HILLSBOROUGH COMMUNITY COLLEGE
PLANT CITY CAMPUS REPORT
prepared by
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CAMPUS DIVERSITY CLIMATE
ASSESSMENT FOCUS GROUP

Monday, May 9, 2011

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HCC EQUITY STATEMENT

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HCC Equity and Diversity Office
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INTRODUCTION

Hillsborough Community College a public comprehensive institution of higher education empowers students to excel throught its superior teaching and service in an innovative learning environment.

HCC Mission Statement

“There is no better fertile ground for innovation than a diversity of experience. And that diversity of experience arises from a difference of cultures, ethnicities, and life backgrounds. A successful endeavor is one that attracts a diversity of experience, draws upon the breadth and depth of that experience, and cultivates those differences, acknowledging the creativity they spark.”

Dr. Joseph M. DeSimone
Chemical Engineer, 2008 Lemelson-MIT Prize Recipient

Against a backdrop of the changing demographic of our state and nation, such that by 2050 current minority groups will constitute the majority of the US population as projected by the U.S. Census Bureau, it is imperative that Hillsborough Community College (HCC) prepare its students, faculty, and staff for diversity. It is essential for development, enabling the realization of educational goals by providing role models and mentors, bringing new kinds of scholarship and pedagogy, educating students on issues of growing importance to society, and offering global links to communities not often connected to HCC's institution.

It is important to remember that fostering diversity in an institution has less to do with numbers, and is more about creating a culture of inclusiveness and one in which all feel valued for their individual and collective contributions be they students, staff, faculty, or administration. The focus is on creating a culture, and creating such a culture is more difficult to achieve than ensuring proportional representation along dimensions of gender, ethnicity, socioeconomy, disability, or sexual orientation. It is often observed that in many institutions, high schools and colleges alike, students, faculty, and staff often separate into identity groups. It is the work of getting these groups together and connecting them by the core culture of the institution that is central to the culture of diversity concept.

The Campus Diversity Climate Assessment Report is informed by issues identified and discussed with the Hillsborough Community College-Plant City respondents, research in diversity and inclusion, and the analysis and expertise of the contracted researchers. The long-term goal of this study should be to create a culture of inclusion and improve upon diversity recruitment, retention, and the overall diversity climate as a whole. Many issues surfaced from the six groups that will present serious challenges to take into consideration. The ongoing effort for diversity progress lies in creating and fostering a culture of diversity and inclusion through fidelity of implementation of effective policies and practices that support HCC's mission and vision, and addresses the needs of its diverse student body, faculty, and staff.
OVERVIEW

Elam & Associates conducted Campus Diversity Climate Assessment Focus Groups on April 20th and April 21st, 2011 at the Hillsborough Community College Plant City Campus (HCC) commissioned by the Office of Dr. Ken Atwater, President of Hillsborough Community College. The researchers developed the Campus Diversity Climate Assessment Groups with the intent to:

a. identify knowledge, attitudes, practices, and perceptions that affect the diversity climate and influence development of a culture of inclusion
b. identify climate perceptions in HCC diversity recruitment and retention
c. determine how climate perception influences diversity recruitment and retention
d. determine perceptions of resources and opportunities used to foster a climate of diversity and cultural competence
e. determine the climate and opportunities for working, teaching, learning, and leading as needed to promote and cultivate diversity.

Each session met for approximately one hour and fifteen minutes, and six (6) groups were categorized and seen as follows:

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<th>Group</th>
<th>Date</th>
<th>Time</th>
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<td>Classified Staff 1</td>
<td>April 20, 2011</td>
<td>8:30-9:45am</td>
</tr>
<tr>
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<tr>
<td>Classified Staff 2</td>
<td>April 21, 2011</td>
<td>8:30-9:45am</td>
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<td>Sodexo</td>
<td>April 21, 2011</td>
<td>1:00-2:15pm</td>
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The initial selection of participants was created based on:

- Experience
- Race
- Ethnicity
- Gender
- Position

Sessions were recorded for accuracy and quality assurance with regard for total anonymity. The recordings and transcriptions of those recordings are the basis for this report. Participants were also presented with the option of writing on confidential comment cards provided by the research team. Generally speaking, the six (6) groups involved lively discussions with high participation by most members.

Before the session began, the moderator provided an introduction on the purpose of the meeting, and the expectations about individual participation. She stated that everyone's opinions and experience were important and repeatedly reassured participants regarding the confidentiality of their statements when she informed respondents that the sessions were being audio recorded. Introductions followed, with respondents being asked about their experience with diversity and diversity training. The moderator used a discussion guide, and for each group the same guide was used, with questions asked in the same order to assure a fair comparison among the six groups. Questions were modified only to reflect the group being addressed, replacing the words employees, faculty and staff, and students interchangeably.
where applicable. The guides used to moderate the focus group discussions appear in Appendix A. The guides were developed by Elam & Associates in consultation with Dr. Joan Holmes, Special Assistant to the President for Equity and Special Programs at HCC.

Focus groups can be a valuable methodology for obtaining in-depth qualitative information and rich detail on topics of interest. However, it is important to keep note that revisions were made to the original list of participants scheduled by the researchers and returned with a bias towards mid-level employees thereby possibly causing a bias in responses. (See Appendix C.) There was some reluctance and in some cases refusal to respond to some questions based on fear of identification and subsequent loss of position. Repetition of ideas and expressions across the groups also led us to believe respondents may have been influenced. Despite these observations there are many very useful findings from the focus groups and the groups were very successful in providing deep insight into the general manner of thought and perception on campus.

RESPONDENTS

The six (6) groups consisted primarily of mid to high-level employees of HCC Plant City with experiences on campus ranging from six (6) months to eighteen (18) years. There was one student group. Groups were organized and titled by the Plant City Campus President Felix Haynes and Dean of Student Services Patti Mills, both respondents in this Diversity Climate Assessment. All focus groups were conducted in a conference room adjoined to the office of Plant City Campus President Felix Haynes.

The first group, Classified Staff Group #1 consisted of four (4) respondents, one Hispanic male, one African American male, and two (2) Caucasian females. One of Classified Staff Group #1 was an assistant, and three were management-level employees. The second group, Administrators, consisted of three (3) respondents, one Caucasian male, two Caucasian females. Two were Deans and one, the campus President. The Student Group, selected exclusively by Patti Mills consisted of seven (7) respondents. These students accurately represented all diversity classifications being discussed which included but were not limited to the physically and/or mentally disabled; gay, lesbian, bisexual, transgender communities; women, and racial ethnic minorities. The Student Group contained one (1) Hispanic female, one (1) Caucasian female, two (2) African American males, one (1) African American female, two (2) Caucasian males and were prominent, active students of the college. The Faculty Group consisted of five (5) respondents that included one (1) Caucasian female, one (1) Caucasian male, two (2) African American females, and one (1) Asian male. All were teachers at the college. Classified Group #2 consisted of two (2) Caucasian males, one (1) African American male, one (1) Caucasian female. The Sodexo Group consisted of two (2) African American females and one (1) Hispanic female. They are all outsourced employees of Sodexo, Inc., a company that provides HCC Plant City Campus with maintenance services. They report directly to Sodexo.
MAIN FINDINGS

Diversity
- Respondents varied from a very limited understanding to absolutely no direct knowledge about diversity.

Culture and Context
- The lack of understanding about the culture of Plant City affects the climate of diversity.

Diversity Management
- Leadership and mid-level management hold unrealistic ideas of the existing culture on the campus.
- Leadership and mid-level management have a concept of the social climate of HCC that is diametrically opposed to those of faculty, staff, and students.
- The language and culture of exclusion is pervasive, and that exclusionist culture is reflected in the campus that suffers from a highly polarized environment.
- Employees generally do not feel appreciated by the administration.
- Caucasian students suffer significantly from a lack of diversity management.

Physically/Mentally Disabled
- All groups equally agree strongly that the social climate is least comfortable for the disabled.
- The largest group being discriminated against is the disabled.
- Campus facilities and social climate are unreceptive and unsympathetic to students with disabilities.
- Negative social stigmas influence treatment of the disabled.
- HCC Plant City Campus is highly exposed to the potential for disability discrimination lawsuits.

Gay/Lesbian/Bisexual/Transgender
- The gay community has no voice or part in the campus culture.

Gender
- Women on campus complain of humiliation, intimidation, and degradation.
- HCC Plant City Campus is highly exposed to the potential for sexual harassment lawsuits.

Minorities
- HCC is irresponsive to the needs of the rapidly growing and changing demographic of increasing African American, Hispanic, and Asian students.

Defining Diversity
In order to discuss the concept of diversity, it is first necessary to have a common vocabulary. Most respondents had no idea what was meant by diversity. On the occasions when they thought they had a firm command of the concept, respondents incorrectly relegated their definition of diversity to race or to the mere presence of the different nationalities visible on campus, or special events highlighting African American or Hispanic culture.
"I actually, until I started coming here, I didn't know anything about diversity. I mean, actually, today is probably the most I heard about it, really. I participate in all the events that they have. I hear people say, you know, when they run for things like president. They mention diversity. Nobody knows what it is. Really. You know, they really need people to speak about it."

"We talk about diversity. It is in our Mission Statement. It's mentioned. We have these big clippings. But really, we don't deal with it. They don’t have a really blunt discussion about diversity. The purpose of this is to discuss diversity, and it's not out there. We talk around it."

Policies to encourage diversity such as affirmative action, language policies, and the like are seen as contradictory and largely negative. Also, it is commonplace to hear the typical mistake where each of these policies, in terminology and ideology, are used interchangeably with diversity. As heard from respondents, diversity is seen as a threat to meritocracy and democracy.

"We're diverse in the fact that we’re competent in our diversity. In other words we don’t let things like diversity get in the way of choosing the most competent person for the job."

The broad definition of diversity includes, but is not limited to race, ethnicity, gender, gender identity, sexual orientation, disability, nationality, language, religion, position, and socio-economic class. More accurately, diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. Diversity allows for the efficient use of cultural differences to solve challenges within organizational structures. It acknowledges and uses these inherent differences positively to drive innovation as a way of creating better organizational performance and competitive advantage producing, students capable of negotiating the inevitable differences in an impending diverse society.

It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic, HCC will create a success-oriented, cooperative, caring community that draws intellectual strength and produces innovative solutions from the synergy of its people. Relative to its mission, HCC will then enhance the human potential within the Plant City Campus learning environment and deliver education of the highest standards. This will empower a community of life-long learners to achieve their maximum potential in a global society, thus enabling students to excel through superior teaching and service within this innovative learning environment.

Affirmative Action Misconceptions

Though a culture of diversity is partially built on the principles of affirmative action, they are not interchangeable in terminology. What makes affirmative action controversial is the lack of understanding about what it is.

"You can’t create a, can’t force a fit. I am not willing to jeopardize the education of my students to make a quota, not willing to lower my standards to get someone hired or promoted."
It is not designed as a "quota system" but rather a plan to show good faith efforts to hire qualified applicants for positions within a given organization without bias. Affirmative action is a collection of social policies intended to promote the inclusion of members of discriminated groups into the workplace and institutions of higher education. Organizations always have the right to hire a person based upon their qualifications regardless of any under representation. Affirmative action assumes that the pool of applicants being evaluated for consideration are vetted, and only then do affirmative action practices insist that applicants be considered fairly regardless of designation, not first considered by designation and then qualifications. This system in no way requires a company to hire unqualified people to meet any stated goals.

Groups typically protected by affirmative action include African-Americans, Latinos, Native Americans, and women of all racial groups. Contrary to the way it is often depicted, affirmative action is not a single, monolithic policy and can take many different forms. For example, common forms of affirmative action include policies designed to diversify applicant pools, policies that allow the consideration of demographic group membership as a "plus factor" in making hiring or admission decisions, and policies that designate resources specifically for members of underrepresented groups (e.g., mentorship programs).

A policy that entails the use of strict hiring or admissions quotas would require that an organization hire or admit a specific number of racial minorities or women in a given hiring or admissions cycle. The problem with such a policy is that in order to fulfill the strict numerical requirements established by the quota, managers and admissions officers might hire or admit individuals from beneficiary groups solely for the purpose of fulfilling the quota. In turn, better-qualified non-beneficiaries may be turned down simply because they cannot be counted toward the fulfillment of the quota requirement. These concerns would be legitimate

a. were they not illegal and been so since 1978 and

b. were there not an overabundance of evidence to support that present day policies tend not to include the use of quota systems.

It is acknowledged that barriers erected by years of discrimination and unequal treatment would not collapse merely because a law passed stating that you were equal. Thus affirmative action was subsequently developed so that extra steps would be taken to correct the present effects of past discrimination both visible and invisible. Affirmative action proceeds on the common-sense notion that if equality of opportunity were a reality, then all would be fairly represented in the workforce. Yet employees of HCC maintain the misconceptions and promote them through their understandings and subsequent practice as evidenced by their own statements.

"I will not hire a minority simply because they’re a minority. I won’t tolerate that."

Diversity Misconception: Homogeneity

Employees of HCC have repeated the errors commonly made by those looking to move diversity forward by assuming the posture of complete identity erasure, homogeneity. Diversity is inherently heterogeneous. The denial of variances is not a
successful diversity implementation tactic and is not what the concept of diversity intends.

"I think of people as people."

"I don't see you as different." (speaking to black female moderator)

Diversity recognizes the differences, addresses them, integrates them, and finds superior operating methods that benefit and progress from the presence of variance. There is no simple way to deal with diversity but to confront misconceptions. A true equality approach understands that our individual social identities; in terms of gender, race, disability, age, social class, sexuality and religion; will impact our life experiences.

Diversity literally means difference. When it is used as a contrast or addition to equality, it is about recognizing individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community and in the organization. Historically, organizations have ignored differences. However, individual and group diversity needs to be considered in order to ensure that everybody's needs and requirements are understood and responded to. These approaches recognize that in order to be inclusive and equal to all, organizations may need to respond differently to individuals or groups. Therefore, a commitment to equality in addition to recognition of diversity means that different can be equal.

"Me growing up, I was thrown into different types of cultures so now that I see different types of people it's not like 'oh my gosh they are this, oh my gosh they are that.' I'm pretty much; I see color, I'm not blind. But I don't feel awkward being around this person, or feel awkward talking to this type of person."

This is an ongoing process. Organizations need be prepared to build a foundation for this process to take place so that open and honest dialogue can occur in a neutral environment regardless of subject difficulty. Employees must be keenly aware of all misconceptions and stereotypes so that as they work to dispel them, they are informed and able to mediate issues should they arise and prevent issues whenever possible. This removes the charge from overwhelming issues so that a culture of exclusion gives way to freedom of expression and thought. There exists issues of race that have nothing to do with racism, and there are issues of gender that have nothing to do with sexism, but without an open forum for dialogue, these types of discussions and opportunities for growth can not take place. Awareness and knowledge of skill building in diversity is life-long, as learning is life-long. Communities are living, breathing, changing, and evolving bodies. Knowledge and application of diversity methods of inclusion creates an umbrella of acceptance that is non-specific and all-inclusive.

**Diversity Mismanagement: Unintended Consequences**

While respondents often made attempts to find the appropriate words to discuss diversity, they were not able to demonstrate an understanding for the true intent and function of the culture of diversity. "Political correctness" is frequently the prevailing atmosphere to which true comprehension comes in at a distant second. Arranging and skillfully placing words into politically correct verbage doesn't impact knowledge,
awareness, skill, or practice. The organization suffers for it with not only a gross lack of unity on campus, but also by the unintended consequence of creating an atmosphere that ultimately fosters discrimination of majority groups through the disproportionate amounts of time and resources given primarily to minority groups.

"...but there are some things from my own personal culture. We don't have a club for that. That's horrible! It sounds like a white supremacy group. That's not what I mean. I mean we should have a club where Caucasians get together and share the culture."

By not understanding true diversity, it again gets lumped into an affirmative action comparative. Debates about affirmative action policies are increasingly focusing on whose civil rights are more important, with both sides contending that their rights have been infringed upon. Both parties are correct. Yet, each side contends that the challenges with forward movement lie within the assumption that only one group is expected to change. Causing individuals to feel that they have been unfairly accused or blamed for inequalities serves only to increase divisiveness and animosity.

It is a true culture of inclusion that encourages forward movement by all. Mismanagement promotes negative sentiments along with a lack of interpersonal communication among employees, decreased responsiveness to social and demographic changes, and the increased potential for litigation. Employees felt less than valued in the current atmosphere at HCC.

"...I value you, your opinion, you and what you do. It's not really like that. I value you because you have a job to do to make me look good."

The Culture of Exclusion

Miller and Katz (2002) proposes a universal understanding of an essential inclusive functioning principle: "Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work." Inclusion is imbedded within the culture of an organization, engaging each individual, making people feel valued and essential to the success of the organization.

Conversely, cultures of exclusion create a suppression of differing ideas thereby fostering an unhealthy homogeneity. Based on the focus groups and written submissions, many females feel uncomfortable and incapable of expressing their true thoughts and opinions. Many respondents overall felt less than valued. The current culture further encourages suppression of thought through encouraging a don’t ask don’t tell concept for gays, suggesting that things on campus are fine with regard to the gay community as long as they do not express their point of view or status. The environment for the disabled is unwelcoming.

"I think for students who seek the help, we are receptive. But for those who don't make an effort or go out of their way and utilize the resources, we are not there. I just got an email last month from a student. He didn’t identify himself as a student with disability because of the stigma attached to it in school. I was crying when I read it because he’s such a smart kid. He was called retarded because he needed double time. And I feel so bad. I want to kick his teacher. Here he is in college and was so embarrassed to say I need extra time for the test."
"The disabled bathrooms have been out of order since I have been here. There are two of them."

"When I first came here to HCC. It was kinda different. Plant City is just something I'll get used to. I don't know. I'm from the city. When I first came here, like you said there wasn't a lot of Hispanics, up til now there wasn't a lot of Hispanics. I'm not trying to be racist, don't get me wrong. When I stepped into my first English class, everyone in there was white, I'm sorry. I kinda felt like, I'm not trying to be racist or anything but I felt very different from them. Like just stepped in, first year here, first day here everybody looked at me so weird. I wasn't fitting in anymore."

Academic reviews of studies on lesbian, gay, bisexual, transgender (LGBT) bias reported between 1992 and 1999 found substantial evidence of discrimination. These reviews, examining over 35 studies across the nation, found that 16% to 68% of LGBT surveyed reported experiencing discrimination in the workplace. Since these literature reviews were published, an additional fifteen surveys have been conducted that report similar findings. Unfortunately, this type of discrimination and hostility is happening at all levels on the HCC Campus.

"I know one person who was a gay instructor and she left this campus because of the disapproval of her lifestyle. She felt that this affected her position and her job here. She said that 'I am a great teacher and to be judged like that on a daily basis isn't right. I shouldn't. I can get a job somewhere else'. And she left because of that. You know, it was our loss."

"...we don't have those here...

"...the kinds of students that raise flags are when people are very vocal and when seems to be I don't know if, what I could say shoving things down their throat they become somewhat resentful..."

"I think most students know not to say anything, know not to bring up the conversation, know not to make a comment."

Images and Perceptions Through Expectancy

How we perceive the world is a function of our past experiences, culture, and biological make-up. In this technological age, our perception is also influenced by an inundation of imagery and information. Too often, we accept popular opinion, presented to us as fact, with little to no substantiation. Diversity provides a way to learn about and respect the individuality of each and every person so that sound judgment can be made. With a culture of diversity and inclusion, faculty and administrators are able to dispel myths and encourage respect of diverse people.

"I've actually received reports about white women complaining that they are intimidated actually, to go in the Career Center because there are so many African American men in there. They're a little bit nervous to go in there. Reports that I have gotten in the 4 months that I have been. (Remedied with the presence of white males.)

"...everybody coming from overseas is not a towel head, as far as Iraq and Iran. Not everybody who owns a gas station of the Islamic culture is a terrorist. Not everybody who wears long hair from Jamaica is a Rastafarian..."
Gender Issues

Gender issues range from gender bias to harassment. Gender bias is the prejudice in action and treatment against a person on the basis of their sex and occurs when one sex is treated more preferably than another. It occurs because of personal values, perceptions and outdated, traditional views about men and women. There are social and financial implications of gender bias in the workforce.

"I feel like women, guys are more open to talk about everything than women. Sometimes a woman would walk by and get offended, but we are all adults, this isn't high school anymore. You get offended by someone then obviously you know that you're not ready for college yet."

"...they still have the Ol' Boys' Network..."

Unfortunately, several respondents referenced being intimidated, humiliated, and degraded within their tenure at HCC.

"The campus president at Plant City creates the climate and until/unless that is addressed, nothing will change. He is a bully and the environment he has created is toxic."

"I've been disrespected and humiliated on numerous occasions, and I have been witness to the same treatment of other female employees."

"There's one teacher, all the students know it, that if you wear a low cut t-shirt and let him look down your blouse its an automatic A."

Understanding the implications of gender bias, along with diversity training and exposure to a significant percentage of women in the workforce, can minimize the incidents of unfair employment practices. Diversity is only effective when there is acknowledgement of the presence of a problem as well as a commitment to eliminating sex discrimination in the workplace. Acknowledging and addressing the situation of reports on campus, such as an instructor gawking down female students and colleagues' blouses calls for immediate action.

Mental Illness and Misconceptions

A Columbia University poll found that 80 percent of Americans believe that severely mentally ill individuals are more likely to commit violent crimes, that it is natural and appropriate to be afraid of someone who is mentally ill, or that former mental patients are dangerous. In fact, a large amount of carefully collected research data indicates a weak link between mental illness (even serious psychotic illnesses like schizophrenia) and violent behavior. These studies actually show that gender (male) and age (younger) are more strongly predictive of an individual's likelihood of becoming violent, than the presence of mental illness.

If the concern for campus safety is at the forefront of the intention of maintaining this misconception, leaders and employees would better achieve this goal by incorporating diversity and a culture of inclusion to address the needs of the growing young African American and Hispanic male population on campus. Unfortunately, the public perception of the mentally ill as dangerous leads to stigmatization of those with these illnesses and contributes to increasing their disability and deprives them of
participation in campus life. The following statement made by an employee of HCC is representative of the dominant thought as it relates to the disabled, and perpetuates this misconception on the campus. When asked for which group the climate was least comfortable all respondents agreed that the students with disabilities had the most challenges on campus, openly communicating the lack of attention and stigmas placed on this group. One respondent stated:

“I'm going to say the mentally/physically disabled, because no one really knows how to correctly deal with that issue. You start getting security concerns the other things, you got the Columbine/Virginia Tech examples, you know. People start looking strange.”

Understanding Culture & Context

Comprised of urban, suburban and rural communities Hillsborough County is the size of Rhode Island, and Plant City is located in the northeast region of this, the fourth largest county in Florida. Originally a large cotton center, today its major crop consists of strawberries that have brought Plant City national recognition with its yearly-celebrated Florida Strawberry Festival, held each winter. The city limits comprise nearly 28 square miles, and include 31,500 residents as of the latest Census Plant City population estimates provided for you in Appendix D.

Sociological research has indicated that Southern collective identity stems from political, demographic and cultural distinctiveness. Studies have shown that Southerners are more conservative than non-Southerners in several areas including religion, morality, international relations and race relations. This is especially evident during presidential elections and religious attendance figures. Southerners continue to maintain strong loyalty to family ties, which has led some sociologists to label white Southerners a "quasi-ethnic regional group." In previous censuses an overwhelming majority of Southerners identified as being of English or mostly English ancestry, followed by German or mostly German.

"You have people that have certain beliefs their entire lives. I can't change every kid in my classroom. I'm not going to change their minds or their opinions. If I can get a few of them to open up a little bit and become a better person for it, that's great! There are actually some people around that can't erase it. Maybe they will on the surface. So that is what we do. We are a learning institution. So I am sure that they believe that in their hearts that they are doing good. I don't know if they are capable of really erasing things. It's not about a particular race, or religion. It could be about political views, sexual orientation is one that is not going to be embraced for a very long time, for different reasons, for different groups, mental health issues, I think is for different reasons."

"...Plant City is a moral community..."

Plant City is a very politically, socially, and ideologically conservative town. These conservative views can prove challenging to a university in the process of developing a climate of diversity, but not insurmountable. Diversity can be a mutual benefit to the educational institution and the community. Its reciprocal influence has the ability to improve the quality of life for all involved.
Q&A: ADDITIONAL NOTES AND STATEMENTS

In this section we take a look at responses and report them across the focus groups. The difficulties of the lack of anonymity within the focus group make it challenging to report. The already apprehensive, guarded, tone that existed leads us to believe that confidentiality is key to their career survival. Normally, focus groups are chosen and totally anonymous leaving room for candor and an ability to report by group or by question and answer segmentation. Here we lack that freedom. So all subsequent commentary are paraphrased and mixed from all focus groups without identifying the comment to the specific group in order to maintain anonymity for each respondent irrespective of position.

1. **In the last 3 years have you participated in professional development or training opportunities related to diversity? Yes or no. Please detail.**
   As stated in the main findings, no diversity training opportunities were offered by HCC Plant City. A couple of respondents took independent initiative and attended one class at most, providing very little by way of instruction. However, enough interest was shown to suggest that if HCC would offer diversity classes for students, faculty, and staff, there would be it would have positive long-term benefits to the climate on campus. A diversity survey was mentioned, as well as an all-day diversity day held by Dr. Holmes.

2. **Overall, describe the climate of diversity at HCC?**
   a. The group is looking forward to diversity workshops
   b. The climate 5 years ago segregated and very cliquish. The campus has gotten better. "Competent in our diversity." Cultural interaction good. Rare to see self-segregating. Diverse no "gang starting" more issue of making diversity an issue meaning all types of participants in various themed clubs.
   c. There’s lots of diversity. There is some need for more diversity reflection. There is a potential for broader diversity. Certain programs have zero diversity.
   d. HCC has undergone huge change as evidenced by “sea of pick up trucks.” Has changed a lot, many more students of color, increase in disabilities and mental health issues grown a lot. There’s been some change, not all positive. Used to be more diverse, diminishing of faculty and staff, not quite as diverse. Have many students various age groups. Young people decreasing.
   e. Have amazing student body, very diverse, work well together. Student awards ceremony last week, warmth among everyone there. “I think we have an outstanding atmosphere, works well.” Thinking back over the last few years 3-4 complaints of racial discrimination, don’t believe race was a component, thinks the management of change was not done effectively and so misunderstandings and diversity complaints ensued.

3. **Has the climate changed? How?**
   a. There are a lot more students than before, both evidenced by increased numbers as well as increased diversity on the campus. The interaction seems to be at least cordial. The concern is that people don’t really know or understand each other. Even with the teaching population, there are not a lot of Hispanic or African American teachers. In addition there are few male teachers. It was reported that the lack of opportunities for students, staff, and faculty to learn about each other culturally, and the limited minority
faculty and staff who represent the diversity of the students, were important and make a difference in the diversity climate of the HCC campus. 

b. The increase of African American and Hispanic males since 2001 along with clubs and activities that represent African American and Hispanic culture was noted. An increase in Asian Americans was also reported.

c. The shift from a local rural clientele as evidenced by a “sea of pick up trucks” has changed to many more students of color. An increase in disabilities and mental health issues was also noted. Some of the change has not all been positive. There has been diminishing diversity within faculty and staff.

d. African American population increase today is more than it was 15 years ago as well as Hispanic American population.

e. Reflections were made of a racist tone and a racially divided student body, faculty, and staff in the past.

4. How do you feel about this climate change or lack of change?

a. Education about diversity and understanding people from different backgrounds are important in assisting HCC with the climate change. Strategies should be more inclusive for all students at HCC including minority and majority students, faculty, and staff with HCC staffing, resources, clubs, programs, and courses that involve diversity.

b. A sentiment of the increase of numbers in diversity but less quality was stated. Again, the increase of African American, Hispanic and Asian males on the HCC Campus Plant City was noted.

c. It was reported that diversity was long overdue and that being exposed to such diversity and to embrace forward movement is good for students.

d. This group focused on the fact that change was good. That people should be reminded not to lump them into certain groups but rather see them as individuals.

e. There was mention of change since the last administration, and that a racial dividing line was created by the previous administration. The prevalent statement was that “race doesn’t matter.” HCC kept working on strategies to get better.

5. How has this effected you and your role?

a. It was reported that people did not have the opportunity to get to know one another in a structured way other than merely the numbers of different racial and ethnic groups on campus.

b. Reports were received in reference to white women complaining that they are intimidated in certain settings on campus due to the increased numbers of African American males in the vicinity.

c. The respondents stated that the change in diversity had effected them minimally, but that being more sensitive in the selection of assignment topics created diverse groupings where appropriate.

d. The change was considered good and people need to understand the needs and differences better in reference to the diversity of all stakeholders on campus.

e. Generally, the respondents stated that the racial matters of the past were addressed, but that the mismanagement of change created the misunderstandings and diversity complaints that occurred.
6. Do you feel that the climate for diversity needs improvement?
   a. A general discussion stating that there was a lack of events, programs, and
      staff/faculty reflecting the diversity of the HCC-Plant City campus that
      needed to be addressed. Improvements could be made through
      opportunities of system wide diversity training, courses, and facilities that
      foster diversity in an authentic and meaningful way across all groups of
      students, staff, and faculty.
   b. Statements were made with an emphasis an emphasis on the fact that "you
      can't force a fit," and on a lack of success t increase the talent pool of
      diversity for hire on campus.
   c. Climate needs improvement due to "somewhat of a barrier/and offensive
      posturing". Focus HCC to begin intentional discussions about the meaning
      diversity and its impact rather than talking around diversity. Can also make
      more progress as a whole in addressing diversity to align to the mission and
      vision of HCC-Plant City.
   d. Always need improvement and an increase in the diversity of faculty and
      staff that would benefit the college and not a quota system. Improvement in
      developing a sense of school pride with facilities that create opportunities for
      engagement, i.e. cafeteria, lounges, eating areas where people can get
      together to study, talk, work and play. Need to bring all students, staff, and
      faculty together for change.
   e. General statements that there is always room for improvement.

7. Do you feel that all employees are afforded opportunities for upward
   mobility? Give some examples.
   Generally, respondents stated that opportunities were afforded to all for upward
   mobility and access to resources. Individuals did state that some support could
   be sought if you pursued the initiatives on your own to find HCC employees for
   advisors, outside trainings, and/or other opportunities for academic and/or
   employment gains and advancement.

8. In your opinion, What do you think the climate is for:
   Physically /mentally disabled?
   a. Individuals reported that the climate was not good for disabled people
      evident by a number of barriers to access for resources and services for
      people with disabilities. It was reported that individuals with disabilities were
      shunned and picked at on campus. There is limited time allotted (2 days per
      week) with the Disabilities Coordinator scheduled on campus which impacts
      students' transportation getting to and from campus; proving their disability
      for access to modifications, and access to facilities, to name a few.
   b. Reported that HCC employees found it "amazing that the tendency of
      individuals with disabilities was not to take the accomodations due to the
      stigma of being different.
   c. Remarks made that climate was okay and that staff and faculty go out of
      their way to accommodate those individuals with disabilities. It was agreed
      that students who seek accommodations have their needs met but there is little
      to no outreach to assist students. "Staff is ill prepared" to meet the vast
      needs of individuals with disabilities on campus.
   d. Generally speaking, it was reported that there is not a focus on proactively
      supporting individuals with disabilities. An example used was the 20+
      handicapped parking spots have been decreased to 15 even though it
      adheres to the state assessment; the disabled parking spots were always
filled with individuals with disabilities in the past. It was also reported that the 2 restrooms for the disabled have been out of commission for months.

e. HCC reported to serve the physically/mentally disabled according to the requirements. It was also stated that some HCC employees were hesitant to follow memos for modifications such as, additional time for assignments where appropriate. It was also noted that HCC employees could do a better job with rails, walkers, and facilities.

Gays/lesbians/bisexual/ transgender?

a. The overall statements were that the climate for the GLBT community was reported to be good attributed to the fact of not seeing individuals shunned or mistreated, and their interaction with them. It was also reported that there was an estimated 2% of the student population in the GLBT community on campus.

b. Discussions that the GLBT were stated to be “non-existent” due to the fact that “they don’t advertise it”, and that there is “no demand for it” because “they don’t have any clubs”.

c. It was reported to be a split on the climate for GLBT individuals. When students raise flags and if they “shove things down their throat” then other students will speak out. One situation described- “A gay teacher left as a result of discrimination.”

d. General comments that Plant City is a small town and GLBT is one of the first things resisted, then religion would fall next.

e. It was stated, “We do not have THOSE students on campus.”

Women?

a. It was reported that “guys were more open to discuss everything” that women, when overhearing men talk, would walk by and get offended.

b. These respondents reported that they had not seen or heard of any incidents of sexual harassment.

c. It was reported that the climate has gotten better for women over the years but its taken a long time to change the “good ol’ boys” view of women. It was also submitted that there is a known instructor who gawks at the females during class. It was also stated of behavior toward women as intimidating, humiliating, and degrading.

d. The climate for women was reported to be good by this group.

e. Finally, it was reported that the climate for women is very good and that there were no issues seen. One person didn’t want to answer.

Racial ethnic minorities?

a. The climate for racial ethnic minorities was stated to be rough at times.

b. Campus events are observed to have more African American and Hispanic participating. Statements that there are those who don’t want to mingle and then stay to themselves. The climate was stated to be of mutual tolerance.

c. The climate for racial/ethnic minorities are sometimes not as supportive as it could be.

d. The climate for racial ethnic minorities could be better for African Americans and Hispanics and thus they create their own climate.

e. The discussion with respondents were that there were no issues and that every single person is valued.
Other—please specify

RELIGION: "predominately born again Christians, there are some Muslims, but don’t talk about religion, or politics." Plant City is a conservative, small town with Christian beliefs and values.

9. In your opinion, for which group is the climate least comfortable?
   a. The least comfortable group was perceived to be the physically/mentally disabled through the lack of access to time from Disabilities Coordinator, services, facilities, treatment, and resources.
   b. Gay and Lesbian first, religion next
   c. Gay and lesbian, and issues that are considered to be an affront to religious beliefs.
   d. It was reported that the least comfortable climate is for women since white women make most of the complaints. The climate for the disabled in general, and especially since there appears to be a stigma associated with identifying oneself with a disability. Lastly, sharing the Coordinator for Disabilities 2x per week impacts access on campus.
   e. It was reported from this group that the climate was least comfortable for the physical disabled.

10. Do you feel that leadership encourages overall diversity? How?
    a. The general statements were that leadership does not encourage diversity.
    b. Leadership does encourage diversity through celebrating the months and different events that are culture based, i.e. Hispanic Cooking Day. Although diversity is mentioned as important element for selection committees, there is concern about the lack of minority faculty and staff while the student body is steadily growing in diversity.
    c. Discussions on leadership doing enough for diversity involved these stated "Haynes is simply not capable of diversity," and that leadership was not doing enough. General comments were that leadership does not encourage diversity. Requests were made for leadership to get out and about to talk with students, noting that Dr. Atwater is out there. It was remarked that it is important for leadership to get to know leaders and students.
    d. This group reported that leadership encourages diversity and is most concerned about it.
    e. HCC stated that minority owned businesses are contracted when possible.

11. With the changing demographics, do you feel that leadership is making a sincere effort to diversify faculty and staff? Explain
    a. Generally, it was stated that the leadership is not making a sincere effort to diversity faculty and staff as per the evidence of no African American or Hispanic male teachers and no system wide diversity efforts.
    b. Reported that leadership is trying to get their hands around the implications of the changing demographic is a global phenomenon. Nationwide it’s a problem that no one has a solution for. Still see high school dropout rates... statistics are still what they see...is quality being compromised now? Yes quality compromised. Overall quality...but then what are the standards for hiring vs. hiring blacks?
    c. Statements were made that there was an earlier effort and it has diminished.
    d. It was reported that there was little to no effort being made to address diversity.
    e. It was reported that diversity was encouraged.
12. Should steps be taken to improve the climate for people of diverse backgrounds?
   a. It was reported that there were steps identified to improve the climate for people of diverse backgrounds through additional cultural events and opportunities for the exposure to working and playing with individuals and groups of the student body.
   b. Remarks made: "...at what cost? ...Offer more incentives? ...Lower standards?" Looking at experience vs. pay... there is a lack of qualified applicants... "I won't do quotas."
   c. Yes, steps should be taken to improve the climate for diversity. "Yes to the fifth power." All faculty and staff should feel welcome on the campus should feel welcome. Reception is different with different groups...everybody should be served equally... "Students have said that they are treated differently in classes and when getting services."
   d. Yes, you can always improve. Functions to bring everybody together each group can be a part of bringing everybody together. "Just come to your job and leave." There is no sense of community to get people involved.
   e. We will keep doing what we're doing as an ongoing process to treat everybody with respect. "It is important to know about personal lives. I think it's meaningful". "They can come to me and share when needed.

13. Is too much attention given to diversity?
   a. There is a general shift in diversity on the campus and attention afforded students of color receive due to their racial, ethnic, and economic background. The diversity of the student impacts what resources are available.
   b. "Diversity becomes the boogeyman" instead of looking at the person "look more at ability than a cubby hole" just ability... (sounds coached...) look at their ability rather than anything else"
   c. "Too much meaningless attention with not much behind it." It was remarked that, "People seem afraid to say things for fear of offending someone." "What are the solutions?"
   d. "No, I try not to think of diversity"... "Diversity should be addressed on an individual basis."... "It is personal, subjecting a majority of the campus to a diversity seminar... should be on individual basis... come to person to direct". "Respect the differences of the individual".... "Are often confused with race...education is needed".
   e. "Don't think too much attention can be paid to something that will make society a better place". Remarks made "I will admit to being annoyed by her using "minority status as one way to attack me" ... has been used more than once". "Religion, sex...all of that is secondary to just being a person". The statements that follow speak to the mindset about diversity. "Organizations do best when we can achieve a shared purpose. Focusing on diversity as a way to overcome is potentially divisive. Interesting because we continue to focus on it, it continues to be brought out. I think it keeps it in the forefront in peoples minds... in trying to make a point in reference to the aforementioned statement; "I fully believe that you are not Mexican...” (referring to one of the moderators)...Another female felt completely uncomfortable and seemed to be unable to share her true opinions. "Always interested about knowing people’s background...” Tells a story to illustrate about one "Yusuf" being from "Ahrain."
14. Is faculty and/or staff valued by leadership? Explain
   a. Confidential cards allowed people who were not comfortable speaking in front of their peers. They spoke cautiously. Mistrust with colleagues was observed and evident.
   b. It was stated that faculty is considered more highly regarded and staff is less regarded. The advisors’ and staff’s workload is voluminous and constant.
   c. “Is faculty valued, yes, and serve different functions and goals. I don’t think they value faculty as much as they should be valued”. You have to ensure that you do your job to make me look good.
   d. The following statements capture the sentiment of who is valued: “Faculty is the sacred cow.” “I don’t think they are seen as equal.” “Faculty can do but so much. Staff is the driver”. “Staff tends to wear 3, 4, 5 hats”. Some faculty have apple computers and some of the staff have really old computers. “I value you because you have a job to do to make me look good”.
   e. “I don’t think there is a difference”… “there’s a lot of hugging…”

15. Are faculty and staff valued equally?
   a. Overall, the faculty was reported to be valued. They are given power in the decisions of what is taught and how it is taught.
   b. Lack of attention to details in work and nobody cares about their presentation (misspellings...) in written reports, emails, and other communications, perhaps it’s a change in the educational climate. Faculty standards have been downhill for seven years and have consistently declined in quality over the last five years at least. It was stated that some individuals pull the race card when getting fired as opposed to the quality of work being bad. Student work is also declining.
   c. It was stated that staff is valued depending on what they do in their positions. “It depends on what they (staff) do so, NO!”
   d. It was reported that staff was not valued, “No not respected and no staff opinions.
   e. It was reported that the staff is a valued training staff.

16. Do you have any issues, concerns, or recommendations that you would like to add before we end? (Cards for written statements)
   a. The recommendation is that all stakeholders have to care about diversity across students, staff and faculty.
   b. Protection from unjust action in terms of firing employees. The Human Relations Department backs off from touchy subjects in terms of race and the actuality of facts. This should be looked at and addressed by the Leadership. Employees do not have confidence in firing methods and write-ups that are being cut out of process.
   c. HCC not capable of holding informational sessions to fix the diversity problem.
   d. Recommended that an external professional entity should be contracted for this initiative.
RECOMMENDATIONS

Your organizational culture must be open to diversity, otherwise all recommendations and efforts at improvements will fail. Improving on diversity management is not easy. Leadership must commit to a long-term vision of diversity and fidelity of implementation of the plan of action decided upon. It is important to have a common frame of reference and a clear definition to minimize confusion and effect real change. The results of an effective plan of diversity implementation are largely beneficial. Results include increase in academic engagement, greater business/community partnerships, collective school spirit, decrease in lawsuits and the potential for lawsuits, increased productivity, and more.

Students are able to articulate many of the improvements needed to facilitate diversity implementation on campus. Strategy solutions include more and better amenities, more on-campus location meeting places, more clubs and more diverse events.

a. Diversity Task Force
   All HCC Plant City Campus employees and students across the board need training and education on valuing and/or managing diversity. To ensure a systemic approach to diversity, a Presidential Task Force should be formed with representation from all of HCC Plant City’s stakeholders. Coordinated by Dr. Holmes’ Office, Student Leadership, and Staff and Faculty Representatives.

b. Culture and Context
   Dean Satterfield’s Office to lead a Community Resource Mapping Session with potential partners with HCC and the Plant City community to identify the the rich resources (human and financial) to understand the context and culture of the community.

c. Diversity Awareness Campaign
   Diversity awareness campaign for employees and students alike to include events and activities that are integrated into the core mission of HCC. An aligned diversity calendar of events to communicate a systemwide reflection of the total campus life. Have students intern from the Arts, Business and Marketing, the Campus Clubs for real-life job embedded plans that promote and cultivate diversity. Ensure that all represented students are involved since the Climate Diversity Report states that caucasion students are not always included.

d. Strategic Action Plan
   Revise the HCC-Plant City’s Strategic Plan to integrate diversity throughout.

e. Staff as Role Models
   Maximize on participation of staff that you do have. Existing staff is underutilized as role models. Those role models include staff, faculty, and volunteer students. Staff includes custodians and all staff accessible.

f. Conflict Resolution
   Procedures need to be established for addressing the issues that will inevitably arise including prevention.
g. **Working Committee**
   Establish a Working Committee to review the existing policies to ensure the creations of clear, open and inclusive policies, support and structures for upward mobility.

h. **Community Partners**
   With Dr. Satterfield's Office can identify Community Partners (Chamber of Commerce) to honor students, staff, and faculty.

i. **Collegiate Mix-It Up Days**
   Collegiate Mix-It Up Days established throughout the year for students, staff, and faculty.

j. **Special Needs**
   Immediate training on legal, access to education, and instructional strategies to work effectively with individuals with disabilities. In addition, establish a special needs' celebration school wide can be integrated in the Mix-it Up Days.

k. **Diversity Training**
   Diversity training initiated with external consultant in conjunction with Dr. Holmes' office as recommended from the focus groups. Diversity training should be comprehensive and strategic to align where appropriate to courses and degreed programs as an extension.

l. **Clubs**
   Clubs on Campus needed for the entire student body on campus, inclusive of an International Club.

m. **Student Meeting Places**
   Establish a cafeteria and/or other places for students to congregate.
REFERENCES

Affirmative Action:


Gender and Sexual Harassment:

Inclusion:

Mental Illness and Misconceptions:
Understand the weak link between mental illness and violent behavior. Saturday, March 18, 2000 by Rohan Ganguli, M.D.
Diversity:


Diversity & Excellence:

Understanding Culture & Context:
Christopher A. Cooper and H. Gibbs Knotts, "Declining Dixie: Regional Identification in the Modern American South," Social Forces Volume 88, Number 3, (March 2010): 1083-1101


John Shelton Reed, One South: An Ethnic Approach to Regional Culture (Louisiana State U. P., 1982) p. 3

http://www.census.gov/population/www/censusdata/files/pc80-s1-10/tab03a.pdf

http://www.census.gov/population/www/censusdata/files/pc80-s1-10/tab01.pdf
APPENDIX A.1

ELAM & ASSOCIATES
Hillsborough Community College
Plant City Campus
Campus Diversity Climate Assessment Focus Group

Logistics:
• Each group will meet for one-hour and fifteen minutes.
• There will be 6 Groups: 1 Administrative Session and 5 Focus Group Sessions conducted on April 20 and 21, 2011 at the Hillsborough Community College-Plant City Campus.
• Dr. Elam’s Team will conduct sessions

Script:
• Good morning/afternoon!
• Thank you for taking the time to meet with us. We will honor your time by making sure that we complete the session in the 75 minutes minutes.
• We are researchers under contract with HCC to conduct an assessment of the diversity climate at the HCC Campuses beginning with the Plant City Campus. This means that our primary purpose is to gather information that helps HCC fine tune and improve its ongoing efforts in the diversity climate on campus and that the information we are collecting is by design to identify what is needed to promote and cultivate diversity here at HCC for faculty, staff and students.
• We will be recording this for our records. We will not share the tapes with administrators, but will share the report with your administrators.
• All information we collect is confidential as to who provided it. For example, we will not disclose who actually participated in this focus group nor will our report make any attributions for quotes. We hope that this encourages you to speak freely.
• Our evaluation will result in a written report and an ultimate training session.
• Any questions before we start?
• Be sure that everyone signs and completes information needed

Key Objectives:
• Identify knowledge, attitudes, practices, and perceptions that affect the diversity climate and influence development of a culture of inclusion
• Determine whether the climate is perceived as influencing diversity recruitment and retention.
• Identify perceived strengths, weaknesses, and gaps in our diversity recruitment and retention.
• Determine whether it is perceived that HCC currently provides sufficient resources and/or opportunities for learning about diversity and cultural competence.
NOTES ON DIVERSITY

Diversity is acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to factors such as age, class, ethnicity, ancestry, gender, physical abilities, mental ability, race, sexual orientation, education background, spiritual practice, geographical background, income, marital status and others. Such dimensions of workplace diversity however do not fit in silos, and a single individual may be a part of multiple dimensions at varying levels.

In the 1950s, more than 60 percent of the American workforce were white males, who were typically the sole breadwinners in the household. Recent research indicates that about 68 percent of new workers in America are females and people of color, and both these factions have different expectations and driving forces than do white males. This growing diversity makes an understanding of diversity issues in the workplace important.
APPENDIX A.3

FOCUS GROUP QUESTIONS

1. In the last 3 years have you participated in professional development or training opportunities related to diversity? Yes or no. Please detail.

2. Overall, describe the climate of diversity at HCC?

3. Has the climate changed? How?

4. How do you feel about this climate change or lack of change?

5. How has this effected you and your role?

6. Do you feel that the climate for diversity needs improvement?

7. Do you feel that all employees are afforded opportunities for upward mobility? Give some examples.

8. In your opinion, What do you think the climate is for:
   a. Physically/mentally disabled?
   b. Gays/lesbians/bisexual/transgender?
   c. Women?
   d. Racial ethnic minorities?
   e. Other-please specify________

9. In your opinion, for which group is the climate least comfortable?

10. Do you feel that leadership encourages overall diversity? How?

11. With the changing demographics, do you feel that leadership is making a sincere effort to diversify faculty and staff? Explain.

12. Should steps be taken to improve the climate for people of diverse backgrounds?

13. Is too much attention given to diversity?

14. Is faculty and/or staff valued by leadership? Explain

15. Are faculty and staff valued equally?

16. Do you have any issues, concerns, or recommendations that you would like to add before we end? (Cards for written statements)
# APPENDIX B

## FOCUS GROUP DEMOGRAPHICS

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# APPENDIX C.1

CLASSIFIED STAFF (INCLUDING SUPERVISORS)

ORIGINAL REQUEST LIST

Race: Caucasian, African American, Hispanic, Asian, Native American

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<tr>
<td>Sonya Golden</td>
<td>Mathematics</td>
<td>F</td>
<td>Caucasian</td>
</tr>
<tr>
<td><strong>FOCUS GROUP 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kara Lawson</td>
<td>History</td>
<td>F</td>
<td>African-Amer.</td>
</tr>
<tr>
<td>Dr. Thelma Miller-Anderson</td>
<td>Biology</td>
<td>F</td>
<td>African-Amer.</td>
</tr>
<tr>
<td>James Robert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery</td>
<td>Construction Mgmt. Technology</td>
<td>M</td>
<td>Caucasian</td>
</tr>
<tr>
<td>Vien Truong</td>
<td>Mathematics</td>
<td>M</td>
<td>Asian</td>
</tr>
<tr>
<td>Vicki Vawter</td>
<td>Nursing</td>
<td>F</td>
<td>Caucasian</td>
</tr>
</tbody>
</table>
## APPENDIX C.1

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Staff</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS GROUP 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Cervetti</td>
<td>Disabilities Coordinator</td>
<td>M</td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>Calixberto Fuentes</td>
<td>Financial Aid Manager</td>
<td>M</td>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>Nicole Hamilton</td>
<td>Student Services Manager</td>
<td>F</td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>Shelia Kerby</td>
<td>Administrative Clerk</td>
<td>F</td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>Jamie Young</td>
<td>Counselor (Faculty)</td>
<td>M</td>
<td>Caucasian</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS GROUP 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rick Magee</td>
<td>Tradesworker</td>
<td>M</td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>James Moss</td>
<td>Maintenance Supervisor</td>
<td>M</td>
<td>African</td>
<td>Amer.</td>
</tr>
<tr>
<td>Jared Thompson</td>
<td>Facilities Supervisor (Trinkle)</td>
<td>M</td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>Betty Lamert</td>
<td>Senior Cashier</td>
<td>F</td>
<td>Caucasian</td>
<td></td>
</tr>
<tr>
<td>Sean Greene</td>
<td>Lead Officer</td>
<td>M</td>
<td>Caucasian</td>
<td></td>
</tr>
</tbody>
</table>
You have been carefully chosen to participate in a small focus group that will meet with consultant, Dr. Donna Elam, and discuss the campus diversity climate. The meeting will be more than 75 minutes. Please meet at my office at the time designated and we will take you to the meeting location. The following are the focus groups and corresponding times for the meeting:

### INTERVIEW SCHEDULE

**Wednesday, April 20, 2011**

8:30 – 9:45 am  Classified Group #1  Nicole Hamilton
Rich Hopkins
Wanda Lamberth
Calix Fuentes
Robert Fernandez

10:00 – 11:15 am  Administrators  Felix Haynes
Bonnie Finsley Satterfield
Patti Mills

1:00 – 2:15 p.m.  Student Group  (selected by Patti Mills)
(5 to 6 students)

2:30 – 3:15 p.m.  Faculty Group  Charity Freeman
Sonya Golden
Thelma Miller Anderson
Vien Truong
Jamie Young
Rob Montgomery

**Thursday, April 21, 2011**

8:30 – 9:45 a.m.  Classified Group #2  Sean Greene
Betty Lambert
James Moss
Jared Thompson
Sheila Kerby
### APPENDIX D

#### US Census Bureau State & County QuickFacts

<table>
<thead>
<tr>
<th>People QuickFacts</th>
<th>Plant City</th>
<th>Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population, 2006 estimate</td>
<td>31,727</td>
<td>18,099,888</td>
</tr>
<tr>
<td>Population, percent change, April 1, 2000 to July 1, 2006</td>
<td>6.0%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Population, 2000</td>
<td>29,915</td>
<td>15,982,378</td>
</tr>
<tr>
<td>Persons under 5 years old, percent, 2000</td>
<td>8.3%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Persons under 18 years old, percent, 2000</td>
<td>29.4%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Persons 65 years old and over, percent, 2000</td>
<td>12.3%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Female persons, percent, 2000</td>
<td>51.8%</td>
<td>51.2%</td>
</tr>
<tr>
<td>White persons, percent, 2000 (a)</td>
<td>71.7%</td>
<td>78.0%</td>
</tr>
<tr>
<td>Black persons, percent, 2000 (a)</td>
<td>16.2%</td>
<td>14.6%</td>
</tr>
<tr>
<td>American Indian and Alaska Native persons, percent, 2000 (a)</td>
<td>0.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian persons, percent, 2000 (a)</td>
<td>0.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander, percent, 2000 (a)</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Persons reporting two or more races, percent, 2000</td>
<td>1.8%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Persons of Hispanic or Latino origin, percent, 2000 (b)</td>
<td>17.4%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Living in same house in 1995 and 2000, pct 5 yrs old &amp; over</td>
<td>44.6%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Foreign born persons, percent, 2000</td>
<td>9.8%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Language other than English spoken at home, pct age 5+, 2000</td>
<td>17.6%</td>
<td>23.1%</td>
</tr>
<tr>
<td>High school graduates, percent of persons age 25+, 2000</td>
<td>71.3%</td>
<td>79.9%</td>
</tr>
<tr>
<td>Bachelor’s degree or higher, pct of persons age 25+, 2000</td>
<td>16.6%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Mean travel time to work (minutes), workers age 16+, 2000</td>
<td>23.4</td>
<td>26.2</td>
</tr>
<tr>
<td>Housing units, 2000</td>
<td>11,797</td>
<td>7,302,947</td>
</tr>
<tr>
<td>Homeownership rate, 2000</td>
<td>65.7%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Median value of owner-occupied housing units, 2000</td>
<td>$85,700</td>
<td>$105,500</td>
</tr>
</tbody>
</table>
### APPENDIX D

<table>
<thead>
<tr>
<th>_statistic</th>
<th>Plant City</th>
<th>Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Households, 2000</td>
<td>10,849</td>
<td>6,337,929</td>
</tr>
<tr>
<td>Persons per household, 2000</td>
<td>2.73</td>
<td>2.46</td>
</tr>
<tr>
<td>Median household income, 1999</td>
<td>$37,584</td>
<td>$38,819</td>
</tr>
<tr>
<td>Per capita money income, 1999</td>
<td>$18,815</td>
<td>$21,557</td>
</tr>
<tr>
<td>Persons below poverty, percent, 1999</td>
<td>14.7%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

#### Business QuickFacts

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Plant City</th>
<th>Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wholesale trade sales, 2002 ($1000)</td>
<td>867,316</td>
<td>219,490,896</td>
</tr>
<tr>
<td>Retail sales, 2002 ($1000)</td>
<td>543,643</td>
<td>191,805,685</td>
</tr>
<tr>
<td>Retail sales per capita, 2002</td>
<td>$17,637</td>
<td>$11,501</td>
</tr>
<tr>
<td>Accommodation and foodservices sales, 2002 ($1000)</td>
<td>39,974</td>
<td>29,366,940</td>
</tr>
<tr>
<td>Total number of firms, 2002</td>
<td>2,488</td>
<td>1,539,207</td>
</tr>
<tr>
<td>Black-owned firms, percent, 2002</td>
<td>S</td>
<td>6.6%</td>
</tr>
<tr>
<td>American Indian and Alaska Native owned firms, percent, 2002</td>
<td>F</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian-owned firms, percent, 2002</td>
<td>F</td>
<td>2.7%</td>
</tr>
<tr>
<td>Hispanic-owned firms, percent, 2002</td>
<td>F</td>
<td>17.3%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander owned firms, %, 2002</td>
<td>F</td>
<td>0.1%</td>
</tr>
<tr>
<td>Women-owned firms, percent, 2002</td>
<td>16.1%</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

#### Geography QuickFacts

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Plant City</th>
<th>Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land area, 2000 (square miles)</td>
<td>22</td>
<td>53,926</td>
</tr>
<tr>
<td>Persons per square mile, 2000</td>
<td>1,321.9</td>
<td>296.4</td>
</tr>
<tr>
<td>FIPS Code</td>
<td>57550</td>
<td>12</td>
</tr>
</tbody>
</table>

(a) Includes persons reporting only one race.
(b) Hispanics may be of any race, so also are included in applicable race categories.
FN: Footnote on this item for this area in place of data
NA: Not available
D: Suppressed to avoid disclosure of confidential information
X: Not applicable
S: Suppressed; does not meet publication standards
Z: Value greater than zero but less than half unit of measure shown
F: Fewer than 100 firms