College have a nuanced understanding of various and competing DEBI interests?
  - How can the campus make DEBI a foundational value in practice?

- **How can Delta College strategically plan to be a national leader in DEBI policies and practices at all levels of the organization?**
  - What are strategies to improve institutional leadership and transformation?
  - What are national promising practices?
### Consultants

Bhattar Consulting Group is a collective of national and international leaders, scholars and facilitators committed to individual, interpersonal, and institutional cultural transformation. We represent over 80 years of professional and scholarly expertise in diversity, equity, belonging and inclusion (DEBI). We have supported numerous nonprofit, higher education, and corporate organizations and individuals in cultural transformation, equity-based leadership practices and community capacity building strategies. We honor the indigenous people on whose land the organizations we work with are located. We commit to reinvesting into the local communities by contributing a percentage of our earnings to support local indigenous peoples. More information about Bhattar Consulting Group and their associates are available in Appendix A.

### Information and Data Gathering Process

Beginning in March, 2021 we collected Delta College reports from the Office of Institutional Research, conducted a quantitative survey, and facilitated listening sessions and focus groups with key campus constituents. We met regularly with our campus liaisons, Dr. Karl Rishe, Vice President of Student and Educational Services and Mr. Darrin Johnson, Manager of Recruitment to gain a solid understanding of the goals, current practices, campus history, and hopes for future direction.

#### Listening Sessions

We hosted 33 sessions with stakeholders (see list in Appendix B) to understand their experiences and perspectives. Each session lasted between 45–90 minutes. The interview protocol is found in Appendix C. We held sessions with affinity groups, executive leaders, community partners, and open general sessions for employees and students. Approximately 160 stakeholders participated in the listening sessions.

#### Survey Instrument

In addition to the stakeholder listening sessions, a comprehensive quantitative survey was distributed to all students (enrolled for Fall 2020 or Winter 2021) and employees in April - May 2021. This survey was an optional sample rather than a census of all campus members. A separate survey tool was designed specifically for students, faculty, and staff based on the research questions. The survey instruments were administered to supplement and contextualize the findings from listening sessions, one-on-one interviews, and campus document review. The survey was designed as a self-administered, web-based survey that would take no more than 20 minutes to complete.

#### Contextual Campus Data

To contextualize the survey data, we looked at the demographics of the Great Lakes region compared to the demographics of the Delta campus community and the survey participants (see Table 1).

Table 1. Great Lakes Bay Region 2019 Census Data Estimates, 18 years and over.
**Student Demographics.** Compared to the greater region, the number of students at Delta College from each racial and ethnic background was relatively aligned with the area population, except for Black or African American students. Although the 2019 population of the Great Lakes Bay Region comprised of nearly 10% Black residents, just over 7% of the student population at Delta identified as Black in 2020.

Table 2. Delta College Student Profile Data for Academic Year 2021.

<table>
<thead>
<tr>
<th>Year / Fall</th>
<th>Total Enrolled Students</th>
<th>Total Men</th>
<th>Total Women</th>
<th>Gender</th>
<th>Race and Ethnic Groups</th>
<th>Total Minorities / Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>8043</td>
<td>4,110</td>
<td>3,933</td>
<td>49%</td>
<td>40</td>
<td>2.3%</td>
</tr>
<tr>
<td>1985</td>
<td>10,035</td>
<td>3,975</td>
<td>6,060</td>
<td>60%</td>
<td>50</td>
<td>2.3%</td>
</tr>
<tr>
<td>1995</td>
<td>9,726</td>
<td>3,793</td>
<td>5,933</td>
<td>61%</td>
<td>70</td>
<td>2.3%</td>
</tr>
<tr>
<td>2015</td>
<td>9,291</td>
<td>4,239</td>
<td>5,052</td>
<td>54%</td>
<td>83</td>
<td>2.3%</td>
</tr>
<tr>
<td>2020</td>
<td>6,954</td>
<td>2,847</td>
<td>4,307</td>
<td>62%</td>
<td>59</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

* "Other" racial group includes international and two or more races

**Student Survey.** The student participants’ self-reported race and ethnicity was relatively representative of the general student population. In fact, there was a slight over representation of American Indian and Alaska Native students. However, when you view enrollment over time, you can see the percentage of Black students declined steadily since 1975, and the percentage of American Indian and Alaska Native students has remained stagnant.

Table 3. Student Survey Participants’ Self-Reported Race and Ethnicity

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>5</td>
<td>2.3</td>
</tr>
<tr>
<td>Racial or Ethnic Group</td>
<td>Respondents</td>
<td>% of Respondents</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Black or African American</td>
<td>16</td>
<td>7.3</td>
</tr>
<tr>
<td>Some other race, ethnicity, origin - Self-Identify:</td>
<td>4</td>
<td>1.8</td>
</tr>
<tr>
<td>Hispanic, Latino/a/x</td>
<td>14</td>
<td>6.4</td>
</tr>
<tr>
<td>Middle Eastern or North African</td>
<td>3</td>
<td>1.4</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>White</td>
<td>167</td>
<td>75</td>
</tr>
<tr>
<td>Choose not to reply</td>
<td>9</td>
<td>4.1</td>
</tr>
<tr>
<td>Total Students</td>
<td>220</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4. Enrollment Status of Students Who Completed the Survey

<table>
<thead>
<tr>
<th>Role</th>
<th>Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>92</td>
<td>41.8</td>
</tr>
<tr>
<td>Part-time</td>
<td>99</td>
<td>45.0</td>
</tr>
<tr>
<td>Not enrolled</td>
<td>12</td>
<td>5.5</td>
</tr>
<tr>
<td>No reply</td>
<td>17</td>
<td>7.7</td>
</tr>
<tr>
<td>Total Students</td>
<td>220</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Employee (Faculty and Staff) Demographics.** Compared to the greater region, the number of employees at Delta College from each racial and ethnic background was relatively aligned with the area population, except for Black or African American and Hispanic/Latino employees. While the 2019 population of the Great Lakes Bay Region comprised of nearly 10% Black residents, just under 6% of the employees at Delta identified as Black in 2020. Additionally, while the 2019 population of the region comprised of 6.5% Hispanic/Latino residents, just 3% of the employees at Delta identified as Hispanic/Latino in 2020.

Moreover, when you view employment over time, you can see that the percentage Black employees has declined since 1985.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Employees</th>
<th>Total Men</th>
<th>Total Women</th>
<th>Asian (Not Hispanic or Latino)</th>
<th>Black or African American (Not Hispanic or Latino)</th>
<th>Hispanic or Latino</th>
<th>American Indian or Alaska Native (Not Hispanic or Latino)</th>
<th>White (Not Hispanic or Latino)</th>
<th>Other*</th>
<th>Total minorities / other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>457</td>
<td>266</td>
<td>191</td>
<td>42%</td>
<td>6</td>
<td>1.3%</td>
<td>5</td>
<td>1.1%</td>
<td>0.0%</td>
<td>35</td>
</tr>
<tr>
<td>1985</td>
<td>526</td>
<td>275</td>
<td>251</td>
<td>48%</td>
<td>7</td>
<td>1.3%</td>
<td>7</td>
<td>7.8%</td>
<td>1.9%</td>
<td>-</td>
</tr>
<tr>
<td>1995</td>
<td>669</td>
<td>311</td>
<td>358</td>
<td>63%</td>
<td>7</td>
<td>1.2%</td>
<td>8</td>
<td>7.1%</td>
<td>3.2%</td>
<td>70</td>
</tr>
<tr>
<td>2005</td>
<td>537</td>
<td>220</td>
<td>317</td>
<td>59%</td>
<td>6</td>
<td>1.1%</td>
<td>3</td>
<td>8.0%</td>
<td>2.9%</td>
<td>72</td>
</tr>
<tr>
<td>2015</td>
<td>488</td>
<td>185</td>
<td>303</td>
<td>62%</td>
<td>9</td>
<td>1.8%</td>
<td>5</td>
<td>5.9%</td>
<td>3.1%</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 6. Delta College Full-Time Employee Profile Data for Academic Year 2021.

Staff Survey. The staff participants’ self-reported race/ethnicity was relatively representative of the general employee population except for Hispanic/Latino staff (3%; 0.8%, respectively).

Table 7. Staff Survey Participants Self-Reported Race/Ethnicity

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Eg: German, Ir...Polish, French, etc.)</td>
<td>104</td>
<td>84.6</td>
</tr>
<tr>
<td>Hispanic, Latino/a/x o...ican, Colombian, etc.)</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Black or African Ameri...opian, Somali...an, etc.)</td>
<td>8</td>
<td>6.5</td>
</tr>
<tr>
<td>Some other race, ethn...origin. Self-Identify:</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian or Asian America...orean, Japanese, etc.)</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>American Indian or Al...or nation (optional):</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Middle Eastern or Nort...occan, Algerian, etc.)</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Native Hawaiian or Oth...Tongan, Fijian, etc.)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Choose not to reply</td>
<td>7</td>
<td>5.7</td>
</tr>
<tr>
<td>Total Staff</td>
<td>220</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 8. Role and Count of Staff Who Completed the Survey

<table>
<thead>
<tr>
<th>Role</th>
<th>Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Leader (i.e., President, Chancellor, Vice-President, Provost, Dean)</td>
<td>6</td>
<td>4.9</td>
</tr>
<tr>
<td>Administrator/Manager (i.e., Associate Dean, Assistant Dean, Director)</td>
<td>24</td>
<td>19.7</td>
</tr>
<tr>
<td>Staff (i.e., Administrative Assistant, Analyst, Service Provider, Counselor)</td>
<td>70</td>
<td>57.4</td>
</tr>
<tr>
<td>Other (i.e., Postdoctoral Researcher, Temporary, Contract Staff):</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Part-time or Temporary Employee</td>
<td>19</td>
<td>15.6</td>
</tr>
<tr>
<td>Total Staff</td>
<td>122</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Faculty Demographics.** Compared to the greater region, the number of faculty at Delta College from each racial/ethnic background is relatively aligned with the area population, except for Black or African American and Hispanic/Latino employees. While the 2019 population of the Great Lakes Bay Region comprised of nearly 10% Black residents, just 5% of the faculty at Delta identified as Black in 2020. Additionally, while the 2019 population of the region comprised of 6.5% Hispanic/Latino residents, just 1% of the faculty at Delta identified as Hispanic or Latino in 2020.

Moreover, while the percentages for Asian and American Indian and Alaska Native faculty do not appear to be noticeably different from the greater region, in reality, 0.5% compared to 1% is still half the total count/population.

Table 9. Delta College Faculty Profile Data for Academic Year 2021.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Employees</th>
<th>Race and Ethnic Groups</th>
<th>Total Minorities / Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Asian (Not Hispanic or Latino)</td>
<td>Black or African American (Not Hispanic or Latino)</td>
</tr>
<tr>
<td>2020</td>
<td>175</td>
<td>2 1.1%</td>
<td>5 2.9%</td>
</tr>
<tr>
<td>2000</td>
<td>200</td>
<td>1 0.5%</td>
<td>10 5.0%</td>
</tr>
</tbody>
</table>

**Faculty Survey.** The faculty participants self-reported race/ethnicity was relatively representative of the general student population, except for Black faculty.
Table 10. Faculty Survey Participants Self-Reported Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Eg: German, Irish, Polish, French, etc.)</td>
<td>65</td>
<td>80.3</td>
</tr>
<tr>
<td>Hispanic, Latino/a/x (Eg: Mexican, Colombian, etc.)</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Black or African American (Eg: Ethiopian, Somalian, etc.)</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Some other race, ethnicity. Self-Identify:</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Asian or Asian American (Eg: Korean, Japanese, etc.)</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>American Indian or Alaska Native (optional):</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Middle Eastern or North African (Eg: Moroccan, Algerian, etc.)</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Native Hawaiian or Other Tongan, Fijian, etc.)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Choose not to reply</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>81</td>
<td>99.99</td>
</tr>
</tbody>
</table>

Table 11. Role and Count of Faculty Who Completed the Survey

<table>
<thead>
<tr>
<th>Role</th>
<th>Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>27</td>
<td>34.2</td>
</tr>
<tr>
<td>Choose not to reply</td>
<td>10</td>
<td>12.7</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>18</td>
<td>22.8</td>
</tr>
<tr>
<td>Adjunct/Instructor</td>
<td>21</td>
<td>26.6</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>79</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Overall, the data collected for the county population, campus community, and survey participants was well aligned, highlighting systematic areas for opportunity, including increasing enrollment, recruitment, and retention of Black faculty, staff, and students. Additionally, growing the Hispanic or Latino community at Delta will remain important as the local demographics continue to shift. Finally, attention to detail is critical when tracking smaller populations, such as Asian, American Indian, Alaska Native, and Native Hawaiian and Pacific Islander community members. Often changes appear small in size, but in reality, they reflect large shifts in community engagement. For example, if you have five Native American students one year, and two the next, the numbers may not
appear alarming, but that is a loss of more than half the campus population from that community.

**Key Survey Insights**

*Survey Participants.* Over 500 people began the survey, with just over 400 participants completing the survey. Because participants could choose to skip many of the questions, or had the option to select multiple responses, the number of respondents in data tables varies by question.

Table 12. Survey Participants Self-Reported Race and Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan, Native American (optional)</td>
<td>7</td>
<td>1.7</td>
</tr>
<tr>
<td>Asian or Asian American, Hawaiian, Japanese, etc.</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td>Black or African American, Somalian, etc.</td>
<td>26</td>
<td>6.1</td>
</tr>
<tr>
<td>Hispanic, Latino/a/x, Mexican, Colombian, etc.</td>
<td>16</td>
<td>3.8</td>
</tr>
<tr>
<td>Middle Eastern or North African, Algerian, etc.</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Island (Tongan, Fijian, etc.)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>White (E.g. German, Irish, Polish, French, etc.)</td>
<td>336</td>
<td>79.2</td>
</tr>
<tr>
<td>Some other race, ethnicity. Self-Identify</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td>Choose not to reply</td>
<td>26</td>
<td>6.1</td>
</tr>
<tr>
<td>Total Participants</td>
<td>424</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 13. Role and Count of Participants Who Completed the Survey

<table>
<thead>
<tr>
<th>Role</th>
<th>Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>201</td>
<td>49.9</td>
</tr>
<tr>
<td>Faculty</td>
<td>79</td>
<td>19.6</td>
</tr>
<tr>
<td>Staff</td>
<td>118</td>
<td>29.3</td>
</tr>
<tr>
<td>Self-Identify</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>Total Participants</td>
<td>403</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Overall, many members of the campus community believed Delta College was making intentional actions to create a welcoming campus climate. Nearly 70% of all campus members
(students, staff, and faculty) reported they believed all cultures, races, and ethnicities are welcome at Delta College. While staff and faculty were slightly less enthusiastic (more members selected somewhat agree versus strongly agree), the consistent response from all community members is encouraging.

The tables below describe responses to several of the survey questions:

Table 14. Percentage of Delta Students, Staff and Faculty who agree; all cultures, races, and ethnicities are welcome at Delta College.

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Staff</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat agree</td>
<td>5.8%</td>
<td>20.7%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>63.9%</td>
<td>46.3%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Agree (combined)</td>
<td>69.7%</td>
<td>66.9%</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

Additionally, some campus resources are making an impact. The Library Learning Information Center (LLIC), the Tutoring and Teaching Learning Center, and the Counseling Center were reported as some of the highest used campus resources among students, after financial aid and academic advising.

Table 15. Percentage of Delta Students who know about and use resources on campus.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Yes, and I have used</th>
<th>Yes, but I have not used</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>73.4%</td>
<td>23.1%</td>
<td>3.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Athletics</td>
<td>7.5%</td>
<td>73.4%</td>
<td>17.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Bias and Incident Reporting</td>
<td>7.0%</td>
<td>60.8%</td>
<td>29.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>29.2%</td>
<td>61.8%</td>
<td>7.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Disability Services</td>
<td>13.1%</td>
<td>68.3%</td>
<td>16.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>74.9%</td>
<td>21.1%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Food Pantry</td>
<td>11.6%</td>
<td>69.9%</td>
<td>16.6%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Honor Program</td>
<td>12.1%</td>
<td>65.8%</td>
<td>18.6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Library Learning Information Center (LLIC)</td>
<td>47.2%</td>
<td>42.7%</td>
<td>8.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Safe Space Training</td>
<td>3.0%</td>
<td>48.7%</td>
<td>43.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Tutoring/Teaching Learning Center</td>
<td>27.1%</td>
<td>60.3%</td>
<td>10.1%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>
Although many campus community members feel Delta College is trying to value diversity, students, staff and faculty still feel isolated.

- **1 in 10 students** said they have **considered leaving** Delta College because of feeling isolated.
- **1 in 5 faculty and staff** said they have **considered leaving** Delta College because of feeling isolated.

For students, some of their largest concerns were feeling isolated due to their race and ethnicity (5.2%), sexual orientation (4%), and their financial standing (4%). Students of color were more likely to report feeling isolated due to their race/ethnicity than white students (13%; 4%, respectively). Additionally, gender queer, gender non-conforming, and trans students were twice as likely to feel isolated due to sexual orientation (8.3%) and financial standing (8.3%).

For faculty and staff, some of their largest concerns were feeling isolated due to their sex (10%; 8.3%), age (7.3%; 7.6%), and race/ethnicity (6.4%; 6.3%).

When thinking about ways to reduce isolation, campus leaders should consider not only the what, where, when, and why, but also the who. Thinking strategically about how faculty and staff can best support students is critical to improving sense of belonging. Many students of color highlighted their desire to have more interactions with faculty and staff from their communities on campus. Additionally, women were nearly twice as likely to believe having an advisor/counselor that is the same culture, race, or ethnicity is important compared to men (19.3%; 9.1%, respectively).

Similarly, many students of color expressed they consider the culture, race, or ethnicity of faculty/instructors when deciding which course sections to take at Delta College.

Table 16. Percentage of Delta Students who find it important to have an advisor/counselor that is the same race, or ethnicity.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>16.8%</td>
<td>12.0%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Students of Color</td>
<td>52.9%</td>
<td>5.9%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Women</td>
<td>19.3%</td>
<td>10.6%</td>
<td>70.2%</td>
</tr>
</tbody>
</table>
Table 17. Percentage of Delta Students who consider the culture, race, or ethnicity of faculty/instructors when deciding courses.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>6.5%</td>
<td>40.5%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Students of Color</td>
<td>21.1%</td>
<td>31.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Women</td>
<td>7.2%</td>
<td>41.0%</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

Document Analysis

We reviewed and analyzed all notes from the listening sessions and the survey and campus data documents provided by Delta College. We used standard qualitative analysis processes to develop key themes, issues, and recommendations for the campus.
Findings

From our comprehensive analysis of quantitative and qualitative data points, we offer the following summary of Areas of Success and Areas for Growth which have guided our recommendations later in this report.

Areas of Success
As the consultants gathered and analyzed information it was quickly apparent that Delta College has many strengths related to DEBI. We summarize key strengths that have and will continue to support the collective work of fostering a deep sense of belonging across the organization.

DEBI is a Topic of High-Engagement for the Entire Campus Community
Across various quantitative and qualitative data points, students and employees recognized the importance of increasing DEBI efforts across the campus and the significant opportunity for Delta College to serve as a key educational and economic empowerment bridge across the region. There were many talented professionals working to enhance various aspects of DEBI. We were impressed with the sheer number of people who participated in listening sessions and the above-expected number of responses to the quantitative survey which demonstrate a highly engaged campus community. Beyond engagement, the college constituents were aware of gaps between aspiration and current impact. Across constituency groups, there is consistency in recognizing the key themes we have highlighted below. The work will be in building capacity to support leaders at all levels of the organization to take actions that make meaningful shifts to address the identified areas for growth.

Establishment of the President’s DEI Committee
While dormant since 2020, the President’s DEI Committee has taken on many iterations since it is original convening by Dr. Goodnow in 2007. Current members noted the importance of this group in building community with other key colleagues, having access to the President and developing various programs to address DEBI concerns across the campus.

In-House Professional Development Programs
The campus has made great strides in influencing campus culture with various trainings for staff and faculty. Specifically Human Resources and Center for Organizational Success have partnered to enhance equity-minded recruitment processes by developing and offering Implicit Bias workshops for search committee members. Although campus faculty and staff hiring has not shifted significantly yet, the workshop is a good first step in helping campus members understand how unknown biases influence application and hiring processes. Similarly, the Safe Space training by Prism is one of the longest lasting and recognized programs on campus. Both programs can be institutionalized to ensure their ability to be part of shifting campus culture even after current facilitators are not in their roles.

Employee Resource Groups
Affinity spaces are essential in organizations, especially for people with marginalized identities, to foster a sense of support, belonging, mentorship and retention. The Black Faculty and Staff
Association (BFSA), Prism (LGBTQ+ Staff & Faculty Association), Women’s Inclusive Network (W.I.N.) and Men of Delta have been started by campus community members’ desire to enhance the climate on campus for their respective organizations. Each group spoke about the importance of this space in their own personal and professional networking and ability to access campus resources as employees (and students for W.I.N. and Men of Delta).

**Updates to Campus Facilities**

Delta College leaders have been successful in lobbying local leaders and funders to move, build and update facilities to enhance access to the various communities in the region. Specifically, the recently built Saginaw campus and forthcoming Midland campus are effective symbolic and tangible gestures to reshape community perspectives on Delta College as a viable and accessible educational institution. Several members highlighted the Placemaking Initiative which has increased visual art in public spaces across the four campuses as an effective tool for community building.

In addition to these success areas, Delta’s report titled *Summary of Commitment to Diversity and Work: 2005 - 2021* (May 7, 2021) effectively summarizes achievements from the past few decades.
Areas for Growth

Our data collection processes with Delta College stakeholders and campus documents offered a well-rounded and complex picture of the climate and operations for the institution. Although we are impressed by the areas of success we highlighted above, our main purpose as external reviewers was to identify gaps and areas of growth toward a more DEBI-centered campus. Even as many outstanding and impactful DEBI efforts are currently being implemented, there is significant room to build, improve, and refocus DEBI efforts to fully embody these values at all levels of the organization. We have identified the following key themes and growth opportunities for Delta College, which include (a) Inconsistent Diversity, Equity, Belonging and Inclusion (DEBI) Framework, (b) Campus Climate Challenges, (c) Communication and Collaboration, (d) Human Resources and Institutional Capacity, (e) DEBI Organizational Infrastructure and Accountability, and (f) Community Relations.

**Inconsistent DEBI Framework**

Delta College has numerous DEBI efforts that are making great impacts on the college and broader community; however, the overall framework and strategy were incoherent to many campus members. The constituents involved in DEBI efforts at Delta were not clear on how their efforts fit into and worked along with the broader campus strategy to shifting the campus climate. Some campus employees stated that although they cared for diversity and supporting students from diverse backgrounds, they did not see how their role on campus was impacted by a DEBI framework. A common vision, structure, and core components of DEBI work would assist with guiding efforts and ensuring all efforts are aligning with a sustainable strategic priority. A framework will also clarify specific efforts and accountability measures for various campus functions as outlined in the recommendations later in this report. A clear framework will help different units focus on intentional efforts with measurable outcomes and prevent duplicitous efforts.

**Equity-Minded Literacy.** Before an organization can foster effective dialogues on DEBI topics, a shared understanding of terminology and skills are needed. At Delta, many constituents, even those involved with DEBI work, struggled to identify operating definitions of core elements, such as “equity,” “inclusion,” or “social justice.” The current focus on DEBI meant different things to different people. There was also consistent feedback diversity actually or only meant “minoritized race” to many people on campus. For others “diversity” encompassed sexual orientation, gender, religion, first-generation status, disability, etc. Further, many white employees noted, “Delta feels like home.” and felt a strong sense of belonging and others did not feel comfortable with conversations about diversity due to fear of conflict and making mistakes.

Although race is a foundational concept in the construction of diversity in the United States, there is a need to create an intersectional and expanded definition of diversity without losing the impact of race and national conversations and events of racism in shaping one’s safety and sense of self. Several white-identified community members spoke about wanting to center identities without recognizing race because, “we are
always talking about race”. Although complicating identity beyond race is important, substituting another identity, especially where white people don’t have to address whiteness and white cultural impact on campus is not helpful in creating an honest conversation on equity and belonging on campus.

**Data Transparency and Trust.** Increasing trust with campus members and in the community will require a deeper level of honesty through information sharing and enhancing how campus leaders are trained to be transparent with community partners while empowering them to support campus efforts. For full details, refer to the section under Community Relations.

**Challenging Dominant Identities and Frameworks.** Most white heterosexual male employees and students, more than other groups, found campus climate to be inclusive and welcoming. Some employees did note they felt “white men are targeted” or “it’s hard to be white on campus” due to increased focus on race and conversations of diversity. Although these statements are worthy of noticing, they hint at a deeper strand of whiteness and white culture not feeling valued on campus which is a typical reaction by dominant communities when not being centered in all aspects of campus and conversations. Given the physical location of Delta College and the current national sociopolitical climate on race, racism and white supremacy in education, there is work to be done at Delta to support a strategic complication of policies and practices to foster an anti-racist framework across the campus, especially among white employees and students. Many participants spoke about the lack of focus on socio-economic class-based inequities on campus and a need for greater conversation on socio-economic class and accessibility. These comments mostly came from white professionals from low socio-economic class categories who also felt uncomfortable discussing race and racism on campus. This does not mean that socio-economic class and accessibility are not worthy topics of conversation but using them to avoid the topic of race is problematic and serves as evidence that anti-racism frameworks are necessary.

**Campus Climate Challenges**
Campus climate challenges are often difficult to recognize, identify, and make tangible, especially during a global pandemic when people have not been physically together in many months. The culture and climate are often a sense of just “how things are.” A common theme related to campus climate at Delta was people felt like they did not belong, or their identity was not valued, especially those from minoritized identities. In U.S. culture and in higher education, if specific groups are not intentionally included the default is White, male, Christian, able-bodied, heterosexual, and cisgender dominant. Below is a list of few specific areas of campus climate concerns identified in the data:

**Spatial Symbols of Inclusion.** While the Placemaking Initiative has added various visual art pieces across campus, overall, the physical campus does not have many images, building names, or other visible features suggesting that people of color,
undocumented, LGBTQ+, religious diversity, disability or other identities were included or represented.

**Enrollment, Graduation and Achievement Gap for Black and Latinx Students.** Delta's IR data demonstrates lower online course success by Black (63%) and Latinx (73.4%) students compared to approximately 79% success rate for all students in the 2020-2021 academic year. In 2014 only 11.7% of Black students completed degrees within 6 years while the campus average was approximately 27%. More alarming is the steady decline in enrollment and graduation of Black and Latinx students, especially male-identified students constituting less than 8% of campus enrollment. There was no institutional data available to understand demographics of students at the intersection of race, gender and county. Working with the community to understand barriers to access while not tokenizing particular students into specific types of majors (e.g. professional training vs. STEM education) will provide insights to address this growth area.

**Disability Access Beyond Compliance.** Much of the campus culture only views efforts for people with disabilities as compliance. People felt identities and cultures in the population with disabilities were not respected, understood, or valued, as able-bodied people.

**Leadership Action and Impact.** Given various interpersonal experiences of marginalization, departure of high-level leaders of color and lack of transparency by campus leaders, employees who identify as Black, LGBTQ, Hispanic/Latinx and with disabilities shared a sense of distrust and a chasm between words and behaviors by campus leaders. Specifically, when bias, microaggressive behavior and hate incidents occur, there is little trust that reporting through current systems will be taken seriously by campus leadership, especially when reported by Black employees; that reporting will result in any impactful accountability or response, especially for perpetrators in high level leadership roles. Consequently, the feeling is campus does not care these types of incidents occur. Although there is a deep commitment to Delta's mission, continuing to understand the source of distrust as well as trust-building strategies are essential.

**Academic Curriculum and Classroom Experiences.** Inclusive curriculum is limited; most of the curriculum still represents dominant identities which further isolates people and perspectives often excluded in the country's history and in U.S. higher education. Students feel tokenized and often must navigate microaggressions from faculty. Faculty expressed hesitancy in bringing up DEBI topics for fear of negative student evaluations which may harm their tenure and promotion files while other faculty articulated a level of discomfort in initiating equity-related discussions in the classroom due to lack of knowledge and skills in this area.

**Campus Public Safety.** Given the national attention on police violence against Black people and struggles between law enforcement and minoritized communities, there are some tensions in where and how Public Safety may be visible or called in on campus.
While campus employees identified the Public Safety team as helpful, several people noted disappointment in the lack of training and competency for current officers on how to work with students on a college campus. Although Public Safety intended to “increase safety and visibility for our community” by posting a full-time officer at the Saginaw campus, many campus employees of color noted that such presence made the staff and faculty see Saginaw campus as a dangerous place needing protection while the same presence is not visible at the other satellite campuses.

**Communication and Collaboration**

Communication and collaboration are common challenges in most organizations. Communication refers to institutional messaging, website, external and internal communication processes, information sharing and marketing of campus services and resources to relevant communities. Collaboration encompasses inter and intra departmental communication for the sake of removing barriers for student and employee success, sharing resources, and developing a culture of shared strategies for success and accomplishments. While there are many talented employees on campus, a key theme was lack of awareness of specific DEBI services, resources, and processes along with opportunities and willingness to collaborate across academic and staff areas to create innovative DEBI strategies.

**Centralized Communication Strategies.** There are many strong efforts around DEBI already occurring; however, many of the constituents were unaware of many of these programs, how to get involved, and how information is shared with various networks on campus, especially with students who could benefit from these resources. It was a common occurrence that constituents would make recommendations about a DEBI effort and it actually already existed at Delta College. As the consultants inquired with participants on where they received information, it was often from informal sources versus a regular communication, official statement, social media, or other formal campus entity. When information was shared about DEBI-related student achievements, campus awards or recognitions, many minoritized members perceived these as tokenizing and not a genuine celebration of diversity in the community.

**Timely and Effective Responses.** In addition to regular communication about DEBI efforts and issues, constituents also felt a timely response to critical injustices in the tri-county area, the nation, or college was often lacking or inconsistent. Campus community members hoped for more timely and explicit information addressing injustice and sharing specific action on how the College will address it. From our research, we are uncertain if Delta College has a DEBI-centered communication plan focused on external and internal communication timelines and processes for students, employees, and community partners.

**Structural Silos.** While many higher education institutions work in silos and believe they benefit from a decentralized organizational structure, campus constituents desire a simplification of processes, especially for students wanting to access campus resources, and a campus culture that normalizes improved communication between departments.
and divisions is the norm. The presence of silos in the organization were prevalent during focus group conversations. In some ways it seems like employees work for their department, rather than Delta college. The isolation between departments has led to mistrust, perceptions of inequity, and a lack of collaboration between areas working to advance DEBI.

**Human Resources and Institutional Capacity**

Human Resources and Employee Professional Development are a significant theme in the data. Although staff and faculty already involved in DEBI work on campus felt there was access to funding for attending conferences and opportunities to engage in dialogue on campus, there was a lack of engagement by a majority of campus employees.

**Professional Development.** Although many entities, such as Human Resources and Prism provide various training and discussions around DEBI topics, there was a sense of disconnectedness in collaboration. There seemed to be no clear effort to lay a foundation on DEBI for all employees. There was even some perceived sense of competition regarding current efforts and professional development opportunities. We believe the campus would benefit from intentional conversations with other colleagues and developing collaborative training opportunities. Delta College will benefit from creating a culture where leaders ask, “Who else can benefit from and contribute to this training and why?” to increase campus buy-in and reduce competition. DEBI work is not a competition, it is a collective and intersectional movement. While having many DEBI experts and thought leaders is important, working collectively is critical to truly permeate all levels of the organization and increase the footprint beyond those who are already committed to enhancing the student experience. The current professional development program offered on campus seems disparate and lacks cohesive vision for how to build skills and resources. Intentional cohort-based training series and adhering to an intersectional lens would benefit campus members.

Further, a significant area of development is supporting mid-level managers and senior leaders and deans. Many campus members felt their experience of DEBI and campus climate were mostly impacted by their immediate supervisor and perceptions of DEBI consciousness of senior leaders. Several white mid-to-senior level professionals’ assertion of “I don’t see race” seemed to negatively affect a sense of inclusion and belonging for staff and faculty. Although some students spoke about having positive experiences with faculty and classroom climate, there is significant room to enhance DEBI frameworks in classroom pedagogy. Building faculty competency through regular training and refreshing would enhance Delta’s DEBI strategy. Across the campus, there is a fear of engaging in conversations of equity, identity, and conflict. While senior and mid-level managers identified this fear, they also stated feeling ill-equipped to facilitate effective conversations, especially while holding dominant social identities.

**Employee Recruitment and Retention.** Focused attention to the recruitment, on-boarding and support process for employees is a significant growth area. The current
unconscious bias workshops for search committees was an entry point but diverse candidate pools are not resulting in significant increases in diversity, especially at the faculty and senior administration levels. Students and employees noted a lack of visible diversity in campus leadership, recent departures of high-level campus employees of color and declines in enrollment of students of color, especially Black/African American and Hispanic/Latinx students as a serious concern. Beyond recruitment, a significant area of growth is the on-boarding of new employees, particularly in acculturating them to campus values, building support networks and developing basic DEBI competency. Onboarding is perhaps the best time to set up employees for success by building skills and tools to navigate campus, especially for those from underrepresented identities. Some affinity employee programs are doing great work, but they are leading much of the DEBI conversations, community building and training on campus. Although their passion is real, providing more support for these employee-led groups and developing institutionalized programs will ensure sustainability and capacity. The affinity groups do not collaborate or engage with each other, and this hinders intersectional work that could comprehensively address DEBI concerns on campus. Additionally, there seemed to be little institutional-level effort in supporting, developing, and retaining employees from marginalized identities.

Bias Response Processes. Bias incidents occur in all aspects of society, including our workplaces. Constituents were unsure how to address bias incidents at Delta, where to report them, and what would happen after a bias incident was reported. There are adequate structures to report discrimination and policy violations, but mechanisms to address “blurry” incidents of bias need to be developed. Employees lacked knowledge of how, who, or where to bring issues to.

DEBI Organizational Infrastructure and Accountability
Numerous groups expressed feeling as if they did not belong to the Delta community or their identities were valued less than majority or dominate groups (white, male, Christian, able-bodied, heterosexual, and others). The lack of a community feeling or feeling of belonging was directly tied to issues of retention for both students and employees. The above section mostly spoke to the employee experiences, but this area of growth is specific to college students and the lack of a sense of belonging. Although a sense of belonging is harder to measure, it is a critical concept that has been shown to improve retention, course success, persistence, graduation rates, and transfer rates. Similarly for employees, sense of belonging is an essential predictor of work performance, satisfaction, and engagement.

Central DEBI Structure. At the heart of the DEBI framework is structural change. As noted earlier, Delta College is currently making strides toward an equitable campus but there are specific opportunities to ensure campus-wide change. Participants noted Dr. Goodnow’s leadership in establishing various initiatives and the appointment of Dr. Gavin as the new campus president as opportunities for fully engaging the campus in cultural transformation. Although students currently find community in the library or other public spaces, there were many anecdotes of students meeting in hallways and
experiencing difficulty with navigating systems to reserve classroom spaces, access campus resources and gather necessary academic services. Across the nation, we know more students are experiencing difficulty in meeting their basic needs, facing economic crisis and wrestling with the history of racism, homophobia, xenophobia and other forms of oppression. Undocumented, DACA, and students from mixed-status families also lack support and community at Delta College. Many people we spoke with also expressed some hesitancy about the history and future of what a DEBI Office could look like for campus and how it would be able to sustain and expand its work to develop a DEBI framework, guide equity-minded work and foster a shared sense of belonging on campus. At this point, a clear leader for DEBI work does not exist on campus and there is uncertainty regarding who will ensure the plan is implemented long term. Many leaders noted the need to have such an office led by multiple dedicated staff with training and academic expertise and training in DEBI topics, student development, campus advocacy and community empowerment. If student body and employee diversity are key priorities for the campus, the campus must review funding allocations, staffing structure, access to institutional influence and a prominent physical location dedicated specifically for a DEBI Office.

**Direct Student Support Services.** As Delta College aims to ensure students feel like they belong and are a part of the community, the institution can grow by providing some direct student support services for marginalized student communities. Some areas of growth were related to supporting student parents, students facing housing and food insecurities, and undocumented, DACA, and students from mixed-status citizenship families. Exploring ways to offer childcare, identity-specific community building and professional mentorship, and other basic needs would benefit the campus community and strengthen existing DEBI efforts.

**Institutional Accountability Measures.** At a campus level, participants spoke about great ideas and initiatives across campus which lack accountability at individual and institutional levels. At the individual level, there seemed to be little accountability for managers and peers in how they actively fostering equity and inclusion in their units, supporting underrepresented staff and fluency in discussing DEBI topics. Participants articulated a fear of retribution when challenging dominant perspectives. There was also fear of making mistakes and naming one’s own knowledge and comfort with DEBI topics, especially by managers. At a larger campus level, people questioned how to assess institutional accountability to needs identified by various committees, ERGs and interest groups to enhance campus inclusion. Lack of a current and transparent DEBI plan was frustrating for some employees, especially those who have been working on these topics for a while. Moving forward, there is a critical need to engage the entire community with the broader strategic plan to develop trust and create spaces where employees feel they can influence the organization’s direction toward progress. Expanding such approaches and ensuring a sense of personal investment in Delta’s DEBI vision at all levels will be essential in fostering an inclusive campus climate.
**Community Relations**
Delta College is unique from many other community colleges in its relationship to not one but three counties, cities, and communities. From its inception, Delta College has been positioned to be a cultural, economic, and social development hub, bridging the Great Lakes Region. Although significant work has been done to bridge these communities and empower cultural, social and economic growth, the campus will need to focus heavily on their community relations to enhance recruitment and retention of students and employees who fully represent the surrounding community and to be more integrated into the daily lives of the communities being served.

**Satellite Campuses.** As we noted earlier, the opening of the Downtown Saginaw Center, updates to the Bay City Center and the upcoming Midland Center indicate a positive direction for the campus and surrounding community. Yet, there is still some sense of inequity among employees in how the satellite campuses are staffed, what programs are offered at each site and who has access to these opportunities.

**Fostering Genuine Relationships.** The heart of any community college is community. Although Delta has a decent reputation in Midland and Bay City, there was a distaste in the community about how Delta College has supported the community in the past, (lack of) current relationships with senior leaders, and how the diverse demographics of the county are served effectively by campus staff, faculty, and administrators. Although the campus does have some programs that connect with specific schools and communities, tapping into the networks and relationships held by campus employees may be a great asset. Some community leaders noted there is a strong desire to enhance recruitment and retention of students and employees from diverse backgrounds but there are often messages of “Don’t apply to Delta, you won’t even get an interview” or “it’s not safe here for people like us” with “us” being a code for various forms of marginalized identities. Delta must spend energy in establishing relationships and participating in community-centered events (especially with Black, Hispanic/Latinx and LGBTQ spaces).

Further, Midland is a financially resourced county and having STEM programs at the Midland Center is an asset to the community. Midland County also serves a high number of rural, low-socioeconomic status, first-generation and white populations served by the campus. Given the national sociopolitical context and anti-equity movements at state and national legislatures, Delta will benefit by engaging the Midland community to explore how to increase conversations of power, privilege, and equity.

**Transportation Equity.** Delta College boasts the central campus and three intentionally designed satellite campuses yet almost every group we spoke with noted that students often must drive or take public transportation to reach the central campus or other satellite campuses. Although students benefit from resources in their own community and city, a lack of transportation should not prevent them from accessing great resources and educational opportunities across the campuses. Each campus may have
a subject or training focus, but Delta College is shortchanging students’ potential by not having more equitable transportation options for students and employees.

**Data Transparency and Trust.** The current pandemic has affected enrollment of students across the board, but recruiting, supporting, and graduating students of color—especially Black males—is an important campus priority given the demographics of the region. Several senior leaders spoke about a sense of shame and fear in talking openly about why and how recruiting more diverse students will enhance campus experiences. Increasing trust in the community will require a deeper level of honesty through information sharing, addressing root-level barriers and enhancing training for campus leaders to be transparent with community partners, families while also using working with marginalized leaders on campus to help contextualize data and strategies for community relationship building.

There seems to be limited data on demographics and experiences of underrepresented and marginalized populations, especially at the employee level. Even in this project, many marginalized community members noted in listening sessions they did not participate in the quantitative survey because they did not feel safe in sharing perspectives that could potentially impact their employment status due to lack of anonymity and trust. Being transparent with quantitative enrollment and faculty and staff representation and attrition along with student recruitment and outreach data will help the community engage in strategic planning to address gaps in this area. Building a culture where people feel their perspectives will be heard would significantly increase a sense of trust and willingness to engage deeper on campus. Race-related demographics are important but diversity at Delta College is limited to race and sexual identity because there is little to no visible data on other forms of DEBI topics. Senior leadership and ERGs recognize that race and sexuality are only two elements of identity, which leaves space for improved data collection strategies and language to shift the campus culture.

Finally, there appears to be perceptions of inequitable access to funding and executive leadership support among the three primary ERGs (BFSA, Prism, WIN). One staff member stated, “If you’re loud and the administration likes you, you get funding and support. The rest of us are told to just be grateful.” The participants did not seem to agree on how to measure goals and outcomes, particularly through an intersectional and equity-minded framework.
Recommendations

The previous section discussed the six areas of growth identified through our assessment process. This section provides specific recommendations to consider towards improving the overall campus climate and move the college toward a more equitable and just institution. Given the complex and intersectional nature of DEBI work, some recommendations in one section may be connected and influenced by other sections. The recommendations are organized into the following categories: (a) Create a Diversity Equity, Belonging and Inclusion Framework, (b) Improve Campus Climate, (c) Communication and Collaboration, (d) Invest in Human Resources and Employee Professional Development, (e) Strategic Recruitment and Retention, (f) Institutionalizing DEBI Infrastructure, and (g) Community Relations.

The recommendations are listed in order of the phases for implementation; the phases are not linear, but some are foundational. Before beginning a comprehensive training and development program, a DEBI framework should be created. However, since they are not linear, the College cannot wait until every employee is fully competent with DEBI knowledge before creating specific actions to foster a community of belonging.

Create a Diversity, Equity, Belonging and Inclusion Framework

College students, especially on a commuter campus, require a strong sense of belonging and community to thrive on campus (Bloomquist, 2014; Hurtado & Carter, 1997; Strayhorn, 2012). Strayhorn (2012) offered seven elements that contribute to a positive sense of belonging on campus: (a) Sense of belonging is a basic human need, (b) Is a fundamental motive, (c) Takes on heightened importance in certain contexts at certain times in certain populations, (d) Is related to, and seemingly is a consequence of, mattering, (e) Social identities intersect and affect college students’ sense of belonging, (f) Engenders other positive outcomes and (g) Must be satisfied on a continual basis and likely changes as circumstances, conditions and contexts change (Strayhorn, 2012). Diagram 1 below (and in Appendix D) offers a complex understanding of sense of belonging by incorporating Crenshaw’s (1991) theory of intersectionality to recognize how the overlapping of social identities and structures influence one’s experiences and sense of self.
To create an applicable equity framework for individual, interpersonal and institutional levels, it needs to be clear the college is operationalizing values and ideals, which require a developmental process. At the same time, Delta College will engage in the demands of the day-to-day activity of an educational institution, which requires direct and immediate response.

A framework can be used to establish a campus-wide understanding of equity and to apply an institution’s equity lens in all actions. A framework will guide Delta College in understanding why and how DEBI work is being accomplished. According to Curtis Linton (2011), the equity framework includes necessary beliefs, expectations, and foundations educators need to guarantee that students succeed, rather than simply hoping that the students will conform to the teaching habits. Bensimon and Malcom (2012) outline a cognitive frame as an interpretive framework through which individuals make sense of phenomena and determine what questions may be asked, what information is collected, how problems are defined, and what action should be taken. Defining specific terms for the college is essential to move forward.

- **Equity** could be defined as providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. Equity and equitable education assume rigor and proportional outcomes for all groups.

- **Social justice** could be defined as both a process and a goal. Social justice is a way of seeing and acting aimed at resisting unfairness and inequity while enhancing freedom and possibility for all. Social justice focuses on how people, policies, practices, curricula, and institutions may be used to liberate rather than oppress others, particularly disproportionately impacted persons.
Equity is complex and experienced or demonstrated simultaneously on multiple levels: personally, interpersonally, organizationally, or institutionally, and systemically. Because of this complexity, Delta College could organize a framework into three main areas of understanding: (a) Personal Equity, (b) Educational and Professional Equity, and (c) Institutional Equity. The college can use these three areas to gain the personal and informational knowledge necessary to expand one’s equity awareness and create an inclusive equity frame. Establishing professional development and accountability measures structured to support campus members address these questions and apply the lens to their work will guide the campus in a holistic and intentional direction.

Personal Equity: Who Am I? According to Linton (2011), personal equity is defined as centering yourself in equity. That centering includes claiming responsibility as an educator in a “journey to racial literacy.” Racial literacy is explained as the ability to talk with people to understand and address racially loaded topics (Bolgatz, 2005); racial literacy is grounded in the idea that we must be able to be fluent about issues of race and understand the power and impact it has upon us, our colleagues, and our students in our institution. Racial and equity consciousness challenges people to become best practitioners through developing our ability to see racial inequities and their structural roots (Bensimon & Malcom, 2012). We come to this skill set through developmental processes that include subjective and objective elements (e.g., self-knowledge, empathy, a racial knowledge base, an awareness of structural inequities and power, and practice).

To ascertain your place in Personal Equity, it is helpful to ask yourself the following questions (Linton, 2011; Bensimon & Malcom, 2012):

- What is your level of commitment to equitable education? Are you interested or committed? To you, what is the difference between interested and committed?
- Do you actively work to learn about your own biases?
- Do you question yourself about your own identities, including your racial identity, and how your identities impact your work?
- Do you know your triggers and how to stay present when you are triggered?
- Do you engage in healing work so you can stay engaged in social justice and equity work?

Honest self-reflection and recognition of growth areas is critical, especially for institutional leaders. Moving from shame, fear and discomfort to knowledge, action and self-empowerment is a critical step in this process. Developing programming and action-oriented education specifically for white staff, faculty and students is critical for personal-level equity and accountability.

Educational and Professional Equity: What do we do? Educational and professional equity is rooted in ensuring that our professional actions are equitable and that we create equitable environments in which to create equitable outcomes. It is helpful to ask ourselves the following questions about Educational and Professional Equity.
Do you provide all students with the individual support they need to reach and exceed equitable and accessible standards or expectations? Do you engage as an equitable “best practitioner”? Do we design our personal and institutional support systems and our professional environment to help actualize success for all students (Linton, 2011)?

*Institutional Equity: Who are we?* Institutional equity is about designing the educational policies, processes, and practices of an institution to guarantee educators provide all students with the individual support they need to reach and exceed a common standard or expectation (Linton, 2011).

An example of how the framework might look is seen in diagram 2.

**Diagram 2: Comprehensive Equity Framework for Cultural Transformation**

Once a framework is created to understand how the institution might actualize transformation around DEBI issues, the college will need to decide on which populations to center. Stakeholders repeatedly mentioned that current approaches have been too focused on broad concepts of bias and diversity and expressed the need to focus more on specific topics such as race, sexuality, and gender with an intersectional frame. We suggest the college intentionally and complexly focus on those from marginalized and historically disadvantaged groups, such as:

- People of color: Black and African American, Asian and Asian American, Pacific Islander American, Latinx, Native American, multiracial, and other people disadvantaged due to racial and ethnic identity
- Lesbian, gay, bisexual, transgender, queer and others (LGBTQ+)
- Women-identified and females
- Undocumented, DACA, AB540, and mixed-status families
- Low-income and first-generation
- Current and former foster youth
● People with disabilities
● Non-majority religious and spiritual groups
● Refugee and Special Immigrant Visas (SIV)
● International students
● People with limited use of the English language

We want to reinforce that these populations are not mutually exclusive and people can identify with multiple groups. An intersectional lens is critical to create equity, justice, and liberation.

The framework and focus should be evaluated to balance long-term planning with meeting the current needs of students and employees. Training and development of faculty is key, but it takes years to reap the benefits. Although focusing on long-term campus climate change, the college must also meet the immediate needs of currently enrolled students who are disproportionately impacted. The framework and definitions should be clearly communicated through a marketing plan and workshops. It should also be revisited to evaluate adjustments and updates.

**Developing a Shared Language.** The current DEBI definitions and efforts could be clearly delineated expanded to include other identities (e.g., gender, sexual orientation, class, first-generation, ability, citizenship, age, religion, and spirituality) while recognizing the need to center race in discussions of campus climate given our current national conversations on race and racism and history. Delta College members would benefit from a shared knowledge of what groups they are talking about or trying to serve when discussing marginalized, disproportionately impacted, or disadvantaged groups. Clarifying these definitions and focus will be foundational as Delta College expands professional development efforts to increase capacity of allies and accomplices at all levels of the institution. A sample list of terms is provided in Appendix E and can be defined and refined by campus DEBI leaders.

**Developing Data Transparency.** Beyond shared language on campus, establishing a shared trust in the community is critical for a truly inclusive DEBI cultural transformation. Specifically, the campus would benefit from:

- Recognizing all data is good data because it informs us of our strengths and opportunities
- Finding ways to share data on student and employee recruitment with community leaders to establish a sense of co-ownership on increasing diversity
- Gathering and sharing data on employee experiences with the President’s DEI Committee to collaborate on solutions and necessary resources
- Enhancing optional demographic data collection tools to include a broader range of identities beyond federally required race and sex categories to better understand campus demographics
- Collecting and sharing any data trends on Public Safety interactions with students and employees by identity
Collecting and understanding exit interviews with employees from marginalized identities

**Improve Campus Climate**
Along with developing a framework, campus climate is a broad category that aligns current physical space, programs, and policies with a DEBI-centered process. Many people from underrepresented groups shared a feeling that, “Delta doesn't care about us and we know that. We are numbers and money’ and “We are valued when it’s convenient for campus leaders!” Improving climate must include a shift in framework to ensure marginalized communities do not feel like their role is to educate dominant communities or increase campus data points.

**Campus Assessment of Symbols of Inclusion.** Marginalized people at Delta College shared the physical environment did not make them feel included and valued. When marginalized communities are not intentionally included, the default is exclusion and a focus on dominant culture. Visual symbols are often critical in first impressions for newcomers to campus and serve as important reminders of organizational values for current students and employees. Once a comprehensive DEBI framework is established with key identity categories and priorities, we recommend developing a team of campus leaders who can purposefully visit various parts of campus to assess visibility of representation for different identities, accessibility and universal design needs, inclusive signage, and key symbols of inclusion in high-touch student resources. Some specific actions to create a more inclusive physical environment could be:

- Physical symbolism: art, murals, naming of prominent building or courtyards for leaders from diverse identities in Great Lakes Bay Region
- Creating visibility for marginalized groups:
  - Are there spaces, offices, and resources to support marginalized groups? Is there inclusive and accessible signage?
  - Are the fliers, murals, and spaces on campus composed of representative images?
  - Can students and faculty see themselves anywhere on campus?
  - Is there artwork by students visible across the campuses?
  - Do marginalized community members see themselves represented in leadership positions, as full-time faculty members (teaching in all time slots), and as staff members?
  - Do marginalized students see themselves reflected in the curriculum, syllabi and readings?
  - Are there visible events that include music/art/food created by and reflective of Delta’s population?
  - Are events and speakers representative of the diversity of marginalized communities?
  - Do public safety officers wear formal uniforms or civilian outfits?
- Opportunities to provide specific cultural foods from businesses and organizations owned and operated by people of color and women-owned local businesses

The effort to improve symbolism and representation should be initiated by the institution but led by the communities being named. Their voices should be centered and they should have agency to guide the process.

**Openly Naming Race and Race-based Discrimination.** Although many employees across the racial spectrum noted race and race-based discrimination were an issue in the region and on campus, they felt uncomfortable discussing race specifically. Creating fluency in this area while addressing shame, pain, and history, will be essential. Delta College can accomplish this task by:

- Hosting healing spaces for marginalized populations and acknowledge and name the harm of campus and external sociopolitical stressors
- Engaging in campus and community-level panels, dialogues and programs unpacking concepts of power, privilege, whiteness and the interaction and impact of various identities
- Expanding academic curriculum and courses on DEBI topics with a focus on race and inclusive history of the Great Lakes Bay Area.

**Addressing Ableism, Accessibility, and Universal Design.** We recommended creating a policy that mandates a campus-wide audit on accessibility and universal design (suggested to occur every 3–5 years). Key staff, such as facilities employees, the ADA officer, and the office focused on students with disabilities should be involved. This audit policy and procedure should be housed in a specific person’s and/or office’s responsibility. Scheduling and funding should be prioritized to develop recommendations and implementation strategies. Numerous people in listening sessions stated that the campus stopped at compliance; they did not feel that ableist culture and ideas were addressed or challenged. Focused training should be implemented to better understand how people with various disabilities experience the campus and how to help them feel included and valued. This work should aim to address cultural forms of oppression that treat people with disabilities as if they are less than, a burden, or othered.

**Communication and Collaboration**

Given the size of Delta College and limited resources, there are many opportunities for campus departments to share more information, staffing and financial resources and community connections to enhance DEBI work on campus and in the region.

**Create a DEBI Communication Plan.** Clear and consistent communication is critical for equity to be successful at Delta College, both on an interpersonal and an institutional level. Some of the challenges in implementing equitable policies and practices exist due to unstructured communications mechanisms. Delta College can improve communication methods, tools, and structures to ensure the campus community has a
better understanding of basic principles and activities around equity. Some communication challenges manifested in the following forms:

- Many employees struggle to define equity and social justice and are unaware of what equity and social justice looks like in practice
- Equity efforts, resources, and events are not broadly and effectively communicated across campus to students, faculty, staff, and administrators
- A lack of access to information on specific needs and strategies for marginalized student populations
- Many employees have limited knowledge regarding resources, policies, and/or support services on campus for marginalized students

These challenges are also an opportunity to develop an effective communication plan. As the plan is developed Delta College needs to define audiences (student, employee, community), and understand the most appropriate method of reaching each audience. Suggestions could include:

- Developing DEBI guidelines for all pages on the college website to incorporate images, accessibility statements, inclusion statements and links to campus DEBI resources
- A website page focused on DEBI that serves as a central hub for resources, events, community partners, and professional development opportunities
- Bulletin boards and signage in key physical locations on campus that focus on DEBI topics to promote visual representation and educational content
- Documents and posters, social media campaigns, or a regular newsletter
- Specific training for the OMPR team on inclusive writing and language, equity-based reporting strategies and culturally competent marketing strategies
- Protocols and templates for response communication during a DEBI crisis
- Promotion of framework, vision, and definitions
- Annual assessment and evaluation report on DEBI priorities shared with entire campus

There are numerous positive DEBI efforts occurring at the College but many people unaware of them; communicating existing opportunities alone would make the College feel more focused on and committed to DEBI topics.

Enhancing Collaboration and Movement Across Campuses. Delta College has done a great job harnessing resources to create four campuses with unique services, programs, and community settings. To fully embrace the campus vision to be a cultural and economic bridge across the region, we recommend encouraging interactions, collaborations, and programming across the campuses. Given the academic focus of each satellite campus and various levels of access, bridging the campuses is important by:

- Establishing an intercampus collaboration fund for programming and services
- Setting up satellite offices to make key main campus resources more accessible to students and the broader community (e.g., bring representatives from financial
aid, admissions, academic counseling, etc. to spend a percentage of time at each campus and meet students on site)

- Developing regular intercampus shuttle services
- Exploring creative and intentional movement of staff and faculty across campuses to increase representations, support, and retention
  - As efforts to increase representation are initiated, it will be important to develop a thoughtful process that gives staff and faculty agency over their own representation and how they show up in spaces so that they do not feel tokenized or exploited.
  - One employee exclaimed, “Don’t send all the minorities to Saginaw!”

**Invest in Human Resources and Employee Professional Development**

To truly embody DEBI values on campus, Delta College must focus on structural alignment of resources with DEBI, developing staff and faculty, enhancing students’ experiences of belonging and continuing strategic recruitment and retention initiatives for underrepresented employees.

**Review of Positions and Restructuring Opportunities.** At an organizational level, there are key opportunities to review staff and faculty line allocation to better support departmental level DEBI work. A holistic review of title, salary, and description of DEBI values and responsibilities for every role on campus would align the campus with espoused values. Further, as positions become open, requiring an equity review of the position description and organizational equity impact assessment will begin to make a structurally noticeable impact by requiring department heads to make structural shifts.

**Effective Onboarding Processes.** To be truly successful, a strategic DEBI professional development strategy would enhance and begin at the onboarding process for staff and faculty. While campus reports speak of a year-long onboarding process, many employees were unaware of this process and components. Human Resources has an opportunity to re-envision how employees are welcomed to campus, made aware of resources (especially for marginalized identities) and emboldened with the values driving Delta’s vision. While it may be harder to shift the culture and behavior of current employees on campus, Delta has the potential to shape new employee experiences from their first day on campus. DEBI-related topics, resources and leadership opportunities should be a key foundation for the onboarding process.

**Professional Development Strategy Focused on Equity.** Many employees acknowledged support from supervisors for attending professional development conferences and workshops but also noted the already limited offerings of campus-based workshops were not fully addressing equity needs or primarily attended by people already interested or involved in DEBI work. In other words, valuable but limited educational opportunities do not have significant impact across campus. Although building the capacity of people already engaged in DEBI work is important to sustain their growth, developing intentional and longitudinal strategies to engage the rest of
campus, particularly those at managerial and executive leadership and faculty is imperative and currently absent. We recommend developing a clear professional development strategy that (a) uses human-centered Design, (b) engages a broader set of campus employees, (c) offers scaffolding approaches to meet people where they are at in their development and (d) consists of a defined educational and developmental series, rather than a one-off session, to truly embody these values and demonstrate investment in employee’s professional and personal development. Specifically, employees spoke about wanting to enhance their capacity to have courageous dialogues across various identities.

Creating tracks and longitudinal strategies to meet the needs of faculty and classroom climate, senior leadership and equity-based policy development, managers and inclusive supervision, and front-line staff and student employees and inclusive practices would increase a sense of agency and belonging at all levels of the organization. An intentional professional development strategy should be developed that focuses on cohort-based learning with clear outcomes and evidence-based practices for staff, faculty, and managers. Harris III and Wood (2015) described professional development approaches to shift campus climate in their framework Taxonomy of Educators’ Perspectives (see diagram 3), which breaks down approaches to work with employees in five categories. The four or five categories are based on knowledge and willingness to act. The Taxonomy can serve as a model on how to design a DEBI professional development strategy. Delta employees shared many topics that could fit into a strategy, Professional development strategies should be coordinated among the Center for Organization Success, Faculty Center for Teaching Excellence and Human Resources.

Diagram 3

Finally, developing departmental level accountability for DEBI training and development would enhance engagement and impact of these initiatives. A list of suggested topics and competencies is provided in Appendix F.
Centering DEBI in Annual Evaluations and Recruitment Processes. Accountability for fostering DEBI values in one’s role on campus is a critical tool to motivate action and change. Currently, Delta employees who have a personal passion for DEBI work are already engaged in this work while others may be missing the opportunity to be part of shifting campus culture. Incorporating DEBI as a component of annual evaluation processes and recruiting interviews is a tangible strategy to elicit engagement and accountability by all employees on campus. Potential questions to incorporate:

- “What have you learned in relation to diversity, equity, belonging and inclusion? Specifically, what were your areas of growth and how did you fill your knowledge gap?”
- “What have you done this year to further your understanding of diversity, equity, belonging and inclusion?”
- “How have you infused diversity, equity, belonging and inclusion into your work to further campus priorities this year?”

An inability to answer these questions should be addressed as an area of growth for the employee and their direct supervisor. Any adjustments to personnel evaluation will likely involve shared governance and bargaining units. Even if these questions do not carry weight regarding tenure or other performance metrics, introducing the question will engage discussion and create a culture where continued learning and implementation of DEBI are expected and normalized.

Strategic Recruitment and Retention. Strategic recruitment and retention of students and employees of color, LGBTQ+ people, people with disabilities, women, veterans, first-generation students and other marginalized identities is a critical tool for enhancing DEBI efforts on campus. These recommendations establish structural components to foster a strong sense of belonging throughout an individual’s relationship with Delta College.

Student Recruitment and Belonging. Although much of this report is focused on enhancing climate by increasing representative faculty and staff diversity and inclusive campus practices, addressing student recruitment and belonging is essential in this DEBI journey. Some strategies to increase student recruitment and belonging are:

- Increase support for student affinity organizations with directed leadership and capacity building programs
- Increase representation of actual Delta students with diverse identities in campus imagery and marketing material
- Invite cultural and community events to be hosted on main and satellite campuses to build familiarity with campus and programs
- Develop funding incentives for dual-enrollment programs and non-credit programs
- Develop rebranding initiative to highlight current student experiences with Delta and impact of campus resources on their sense of belonging and access to academic support services
- Reestablish Men of Delta program and mentorship opportunities with local networks
- Develop scholarships for local trade and STEM programs for each campus
- Increase transportation access and intercampus shuttle system
- Develop campus housing/residence life program for main campus
- Establish a leadership program bringing together local high school students from all three counties to develop familiarity with campus, discuss local community topics and foster intercounty solutions
- Establish funding and support (i.e., staff release time) to increase campus presence at community events such as church celebrations, carnivals, resource fairs, etc.
- Develop opportunities for regular interactions and listening sessions with key campus leaders and representative groups of students across the campuses

**Reviewing and Enhancing Recruitment Strategies.** Delta College has made a commitment to recruiting diverse employees in the last few years but will benefit from a more aggressive approach to recruiting, hiring, and retaining a diverse workforce at all levels of the organization, especially senior leadership roles. Employees who reflect the student body demographics positively influence all students and move them toward academic and professional success. Increased diversity among staff and faculty can improve employee sense of belonging and community. Employees noted although applicant pools have become more representative of the surrounding community and unconscious bias training is offered to all search committee members, applicants of diverse backgrounds are often dismissed by search committees for reasons related to “fit” without tangible evidence. Developing and soliciting from community networks to increase representation in applicant pools, reviewing required qualifications and candidate assessment rubrics and providing more intentional training and oversight for search committees with an equity mindset will ensure a more representative campus experience for students and employees. Some employees suggested reviewing the search committee structures and increasing input from HR to shape recruitment outcomes. Other key tasks could include:
  - Creating job postings with clear values around DEBI and name the resources available for marginalized employees
  - Ensure all job descriptions name DEBI skills as a requirement
  - Actively recruit employees beyond posting on web sites. Share on specific list serves, post in social media groups, seek nominations, reach out to potential candidates, and host informational meetings
  - Ensure the search committee is diverse in their identities
  - Evaluate the demographics of candidates at every step of the process to ensure representation remains proportional; at application, screening, interviewing, finalists, selected, and accepted. If there is under-representation for a population, question it.
  - Empower HR’s role in implementing a campus-wide equity-based recruitment and hiring processes
● Ensure interviews include statements around DEBI and specific questions and selection criteria on DEBI
● Ask candidates to articulate privileged identities and how they have evolved over time, advocated, and elevated voices of marginalized colleagues and students

One of the most critical recruitment tools are the people already working at Delta College. Assess the experiences of current marginalized employees and aim to provide positive experiences. If they are satisfied and supported, they will recruit from their networks. Likewise, if they are unsatisfied, they might not only pursue other career options, they may also discourage others from even considering Delta. Ensure that employees who leave are offered exit interviews that discuss identity and evaluate patterns with attrition.

**Supporting Employee Resource Groups.** A key success metric at Delta is the ERGs. These employee-initiated and facilitated organizations have been critical for many underrepresented staff and faculty by offering mentorship opportunities, professional development, and tools to understand campus politics and navigate workplace culture. While many people involved noted a personal passion for DEBI work, there is also significant leadership burnout and perceptions of lack of support from campus leaders for their labor. Marginalized employees often absorb the additional burden of supporting their communities in the college and can be distracted from the actual job they are paid to do for the college. Delta can support these important spaces and individuals by:

- Providing additional and equitable funding for ERG programming and community building efforts
- Establishing a Campus DEBI ERG council to support collaboration, offer funding and access to senior leadership
- Expanding ERG groups to include other underrepresented identities
- Developing leadership training and succession planning strategies for ERG leadership teams and providing logistical support
- Hosting annual ERG strategic planning sessions to develop identity-specific and intersectional initiatives that can enhance the employee experience
- Offer release time or stipends to employees leading ERGs
- Provide HR administrative support to ERGs
- Ensure new employees are informed of how to join an ERG
- Hosting an ERG resource fair for employees to increase visibility, foster a stronger sense of belonging and articulate the importance of intersectionality of identities

**Building Retention and Pathway Programs.** Beyond recruitment concerns, Delta is aware of attrition trends for marginalized employees, especially people of color. Developing transparent exit interviews and taking steps to mitigate this trend will be important. Recruiting and hiring employees with diverse identities is not enough. Supporting, developing, and retaining them is beneficial for the employees, students, and the campus.
• Establish a professional development program based in career-exploration, and skill-building for promising professionals to build trust, campus relationships and sense of belonging
• Re-establish the Presidential Scholars Program (or a program with similar goals) with a clear vision and leadership to enhance faculty representation and retention. A faculty pathway program must have sufficient funding and programmatic support to attract at least three to five scholars for each cohort and ensure annual recruitment of multiple scholars in specific departments to offer support and decrease the potential of isolation. Especially for senior level and faculty positions, supporting and retaining diverse and talented leadership will be essential to sustain the great work currently underway at Delta. Having representation and visibility among staff and faculty is important to student success (Bhattar, 2016; Hurtado & Carter, 1997).
• Establish a mentorship program based on identity and professional goals to elevate perspectives of underrepresented populations in senior roles
• Offer more community and family-inclusive events on campus
• Implement inclusive policies for and professional development on religious practices and holidays (e.g., prayers and classrooms, holidays celebrations)
• Develop inclusive personal leave policies (for employees and students) for cultural and religious reasons

Currently, there are informal networks and ERGs providing mentorship, but Delta would benefit from developing institutionalized mentorship programs with senior level administrators and faculty that create pathways to leadership, increase internal promotions and assist campus members from marginalized identities navigate campus culture and politics.

**Addressing Bias and Hate.** During multiple stakeholder sessions people shared incidences of bias and even hate that went unaddressed. Reasons for unaddressed bias and hate ranged from someone knowing the reporting process or questioning if the behavior required reporting. Others noted that they did not want to “not rock the boat” or received responses such as “Well, I know them and they don’t have a racist bone in their body” which made them feel unsupported. A comprehensive college-wide process needs to be created. A few key components:

• A reporting system should include definitions and descriptions of bias, or hate-related behavior, a way to document details, upload photos and identify locations and parties involved. This system can also be used to address conduct issues, employee grievances, crimes, student organization violations, or other uncertain incidents
• Education and marketing will increase awareness regarding what should be reported, where to report, and what happens after a report is submitted
• A protocol should be created articulating who will respond to reports based on the campus role of the parties involved. The response should include a focus on
the target, perpetrator, specific targeted community/communities, and potential impact on the college community in general

- A public relations response plan should be developed to address events that are highly-visible with the potential to escalate
- Any person tasked with intakes and meeting with individuals affected should be trained to build trust, practice empathy, and empower the targeted person to feel a sense of agency
- Transparency and communication are fundamental tenets in addressing these types of issues with the broader college, while also adhering to guidelines around confidentiality
- Group work on these issues should be inclusive of staff/faculty supporting marginalized students, conduct officers, human resources, Office of DEBI, public safety, and public relations

Addressing bias and hate incidents is complex and occurs at all college campuses. When significant and consistent energy and resources are invested into a system with effective education strategies, reports will typically increase. The hope is that in time, the college community will understand that bias and hate related incidents are unacceptable and will be seriously addressed.

**Institutionalizing DEBI Infrastructure**

At the heart of this project is a desire from Delta College leaders to learn how to embed DEBI as an institutional value in practice. Based on our assessment, the following recommendations will be at the center of the campus DEBI strategy shaping physical space, staffing and programs.

**DEBI Center Space.** In an ideal world marginalized student and employee populations would feel welcome and sense of belonging while on all parts of campus. Yet we know it is hard to promise safe environments for everyone in all spaces. Specifically for underrepresented students and employees, Delta College can do better. Developing plans to establish a DEBI Center that serves students and employees, provides education and training and guides campus structural change initiatives will greatly influence the college’s ability to recruit and retain diverse communities. This Center should be student focused to offer additional support, which will lead to retention and academic success.

As marginalized students face obstacles related to institutional and societal injustices and inequities, intentional student support services need to be provided. Cultural and systemic barriers affect success, persistence, and retention. It is recommended that the current level of support be increased. When planning methods to support marginalized students, the following standards could be used as a model:

**CAS Standards & Guidelines on Supporting Students in Multicultural Programs (2017),**

- Assess the needs of students, set priorities among those needs, and respond to the extent that the number of students, facilities, and resources permit.
● Orient marginalized students to the college
● Assist marginalized students to determine and assess their educational goals and academic skills
● Provide support services to help marginalized students to achieve educational goals and attain or refine academic skills necessary to perform adequately in the classroom
● Promote the intellectual, career, social, and moral development of the students.
● Promote and deepen each marginalized students' understanding of their own culture, identity, and heritage
● Provide training in leadership skills for marginalized students and those seeking to assist them
● Offer or identify appropriate mentors and role models

Beyond these guidelines, such a space should consider the following:
● Location is an easily visible, accessible, and approachable space on each campus
● Space is intentionally planned and constructed with student input on all design aspects from architecture, furniture, programs, location, and purview of unit
● Designed to host and support current and future ERGs (funding, leadership and meeting space)
● Include professional staff offices, conference or classroom, and programming space
● Space is comfortable, homey and welcoming/student friendly with lounge furniture, access to outlets, charging stations, a printer and information on campus and community resources
● Highlight visual representations of various forms of diversity and identity
● Be accessible for people with various disabilities
● House training and education material for campus
● Be available for collaborative programs and initiatives for campus DEBI liaisons from various resource offices
● Includes a kitchen/kitchenette and common dining area along with funding for snacks
● Offer sexual health information and hygiene products
● Host community resources on a regular basis (community arts organizations, financial education, internship opportunities, and basic needs)

Central DEBI Infrastructure. Based on our understanding of the Delta College campus and needs, we offer three suggested structures for how DEBI programs, services, staffing and space can be centralized on campus. While some elements of these structures are specific to each option, there are several foundational elements that must be present across the board for success:
● Ensure advisory capacity to guide president and cabinet leadership on policies and structures
- Establish consistent permanent annual funding line for DEBI office programs, operational budget, staffing and resources
- Dedicate visible, accessible, and central space on each campus for DEBI efforts
- Offer release time for employees to attend DEBI events and programs
- Reconstitute and re-engage President’s DEI Committee with the president as the convenor and executive diversity officer as facilitator
- Develop a student leadership and advocacy council to support DEBI office
- Establish a student success mentorship program for first-generation, Black, Hispanic/Latinx, LGBTQ+ and disabled students
- Empower executive diversity officer to serve as campus-wide thought leader and strategic partner with the president
- Establish Campus Priority Task Forces for key strategic priorities (e.g., task force on Black student success or working group on Hispanic/Latinx student experience)
- Develop and present implicit bias, policing and community-centered public safety services sessions for Delta College Public Safety team
- Advise OMPR team in developing a DEBI communication and marketing strategy
- Maintain knowledge of national and local trends and curate resources on DEBI topics
- Reduce initiative fatigue by consolidating efforts and keeping long-term commitments to priorities rather than one-off events and programs.

Below are three suggestions for structuring a DEBI role and unit on campus. We suggest working with campus stakeholders to co-create a hybrid blend from these models.

**Option A: Student-Centered.** This model sets up the DEBI office as a key student support and advocacy unit on campus. While the leader reports to a senior campus officer, the primary focus is on centering resources and support for students through the DEBI office.

Role: Vice President and Executive Director (VPED) for DEBI
Staffing: One Vice President along with four Student Success Directors (one for each campus).
Purview: This the VPED and team roles would oversee various student organizations, advise student leadership programs, and create mentoring opportunities, internships, and academic support initiatives for students from marginalized identities.
- Lead creation and vision of DEBI student center, lounge, and groups (VPED)
- Oversee day-to-day operations of DEBI student center, lounge, and groups (Director-level)
- Establish lounges and community spaces on each campus
- Facilitate student economic crisis response team of campus colleagues and manage disbursement of funding for students in financial crisis
- Oversee basic needs initiatives (e.g., foodbank, public benefits, technology library and student emergency fund) (Director-level)
- Oversee community relations, recruitment, outreach programs targeting priority communities
- Serve as campus thought leader for student-centered programs and services, supervise directors in ground-level work (VPED)
- Advise and allocate funds for the student leadership and advocacy council
- Advise president on student-related experiences, responses, communication, policies, and practices

**Option B: Compliance and Policy-Centered.** This model sets up the DEBI office as a key unit for institutional accountability and policy development at Delta. As an executive officer, the focus is on shifting campus culture and practices.

Role: Vice President and Executive Diversity Officer
Staffing: One Vice President with one DEBI Center Director, one EEOC Officer, One Title IX officer and two Program Coordinators
Purview: This role would oversee key departments with campus-wide policy and education responsibilities.

- Oversee of EEOC policies and equity reviews
- Partner with Human Resources to establish equity-centered recruitment, hiring and retention initiatives
- Partner with Human Resources to support ERGs with leadership training, funding, access to campus leadership and programming support.
- Manage Title IX training, resources, campus reporting and investigation systems and policies
- Manage ADA training, accommodations, resources, campus reporting and investigation systems and policies
- Serve as a campus liaison for federal and state policies impacting Undocumented, DACA and international students
- Serve as a campus liaison and advisor for communication related to national and community events and crises that directly or indirectly impact marginalized communities

**Option C: Academic and Student Affairs Equity-Centered.** Given the cross-campus partnerships needed for comprehensive and cohesive DEBI implementation, this role serves as a structural bridge and advisor.

Role: Vice Provost and Executive Diversity Officer
Staffing: One DEBI Center Director, one DEBI Center Assistant Director, one Faculty Diversity Director, One HR Compliance Officer, One Community Relations/College Access and Outreach Director
Purview: This role would oversee key departments with campus-wide academic and campus policy responsibilities.

- Compliance officer would oversee the EEOC Officer and Title IX officer
- Collaborating with Vice Presidents for Academic Affairs and Student Affairs in developing campus wide policies and working with faculty senate and employee representation
- Work with the Academic Senate in establishing two-semester DEBI course requirement and structure focused on student identity development, community building and capacity building for DEBI discussions
- Oversee equity professional development for cabinet leaders
- Establish faculty and post-doc fellowship and partnership with local graduate programs
- Partner with Human Resources to support ERGs with leadership training, funding, access to campus leadership and programming support.
- Manage Title IX training, resources, campus reporting and investigation systems and policies
- Manage ADA training, accommodations, resources, campus reporting and investigation systems and policies
- Serve as a campus liaison for federal and state policies impacting Undocumented, DACA and international students
- Oversee community relations, recruitment, outreach programs targeting priority communities
- Oversee Center for Organizational Success and Center for Teaching Excellence
- Partner with campus resources to allocate staff time specifically for DEBI student support in DEBI Center (e.g. counseling, financial aid, and academic advising services)

Direct Student Services. Given the various levels of disparity among the three counties being served by Delta College, supporting access to basic resources will cultivate a stronger sense of belonging on campus for students. Much of this report focused on initiatives needed for the long-term transformation of Delta College. In addition to long term actions to transform the College, some immediate actions should be initiated to serve current students at Delta. Direct student support for those who are disproportionately impacted is necessary for students to succeed. Based on feedback from numerous listening sessions, the following actions should be implemented:

- **Basic needs**: A comprehensive basic needs center should be created to address food and housing insecurity, underemployment and unemployment, and medical and mental health resources. The basic needs center should connect students to resources from local, state, and federal programs.
- **Student parents**: Student parents are achieving academic goals while also balancing their roles as parents. A childcare center should be implemented to support (and staff and faculty). Enhanced services could include vouchers for
childcare services during final exam periods. A childcare center should be implemented to support students. A student parent group and student club should be established to create a peer support network. A staff member should be designated to guide student parents on how to use government assistance and social services as parents.

- **Dreamer/UndocuScholars support**: Specific resources for undocumented, underdocumented, Deferred Action for Childhood Arrivals (DACA) and students from mixed-status families should be created to support their educational journeys. Support can include assistance with filling out applications and renewals, navigating financial aid and scholarship processes, transfer and job opportunities, legal support and resources, community building, and mental health resources. A designated staff and/or network should be identified and should offer training to other offices and employees at the college.

- **English language learners**: Specific language support services should be created to assist English Language Learners as they navigate the institution. These resources could include key information in multiple languages, interpreter, and translation services, and tutoring for English Language Learners. These services should collaborate with local agencies that offer ESL/ELL courses for non-credit or free in communities. Pipeline programs should be initiated to holistically serve these students.

- **LGBTQ+ support services**: Comprehensive services should be created to support LGBTQ+ students. Specific efforts should be made to offer healthcare needs for transgender students. Community resources and intentional safe(r) spaces should be established. The bias and hate reporting and response processes should include an LGBTQ+ focus in collaboration with the Title IX Coordinator.

- **Health resources**: Health and wellness resources contribute to student success. A basic level of healthcare should be offered to students as well as resources to navigate local, state, and federal healthcare programs should be provided by this officer or individual.

- **Transportation**: Transportation support should be created to assist students in getting to and from the college and between campuses. Almost every group we spoke with noted that students and employees often must drive great distances or take unreliable public transportation to reach the central campus or other satellite campuses. Commutes can take up to 2 hours each way for classes. While students have access to campus facilities in their respective community/city, a lack of transportation should not prevent them from benefiting from the great resources, courses, and mentoring opportunities across the four campuses. Delta College is missing a key factor in student success by not having more equitable transportation options for students and employees.
  - Establish a transportation working group with campus and community leaders
  - Conduct focus groups with students and employees to assess transportation gaps and concerns
• Explore local and regional campus shuttle systems and successful partnerships with public transportations agencies
• Create a transportation access map to assess current systems and opportunities for enhancing existing systems and relationships
• Develop a 5-year campus transportation plan
• Consider developing an intercampus shuttle service

Community Relations
Serving three distinct counties and communities is a challenge and building equitable and genuine relationships across the regions is a key step in changing Delta’s image, especially in Saginaw where Delta is interested in increasing enrollment, presence, and empowerment.

Fostering Genuine Relationships and Trust. Building trust with community leaders, churches, non-profits, families, and organizations takes time but is well-worth the effort. Several community members felt Delta’s relationship and outreach feels self-serving and ingenuine. A key asset in this process will be the campus employees who live in these various communities. Delta can enhance their presence and relationships by:
  • Holding community listening sessions at each campus with key campus leaders and community members
  • Develop a Community Engagement Grant where employees can apply for funds to connect and represent Delta at community events, celebrations, and schools where they live, work and play.
  • Bring faculty into the community for free lecture and roundtable discussion series to create experiential learning opportunities
  • Increase awareness of free campus resources available to all community members
  • Fund campus members attending community events such as the MLK, Jr Day Celebration
  • Develop workshops on local history, social movements, power, and equity bringing together community leaders from all three counties

Conclusion
This project aimed to create recommendations and a vision to guide the Delta College community for the next 3–5 year period. DEBI planning is not a one-time initiative and there is no magical button for cultural change. By year three of this plan, campus leadership should evaluate the progress and need for additional review and modifications to this plan.

Bhattar Consulting Group has great faith in Delta’s commitment to DEBI work and potential for transformation and adaptation to the needs of the surrounding counties. Addressing the themes and specifics in this report will accelerate trust and buy-in from campus and community stakeholders alike. We look forward to working with campus leaders to support the next chapter of DEBI work at Delta College.
References


Appendix A: About Bhattar Consulting Group

Bhattar Consulting Group is a collective of national and international leaders, scholars and facilitators committed to individual, interpersonal, and institutional cultural transformation. We represent over 80 years of professional and scholarly expertise in diversity, equity, inclusion, and belonging. We have supported numerous nonprofit, higher education and corporate organizations and individuals in cultural transformation, equity-based leadership practices and community capacity building strategies. We honor the indigenous people on whose land the organizations we work with are located. We commit to reinvesting into the local communities by contributing a percentage of our earnings to support local indigenous peoples. In line with our EDIB frameworks, our work is guided by the following values:

- **Expertise in DEBI** - Collectively we bring over 75 years of professional expertise in the concepts of equity, diversity, inclusion, belonging, organizational transformation and climate assessment. We approach our work with intentionality and the commitment to furthering social change practices, addressing historical inequalities, and cultivating leadership and agency at all levels of the organization.

- **Intersectional understanding of social identity and work** - Identity, power, and access do not exist in a vacuum and are influenced by socio-historical and contemporary understanding of individual and cultural identities. As our understanding of identity evolves, so must our work. Intersectionality (Crenshaw, 1989, 1991) requires us to acknowledge the complexities of identity and opportunity for nuanced conversations and strategies to address power and oppression. Specifically, we approach this work with a deep understanding of systemic oppressions, such as racism, ableism, sexism, homophobia, transphobia, nativism, ethnocentrism, and systemic anti-Blackness. To this understanding and to cultivate change, we bring trauma-informed holistic healing practices. This change must occur at individual, interpersonal and structural levels to truly be transformative.

- **Progress, not perfection** - Identity and organizational culture transformation work is action-oriented and ever-evolving. Rather than seek a stagnant definition of equity and inclusion, our work centers on assessing the current organizational climate and developing strategic plans to progress the organization and individuals forward. Validating lived experiences and identifying areas for growth give agency to members of the organization to learn, evolve, and positively contribute to a better work environment. This is an iterative, ever-evolving process that requires personal and organizational willingness to embrace vulnerability and commitment to the whole.

- **Comfortable but uncomfortable spaces/stirring the pot** - Our goal as facilitators is to provide the place and space for difficult conversations. We commit to challenging and supporting all members of the organization, and we will hold the space sacred, creating opportunities for radical candor with the respectful discourse necessary for true change to be possible, at both the individual and organizational level.

- **Skill building** - The journey we will walk together includes the development of new aptitudes, attitudes, and tools necessary to foster true cultural transformation. Our work together will identify the skills and steps needed to create, develop, and practice the muscle memory needed to institutionalize new approaches.

- **True belief in your capacity to do this work** – We enter this work in relationship with you. This work is difficult, at best. We believe an honest commitment is required to manifest real and sustainable change. Your commitment to the process is a critical ingredient to success. In return, you will have our sustained collective commitment to both the process and the outcome.
Consultant Biographies:

Dr. Raja Gopal Bhattar

Dr. Raja Gopal Bhattar (pronouns: they/them/their) is a higher education leader and organizational change consultant. Raja’s work straddles qualitative and quantitative approaches to intersectional identity development and the experiences of people of color, LGBTQ people, immigrants, first-generation students, Desi/South Asian students, student spiritual and religious identity, graduate students, and international students in higher education. Raja’s research centers intersections of identity and sense of belonging, access and inclusion in global higher education and impact of diverse staff and faculty on student experience and campus climate. Most recently, Raja served as Adjunct Faculty Coordinator for general tutoring at American River College. Previously, they served as the Assistant Provost and Executive Director of the Center for Identity + Inclusion at the University of Chicago, overseeing the Office of Multicultural Student Affairs, LGBTQ Student Life and Student Support Services along with campus-wide climate and inclusion work. Raja has also held positions at the University of California – Los Angeles, University of Redlands, University of Vermont, Champlain College and Semester at Sea. They hold a PhD and Master of Arts degrees in Higher Education and Organizational Change from UCLA, a Master of Education in Higher Education and Student Affairs Administration from the University of Vermont and Bachelor’s in Psychology with a minor in Spanish Literature from Boston University. Raja has held leadership roles with NASPA (Student Affairs Professionals in Higher Education)’s Asian Pacific Islander Knowledge Community, Gender and Sexuality Knowledge Community, Equity, Inclusion and Social Justice Division and various other committees. They also served as the People of Color constituency chair and Institute Chair for the Consortium of LGBT Resource Professionals in Higher Education. Raja has been featured in The Advocate Magazine, Huffington Post, BuzzFeed, India Abroad Magazine, Hinduism Today Magazine, the Vermont Quarterly and many other news outlets. thedrbookworm@gmail.com www.rajabhatter.com

Dr. Joshua Moon-Johnson

Dr. Joshua Moon-Johnson (pronouns: he/him/his) serves as the Dean of Student Services, Equity Programs & Pathways at American River College in Sacramento. In his role he leads the strategic direction around diversity and equity and chaired the college-wide team to create a strategic equity plan and framework. Joshua has published four books; his first book, Beyond Surviving: From Religious Oppression to Queer Activism was a #1 Best-seller on Amazon.com for Gay & Lesbian Activism. Joshua’s second book is a co-edited volume about LGBTQ leaders in higher education, Authentic Leadership. Joshua’s third book is Queer People of Color in Higher Education. Joshua’s fourth book, Queer & Trans Advocacy in the Community College, will be released spring 2021 with Stylus Publishing. Joshua previously served as the Assistant Dean/Director of the Multicultural Student Center at UW-Madison and as the Director of the LGBT Center at the University of California Santa Barbara. Joshua received a doctorate in higher education and LGBT studies from Northern Illinois University, and a master's degree in student affairs from Binghamton University. Joshua also has a master's degree in Marketing Analysis from the University of Alabama and a bachelor's in business from the University of South Alabama. Joshua has served as a faculty member at the University of Wisconsin-Madison School of Education, Semester at Sea/University of Virginia, Concordia University-Portland, and Binghamton University-State University of New York. Joshua is a former chair of the NASPA (Student Affairs in Higher Education) MultiRacial Knowledge Community and held several positions with the Asian Pacific Islander Knowledge Community. Joshua has presented more than 40 national presentations and regularly serves as a trainer, consultant, and keynote speaker.
speaker at campuses and conferences across the country. Joshua is an active member of the Association of California Community College Administrators, where he regularly presents on equity and inclusion planning and has served on professional development committees.

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**Jinann Bitar**

Jinann Bitar M.A., M.Ed. (she/her/hers) most recently served as a senior policy analyst for higher education at the Bipartisan Policy Center (BPC) where her portfolio focused on college affordability, Higher Education Act (HEA) reauthorization and partnerships for improved student outcomes. During her time in DC, Jinann also worked with the American Council on Education in providing higher education leaders and policy makers the information they need to make data-informed decisions. Prior to her time in the capital, she spent more than a decade working and learning at state universities, serving as a Research Analyst for the Higher Education Research Institute (HERI) as well as a student affairs practitioner at the University of Montana, UC Davis and UCLA. Jinann holds a BA in Communication Studies and a Master’s in Public Administration (MPA) from the University of Montana. Bitar has completed an MA in Education and is currently a PhD candidate in Higher Education and Organizational Change at the University of California, Los Angeles. Jinann has been featured in Inside Higher Ed, Yahoo Finance, Bloomberg Finance, and advocated for college affordability with the Senate HELP and House Education and Labor Committees. For more information, visit https://www.linkedin.com/in/jinannbitar/.

**Dr. Joy Hoffman**

Joy Hoffman, Ed.D. (she/her/hers) served as a higher education leader and student affairs practitioner for 24 years, 17 of which were in multicultural affairs. She has spoken at national and regional conferences, and facilitated workshops for colleges, universities, and community organizations on topics related to inclusive and equitable practice and leadership. During her career, Dr. Hoffman served as the inaugural director of diversity initiatives and resource centers, California State University at Fullerton; director of the cultural center, Whittier College; director of multi-ethnic programs, Azusa Pacific University; and inaugural director of student leadership development, Concordia University Irvine. Most recently, she served as the interim Dean of the center for diversity and inclusion at Washington University in St. Louis. She currently works as an independent consultant with a focus on equity, inclusion, and socially-just practice and leadership. She earned her doctorate in Educational Leadership at California Lutheran University in 2011.

**Abrahán Monzón**

Abrahán Monzón (they/them) is a Diversity, Equity, and Inclusion specialist with over a decade of experience in social justice education, community organizing, and leadership for social change. Abrahán’s work is grounded in fostering internal awareness to create external change to build equitable environments for everyone to thrive. They have held professional roles promoting diversity initiatives, leading LGBTQ Resources, and most recently served as director of the Gender Equity Center as a growing campus serving primarily commuter students. Abrahán has presented regionally and nationally, and they have been actively involved in professional and non-profit organizations, including NASPA (Student Affairs in Higher Education), California Council of Cultural Centers in Higher Education (CAACCCHE) the San Diego LGBT Community Center, and the Binational LGBTQ Summit with San Diego Pride. Abrahán holds a Master of Science in Higher Education Leadership from California State
University, Fullerton and a Bachelor of Arts in Feminist Studies from University of California, Santa Barbara.

**Dr. Lemuel Watson**

Dr. Lemuel W. Watson is a seasoned executive and his career spans across various industries, which include educational, non-profit organizations, and entrepreneurship/small businesses. Currently, Lemuel W. Watson is the Associate Vice President of Diversity, Equity, and Multicultural Education at Indiana University-Bloomington. He previously served as the Dean of School of Education at Indiana University-Bloomington and is the University Provost Professor in the School of Education and in the Department of African American and African Diaspora Studies in the College of Arts and Sciences. Lemuel is also the Executive Director for the Center for Innovation in Higher Education and the former Dean of the College of Education at the University of South Carolina. Dr. Watson was also the former Executive Director of the Center for P–20 Engagement and Dean of the College of Education at Northern Illinois University.

Dr. Watson has published numerous books focused on minoritized students’ experiences, including *Boyhood to Manhood* (about black males) and *How Minority Students Experience College*. Dr. Watson is also the CEO of Watson Consulting Services, which provides workshops and professional development opportunities to individuals, small groups, and organizations in the United States as well as abroad. Watson completed his undergraduate degree in business from the University of South Carolina, a master’s degree from Ball State University, and his doctorate from Indiana University in Bloomington. He is a Fulbright Scholar to Belarus and has written articles, books, and served as editor for several volumes related to organizational behavior, educational leadership and administration, human development, public policy, K-12 issues, and higher education. [www.lemuelwatson.com](http://www.lemuelwatson.com)
Appendix B: Stakeholder Audiences

- Student open forums
- Employee open forums
- Student Athletes
- Counseling and Academic Advising Team
- Academic Leadership Team
- Institutional Research
- Title IX Office
- Black Faculty & Staff Association, PRISM, Women’s Inclusive Network
- Human Resources
- Office of Marketing & Public Relations
- Office of Public Safety
- Executive Cabinet Members
- President Goodnow and President Gavin
- Board of Trustees
- Community Leaders
Appendix C: Interview Protocols

Delta College STUDENT Interview Protocols

Notes for Facilitator:
- There is 5 mins of wiggle room built in (current time doesn’t equal 60 min)

Date: 
Facilitator(s): 
Attendees: 
Group Affiliation (if any):

Welcome 3 min *(Summarize this as you best see fit for the audience in your focus group)*
- Facilitator(s) Intro - Names, Pronouns (anything else you’d like to share)
- Bhattar Consulting is a collective of national and international leaders, scholars, and facilitators, representing over eighty years of professional and scholarly expertise in diversity, equity, inclusion and belonging. We have supported numerous non-profit, higher education and corporate organizations and individuals in cultural transformation, equity-based leadership practices and community capacity building strategies.
- We are working with Delta College in conducting a comprehensive assessment of current programs, policies and structures to develop recommendations/feedback for areas of growth to foster diversity, equity, inclusion and belonging (DEBI). This assessment process will evaluate the effectiveness of strategies being implemented and identify opportunities to develop a larger, more encompassing focus on equity, especially for students, faculty, staff and other key stakeholders part of the diverse Delta College community.
- Our goal is to get an in depth understanding of Delta College and equip campus leadership with goals and tools to enhance the campus experience and sense of belonging. We are here to identify strengths and areas of growth for the campus.
- Confidentiality: All information gathering from this conversation is confidential. We will not share names or identifiable information. Only aggregated themes and findings will be shared in the final report. All recordings and identifiable data will only be accessible to Bhattar Consulting team members and will be destroyed once the project is completed.
- There are no wrong answers. We want you to be as honest as possible.

Land Acknowledgement 1 min
- We honor and recognize the following tribes whose people are caretakers of this land where Delta College is located: Fox and Sauk, Kickapoo, Menominee, Miami, Ojibwe (aka: Chippewa, Ojibway, or Ojibwa), Potawatomi, Huron (aka: Wyandot), Ottawa and all other known and unknown people before us.

Community Guidelines 2 min
- Move Up, Move Back
- Share with Intention
- Challenge the Idea, Not the Person
- Be OK with Silence
- Be Present with Video/Audio when possible
- Take Care of Yourself - Use restrooms and such as needed
- Confidentiality – What Happens Here, Stays Here; What’s Learned Here Goes with You
- Others you’d like to add?

**Introductions** 4 min *(based on number of people, ask them to unmute and share in the group or paste the info into the chat)*
- Introduce yourself, any pronouns you might want to use, and how long have you been at Delta College?

**Background**
- What brought you to Delta College?
  - Can you tell us about why you chose to enroll at Delta College?
- Where on campus do you “feel at home”?
  - What are specifics that make it “feel at home?”

**Experience**
- What services/resources have been helpful for your success at Delta College?
- Where do you go on campus for diversity, equity, inclusion and belonging
- Can you share some examples demonstrating this level of commitment or lack thereof?
- How does the campus value diverse staff and faculty?
- How does the campus value diverse students?

**Meaning making**
- What do you need to be successful at Delta College? *(if talking to marginalized students groups)*
  - What does an equitable and inclusive campus look like? Feel like?
- What are challenges you have observed or experienced at Delta College?
- What could change to make Delta College more welcoming and inclusive?
- When it comes to equity and inclusion, what is working well right now at Delta College?
- Is there anything else you would like to share?

**Conclusion** 2 min
- Thank you for your time

Please feel free to share any additional feedback at DeltaCollegeDEBl@gmail.com

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**Delta College ALL FACULTY/STAFF Interview Protocols**

**Notes for Facilitator:**
- There is 5 mins of wiggle room built in (current time doesn’t equal 60 min)
- There are slides in the folder if you want to use it for a group of people. Totally your choice
- Bolded questions are major points and have sub-questions based on time and flow
- Feel free to reword questions but keep the essence of the point.
- Make sure to hit record and add the file once completed into the Listening Sessions folder with a clear title.

Date:
Facilitator(s):
Attendees: Melissa Wallace (Disability Services), Danielle Peterson (tutoring and learning centers)
Group Affiliation (if any):

Welcome (slide) 3 min (Summarize this as you best see fit for the audience in your focus group)
- Facilitator(s) Intro - Names, Pronouns (anything else you’d like to share)
- Bhattar Consulting is a collective of national and international leaders, scholars, and facilitators, representing over eighty years of professional and scholarly expertise in supporting higher education and corporate organizations and individuals in cultural transformation, equity-based leadership practices and community capacity building strategies.
- Purpose: We are working with Delta College in conducting a comprehensive assessment of current programs, policies and structures to develop recommendations/feedback for areas of growth to foster diversity, equity, inclusion and belonging (DEBI). This assessment process will evaluate the effectiveness of strategies being implemented and identify opportunities to develop a larger, more encompassing focus on equity, especially for students, faculty, staff and other key stakeholders part of the diverse Delta College community. We are here to identify strengths and areas of growth for the campus.
- There are no wrong answers. We want you to be as honest as possible.

Land Acknowledgement (slide) 1 min
- We honor and recognize the following tribes whose people are caretakers of this land where Delta College is located: Fox and Sauk, Kickapoo, Menominee, Miami, Ojibwe (aka: Chippewa, Ojibway, or Ojibwa), Potawatomi, Huron (aka: Wyandot), Ottawa and all other known and unknown people before us.

Community Guidelines (slide) 2 min
- Move Up, Move back: our time is limited and we want to gather as much information as possible. If you find yourself not sharing we encourage you to move up and share your experience, and if you find yourself responding often, move back to allow for others to share. Feel free to use the “hands up” tool if you need it.
- Share with Intention: before sharing details or a story, ask yourself: how is this adding a perspective not already shared?
- Challenge the Idea, Not the Person - respect their humanity
- Be OK with Silence - some of us are internal processors and that’s great. We want to make sure everyone’s perspective can be shared.
- Be Present with Video/Audio when possible
- Take Care of Yourself - Use restrooms and such as needed
- Confidentiality: What Happens Here, Stays Here; What's Learned Here Goes with You. All information gathering from this conversation is confidential. We will not share names or identifiable information. Only aggregated themes and findings will be shared in the final report. All recordings and identifiable data will only be accessible to Bhattar Consulting team members and will be destroyed once the project is completed.
- Others you'd like to add?

(Stop Sharing slides if needed)

**Introductions** 4 min *(based on number of people, ask them to unmute and share in the group or paste the info into the chat)*
- Introduce yourself, any pronouns you might want to use, and how long have you been at Delta College?

**Background** 8 min
- **Tell us about why you chose to work at Delta College?**
  - What did you know about diversity demographics or programs at Delta College before you were an employee?
  - Can you share more about your role and responsibilities on campus and how they relate to DEIB?

**Experience** 10 min
- **In regards to your social identity/identities (such as race, class, gender, sexuality or nationality), how do you feel valued at Delta College?**
  - Do you feel senior administrators at Delta College value and support DEIB? Explain.
  - How does the college value diverse employees?
  - How does the college value diverse students?
  - Who does the college serve well:

**Meaning making** 25 min
- **What does an equitable and inclusive campus look like? Feel like?**
  - If there was a specific campus office or program dedicated to DEIB, how do you envision it in terms of physical space and or initiatives it would offer to support students at Delta College? How could such an office or program

- **When it comes to equity and inclusion, what is working well right now at Delta College?**
  - What campus programs/services/resources have been helpful for your success at Delta College?
What are challenges you have observed or experienced at Delta College?
- What resources do you need to be successful at Delta College? (if talking to marginalized employees groups)
- What could change to make Delta College more welcoming and inclusive?
- To what extent do you feel the demographics on campus are representative to the surrounding community?
- If you were president for a day, what would you change to make campus more inclusive?
- Is there anything else you would like to share?

Conclusion (slide) 2 min
- Thank you for your time
- Please feel free to share any additional feedback confidentially at DeltaCollegeDEBI@gmail.com

Delta College BoT Interview Protocols

Notes for Facilitator:
- There is 5 mins of wiggle room built in (current time doesn’t equal 60 min)
- There are slides in the folder if you want to use it for a group of people. Totally your choice
- Bolded questions are major points and have sub-questions based on time and flow
- Feel free to reword questions but keep the essence of the point.
- Make sure to hit record and add the file once completed into the Listening Sessions folder with a clear title.

Date:
Facilitator(s):
Attendees:
Group Affiliation (if any): BoT

Welcome 3 min (Summarize this as you best see fit for the audience in your focus group)
- Facilitator(s) Intro - Names, Pronouns (anything else you’d like to share)
  - Bhattar Consulting is a collective of national and international leaders, scholars and facilitators, representing over eighty years of professional and scholarly expertise in supporting higher education and corporate organizations and individuals in cultural transformation, equity-based leadership practices and community capacity building strategies.
- Purpose: We are working with Delta College in conducting a comprehensive assessment of current programs, policies and structures to develop
recommendations/feedback for areas of growth to foster diversity, equity, inclusion and belonging (DEBI). This assessment process will evaluate the effectiveness of strategies being implemented and identify opportunities to develop a larger, more encompassing focus on equity, especially for students, faculty, staff and other key stakeholders part of the diverse Delta College community. We are here to identify strengths and areas of growth for the campus.

- There are no wrong answers. We want you to be as honest as possible.
- **Confidentiality:** What Happens Here, Stays Here; What's Learned Here Goes with You. All information gathering from this conversation is confidential. We will not share names or identifiable information. Only aggregated themes and findings will be shared in the final report. All recordings and identifiable data will only be accessible to Bhattar Consulting team members and will be destroyed once the project is completed.

**Land Acknowledgement** 1 min
- We honor and recognize the following tribes whose people are caretakers of this land where Delta College is located: Fox and Sauk, Kickapoo, Menominee, Miami, Ojibwe (aka: Chippewa, Ojibway, or Ojibwa), Potawatomi, Huron (aka: Wyandot), Ottawa and all other known and unknown people before us.

**Introductions** 4 min *(based on number of people, ask them to unmute and share in the group or paste the info into the chat)*
- Introduce yourself, any pronouns you might want to use, and how long have you been affiliated with Delta College?

**Background** 8 min
- **Tell us about why you chose to be on the Board at Delta College?**
  - What did you know about diversity demographics or programs at Delta College before you got involved?
  - Can you share more about your role and responsibilities and how they relate to DEIB?

**Experience** 10 min
- **In regards to your social identity/identities (such as race, class, gender, sexuality or nationality), how do you feel valued on the Board and/or at Delta College?**
  - Do you feel senior administrators at Delta College value and support DEIB? Explain.
  - How does the college value diverse employees?

  - How does the college value diverse students?
  - How is Delta College seen in the community?

**Meaning making** 25 min
- What does an equitable and inclusive campus look like? Feel like?
- If there was a specific campus office or program dedicated to DEIB, how do you envision it in terms of physical space and or initiatives it would offer to support students at Delta College? How could such an office or program support faculty and staff?

- When it comes to equity and inclusion, what is working well right now at Delta College?
  - What campus programs/services/resources have been helpful for your success at Delta College?

- What are challenges you have observed or experienced at Delta College?
- What could change to make Delta College more welcoming and inclusive for the diverse students, staff and faculty you serve?
  - To what extent do you feel the demographics on campus are representative to the surrounding community?

- If you were president for a day, what would you change to make campus more inclusive?
- Is there anything else you would like to share?

**Conclusion** (slide) 2 min

- Thank you for your time
- Please feel free to share any additional feedback confidentially at DeltaCollegeDEBI@gmail.com
Appendix D: Intersectionality and Sense of Belonging

Appendix E: Sample List of DEBI Terms

Race: A grouping of human beings based on a shared geographic dispersion, common history, nationality, ethnicity, or genealogical lineage. Race is also defined as a grouping of human beings determined by distinct physical characteristics that are genetically transmitted.

Ethnicity: A social construct which divides individuals into smaller social groups based on characteristics such as a shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

Ethnocentricty: Considered by some to be an attitude that views one’s own culture as superior. Others cast it as “seeing things from the point of view of one’s own ethnic group” without the necessary connotation of superiority.

Gender: Sexual classification based on the social construction of the categories of “men” and “women.” Gender differs from one’s biological sex (male or female) in that one can assume a gender that is different from one’s biological sex.

Sex: Medical classification of male or female (based on genetic or physiological features); as opposed to gender.

Sexism: Prejudiced thoughts and discriminatory actions based on a difference in sex/gender; usually by men against women.

Cis-Gender: A person who identifies as the gender they were assigned at birth.

Classism: Prejudiced thoughts and discriminatory actions based on a difference in socioeconomic status, income, class; usually by upper classes against lower.

Social/Socioeconomic Class: 1. Relative social rank in terms of income, wealth, status, and/or power. 2. Category or division based on economic status; members of a class are theoretically assumed to possess similar cultural, political, and economic characteristics and principles.

Sexual Orientation: One’s natural preference in sexual partners; examples include homosexuality, heterosexuality, or bisexuality. Sexual orientation is not a choice, it is determined by a complex interaction of biological, genetic, and environmental factors.

National Origin/Citizenship: The political state from which an individual hails; may or may not be the same as that person’s current location or citizenship.

Linguicism: Refers to discrimination based particularly on language. Language oppression is often tied to discrimination based on race, ethnicity, and/or class.

(Dis)Ability: An impairment or difference that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person’s life activities and may be present from birth or occur during a person’s lifetime.

Diversity: Psychological, physical, and social differences that occur among any and all individuals, such as race, ethnicity, nationality, religion, economic class, age, gender, sexual orientation, mental and physical ability, and learning styles. A diverse group, community, or organization, is one in which a variety of social and cultural characteristics exist.
Ableism: The belief that disabled individuals are inferior to non-disabled individuals, leading to discrimination toward and oppression of individuals with disabilities and physical differences.

Ageism: Discrimination against individuals because of their age; often based on stereotypes (e.g. senior citizens are not able to perform tasks such as driving, or that all young people are irresponsible).

Religious/Spiritual Affiliation: A system of beliefs, usually spiritual in nature, and often in terms of a formal, organized denomination having to do with divine presence, purpose finding, and understanding of life and death cycles.

Stereotype: A positive or negative set of beliefs held by an individual about the characteristics of a certain group.

Colorblind: Term used to describe personal, group, and institutional policies or practices that do not consider race or ethnicity as a determining factor. The term “colorblind” de-emphasizes, or ignores, race and ethnicity, a large part of one’s identity.

Unconscious Bias: prejudices and preference that impact our actions below our conscious awareness. They are automatic and every-day

Racism: Racism can be understood as individual and institutional practices and policies based on the belief that a particular race is superior to others. This often results in depriving certain individuals and groups of certain civil liberties, rights, and resources, hindering opportunities for social, educational, and political advancement.

Systemic Racism: racism practiced and expressed in social and political institutions

Oppression: Severe exercise of power and subjugation that works to privilege one group and disadvantage another.

Internalization: A process through which we come to identify parts of our culture as parts of ourselves, especially in relation to norms and values. This is a crucial process in maintaining social systems because it leads people to regulate their own behavior in accordance with accepted forms rather than having to be monitored and corrected by external authorities.

Internalized Dominance: When members of the agent group accept their group’s socially superior status as normal and deserved.

Internalized Oppression: When people are targeted, discriminated against, or oppressed over a period of time, they believe and make part of their self-image; their internal view of themselves, the myths and misinformation that society communicates to them about their group. Internalized oppression can have very negative results - self-hatred, depression, confusion of identity, disconnection from one’s own culture, etc.

Target or Oppressed Identities: Social groups that are negatively valued, considered to be inferior, abnormal, or dependent and given limited access to resources and social power.

Agent or Privileged Identities: Social groups that are positively valued considered superior, independent, or “normal” and have access to resources and power.

Horizontal oppression: when people from targeted groups believe, act on, or enforce dominant systems of oppression against other members of targeted groups

Privilege: having greater access to power and resources than a marginalized identity [in the same situation] do; (i.e. while a white person may face other struggles, race will not be one of the things limiting power and resources)
**White supremacy:** various belief systems that permeate our society, culture, and individual mindsets that attempt to center whiteness as superior and explicitly or implicitly promote white dominance in spaces where people of multiple backgrounds may co-exist.

**White centering:** Layla F. Saad explains in Me and White Supremacy, “White centering is the centering of white people, white values, white norms and white feelings over everything and everyone else.” White centering can manifest as anything ranging from tone policing and white fragility to white exceptionalism and outright violence.

**Microaggression:** the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

**Ally:** someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

**Accountability:** in the context of racial equity work, accountability refers to the ways in which individuals and communities hold themselves to their goals and actions, and acknowledge the values and groups to which they are responsible.

**Intersectionality:** per Kimberlé Williams Crenshaw, "Intersectionality is simply a prism to see the interactive effects of various forms of discrimination and disempowerment. It looks at the way that racism, many times, interacts with patriarchy, heterosexism, classism, xenophobia — seeing that the overlapping vulnerabilities created by these systems actually create specific kinds of challenges.

**Campus Climate:** 1. Current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential. 2. The institutional climate for diversity can be conceptualized as a product of various elements that include the historical (such as the institution’s history of access and exclusion), structural (include institutional characteristics such as size, control, selectivity, and racial composition of the college), perceptual (including the ideology of the institutions, institutional commitments to minority concerns and support for minority programs, the intent of the institution, perceptions of racial and interracial activity behavior on campus), and behavioral. Perceptions of the campus climate for diversity vary substantially by ethnic/racial group, reflecting student, faculty, staff, and administrators background characteristics and actual experiences across institutions.


**Caucusing (affinity groups):** caucuses provide spaces for people to work in their own racial/ethnic groups. For white people, a caucus provides time and space to work explicitly and intentionally on understanding white culture and white privilege, and to increase one’s critical analysis around these concepts. A white caucus also puts the
onus on white people to teach each other about these ideas, rather than relying on people of color to teach them (as often occurs in integrated spaces). For people of color, a caucus is a place to work with their peers on their experiences of internalized racism, for healing and to work on liberation.
Appendix F: Professional Development Training Suggestions

- Unconscious bias
- Foundations of diversity, equity, inclusion, and social justice
- Intergroup dialogue
- Understanding ally and accomplice behavior
- Microaggressions, intention and impact
- Intervening and interrupting bias and hate incidents
- Putting the DEBI Framework Model into practice
- 101 on identities: (students of color, LGBTQ, QTBIPOC on Campus, Dreamers, Food and Housing Insecure, Ability & Disability, Religious and Spiritual diversity, etc.)
- Creating inclusive curriculum
- Transformative supervision and leadership strategies
- Navigating triggers and enhancing emotional intelligence
- Power, privilege, and oppression
- Intersectionality
- White identity and allyship
- Equity in hiring
- Specific Training for Administration:
  - Use of pronouns and gender identity
  - Using terms related to equity
  - How can mid-level managers advocate for equity with different constituencies up and down the chain?
  - How do you talk about race sensitively?
- Having courageous conversations, conflict resolution, non-Violent communication, and
- Addressing/speaking to controversial issues; equity & social justice
- Cultural competence and cultural humility
- How students can be triggered and how to work with that in the classroom
- Stereotype threat
- Gender identity and pronouns
- Issues and resources for UndocuScholars
- Faculty training for how to support students for adjunct and full-time faculty
- Universal Design and access for people with disabilities
- Supporting first-generation students on campus
- Racial Consciousness including a clearly articulated spectrum of racial consciousness
- Academic freedom parameters—what are they?
- Free speech versus hate speech and how to address it
- Whiteness and racial Consciousness
- Interfaith Dialogues
Appendix G: Project Timeline

- **March 2021**
  - Initial meeting with campus leadership to understand desired outcomes and scope of proposal
  - Meeting with campus leadership to finalize scope of work, timeline, and objectives
  - Develop customized quantitative climate survey (via Qualtrics)

- **April - July 2021**
  - Monthly Check-In
  - Reviewing existing documents
  - Send climate survey to all current employees and current and previously enrolled students
  - Developing Campus Listening Sessions Protocol (virtual or in-person) (4 hours)
  - Campus (Virtual) Site Visit
    - Focus groups/listening sessions for employees who identify as people of color (racialized and minoritized), sexual and gender diverse, people with disabilities, and others
    - Employees working in DEBI offices or committees
    - Stakeholders who work closely with DEBI efforts
    - Senior administrators of Delta College (i.e., President, Executive Board, etc.)
    - Board of Trustees
    - Human Resources personnel
    - Alumni Affairs
    - General campus session for all employees
    - General campus session for all students

- **July - August 2021**
  - Monthly Check-In
  - Analyzing and drafting of initial findings and recommendations
  - Call with Leadership to review initial findings and recommendations
  - Presentation of Findings and Recommendations
  - Production and submission of Final Report

- **September 2021 - Onward**
  - Monthly Check-In
  - Follow up calls with consultants and campus leadership
  - Executive coaching sessions
  - Onward consultation as needed
Appendix H: Delta College DEBI Survey Instruments

This survey was an optional sample rather than a census of all campus members. Separate survey tools were designed specifically for students, faculty, and staff based on the research questions. The survey instruments were administered in an effort to supplement and contextualize the findings from listening sessions, one-on-one interviews and campus document review. The survey was designed as a self-administered, web-based survey that would take no more than 20 minutes to complete.

The survey structure was comprised of the following sections:

**Informed Consent**
- At the start of the survey, all respondents were provided with a Survey Information page, and were asked to click “Next” if they agreed to what was described. This page served as an informed consent to participate.
- The consent form included information about where respondents could seek assistance if they had questions or if they wanted to disclose any other information.

**The Delta Campus Community**
- Understanding the campus community.
- Questions were asked to capture the demographics of each participant, including: gender, race/ethnicity, gender identity, sexual orientation, religious affiliation, disability, military status, and citizenship. Many folks were asked about their role on campus, including FTE or how long they have been a member of the campus community. These variables were used to better understand any non-response bias that emerged as a result of some respondents not participating. Additionally, this information was used to redact data for small sample sizes in the findings to maintain anonymity, confidentiality, and validity of the reported data.

**Campus Experiences and Sense of Belonging**
- Assessing the current experience of sense of belonging.
- Questions were asked about campus climate; experiences on campus, perceptions of Delta’s community, policies, structures, any discriminatory events personally experienced at Delta; and various aspects related to diversity, equity, inclusion and belonging at Delta College.

**Campus Resources and Initiatives**
- Demonstrating the effectiveness of current campus strategies.
- Questions were asked about knowledge and use of campus resources (i.e. counseling services, bias and incident reporting, Library Learning Information Center (LLIC), Tutoring/Teaching Learning Center, Veterans Services, etc.).

**Thank You & Incentive Related Questions**
- At the conclusion of the survey, respondents were thanked for their time and participation and passed to an “incentive” decision question. They were given the option to provide an email address to be entered into a drawing for a $25 Delta College bookstore certificate. All data relating to incentives, including contact information for where to mail incentives (where appropriate) were collected in a separate survey instrument to ensure that contact information was not retained in the same database as survey data.

The full instruments are below.
EMAIL Draft:

Subject: We're listening! Take the Delta College Campus Climate Survey Now - $25 raffle

${l://SurveyLink?d=Take the Survey}

Dear ${m://FirstName},

On behalf of Delta College, we invite you to share your perspectives and experiences regarding diversity, equity, belonging and inclusion (DEBI) on campus. Delta College is committed to fostering an inclusive environment where students, faculty, staff, and community members from diverse identities feel a strong sense of belonging, support, and engagement. No personal identifying information will be disclosed to the campus; only aggregated themes and findings. Your responses to this survey will be confidential and critical to inform Delta College's strategic DEBI vision and impact.

The survey is expected to take no more than 20 minutes, and your responses are completely anonymous. To begin, CLICK HERE.

You can only take the survey once, but you can use your back button to edit your responses before you submit. The survey will close on May 12, 2021.

All survey participants will have the opportunity to enter a drawing for a $25 Delta College bookstore certificate. If you have any questions about the survey, please email us: deltacollegedebi@gmail.com.

Or copy and paste the URL below into your internet browser:

${l://SurveyURL}

We really appreciate your input!
[STUDENT] SURVEY PREVIEW LINK

[STUDENT] Delta College Climate Survey

W1 Welcome to the Delta College Diversity, Equity, Belonging and Inclusion (DEBI) survey!

Diversity is a key value at Delta College and we are committed to fostering an inclusive environment where students, faculty, staff, and community members from diverse identities feel a strong sense of belonging, support, and engagement. Your responses to this survey will be confidential and critical to inform Delta College's strategic DEBI vision and impact.

W2 What is primary your role on campus?
   a. Student
   b. Faculty
   c. Staff/Administrator
   d. Self-Identify: ______________

{If Self-Identify}

QS We’re Sorry.
This survey is intended for Delta College students, faculty and staff. If you are interested in providing feedback on your experience, please email deltacollegedebi@gmail.com to learn more about upcoming focus group interviews.

W3 Informed Consent
To assess diversity, equity, belonging and inclusion (DEBI) culture, resources and climate for students, faculty, staff and other stakeholders at Delta College, you will be asked questions in this survey about classroom, campus and/or employment experiences.

To participate in this survey you must be:
   ▪ At least 18 years old and
   ▪ A current member of the Delta College community as a student, faculty, staff or other stakeholders

Your personal identity information and answers will be kept confidential. Only the researcher will have access to it. Additional information from Delta College will be aligned to survey records for the purposes of scientific sampling and data analysis: No personally identifying information will be connected to your survey responses. Data from this survey will be shared in aggregated themes and all identifying information will be removed.

Participation in the survey is completely voluntary. You can choose not to answer questions or withdraw from the survey at any time. There is minimal risk involved in participating in this survey; however it is possible to experience mild to moderate emotional distress in the process of answering questions regarding personal experiences and identities. If you need additional resources: please contact:
   ▪ a. Counseling Services for Students
   ▪ b. Human Resources Employee Assistance Program
This project is funded by Delta College and conducted by Bhattar Consulting, LLC. If you have questions about this survey, please contact deltacollegedebi@gmail.com.

The survey should take approximately 20 minutes.

By checking “Yes” on the informed consent below you consent to the survey, understand the purpose of the survey, your role in participating, and how this information will be used. If you check “No”, you will not be able to complete this survey.

W4 I have read and understood the informed consent and agree to participate in the study.

Yes
No

{If NO (W4)}

Q2 We're Sorry.

You did not agree to the terms for taking this survey.

Please click on the “Previous” button if you wish to go back, agree to the terms and take the survey.

W5 Here are some definitions that may be helpful in completing this survey:

- **Diversity**
  Diversity encompasses a variety of individual and group experiences and identities based on social categories such as race, class, sex, gender, sexual orientation, religion, ability, and perspectives. Diversity is a foundation for other characteristics of belonging such as community, mattering and inclusion and requires more than simply acknowledging and/or tolerating differences.

- **Discrimination**
  The unequal treatment, allocation of goods, resources, and services, and the limitation of access to full participation in society based on perceived or real membership in a particular social identity group (e.g. race, gender, sex, sexuality, ability, etc).

- **Race-Based Discrimination**
  Race-based discrimination involves treating someone unfavorably because they are categorized as a particular race (i.e. Black or Asian) or because of personal characteristics associated with racial identity (such as hair texture, skin color, or
certain facial features). Colorism/Color discrimination involves treating someone unfavorably because of skin color complexion.

Source: Bhattar Consulting, LLC

The Delta campus community (Understanding the campus community)

Q1 What is your current age?
   18-24
   25-34
   35-44
   45-54
   55-64
   65+
   Choose not to reply

Q2 My current status at Delta College is:
   Currently enrolled full-time (12 or more credits)
   Currently enrolled part-time
   Not currently enrolled

Q3 Which racial category best describes you? (Select all that apply)
   American Indian or Alaska Native (Eg: Navajo nation, Blackfeet tribe, Mayan, Aztec, Native Village or Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.)
   • Your tribal affiliation or nation: _____________
   Asian or Asian American (Eg: Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.)
   Black or African American (Eg: African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.)
   Hispanic, Latino/a/x or Spanish origin (Eg: Mexican, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)
   Middle Eastern or North African (Eg: Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)
   Native Hawaiian or Other Pacific Islander (Eg: Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, etc.)
   White (Eg: German, Irish, English, Italian, Polish, French, etc.)
   Some other race, ethnicity or origin
   Self identify: _____________
   Choose not to reply

Q4 What is your current sex?
   Female
   Male
   Intersex
Q5 What is your current gender identity? (Select all that apply)
   Cisgender
   Gender Non-conforming
   Gender Queer
   Transgender
   Self-identify: ______________
   Choose not to reply

   {Response for folks that identify as Transgender}
Q6 Which of the following best describes you?
   • Transgender Woman
   • Transgender Man
   • Self-Identify:
   • Choose not to reply __________

Q7 What is your current sexual orientation?
   Gay/Lesbian
   Bisexual
   Heterosexual
   Queer
   Questioning
   Self-Identify: 
   Choose not to reply_______

Q8 What is your National Origin / Nationality? ______

Q9 Do you identify as spiritual or religious?
   Yes
   No

   {If yes (Q9)}
Q10 Select all that apply.
   • Agnostic
   • Atheist
   • Bahá’í
   • Buddhist
   • Christian (all denominations)
   • Hindu
   • Muslim
   • Jehovah’s Witness
   • Jewish
   • Quaker
   • Self-Identify (Please specify): ________
• Choose not to reply

•

• {If Christian (Q10)}
• **Q11** What denomination? (please specify):  

**Q12** Do you have any (dis)abilities?
   - Yes
   - No

{Asked of any person indicating that they have a disability.}

**Q13** What type(s) of (dis)abilities do you have? *(Select all that apply.)*
• Attention Deficit/Hyperactivity Disorder
• Asperger's/Autism Spectrum
• Blind/Low Vision
• Deaf/Hard of Hearing
• Cognitive or Learning Disability
• Chronic Illness/Medical Condition
• Mental Health/Psychological Condition
• Physical/Mobility condition
• Speech/Communication Condition
• Other (please specify): ________
• Choose not to reply

**Q14** What is your military status?
   - On Active Duty
   - ROTC, cadet, or midshipman at a service academy
   - In the Reserves or National Guard
   - A discharged veteran NOT serving on Active Duty, in the Reserves, or in the National Guard
   - None
   - Choose not to reply

Campus experiences and sense of belonging (Assessing the current experience of sense of belonging (policies, structures, and campus climate))

**Q15** I believe all cultures, races and ethnicities are welcome at Delta College.
   - Strongly disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Strongly agree
Q16 At Delta College, how often have you participated in activities or discussions that encouraged you to examine your understanding of issues of culture, race or ethnicity in class?

- Never
- Once or more a year
- Once or more a term
- Once or more a month
- Once or more a week

Q17 At Delta College, how often have you participated in activities or discussions about culture, race or ethnicity outside of class?

- Never
- Once or more a year
- Once or more a term
- Once or more a month
- Once or more a week

Q18 During your time as a student at Delta College, how often have your instructors included topics and perspectives focused on your culture, race, or ethnicity?

- Never
- Once or more a year
- Once or more a term
- Once or more a month
- Once or more a week

Q19 During my time as a student at Delta College, I have witnessed incidents of discrimination based on: (select all that apply)

- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
- Marital status
- (Dis)abilities (physical or mental)
- Marital status
- Financial Standing
- Persons previously incarcerated
- Other (please specify): __________________

{MATRIX: rate the frequency of occurrence}

- Never
- Once or more a year
Q20 During my time as a student at Delta College, *I have experienced* incidents of discrimination based on: (click all that apply)
- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
- Marital status
- Financial Standing
- (Dis)abilities (physical or mental)
- Military status
- Persons previously incarcerated
- Other (please specify): __________________

{MATRIX: rate the frequency of occurrence}
- Never
- Once or more a year
- Once or more a term
- Once or more a month
- Once or more a week

Q21 I have felt isolated as a student at Delta College because of my:
- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
- Marital status
- Financial Standing
- (Dis)abilities (physical or mental)
- Military status
- Persons previously incarcerated
- Other (please specify): __________________
I have not felt isolated on campus because of my identities
Choose not to reply
{referring to Q21}
Q22 Please share any details (below)

Q23 Have you ever considered leaving Delta College because of feeling isolated?
   Yes
   No

Campus resources and initiatives (Demonstrating the effectiveness of current campus strategies)

Q24 I am aware of (know about) the following resources on the Delta College campus:

   Yes, and I have utilized.
   Yes, but I have not utilized.
   No
   Unsure

   Academic Advising
   Athletics
   Bias and Incident Reporting
   Counseling Services
   Disability Services
   Financial Aid
   Food Pantry
   Honors Program
   Library Learning Information Center (LLIC)
   Safe Space Training
   Tutoring/Teaching Learning Center
   Veterans Services
   Other

{If Yes, I have utilized}
Q25 Having used this resource, I found it to be inclusive and welcoming.
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree

   Academic Advising
   Athletics
   Bias and Incident Reporting
   Counseling Services
Disability Services
Financial Aid
Food Pantry
Honors Program
Library Learning Information Center (LLIC)
Safe Space Training
Tutoring/Teaching Learning Center
Veterans Services
Other

Q26 During my time as a student at Delta College, I have had opportunities to **provide feedback to the college** regarding incidents of discrimination based on: (Select all that apply).

- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
- Marital status
- Financial Standing
- (Dis)abilities (physical or mental)
- Military status
- Persons previously incarcerated
- Other (please specify): __________________

I was not aware of incidents of discrimination (does not see question below)
Choose not to reply

Q27 At Delta College, how often have you witnessed college instructors and other staff members **interrupting race-based discrimination through words and/or actions**?

- Never
- Once or more a year
- Once or more a term
- Once or more a month
- Once or more a week

Q28 At Delta College, there is diversity among faculty and staff members.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree
- Unsure
Q29 At Delta college, there is diversity among senior leaders (e.g. President, Vice President, Deans)
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree
   Unsure

Q30 I believe my senior leaders at Delta College value diversity and inclusion through words and actions.
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree
   Unsure

Opportunities for growth (Identifying opportunities for growth)

Q31 Is it important for me to have access to an advisor/counselor that is the same culture, race, or ethnicity as me.
   Yes
   No
   Not important

Q32 I consider the culture, race, or ethnicity of faculty/instructors when deciding which course sections to take at this college.
   Yes
   No
   Not important

Q33 My campus community makes me feel that I matter.
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree
   Please share any actions or examples: ________________

END OF SURVEY
Thank you for completing the survey.
https://forms.gle/3wscGWvfPDGXRzZ48

Please feel free to reach out with any questions to deltacollegedebi@gmail.com.

Survey informed by instruments from: Feather River College, McHenry County College, University of Oklahoma, University of Michigan, and other resources. For more information about the survey instrument, please contact deltacollegedebi@gmail.com.

[FACULTY] SURVEY PREVIEW LINK

[FACULTY] Delta College Climate Survey

W1 Welcome to the Delta College Diversity, Equity, Belonging and Inclusion (DEBI) survey!

Diversity is a key value at Delta College and we are committed to fostering an inclusive environment where students, faculty, staff, and community members from diverse identities feel a strong sense of belonging, support, and engagement. Your responses to this survey will be confidential and critical to inform Delta College's strategic DEBI vision and impact.

W2 What is your primary role on campus?
   a. Student
   b. Faculty
   c. Staff/Administrator
   d. Self-Identify: _______________

{If Self-Identify}

QS We're Sorry.
This survey is intended for Delta College students, faculty and staff. If you are interested in providing feedback on your experience, please email deltacollegedebi@gmail.com to learn more about upcoming focus group interviews.

WF3 Informed Consent
To assess diversity, equity, belonging and inclusion (DEBI) culture, resources and climate for students, faculty, staff and other stakeholders at Delta College, you will be asked questions in this survey about classroom, campus and/or employment experiences.

To participate in this survey you must be:
   • At least 18 years old and
   • A current member of the Delta College community as a student, faculty, staff or other stakeholders

Your personal identity information and answers will be kept confidential. Only the researcher will have access to it. Additional information from Delta College will be aligned to survey records for the purposes of scientific sampling and data analysis: No personally identifying information will
be connected to your survey responses. Data from this survey will be shared in aggregated themes and all identifying information will be removed.

Participation in the survey is completely voluntary. You can choose not to answer questions or withdraw from the survey at any time. There is minimal risk involved in participating in this survey; however it is possible to experience mild to moderate emotional distress in the process of answering questions regarding personal experiences and identities. If you need additional resources: please contact:

- a. Counseling Services for Students
- b. Human Resources Employee Assistance Program

This project is funded by Delta College and conducted by Bhattar Consulting, LLC. If you have questions about this survey, please contact deltacollegedebi@gmail.com.

The survey should take approximately 20 minutes.

By checking “Yes” on the informed consent below you consent to the survey, understand the purpose of the survey, your role in participating, and how this information will be used. If you check “No”, you will not be able to complete this survey.

**WF4 I have read and understood the informed consent and agree to participate in the study.**

Yes

No

*If NO (W4)*

**QW2 We’re Sorry.**

You did not agree to the terms for taking this survey.

Please click on the “Previous” button if you wish to go back, agree to the terms and take the survey.

**WF5 Here are some definitions that may be helpful in completing this survey:**

- **Diversity**
  Diversity encompasses a variety of individual and group experiences and identities based on social categories such as race, class, sex, gender, sexual orientation, religion, ability, and perspectives. Diversity is a foundation for other characteristics of belonging such as community, mattering and inclusion and requires more than simply acknowledging and/or tolerating differences.

- **Discrimination**
The unequal treatment, allocation of goods, resources, and services, and the limitation of access to full participation in society based on perceived or real membership in a particular social identity group (e.g. race, gender, sex, sexuality, ability, etc).

- **Race-Based Discrimination**
  Race-based discrimination involves treating someone unfavorably because they are categorized as a particular race (i.e. Black or Asian) or because of personal characteristics associated with racial identity (such as hair texture, skin color, or certain facial features). Colorism/Color discrimination involves treating someone unfavorably because of skin color complexion.

Source: Bhattar Consulting, LLC

The Delta campus community (Understanding the campus community)

**QF1** What role do you serve on your campus?
- Tenured
- Tenure-Track
- No Tenure
- Adjunct
- Choose not to reply

**QF2** What is your current academic rank?
- Professor
- Associate Professor
- Assistant Professor
- Adjunct/Instructor
- Choose not to reply

**QF3** How many years have you worked at this institution?
- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 20+ years
- Choose not to reply

**QF4** What is your current age?
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+
Choose not to reply

QF5 Which racial category best describes you? (Select all that apply)

- **American Indian or Alaska Native** (Eg: Navajo nation, Blackfeet tribe, Mayan, Aztec, Native Village or Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.)
  - Your tribal affiliation or nation: _______________

- **Asian or Asian American** (Eg: Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.)

- **Black or African American** (Eg: African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.)

- **Hispanic, Latino/a/x or Spanish origin** (Eg: Mexican, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)

- **Middle Eastern or North African** (Eg: Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)

- **Native Hawaiian or Other Pacific Islander** (Eg: Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, etc.)

- **White** (Eg: German, Irish, English, Italian, Polish, French, etc.)

- **Some other race, ethnicity or origin**
  - Self identify: _______________

Choose not to reply

QF6 What is your current sex?

- Female
- Male
- Intersex
  - Self identify: _______________

Choose not to reply

QF7 What is your current gender identity? (Select all that apply)

- Cisgender
- Gender Non-conforming
- Gender Queer
- Transgender
  - Self-identify: _______________

Choose not to reply

{Response for folks that identify as Transgender}

QF8 Which of the following best describes you?

- Transgender Woman
- Transgender Man
- Self-Identify:
  - Choose not to reply _______________
QF9 What is your current sexual orientation?
   Gay/Lesbian
   Bisexual
   Heterosexual
   Queer
   Questioning
   Self-Identify:                
   Choose not to reply_________

QF10 What is your National Origin / Nationality?_________

QF11 Do you identify as spiritual or religious?
   Yes
   No

{If yes (Q9)}

QF12 Select all that apply.
   • Agnostic
   • Atheist
   • Bahá’í
   • Buddhist
   • Christian (all denominations)
   • Hindu
   • Muslim
   • Jehovah’s Witness
   • Jewish
   • Quaker
   • Self-Identify (Please specify): ________
   • Choose not to reply

   •
   •
   •

{If Christian (Q10)}

QF13 What denomination? (please specify): _______

QF14 Do you have any (dis)abilities?
   Yes
   No

{Asked of any person indicating that they have a disability.}

QF15 What type(s) of (dis)abilities do you have? (Select all that apply.)
   • Attention Deficit/Hyperactivity Disorder
   • Asperger's/Autism Spectrum
   • Blind/Low Vision
   • Deaf/Hard of Hearing
   • Cognitive or Learning Disability
• Chronic Illness/Medical Condition
• Mental Health/Psychological Condition
• Physical/Mobility condition
• Speech/Communication Condition
• Other (please specify): ________
• Choose not to reply

QF16 What is your military status?
   On Active Duty
   ROTC, cadet, or midshipman at a service academy
   In the Reserves or National Guard
   A discharged veteran NOT serving on Active Duty, in the Reserves, or in the National Guard
   None
   Choose not to reply

Campus experiences and sense of belonging (Assessing the current experience of sense of belonging (policies, structures, and campus climate))

QF17 I believe all cultures, races and ethnicities are welcome at Delta College.
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree
   Unsure

QF18 At Delta College, how often have you facilitated activities that encouraged discussion of culture, race, or ethnicity in class?
   Never
   Once or more a year
   Once or more a term
   Once or more a month
   Once or more a week

QF19 At Delta College, how often have you participated in activities or discussions about culture, race or ethnicity outside of class?
   Never
   Once or more a year
   Once or more a term
   Once or more a month
   Once or more a week
QF20 During my time as a faculty member at Delta College, I have witnessed incidents of discrimination based on: (select all that apply)
   Race/ethnicity
   Religion or spirituality
   Sex
   Sexual orientation
   Gender identity
   Pregnancy
   National Origin/Nationality
   Age
   Marital status
   (Dis)abilities (physical or mental)
   Financial Standing
   Persons previously incarcerated
   Other (please specify): ________________

{MATRIX: rate the frequency of occurrence}
   Never
   Once or more a year
   Once or more a term
   Once or more a month
   Once or more a week

QF21 During my time as faculty at Delta College, I have experienced incidents of discrimination based on: (select all that apply)
   Race/ethnicity
   Religion or spirituality
   Sex
   Sexual orientation
   Gender identity
   Pregnancy
   National Origin/Nationality
   Age
   Marital status
   Financial Standing
   (Dis)abilities (physical or mental)
   Military status
   Persons previously incarcerated
   Other (please specify): ________________

{MATRIX: rate the frequency of occurrence}
   Never
   Once or more a year
   Once or more a term
   Once or more a month
Once or more a week

**QF22** During your time as a faculty member at Delta College, how often have you witnessed college staff and faculty members *interrupting race-based discrimination through words and/or actions*?

- Never
- Once or more a year
- Once or more a term
- Once or more a month
- Once or more a week

**QF23** I have felt isolated as a faculty member at Delta College because of my:

- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
- Marital status
- Financial Standing
- (Dis)abilities (physical or mental)
- Military status
- Persons previously incarcerated

Other (please specify): _______________

I have not felt isolated on campus because of my identities

Choose not to reply

{referring to Q21}

**QF24** Please share any details (below)

**QF25** Have you ever considered leaving Delta College because of feeling isolated?

- Yes
- No

Campus resources and initiatives (Demonstrating the effectiveness of current campus strategies)

**QF26** I am aware of (know about) the following on the Delta College campus:

- Yes, and I have utilized.
- Yes, but I have not utilized.
- No
Unsure

Bias and Incident Reporting  
Employee Assistance Program (EAP)  
Faculty and Staff Professional Development Programs  
Food Pantry  
Library Learning Information Center (LLIC)  
Safe Space Training  
Tutoring/Teaching Learning Center  
Veterans Services  
Other:__________

{If Yes, I have utilized}

**QF27 Having used this resource, I found it to be inclusive and welcoming**
  - Strongly disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
  - Strongly agree

**QF28 During my time as a FACULTY at Delta College, I have had opportunities to provide feedback to the college** regarding incidents of discrimination based on:
(Select all that apply).
  - Race/ethnicity
  - Religion or spirituality
  - Sex
  - Sexual orientation
  - Gender identity
  - Pregnancy
  - National Origin/Nationality
  - Age
  - Marital status
  - Financial Standing
  - (Dis)abilities (physical or mental)
  - Military status
  - Persons previously incarcerated
  - Other (please specify): ________________
  - I was not aware of incidents of discrimination (does not see question below)
  - Choose not to reply

**QF29 At Delta College, there is diversity among faculty and staff members.**
  - Strongly disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
Strongly agree

**QF30** At Delta college, there is diversity among senior leaders (e.g. President, Vice President, Deans)
- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

**QF31** I believe my senior leaders (e.g. President, Vice President, Deans) at Delta College value diversity and inclusion through words and actions.
- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Opportunities for growth (Identifying opportunities for growth)

**QF32** During my time as a faculty member at Delta College, *I have had opportunities to provide feedback on or update the curriculum* to include topics such as: (select all that apply).
- a. Race
- b. Religion or spirituality
- c. Sex
- d. Sexual orientation
- e. Gender identity
- f. Pregnancy
- g. Nationality/National origin
- h. Ancestry/Ethnicity
- i. Age
- j. Order of protection status
- k. Marital status
- l. Physical or mental disabilities
- m. Military status
- n. Unfavorable discharge from military service
- o. Persons previously incarcerated
- p. Other: _______________
- q. Choose not to reply

{MATRIX}

**QF33** Please indicate the extent to which you agree with the following statements:

My department supports me in developing inclusive course materials (eg: syllabus, readings and assignments).
I am confident in my skills and capacity to foster inclusive discourse in my classroom on diversity, inclusion and identity topics.

I feel my campus leaders and department deans encourage and incentivize opportunities to support diverse students.

I have been offered and felt supported in pursuing equity-related professional development opportunities.

I consider the culture, race or ethnicity of my supervisor or colleagues when deciding which roles and projects I prioritize.

It is important for me to have access to a mentor on campus of the same culture, race or ethnicity as me.

Delta College offers sufficient support services to meet the needs of our students.

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree
Unsure

QF34 During the past three academic years, this college has taken appropriate actions regarding incidents of racism and race-based discrimination.

Strongly disagree
Somewhat disagree
Neither agree nor disagree
Somewhat agree
Strongly agree
Unsure

QF35 Have you experienced any form of discrimination or bias based on an identity not covered in the earlier questions?

Yes
No

{If yes},
QF36 Please describe your experience

{MATRIX: rate the frequency of occurrence}
QF37 How often in the past year have you thought about your:
Race/ethnicity
Religion or spirituality
Sex
Sexual orientation
Gender identity
Pregnancy
National Origin/Nationality
Age
Marital status
Financial Standing
(Dis)abilities (physical or mental)
Military status
Persons previously incarcerated
Other (please specify): ________________

Never
Once or more a year
Once or more a term
Once or more a month
Once or more a week

QF38 Currently at Delta College, there is a culture of caring demonstrated by words and actions.
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree

QF39 My campus community makes me feel that I matter.
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree
   Please share any actions or examples: ________________

END OF SURVEY
Thank you for completing the survey.

Please feel free to reach out with any questions to deltacollegedebi@gmail.com.

Survey informed by…

Survey informed by instruments from: Feather River College, McHenry County College, University of Oklahoma, University of Michigan, and other resources. For more information about the survey instrument, please contact deltacollegedebi@gmail.com.
W1 Welcome to the Delta College Diversity, Equity, Belonging and Inclusion (DEBI) survey!

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W2 What is your primary role on campus?
   a. Student
   b. Faculty
   c. Staff/Administrator
   d. Self-Identify:_______________

{If Self-Identify}

QS We're Sorry.
This survey is intended for Delta College students, faculty and staff. If you are interested in providing feedback on your experience, please email deltacollegedebi@gmail.com to learn more about upcoming focus group interviews.

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The survey should take approximately 20 minutes.

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W4 I have read and understood the informed consent and agree to participate in the study.

Yes  
No

{If NO (W4)}
QSS We’re Sorry.

You did not agree to the terms for taking this survey.

Please click on the “Previous” button if you wish to go back, agree to the terms and take the survey.

WS5 Here are some definitions that may be helpful in completing this survey:

- **Diversity**
  Diversity encompasses a variety of individual and group experiences and identities based on social categories such as race, class, sex, gender, sexual orientation, religion, ability, and perspectives. Diversity is a foundation for other characteristics of belonging such as community, mattering and inclusion and requires more than simply acknowledging and/or tolerating differences.

- **Discrimination**
  The unequal treatment, allocation of goods, resources, and services, and the limitation of access to full participation in society based on perceived or real membership in a particular social identity group (e.g. race, gender, sex, sexuality, ability, etc).

- **Race-Based Discrimination**
  Race-based discrimination involves treating someone unfavorably because they are categorized as a particular race (i.e. Black or Asian) or because of personal
characteristics associated with racial identity (such as hair texture, skin color, or certain facial features). Colorism/Color discrimination involves treating someone unfavorably because of skin color complexion.

Source: Bhattar Consulting, LLC

The Delta campus community (Understanding the campus community)

QS1 Which of the following best describes your unit on campus?
   - Academic Affairs
   - Business / Administrative Services
   - External Affairs
   - Student Life / Services
   - Leadership / Diversity, Equity, Belonging and Inclusion
   - Other (please specify): ___________

QS2 What role do you serve on your campus?
   - Senior Leader (i.e. President, Chancellor, Vice-President, Provost, Dean)
   - Administrator/Manager (i.e. Associate Dean, Assistant Dean, Director)
   - Staff (i.e. Administrative Assistant, Analyst, Service Provider, Counselor)
   - Part-time or Temporary Employee
   - Other (i.e. Postdoctoral Researcher, Temporary, Contract Staff): ___________

QS3 What is your current age?
   - 18-24
   - 25-34
   - 35-44
   - 45-54
   - 55-64
   - 65+
   - Choose not to reply

QS4 Which racial category best describes you? (Select all that apply)
   - **American Indian or Alaska Native** (Eg: Navajo nation, Blackfeet tribe, Mayan, Aztec, Native Village or Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.)
     - Your tribal affiliation or nation: _______________
   - **Asian or Asian American** (Eg: Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc.)
   - **Black or African American** (Eg: African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, etc.)
   - **Hispanic, Latino/a/x or Spanish origin** (Eg: Mexican, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc.)
   - **Middle Eastern or North African** (Eg: Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc.)
Native Hawaiian or Other Pacific Islander (Eg: Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, etc.)
White (Eg: German, Irish, English, Italian, Polish, French, etc.)
Some other race, ethnicity or origin
Self identify: ____________
Choose not to reply

QS5 What is your current sex?
Female
Male
Intersex
Self identify: ________________
Choose not to reply

QS6 What is your current gender identity? (Select all that apply)
Cisgender
Gender Non-conforming
Gender Queer
Transgender
Self-identify: ________________
Choose not to reply

{Response for folks that identify as Transgender}
QS7 Which of the following best describes you?
• Transgender Woman
• Transgender Man
• Self-Identify:
• Choose not to reply ____________

QS8 What is your current sexual orientation?
Gay/Lesbian
Bisexual
Heterosexual
Queer
Questioning
Self-Identify: ________________
Choose not to reply________

QS9 What is your National Origin / Nationality? ________

QS10 Do you identify as spiritual or religious?
Yes
No
{If yes (Q9)}

QS11 Select all that apply.
- Agnostic
- Atheist
- Bahá’í
- Buddhist
- Christian (all denominations)
- Hindu
- Muslim
- Jehovah’s Witness
- Jewish
- Quaker
- Self-Identify (Please specify): __________
- Choose not to reply

•

{If Christian (Q10)}
- QS12 What denomination? (please specify): ______

QS13 Do you have any (dis)abilities?
- Yes
- No

{Asked of any person indicating that they have a disability.}

QS14 What type(s) of (dis)abilities do you have? (Select all that apply.)
- Attention Deficit/Hyperactivity Disorder
- Asperger's/Autism Spectrum
- Blind/Low Vision
- Deaf/Hard of Hearing
- Cognitive or Learning Disability
- Chronic Illness/Medical Condition
- Mental Health/Psychological Condition
- Physical/Mobility condition
- Speech/Communication Condition
- Other (please specify): ______
- Choose not to reply

•

QS15 What is your military status?
- On Active Duty
- ROTC, cadet, or midshipman at a service academy
- In the Reserves or National Guard
- A discharged veteran NOT serving on Active Duty, in the Reserves, or in the National Guard
- None
- Choose not to reply
Campus experiences and sense of belonging (Assessing the current experience of sense of belonging (policies, structures, and campus climate))

**QS16** I believe all cultures, races and ethnicities are welcome at Delta College.
- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree
- Unsure

**QS17** During my time as a staff member at Delta College, *I have witnessed* incidents of discrimination based on: (select all that apply)
- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
- Marital status
- (Dis)abilities (physical or mental)
- Marital status
- Financial Standing
- Persons previously incarcerated
- Other (please specify): __________________

*{MATRIX: rate the frequency of occurrence}*
- Never
- Once or more a year
- Once or more a term
- Once or more a month
- Once or more a week

**QS18** During my time as a staff member at Delta College, *I have experienced* incidents of discrimination based on: (click all that apply)
- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
Marital status
Financial Standing
(Dis)abilities (physical or mental)
Military status
Persons previously incarcerated
Other (please specify): ________________

{MATRIX: rate the frequency of occurrence}
Never
Once or more a year
Once or more a term
Once or more a month
Once or more a week

QS19 During your time as a staff member at Delta College, how often have you witnessed college staff and faculty interrupting discrimination through words and/or actions?
Never
Once or more a year
Once or more a term
Once or more a month
Once or more a week

QS20 I have felt isolated as a staff/administrator at Delta College because of my:
Race/ethnicity
Religion or spirituality
Sex
Sexual orientation
Gender identity
Pregnancy
National Origin/Nationality
Age
Marital status
Financial Standing
(Dis)abilities (physical or mental)
Military status
Persons previously incarcerated
Other (please specify): ________________
I have not felt isolated on campus because of my identities
Choose not to reply

{referring to Q21}
QS21 Please share any details (below)

QS22 Have you ever considered leaving Delta College because of feeling isolated?
Yes
No

Campus resources and initiatives (Demonstrating the effectiveness of current campus strategies)

**QS23** I am aware of (know about) the following on the Delta College campus:

Yes, and I have utilized.
Yes, but I have not utilized.
No
Unsure

Bias and Incident Reporting
Employee Assistance Program (EAP)
Faculty and Staff Professional Development Programs
Food Pantry
Library Learning Information Center (LLIC)
Safe Space Training
Tutoring/Teaching Learning Center
Veterans Services
Other:____________

**QS24** Having used this resource, I found it to be inclusive and welcoming
- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

**QS 25** During my time as a staff member at Delta College, I have had opportunities to **provide feedback to the college** regarding incidents of discrimination based on:
(select all that apply).
- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
- Marital status
- Financial Standing
- (Dis)abilities (physical or mental)
- Military status
- Persons previously incarcerated
Other (please specify): ______________
I was not aware of incidents of discrimination (does not see question below)
Choose not to reply

QS26 During the past three academic years, this college has taken appropriate actions regarding incidents of racism and race-based discrimination.
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree

QS27 During your time as a staff member at Delta College, how often have you participated in activities or discussions that center your identities and experiences?
   Never
   Once or more a year
   Once or more a term
   Once or more a month
   Once or more a week

QS28 During your time as a staff member at Delta College, how often have your supervisors, administrators, and leadership included topics and perspectives focused on your culture, race, or ethnicity?
   Never
   Once or more a year
   Once or more a term
   Once or more a month
   Once or more a week

QS29 At Delta College, there is diversity among faculty and staff members.
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree
   Unsure

QS30 At Delta college, there is diversity among senior leaders (e.g. President, Vice President, Deans)
   Strongly disagree
   Somewhat disagree
   Neither agree nor disagree
   Somewhat agree
   Strongly agree
   Unsure
Opportunities for growth (Identifying opportunities for growth)

{**MATRIX**}

**QS31** Please indicate the extent to which you agree with the following statements:

My supervisor/manager treats employees of diverse backgrounds with equal respect.

My supervisor/manager treats people of all genders in the workplace with equal respect.

It is important for me to have access to a mentor on campus of the same culture, race or ethnicity as me.

I have been offered and felt supported in pursuing equity-related professional development opportunities.

I consider the culture, race, or ethnicity of my supervisor or team members when deciding which roles and projects I prioritize.

Delta College offers sufficient support services to meet the needs of our students.

  - Strongly disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
  - Strongly agree
  - Unsure

**QS32** Have you experienced any form of discrimination or bias based on an identity not covered in the earlier questions?

  - Yes
  - No

  {If yes,}

**QS33** Please describe your experience

**QS34** I believe my senior leaders at Delta College value diversity, equity, belonging and inclusion through words and actions.

  - Strongly disagree
  - Somewhat disagree
  - Neither agree nor disagree
  - Somewhat agree
  - Strongly agree
  - Unsure
**QS35** Currently at Delta College, there is a culture of caring demonstrated by words and actions.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

{**MATRIX: rate the frequency of occurrence**}

**QS36** How often in the past year have you thought about your:

- Race/ethnicity
- Religion or spirituality
- Sex
- Sexual orientation
- Gender identity
- Pregnancy
- National Origin/Nationality
- Age
- Marital status
- Financial Standing
- (Dis)abilities (physical or mental)
- Military status
- Persons previously incarcerated
- Other (please specify): ________________

- Never
- Once or more a year
- Once or more a term
- Once or more a month
- Once or more a week

**QS37** My campus community makes me feel that I matter.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Please share any actions or examples: ________________

**END OF SURVEY**

Thank you for completing the survey.

Please feel free to reach out with any questions to **deltacollegedebi@gmail.com**.
Survey informed by instruments from: Feather River College, McHenry County College, University of Oklahoma, University of Michigan, and other resources. For more information about the survey instrument, please contact deltacollegedebi@gmail.com.