2014

Research & Institutional Effectiveness Report: Civility Survey Results

San José • Evergreen Community College District

Research and Institutional Effectiveness Report RB2014-01

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Executive Summary

In April 2013, the district-wide Civility Task Force charged the Office of Research and Institutional Effectiveness (RIE) with conducting a survey designed to measure the perception of students, faculty and staff as to the status of civility within the district. RIE sent out two surveys that asked respondents about their demographics, their role and history at the district, how certain keywords shape their own personal definition of civility and their tolerance for and witness to certain uncivil behaviors.

The results of the survey provide a good foundation for planning the next steps for the work of the Civility Task Force. The faculty, staff and students give voice to the desire of the district and community to have about a civil environment. Clear from these voices are several themes, which are bulleted in this section.

Results

- Staff and faculty define civility with words such as politeness, tolerance, decency, respect, as very important words in their definition of civility.
- Students hold as important respect, politeness, courtesy, and ethical behavior as words that help define their personal definition of civility. Students also include professionalism, compassion, and honesty.
- Staff and faculty indicated objection to employees and supervisors who talk harshly to each other and who keep up negative talk about others. They also indicated that they witness this behavior at least once per week.
- Students indicated that they do not like it when professors are rude to students, when people are rude to one another, and when people do not act in a professional manner. Students, much more so than staff and faculty, are also concerned about making sure others take care of their physical surrounding by picking up trash and taking pride in their environment.
- Staff and faculty specify that treating each other with kindness, modeling civil behaviors on a personal level, and making sure there is institutional accountability for not behaving in a civil manner.
- Students believe that encouraging more student involvement in activities and having special events on campus provides a civil environment.
- Students also believe that picking up trash, not smoking, and providing better safety on campus as is a part of a civil environment.
- Students are concerned about the way they are treated by staff members, providing a sobering reminder that customer service is a large part of maintaining a civil environment.

Recommendations

The following recommendations are offered as next steps:

- Continue to offer opportunities to have dialogues among faculty and staff regarding civility. Perhaps hold forums where employees have the opportunity to talk and suggest ideas to the administration.
- Think about a marketing/branding campaign where civility is promoted to the employees, students, and community as a part of the culture of SJECCD.
- Reduce non-business related email by offering moderated options for employees to express their views and/or share good news with one another.
- Provide opportunities for students to become aware of their options for getting involved.
- Provide training for faculty and staff about what civility is and how it impacts their personal work environment.
- Continue to emphasize customer service and student centeredness in all aspects of the district's work.

Background

In April 2013, the district-wide Civility Task Force charged the Office of Research and Institutional Effectiveness (RIE) with conducting a survey designed to measure the perception of students, faculty and staff as to the status of civility within the district. RIE sent out two surveys that asked respondents about their demographics, their role and history at the district, how certain keywords shape their own personal definition of civility and their tolerance for and witness to certain uncivil behaviors.

Methodology

Students and employees were sent separate but similar surveys via email. The surveys remained open from April 17 to May 1, 2013. To increase the response rate among staff, RIE raffled a pair of tickets to the Santa Cruz Beach Boardwalk. To increase response among students, RIE raffled two $250 Bookstore gift certificates; a student winner was selected from each campus.

In spring 2013, there were 17,167 students attending school at the San José/Evergreen Community College District. There were 1,518 student respondents, a response rate of approximately ten percent. There were 1,044 staff and faculty when this survey was administered. With a total of 206 staff and faculty respondents, the response rate for this group was 19.7%.

The first section of the survey asked respondents how certain words shaped their personal definition of civility. Words like: Politeness, Courtesy, Decency, Respect, and Judgment, were included as prompts and respondents were given space to add their own words as well. In addition, open-ended questions were included for the respondent to state their thoughts. In the student survey, the two free-response questions were: 1) "What do you think about when you read the words, mutual respect?" 2) "What are some actions that you would suggest people take to promote civil school environment?" For the faculty/staff survey, the free-response questions were: 1) "What do you think about when you read the words, mutual respect?" 2) "What are some actions that you would suggest people take to promote more civil work environment?" and 3) "What are some ways that you would use to help communicate our new statement of civility?"

The survey asked respondents to think about the extent to which certain uncivil behaviors bother them. The response categories ranged from 1 (Not at All) to 6 (Extremely). The survey also asked respondents to indicate how often they may have witnessed any of the same behaviors in their environment. The response categories ranged from "Never" to "Every Day."

Results

Demographics

Staff and Faculty

There were two hundred and six respondents for the Staff and Faculty Survey: seventeen (8.21%) were administrator or manager, sixty-seven (32.37%) classified, five (2.42%) confidential and one hundred and sixteen (56.04%) faculty responses. Out of the two hundred and six respondents, one hundred and forty-three (69.42%) are full-time and sixty-two (30.10%) are part-time.

Table 1: Work Load by Employment Role

	Administrator or Manager (N =17)	Classified Staff (N =67)	Confidential Staff (N=5)	Faculty (N = 115)
Full-time	100%	88%	80%	54%
Part-Time /Adjunct	0%	12%	20%	46%

Examining response rate by the location, seventeen (8.25%) of the respondents work at the District Office, seventy-nine (38.3%) work at Evergreen Valley College, one hundred and eight (52.4%) work at San José City College, and one (0.5%) works at the Workforce Institute[1].

Table 2: Primary Role by Location

	Administrator or Manager (N = 17)	Classified Staff (N=66)	Confidential Staff (N = 5)	Faculty (N = 115)
District Office	18%	17%	60%	0%
Evergreen Valley	47%	39%	0%	38%
San Jose City	35%	44%	40%	62%

Examining the respondents by work location, the majority of the District Office's respondents eleven are classified, three are administrator or managers, and the last three are confidential. For Evergreen Valley College, eight respondents are administrator or managers, twenty-six are classified, and over half (56%) are faculty. Six of San José City's respondents are administrator and managers, twenty-nine are classified, two are confidential and seventy-one (66%) are faculty.

The majority of the respondents were women, constituting 62% of the respondents while men were 33%. Cross-tabulating primary role and gender in the District we get the following distribution:

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[1] To uphold confidentiality, the one response for Workforce Institute was eliminated from the analysis.

Table 3: Gender Breakdown of Primary Roles

	Administrator or Manager (N = 17)	Classified Staff (N = 65)	Confidential Staff (N = 5)	Faculty (N = 116)
Female	35%	74%	80%	60%
Male	59%	25%	20%	34%
I Choose Not To Identify	6%	2%	0%	4%
None of These Options Apply To Me	0%	0%	0%	1%

For Administrators/Managers respondents, over half of them were males while a third were females. For Classified and Confidential staff, the overwhelming majority of respondents were females while approximately a quarter were males. The only group to have a respondent claim that "None of These Options Apply to Me" was faculty, with one respondent.

Examining respondents by race, we get the following breakdown: thirty (15%) are Asian, seven (3%) are Black/African-America, forty (19%) are Hispanic, eight (4%) are mixed race, two (1%) are Native Americans, ninety-three (45%) are Whites and twenty (10%) listed themselves as Other. Cross tabulating the results for the sex and role in the District questions, we get the following table:

Table 4: Distribution of Ethnicity/Race by Location

	Asian (N = 30)	Black/African American (N = 7)	Hispanic (N = 40)	Mixed Race (N = 8)	Other (N = 20)	White (N = 91)
District Office	23%	14%	3%	13%	15%	4%
Evergreen Valley	23%	43%	33%	50%	40%	44%
San Jose City	53%	43%	65%	38%	45%	52%

Students

There were 1,518 student respondents. Out of the 1,518 respondents, six-hundred and eighty-seven (46%) are part-time and eight hundred and twenty-two (54%) are full-time students. 53% attend San José City, 46% attend Evergreen, and 1% are at the Workforce Institute. Examining the respondents academic level: four hundred and twenty-six (28%) are first years, four hundred and eighty-one (32%) are second years, six hundred and seven (40%) are third years or over.

Table 5: Student Load by Location

	Evergreen Valley College (N = 701)	San Jose City College (N = 793)
Full-time student	58%	52%
Part-time student	42%	48%

For Evergreen Valley College, 58% of their respondents are full-time students and 42% are part-time. For San José City College, 52% of the respondents are full-time respondents and 48% are part-time. When we examine the responses for academic level and location, we get the following table:

Table 6: Student Academic Level by Location

	Evergreen Valley College (N= 700)	San José City College (N = 792)	Workforce Institute (N = 12)
First Year	28.8%	27.5%	41.6%
Second Year	31.1%	32.6%	8.4%
Third Year or Over	40.1%	39.9%	50%

Third Year or Over constitute the largest portion of respondents for all three locations. First Years were the smallest group of respondents for San José City and Evergreen Valley College, making up 29% and 28% of the respondents respectively. For the Workforce Institute, Second Years made up 8% of their respondents but since they had very few respondents, this is a non-issue.

One-thousand five-hundred and two students listed their gender: 65% (971) are female, 34% (515) are male, 1% (12) chose "I choose not to identify," and two students are transgendered. Approximately the same number of students responded to the race and sexual orientation questions. For race: 35% (515) are Asian, 4% (64) are Black/African-American, 2% (35) are Hawaiian, 32% (481) are Hispanic, 6% (89) are Mixed, 1% (12) are Native American, 4% (63) are Other, and 16% (233) are White. For sexual orientation: 78% (1,160) are heterosexual, 4% (63) are homosexual, 5% (69) are bisexual, 3% (42) are other, and 10% (156) chose "None of These Options Apply to Me."

Table 7 shows the ethnic breakdown of respondents by campus and Table 8 breaks down the gender distribution.

Table 7: Student Demographics by Location

	Evergreen Valley College (N = 693)	San José City College (N = 783)
Asian	46.03%	24.39%
Hispanic	32.32%	32.06%
White	7.50%	22.86%
Hawaiian/Pacific Islander	2.60%	2.17%
Black/African American	1.73%	6.51%
Native American	1.15%	0.51%
Mixed Race	4.76%	7.15%
Other	3.90%	4.34%

Table 8: Student Gender Distribution by Location

	Evergreen Valley College (N = 695)	San Jose City College (N = 785)
Female	64%	65%
Male	35%	34%
I Choose Not to Identify	1%	1%
I Identify as Transgendered	0%	0%
None of These Options Apply to Me	0%	0%

Personal Definition of Civility

Staff and Faculty

In response to the question: "*Please indicate the importance of each of the following words in shaping **your** personal definition of civility*," most faculty and staff rated "Politeness," "Courtesy" and "Respect" as important. Table 9 shows the percent of staff and faculty that rated each word either "Important" or "Very Important."

Table 9: Percent of Staff and Faculty Who Rate Words Very Important

	District Office (N = 17)	Evergreen Valley College (N = 79)	San Jose City College (N = 108)
Politeness	100.00	92.41	90.74
Tolerance	100.00	89.87	88.89
Decency	94.12	89.87	94.44
Respect	94.12	93.67	95.37
Ethical Behavior	94.12	91.14	94.44
Lead by example	94.12	79.75	84.26
Courtesy	88.24	92.41	93.52
Average	86.47	81.77	84.81
Selflessness	76.47	60.76	72.22
Aesthetic Sensitivity	64.71	62.03	66.67
Judgment	58.82	65.82	67.59

Although respondents agreed on the importance of "Politeness" and "Tolerance", there were some differences by location in how some of the other words rate. For example, District Office respondents regarded "Politeness" and "Tolerance" as the two most important words for their definition of civility. For Evergreen, the highest rated words were "Respect" at 93.67%; "Politeness" and "Courtesy" tied for second at 92.41%. "Respect" was also the highest rate word among San Jose City respondents at 95.37%, followed by "Decency" and "Ethical Behavior" at 94.44%. Faculty and staff did not find "Aesthetic Sensitivity" as an important contributor to their definition of civility. Out of the fifty-five respondents selected "Other," forty provided an additional word that shapes their personal definition of civility. Table 10 lists all the words filled in by faculty and staff who selected "Other."

Students

Student respondents for both campuses rated "Politeness" and "Respect" as very important for their definition of civility. There were five-hundred and seventy five student respondents that selected "Other" as crucial in defining civility for them. Out of all of the "Other" responses, only two-hundred and seven respondents submitted a word that shapes their definition of civility.

Table 10: Percent of Students Who Rate Words Very Important

	Evergreen Valley College (N = 701)	San Jose City College (N = 793)	Workforce Institute (N = 12)
Respect	94.60	94.20	83.30
Politeness	91.60	94.30	83.30
Courtesy	88.90	94.80	91.70
Ethical Behavior	86.70	87.60	91.70
Tolerance	82.90	88.50	83.30
Decency	82.20	86.90	83.30
Average	80.20	83.50	76.70
Lead by Example	73.80	80.10	75.00
Selflessness	72.30	72.80	33.30
Aesthetic Sensitivity	66.30	70.00	66.70
Judgment	62.30	66.10	75.00

San Jose City students rated the majority of words as important at a higher proportion than the rest of the respondents. Both Evergreen Valley and San Jose City College rated Politeness, Courtesy and Respect as the three most important words in their definition of civility. The difference between the campuses is that San Jose City had a higher favorable response rate than Evergreen Valley.

Students listed two-hundred and seven three responses as important in shaping their definition. These responses were coded into themes using qualitative methods; fourteen themes capture all the student responses. The themes are: Acceptance, Appreciation, Compassion, Considerate, Diversity, Fairness, Honesty, Patience, Politeness, Professionalism, Respect, Support, Miscellaneous and No Response. Table 11 lists the categories from most to least responses.

Table 101: Students' Open Ended Responses

Category	Count	Percentage
Professionalism	32	15%
Compassion	28	14%
Miscellaneous	26	13%
Honesty	23	11%
Support	14	7%
Respect	13	6%
Fairness	11	5%
Politeness	11	5%
Considerate	11	5%
No Response	9	4%
Appreciation	8	4%
Patience	8	4%
Diversity	7	3%
Acceptance	6	3%

The category with the most responses is "Professionalism" with 15% of the total responses. Words that fall in this category are integrity, compromise, and professionalism. The category with the second highest number or responses is "Compassion" with twenty-eight or 14%, which contains words like care, empathy, and love. "Miscellaneous" has the third most responses since it serves as an all-encompassing category, the category has twenty-six responses and words such as IQ, neutral, obedience, teasing, and un-bias.

Table 11: Additional Words that Shape Staff and Faculty Definition of Civility

Category	Count	Percentage
Professionalism	9	23%
Kindness	6	15%
Other	6	15%
Honesty	5	13%
Equality	4	10%
Acceptance	3	8%
Understanding	3	8%
Patience	2	5%
No Response	2	5%

Perception of Uncivil Behaviors

Staff and Faculty

Table 13 displays the responses to staff and faculty to the question: "*On a scale of 1 to 6, where 1 is "not at all" and 6 is "extremely", please indicate the extent to which the following behaviors bother you if you witness them displayed in a professional environment.*" The responses are reported in the form of the mean (or average score) since the response categories can be classified as continuous. The highest mean for the District Office was for the statement "Using Harsh Language towards Others;" respondents "Extremely" agreed with a mean of 5.53. The most agreed upon statement for both colleges was for the statement "Unethical Professional Practices" at 5.62 for Evergreen Valley and 5.49 for San Jose City respectively. The second highest mean for the campuses was the statement "Overly Chastising Subordinates," which were approximately a tenth of a point lower than "Unethical Professional Practices" means.

Table 12 Mean Response for Being Bothered

	District Office (N=17)	Evergreen Valley College (N=78)	San Jose City College (N=108)
Using harsh language towards others	5.53	5.28	5.24
Taking credit for something someone else did	5.35	5.35	5.2
Overly chastising subordinates	5.35	5.49	5.39
Unethical professional practices	5.24	5.62	5.49
Being rude to people or groups of people	5.24	5.25	5.24
Sending negative or complaining emails to "all district"	5.06	4.89	4.68
Talking negatively about another person/colleague outside of their presence	4.94	4.84	4.93
Insensitivity to people of different abilities	4.94	5.27	5.18
Insensitivity to people of different religions	4.82	5.14	5.09
Insensitivity toward issues of sexual orientation	4.82	5.29	5.07
Insensitivity to people based upon gender	4.71	5.32	5.2
Insensitivity to people based upon ethnicity	4.59	5.44	5.2
Not throwing away trash and garbage	4.47	4.48	4.49
Not saying "thank you" when appropriate	4.12	4.27	4.36

Figure 1 below illustrates the means for both campuses and the District Office for three selected statements.

Figure 1
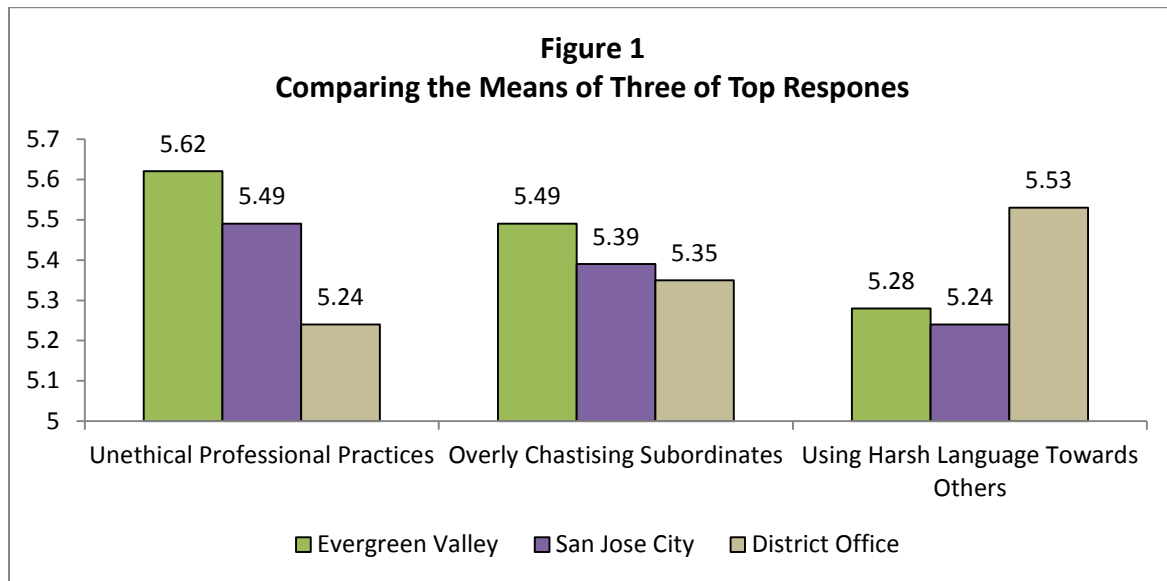**Comparing the Means of Three of Top Respones**

Table 14 below displays for each location the percent of respondents that indicated witnessing uncivil behaviors "At least once a week" (a combination of two responses: "About once per week" and "Every day"). The most common behavior for all three locations that respondents witnessed is "Talking negative about another person/colleague outside of their presence." Almost half of Evergreen Valley and San José City College respondents reported they witnessed that behavior at least once a week while 24% of District Office respondents indicated witnessing this.

Table 13 Percentage Who Witnessed This Behavior At Least Once a Week

	District Office (N=17)	Evergreen Valley College (N=78)	San José City College (N=108)
Talking negatively about another person/colleague outside of their presence	23.50%	46.20%	46.70%
Taking credit for something someone else did	23.50%	17.90%	13.90%
Using harsh language towards others	17.60%	14.10%	36.40%
Being rude to people or groups of people	17.60%	26.90%	33.30%
Not throwing away trash and garbage	11.70%	19.20%	12.90%
Sending negative or complaining emails to "all district"	5.90%	20.50%	46.30%
Not saying "thank you" when appropriate	5.90%	29.50%	25.00%
Insensitivity to people based upon ethnicity	5.90%	10.30%	10.20%
Insensitivity toward issues of sexual orientation	5.90%	7.70%	8.30%
Unethical professional practices	5.90%	20.50%	29.60%
Overly chastising subordinates	0%	10.30%	13.00%
Insensitivity to people of different religions	0%	6.40%	4.60%
Insensitivity to people of different abilities	0%	9.00%	7.40%
Insensitivity to people based upon gender	0%	3.80%	4.60%

Students

Students were also asked on a scale of 1 to 6, where 1 is "Not at all" and 6 is "Extremely" to indicate the extent certain behaviors offended them. The highest mean for both campuses was for the statement "Professors being disrespectful to students" at 4.88 for Evergreen Valley and 4.95 for San José City. None of the means exceeded five in contrast to the faculty means where half of the means were greater than 5.0. With the exception of three statements, both campuses ranked their statements of "Extremely" to "Not at all" in the same order. The exceptions are "Taking credit for something someone else did," "Insensitivity to people based upon ethnicity" and "Insensitivity to people of different abilities." Table 15 illustrates the mean scores responses for both campuses.

Table 15 Mean Response for Being Bothered

	Evergreen Valley College (N=701)	San José City College (N=793)
Professors being disrespectful to students	4.88	4.95
Being rude to people or groups of people	4.77	4.84
Taking credit for something someone else did.	4.71	4.76
Insensitivity to people based upon ethnicity	4.68	4.81
Insensitivity to people of different abilities	4.66	4.79
Cheating	4.66	4.70
Insensitivity to people based upon gender	4.60	4.74
Insensitivity to people of different religions	4.58	4.68
Students talking back to professors	4.57	4.67
Insensitivity toward issues of sexual orientation	4.54	4.69
Not throwing away trash and garbage	4.50	4.57
Using harsh language towards others	4.44	4.54
Talking negatively about another person/colleague outside of their presence	4.36	4.49
Not saying "thank you" when appropriate	4.19	4.27

When asked how often they witnessed certain behaviors, student responses were surprisingly different than that of staff and faculty. Table 16 illustrates the percentage of responses of each campus that said they witnessed the said behavior "At least once a week." The behavior most seen at both campuses is individuals "Not throwing away trash and garbage" at 35% for both campuses. 17% of Evergreen Valley and 15% of San José City College respondents stated that they witnessed individuals "Not throwing away trash and garbage" on a daily basis. Table 16 illustrates the campuses responses of for how often they witnessed specific behaviors.

Table 146 Percentage Who Witnessed This Behavior At Least Once a Week

	Evergreen Valley College (N=701)	San José City College (N=793)
Not throwing away trash and garbage	35.50	35.10
Talking negatively about another person colleague outside of their presence	27.50	25.40
Not saying "thank you" when appropriate	23.80	23.40
Using harsh language towards others	23.50	25.10
Being rude to people or groups of people	16.20	17.70
Cheating	14.40	13.70
Students talking back to professors	12.50	17.20
Professors being disrespectful to students	11.10	12.30
Insensitivity to people based upon ethnicity	10.50	11.70
Insensitivity to people of different abilities	9.70	11.30
Taking credit for something someone else did	8.70	9.90
Insensitivity toward issues of sexual orientation	8.70	9.70
Insensitivity to people of different religions	8.50	10.70
Insensitivity to people based upon gender	8.50	10.90

Open-ended Responses

Staff, faculty and students were asked the same open-ended question: "*What are some actions that you would suggest people take to promote more civil work/school environment?*" Of those who responded to the survey, 64% of students and 69% of staff/faculty respondents elected to make a comment. These comments were analyzed by grouping the comments into common themes in order to describe the variation in the responses. The themes were coded in order to keep the analysis objective. The themes were then tested by sampling a percentage of the comments and coding them with using the coding schematic described above. The themes were modified to allow for clarity and the codes reapplied. After all comments had been coded, a frequency table was generated to see which themes received the most comments. This section described the results of this qualitative analysis.

Faculty and Staff

When faculty and staff were asked the open-ended question 143 made a comment. Table 17 categorizes these comments into themes. The majority of staff/faculty responses deal with treating people with respect as well as being an example for others to follow. A prominent theme that cuts across work locations is holding people accountable for their behavior and making sure that district leadership

continues to be transparent and have integrity. Among faculty, making proper use of email and treating everyone fairly and equitably is an important theme. Among classified staff, being a role model and taking pride in yourself and your behavior is important. Similarly, managers commented about being a role model and holding people accountable for their behavior.

Table 17 Faculty and Staff Open-ended Responses By Location

	Evergreen Valley College (N=52)	San Jose City College (N=79)	Workforce Institute (N=1)	District Office (N=10)
Transparency/leadership	11.4	3.8		
Email policy/proper use of email/think before you write	8.9	7.7		
Training	8.9	3.8		10.0
Integrity/hold people accountable	8.9	7.7		
Be positive/open minded/forgiveness/say hi to others	7.6	15.4		
Treat all groups the same/fairly/inclusiveness	7.6	5.8		
Take pride in yourself/behavior/clean language	6.3	9.6		10.0
Golden rule/put yourself in another's shoes	5.1	9.6		
Be a role model/look in the mirror/it begins with me	5.1	9.6		20.0
Discuss topics politely/listening/manners/respect each other	5.1	7.7		10.0
Stand up for yourself/establish boundaries/speak out for what's right	3.8	1.9		20.0
Understand other points of view/respect the opinions of others/be sensitive	3.8	1.9		10.0
Helpless/can't be done/ no idea	2.5	3.8		
Have more events or meetings/socialize/get to know each other	2.5	1.9	100.0	10.0
Communicate clearly/frequently	2.5			
Focus on students/help students/remember the mission	2.5	1.9		
Put a campaign together/make posters etc.	2.5			
Be of service/not looking for acknowledgement	1.3			
Focus on work over other distractions	1.3	3.8		
Take pride in your surroundings/don't litter/improve the environment/safety	1.3			
Reward positive behavior	1.3			
No tolerance policy/formal action by board		1.9		10.0
Don't see a problem		1.9		

Below are some selected comments from faculty and staff that are provided as exemplars of the top three themes.

Transparency/leadership

> "*Teach our leaders to be respectful of all people, it comes from the top down. Teach them to value all persons whether they be Admin, Managers, Faculty*" Classified Staff, San Jose City College

Email policy/proper use of email/think before you write

> "*Gather facts before sending all district or all site emails. Opinions are not the same thing as information which has been verified. Improve the tone of emails sent out generally. Some are really offensive in tone.*" Adjunct Faculty, San Jose City College

> "*Remove the "all district email" option for the campuses.*" Administrator, San Jose City College

> "*If you are really angry with someone, write the email and save it in draft and wait for two days, then re read and make changes if necessary and then change email.   Do not send those emails to the entire college.*" Full-time Faculty, San Jose City College

> "*Please consider carefully before sending any negative or complaining email: Is it truly what you intend to say? Is what you're saying constructive, or are you just venting? Is it truly necessary to copy the entire campus and/or district with your complaint?*" Classified Staff, Evergreen Valley College

Training

> "*I believe along with this new statement of civility there should be workshops for those who do not abide by them. When you do conduct the workshops for instance on PDD day. Those that need the training are not there.*" Classified Staff, Evergreen Valley College

> "*People have to be more sensitive. I don't know how to bring that about. Maybe offer more sensitivity training workshops.*" Full-time Faculty, San Jose City College

Students

When asked the open-ended question, 974 students commented. For the most part, students responded by saying that people take more time to be nice to one another, treat others as we would like to be treated, take pride in the school surroundings (including making the environment safer, keeping it clean, and eliminating smoking) and having more events and activities for students to participate in. Table 18 categorizes the student responses by theme from the most popular response to the least. Following the table are comments that exemplify the 5 most popular responses by students.

Table 18 Percentage of Student Open-ended Responses By Location

	Evergreen Valley College (N=451)	San Jose City College (N=518)
Golden rule/put yourself in another's shoes/Be positive/open minded/forgiveness/say hi to others	14.41	16.80
Take pride in your surroundings/don't litter/improve the surroundings/improve safety/no smoking etc.	11.09	15.25
Have more events/socialize/get to know each other/meetings	14.86	8.49
Helpless/hopeless/can't be done/no idea	7.76	5.79
Pride in yourself/clean language/behavior	5.32	6.76
Focus on students/help students/remember students/education	5.99	5.79
Change nothing/Keep things the same	5.54	4.05
Understand other points of view/respect the opinions of others/be sensitive	3.55	4.25
Improve/promote/value customer service	4.66	3.09
Discuss topics politely/listening to others/polite disagreement/manners/respect each other	4.21	2.51
Be a role model/look in the mirror/begins with me	3.55	3.28
Treat all groups the same/fairly/inclusiveness	2.88	3.48
Integrity/Hold people accountable	1.55	3.48
Put together a marketing campaign	1.55	3.28
Training	1.55	2.90
Reward positive behavior	1.11	3.09
Be of service/not looking for acknowledgement	2.00	1.35
Get more personally involved/ Take an active stand to address issues as they arrive	2.00	1.16
Stand up for yourself/establish boundaries/speak out for what's right	1.77	1.16
Focus on work over other distractions	0.89	1.54
Communicate clearly/frequently	1.11	0.97
Email policy/proper use of email/think before you write	1.33	0.77
Transparency/Leadership	0.89	0.58
No tolerance policy/formal board action	0.44	0.19

Below are some selected comments from students that are provided as exemplars of the top three themes.

Golden rule/put yourself in another's shoes/Be positive/open minded/forgiveness/say hi to others

"I think the only way to improve civil environment at school is that individual students and other member of evergreen faculty really take the time to apply the principle to treat others the way you want to be treated. The golden rule is very true, if we all lived by that the world would be a very different place." Full-time Student, Evergreen Valley College

"I love SJCC. My experiences have all been pretty positive. I believe it's very difficult to teach students' manners, however, I believe if I treat all with courtesy and respect they will treat me the same in return. This has been the case with the exception of a few my respectful attitude has been reciprocated. Thus far most of my classes work as a group and really take pride in helping each other." Full-time Student, San Jose City College

"*Continue to respect each other on & off campus. Even if you are work, around older adults & young children*." Part-time Student, San Jose City College

"*Respect others like you would them to respect you*." Part-time Student, Evergreen Valley College

Take pride in your surroundings/don't litter/improve the surroundings

"Help maintain school grounds clean, respect the "No Smoking" signs, and always be courteous and polite to others." Part-time Student, Evergreen Valley College

"*Parking safety especially during evening classes. Maybe more security*." Part-time Student, Evergreen Valley College

"*Put more trash cans on the ways at campus, and on the ways between classrooms. - Put more direction signs to classroom number, department, buildings, etc*." Full-time Student, San Jose City College

Have more events/socialize/get to know each other/meetings

"Contribute more to the school by having more things to do, and helping the students get encouraged to attend more activities." Full-time Student, Evergreen Valley College

"Promote more activities to bring different groups of people together." Full-time Student, Evergreen Valley College

Implications & Recommendations

Implications

The results of the Spring 2013 SJECCD Civility survey provide a good foundation for planning the next steps for the work of the Civility Task Force. The faculty, staff and students give voice to the desire of the district and community to have about a civil environment. Clear from these voices are several themes, which are bulleted in this section.

Staff and faculty

- The staff and faculty have clearly indicated that their view of civility is greatly impacted by how we treat one another. This is evidenced by the percent of respondents who chose, politeness, tolerance, decency, respect, as very important words in their definition of civility. With very little variation (across location, demographics, and employment type) these words tended to rise to the top.
- Staff and faculty indicated objection to employees and supervisors who talk harshly to each other and who keep up negative talk about others. They also indicated that they witness this behavior at least once per week.
- Staff and faculty also give suggestions as to how this district can help people enhance the environment for civility through the open-ended questions. Overwhelmingly, respondents specify that treating each other with kindness, modeling civil behaviors on a personal level, and making sure there is institutional accountability for not behaving in a civil manner.

Students

- Students hold as important respect, politeness, courtesy, and ethical behavior as words that help define their personal definition of civility. Students also include professionalism, compassion, and honesty.
- Students indicated that they do not like it when professors are rude to students, when people are rude to one another, and when people do not act in a professional manner. Students, much more so than staff and faculty, are also concerned about making sure others take care of their physical surrounding by picking up trash and taking pride in their environment.
- The suggestions that students make about providing a civil environment deal mostly with making their student experiences more positive. Students talk about encouraging more student involvement in activities and having special events on campus as a way of getting people more involved. Students also talk about picking up trash, not smoking, and providing better safety on campus as a way of respecting the learning environment. Finally, students are concerned about

the way they are treated by staff members, providing a sobering reminder that customer service is a large part of maintaining a civil environment.

Recommendations

The above implications help determine the future directions for the district. The following recommendations are respectfully offered to the committee.

- Continue to offer opportunities to have dialogues among faculty and staff regarding civility. Perhaps hold forums where employees have the opportunity to talk and suggest ideas to the administration.
- Think about a marketing/branding campaign where civility is promoted to the employees, students, and community as a part of the culture of SJECCD.
- Reduce non-business related email by offering moderated options for employees to express their views and/or share good news with one another.
- Provide opportunities for students to become aware of their options for getting involved.
- Provide training for faculty and staff about what civility is and how it impacts their personal work environment.
- Continue to emphasize customer service and student centeredness in all aspects of the district's work.