

Foothill-De Anza Community College District

Office of Institutional Research and Planning

To: Campus Equity Survey Taskforce

From: Mallory Newell, Interim Executive Director, FHDA Research and Planning
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Date: 12/5/2014

Subject: Foothill Employee Equity Survey Results – Spring 2014

The Foothill-De Anza Community College District – Campus Climate Survey for Employees was administered in spring 2014. It was sent to all employees on Monday, June 6 and was open for two weeks until Monday, June 16. The survey was sent to 2,471 employees and resulted in 212 valid responses for a response rate of 8.57%.

Employee Survey Population:

- The age profile of the survey respondents is well-aligned with the employee population of the Foothill campus. About half of the survey respondents and employee population are those who were age 50 or older (52% vs. 51%), while slightly over one-fourth were between ages 40 to 49 (29% vs. 29%).
- A higher rate of females responded to the survey (66% vs. 64%) than males (35% vs. 36%), though the sample was similar to that of the population.
- Whites were overrepresented in the survey (76% vs. 60%), with Asians (10% vs. 16%) and Hispanics (8% vs. 14%) underrepresented.

Employee Background (Questions 2-5)

- 56% of respondents have worked for FHDA over 10 years, while 22% for 4-9 years and 22% for 3 years or less.
- 64% of employees spend 20 or more hours on campus per week while 31% spend 6-20 hours on campus per week and 4% spend 1-5 hours per week. Note that 1% spends no time physically on campus in a typical week.
- 27% of respondents were classified staff (18% in population), 36% full-time faculty (27% in population), 28% part-time faculty (52% in population), with 8% administrators (4% in population).
- 78% of respondents stated they interact with students daily while 13% stated weekly, 8% occasionally and 1% never interact with students.

Perception of How Employees Act Towards or Treat Students (Questions 6-13)

- 49% gave a rating between 90-100% in regards to: Show care and concern for students, while 29% of respondents gave a rating between 80-89%.
- 38% gave a rating between 90-100% in regards to: Are approachable if a student wants to ask a question, while another 37% gave a rating between 80-89%.

- 27% gave a rating between 90-100% in regards to: Use examples in teaching, providing service, or presenting information that reflect a wide range of cultures, while 26% gave a rating between 80-89%. Note that almost one-fourth of respondents (24%) gave a NA/Don't Know rating.

Perception of Frequency of Employee Actions (Questions 14-20)

- 71% of respondents stated that they perceive other employees never or rarely discourage students from asking questions because of the students' race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 68% of respondents stated that they perceive other employees never or rarely make students feel uncomfortable because of their race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 68% of respondents stated that they perceive other employees never or rarely use materials that reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- About one-fourth of respondents (17%) stated that other employees seem occasionally or frequently afraid of students because of their race/ethnicity, language, gender, sexual orientation, religion, or disability status.

Frequency in Which Employees were Treated by Students (Questions 21-24)

- 84% of respondents stated that they have never or rarely experienced: Students made me feel uncomfortable because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 70% of respondents stated that they have never or rarely experienced: Students reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status.

Perception of the Institution (Questions 25-26)

- 76% of respondents stated they strongly agree or somewhat agree that administration is appropriately committed to promoting respect for and understanding of group differences.
- 45% of respondents stated they strongly agree or somewhat agree that appropriate efforts are made to recruit underrepresented employees.

Experience with Other Employees (Questions 27-29)

- 88% of respondents gave a rating between 80-100% in regards to: I have been treated with courtesy and respect by staff, 81% by faculty, and 73% by administrators.
- 80% of respondents gave a rating between 80-100% in regards to: I have been given accurate and timely information from staff, 75% from faculty, and 72% from administrators.

Personal Development (Questions 30-34)

- 86% of respondents stated strongly agree or somewhat agree that as a result of working at this college they have increased appreciation/ability to see things from the perspective of others.
- 79% of respondents stated strongly agree or somewhat agree that as a result of working at this college they are more comfortable working with people from other cultures.
- 57% of respondents stated strongly agree or somewhat agree that as a result of working at this college they have a better understanding of their own cultural background.

Perceptions of the Campus Overall (Questions 35-48)

- 83% of respondents stated they strongly agree or somewhat agree that that this campus is welcoming regardless of one's race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 60% of respondents stated they strongly agree or somewhat agree that this campus is free from tension related to race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 40% of respondents stated they strongly agree or somewhat agree that this campus is free from social or employee class tensions.
- 37% of respondents stated they strongly agree or somewhat agree that appropriate support is provided by FHDA to help employees who are primary caregivers (either of children or adults) fulfill their work duties. Note that 42% of respondents stated this issue was either not applicable or that they didn't know if appropriate support is available under these circumstances.

Frequency of Feeling: (Questions 49-61)

- 71% of respondents stated they never or rarely had been talked down to or treated as unintelligent.
- 62% of respondents stated they never or rarely had been talked over, ignored or silenced by other employees.
- 56% of respondents stated they never or rarely censored their thoughts and ideas out of fear.
- 39% of respondents stated they never or rarely felt pressured to take on more work, while 33% stated they frequently felt pressure to take on more work.
- 30% of respondents stated they never or rarely felt burned out, while 32% stated they frequently felt burned out.

Factors that Most Affect How You Are Treated on Campus (Questions 62)

- 59% of respondents stated that their FHDA employee classification had the most effect (5 & 6 on likert scale between 1to 6) on how they are treated on campus.
- 17% of respondents stated that their race/ethnicity had the most effect (5 & 6 on likert scale between 1to 6) on how they are treated on campus.
- 5% of respondents stated that their sexual orientation had the most effect (5 & 6 on likert scale between 1to 6) on how they are treated on campus.

Respondent Background (Questions 63-71)

- 59% of respondents reported they only speak English, 35% reported that English is their primary language but they speak other languages, and 5% reported English is not their primary language.
- 34% of respondents reported their religion to be Christianity, 17% Decline to State, 12% Agnostic, 11% Atheist, 10% No religion, 3% Buddhism, 3% Judaism, and 2% Islam.
- 79% of respondents reported their sexual orientation to be heterosexual, 11% homosexual, 4% bisexual, 6% declined to state.

Differences between Groups

- In regards to the differences between groups for employees, in many cases, each cell represents extremely small samples that represent few employees. All results, especially as they relate to the findings from any specific question, should be interpreted with caution.

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

Question 1 ask respondents to identify the campus/facility there they primarily work.

Background

2. How many years have you worked for FHDA?

	N	Percent
First year	18	12.0
1-3 years	15	10.0
4-6 years	12	8.0
7-9 years	21	14.0
10+ years	84	56.0
Total	150	
No Response	2	

3. How many hours do you spend physically on campus in a typical week?

	N	Percent
None	2	1.3
1-5	6	3.9
6-10	21	13.8
11-20	26	17.1
21-30	16	10.5
30+	81	53.3
Total	152	
No Response	0	

4. What is your primary employee status/classification?

	N	Percent
Administrator	12	7.9
Classified hourly	3	2.0
Classified staff	41	27.0
Full-time faculty	54	35.5
Part-time faculty	42	27.6
Total	152	
No Response	0	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

5. How much interaction (online or in person) do you have with students?		
	N	Percent
None	2	1.3
Occasional	12	7.9
Weekly	19	12.5
Daily	119	78.3
Total	152	
No Response	0	

Questions 6-13. Please rate your perception of how employees act towards or treat students:

6. Are fair in grading, providing feedback, setting expectations, and/or providing support regardless of the students' backgrounds		
	N	Percent
90-100%	71	47.0
80-89%	38	25.2
70-79%	11	7.3
60-69%	4	2.6
< 60%	1	0.7
NA / Don't Know	26	17.2
Total	151	
No Response	1	

7. Take an interest in students' educational progress		
	N	Percent
90-100%	63	42.6
80-89%	53	35.8
70-79%	16	10.8
60-69%	7	4.7
< 60%	1	0.7
NA / Don't Know	8	5.4
Total	148	
No Response	4	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

8. Show care and concern for students

	N	Percent
90-100%	72	48.6
80-89%	43	29.1
70-79%	20	13.5
60-69%	7	4.7
< 60%	1	0.7
NA / Don't Know	5	3.4
Total	148	
No Response	4	

9. Recognize student backgrounds in a way that makes them proud of who they are

	N	Percent
90-100%	41	28.1
80-89%	44	30.1
70-79%	23	15.8
60-69%	10	6.8
< 60%	3	2.1
NA / Don't Know	25	17.1
Total	146	
No Response	6	

10. Are approachable if a student wants to ask a question

	N	Percent
90-100%	57	38.3
80-89%	55	36.9
70-79%	22	14.8
60-69%	6	4.0
< 60%	1	0.7
NA / Don't Know	8	5.4
Total	149	
No Response	3	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

11. Make students feel that their contributions are valid

	N	Percent
90-100%	49	33.1
80-89%	46	31.1
70-79%	25	16.9
60-69%	6	4.1
< 60%	2	1.4
NA / Don't Know	20	13.5
Total	148	
No Response	4	

12. Make students feel like they are part of the campus community

	N	Percent
90-100%	46	31.7
80-89%	35	24.1
70-79%	28	19.3
60-69%	11	7.6
< 60%	5	3.4
NA / Don't Know	20	13.8
Total	145	
No Response	7	

13. Use examples in teaching, providing service, or presenting information that reflect a wide range of cultures

	N	Percent
90-100%	40	27.2
80-89%	38	25.9
70-79%	17	11.6
60-69%	10	6.8
< 60%	7	4.8
NA / Don't Know	35	23.8
Total	147	
No Response	5	

Questions 14-20. Please tell us your perception of the frequency in which employees:

14. Ignore student comments or questions because of their race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	63	42.6
Rarely	40	27.0
Occasionally	19	12.8
Frequently	6	4.1
NA / Don't Know	20	13.5
Total	148	
No Response	4	

15. Discourage students from asking questions because of the students' race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	69	46.9
Rarely	35	23.8
Occasionally	21	14.3
Frequently	2	1.4
NA / Don't Know	20	13.6
Total	147	
No Response	5	

16. Reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	54	36.5
Rarely	40	27.0
Occasionally	23	15.5
Frequently	11	7.4
NA / Don't Know	20	13.5
Total	148	
No Response	4	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

17. Make students feel uncomfortable because of their race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	57	38.8
Rarely	43	29.3
Occasionally	20	13.6
Frequently	6	4.1
NA / Don't Know	21	14.3
Total	147	
No Response	5	

18. Use materials that reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	63	42.9
Rarely	37	25.2
Occasionally	20	13.6
Frequently	2	1.4
NA / Don't Know	25	17.0
Total	147	
No Response	5	

19. Allow other students to reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	47	32.0
Rarely	41	27.9
Occasionally	24	16.3
Frequently	7	4.8
NA / Don't Know	28	19.0
Total	147	
No Response	5	

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20. Seem afraid of students because of their race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	50	34.2
Rarely	37	25.3
Occasionally	31	21.2
Frequently	9	6.2
NA / Don't Know	19	13.0
Total	146	
No Response	6	

Questions 21-24. Please tell us the frequency in which you have been treated by students:

21. Students ignored my comments or questions because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	78	52.3
Rarely	42	28.2
Occasionally	16	10.7
Frequently	1	0.7
NA / Don't Know	12	8.1
Total	149	
No Response	3	

22. Students reinforced stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	57	38.3
Rarely	47	31.5
Occasionally	30	20.1
Frequently	5	3.4
NA / Don't Know	10	6.7
Total	149	
No Response	3	

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23. Students made me feel uncomfortable because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	92	61.7
Rarely	33	22.1
Occasionally	13	8.7
Frequently	2	1.3
NA / Don't Know	9	6.0
Total	149	
No Response	3	

24. Students seemed afraid of me because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Never	93	64.1
Rarely	30	20.7
Occasionally	11	7.6
Frequently	1	0.7
NA / Don't Know	10	6.9
Total	145	
No Response	7	

Questions 25-26. Indicate the extent to which you agree or disagree with the following statements:

25. Administration is appropriately committed to promoting respect for and understanding of group differences

	N	Percent
Strongly Agree	70	46.4
Somewhat Agree	45	29.8
Somewhat Disagree	16	10.6
Strongly Disagree	12	7.9
NA / Don't Know	8	5.3
Total	151	
No Response	1	

26. Appropriate efforts are made to recruit underrepresented employees		
	N	Percent
Strongly Agree	29	19.2
Somewhat Agree	39	25.8
Somewhat Disagree	28	18.5
Strongly Disagree	24	15.9
NA / Don't Know	31	20.5
Total	151	
No Response	1	

Encounters with other Staff, Faculty and Administrators:

Questions 27-29

Please rate your experiences with other employees in the following questions.

27A. I have been treated with courtesy and respect by: Faculty		
	N	Percent
90-100%	83	55.3
80-89%	38	25.3
70-79%	23	15.3
60-69%	3	2.0
< 60%	3	2.0
Total	150	
No Response	2	

27B. I have been treated with courtesy and respect by: Staff		
	N	Percent
90-100%	81	54.0
80-89%	51	34.0
70-79%	11	7.3
60-69%	6	4.0
< 60%	1	0.7
Total	150	0.4
No Response	2	

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27C. I have been treated with courtesy and respect by: Administrators

	N	Percent
90-100%	70	46.7
80-89%	40	26.7
70-79%	21	14.0
60-69%	11	7.3
< 60%	6	4.0
NA / Don't Know	2	1.3
Total	150	
No Response	2	

28A. I have been given accurate and timely information from: Faculty

	N	Percent
90-100%	75	49.7
80-89%	37	24.5
70-79%	20	13.2
60-69%	7	4.6
< 60%	6	4.0
NA / Don't Know	6	4.0
Total	151	
No Response	1	

28B. I have been given accurate and timely information from: Staff

	N	Percent
90-100%	59	39.1
80-89%	61	40.4
70-79%	19	12.6
60-69%	6	4
< 60%	4	2.6
NA / Don't Know	2	1.3
Total	151	
No Response	1	

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<u>28C. I have been given accurate and timely information from: Administrators</u>		
	N	Percent
90-100%	51	33.8
80-89%	58	38.4
70-79%	20	13.2
60-69%	11	7.3
< 60%	9	6.0
NA / Don't Know	2	1.3
Total	151	
No Response	1	

<u>29A. I have been given the amount of time and attention I need to get the help I need from: Faculty</u>		
	N	Percent
90-100%	79	52.3
80-89%	33	21.9
70-79%	16	10.6
60-69%	8	5.3
< 60%	4	2.6
NA / Don't Know	11	7.3
Total	151	
No Response	1	

<u>29B. I have been given the amount of time and attention I need to get the help I need from: Staff</u>		
	N	Percent
90-100%	67	44.4
80-89%	51	33.8
70-79%	18	11.9
60-69%	6	4.0
< 60%	2	1.3
NA / Don't Know	7	4.6
Total	151	
No Response	1	

29C. I have been given the amount of time and attention I need to get the help I need from:
Administrators

	N	Percent
90-100%	57	37.7
80-89%	38	25.2
70-79%	27	17.9
60-69%	14	9.3
< 60%	9	6.0
NA / Don't Know	6	4.0
Total	151	
No Response	1	

Personal Development

Questions 30-34. Indicate the extent to which you agree or disagree with the following statements:

As a result of my experience working at this college:

30. I have a better understanding of people who are different from me

	N	Percent
Strongly Agree	65	43.6
Somewhat Agree	60	40.3
Somewhat Disagree	8	5.4
Strongly Disagree	4	2.7
NA / Don't Know	12	8.1
Total	149	
No Response	3	

31. I am more comfortable working with people from other cultures

	N	Percent
Strongly Agree	69	46.9
Somewhat Agree	47	32.0
Somewhat Disagree	13	8.8
Strongly Disagree	3	2.0
NA / Don't Know	15	10.2
Total	147	
No Response	5	

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32. I have an increased appreciation/ability to see things from the perspective of others		
	N	Percent
Strongly Agree	73	49.7
Somewhat Agree	54	36.7
Somewhat Disagree	12	8.2
Strongly Disagree	2	1.4
NA / Don't Know	6	4.1
Total	147	
No Response	5	

33. I have a better understanding of my own cultural background		
	N	Percent
Strongly Agree	46	31.5
Somewhat Agree	37	25.3
Somewhat Disagree	25	17.1
Strongly Disagree	13	8.9
NA / Don't Know	25	17.1
Total	146	
No Response	6	

34. I have an increased appreciation for having employees who represent a diversity of cultural backgrounds		
	N	Percent
Strongly Agree	72	49.3
Somewhat Agree	43	29.5
Somewhat Disagree	17	11.6
Strongly Disagree	4	2.7
NA / Don't Know	10	6.8
Total	146	
No Response	6	

Perceptions of the Campus Overall

Questions 35-48. Indicate the extent to which you agree or disagree with the following statements:

I feel that:

35. This campus is welcoming regardless of one's race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Strongly Agree	76	51.7
Somewhat Agree	46	31.3
Somewhat Disagree	16	10.9
Strongly Disagree	9	6.1
Total	147	
No Response	5	

36. This campus creates working conditions that facilitate my ability to carry out my job successfully

	N	Percent
Strongly Agree	50	33.3
Somewhat Agree	54	36.0
Somewhat Disagree	31	20.7
Strongly Disagree	13	8.7
NA / Don't Know	2	1.3
Total	150	
No Response	2	

37. I am safe from physical harm when I am on campus

	N	Percent
Strongly Agree	78	52.0
Somewhat Agree	50	33.3
Somewhat Disagree	17	11.3
Strongly Disagree	3	2.0
NA / Don't Know	2	1.3
Total	150	
No Response	2	

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38. This campus provides an environment for free and open expression of ideas, opinions and beliefs

	N	Percent
Strongly Agree	49	32.9
Somewhat Agree	51	34.2
Somewhat Disagree	29	19.5
Strongly Disagree	17	11.4
NA / Don't Know	3	2.0
Total	149	
No Response	3	

39. I am valued as a human being on this campus

	N	Percent
Strongly Agree	63	42.6
Somewhat Agree	53	35.8
Somewhat Disagree	23	15.5
Strongly Disagree	7	4.7
NA / Don't Know	2	1.4
Total	148	
No Response	4	

40. My intelligence is recognized and respected on this campus

	N	Percent
Strongly Agree	61	40.7
Somewhat Agree	51	34.0
Somewhat Disagree	22	14.7
Strongly Disagree	13	8.7
NA / Don't Know	3	2.0
Total	150	
No Response	2	

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41. This campus is focused on the success of all students

	N	Percent
Strongly Agree	64	43.2
Somewhat Agree	49	33.1
Somewhat Disagree	20	13.5
Strongly Disagree	12	8.1
NA / Don't Know	3	2.0
Total	148	
No Response	4	

42. This campus is free from tension related to race/ethnicity, language, gender, sexual orientation, religion, or disability status

	N	Percent
Strongly Agree	39	26.2
Somewhat Agree	50	33.6
Somewhat Disagree	35	23.5
Strongly Disagree	15	10.1
NA / Don't Know	10	6.7
Total	149	
No Response	3	

43. This campus is free from social or employee class tensions

	N	Percent
Strongly Agree	22	15
Somewhat Agree	37	25.2
Somewhat Disagree	48	32.7
Strongly Disagree	31	21.1
NA / Don't Know	9	6.1
Total	147	
No Response	5	

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<u>44. I am treated as if my work here makes an important contribution to the college or district</u>		
	N	Percent
Strongly Agree	59	39.1
Somewhat Agree	45	29.8
Somewhat Disagree	27	17.9
Strongly Disagree	19	12.6
NA / Don't Know	1	0.7
Total	151	
No Response	1	

<u>45. My perspective and ideas have been heard and taken seriously</u>		
	N	Percent
Strongly Agree	54	36.0
Somewhat Agree	46	30.7
Somewhat Disagree	29	19.3
Strongly Disagree	15	10.0
NA / Don't Know	6	4.0
Total	150	
No Response	2	

<u>46. I feel a sense of meaning and purpose in my work here at the college</u>		
	N	Percent
Strongly Agree	85	57.0
Somewhat Agree	38	25.5
Somewhat Disagree	18	12.1
Strongly Disagree	8	5.4
Total	149	
No Response	3	

<u>47. My competence is recognized and appreciated by other employees</u>		
	N	Percent
Strongly Agree	59	39.6
Somewhat Agree	62	41.6
Somewhat Disagree	16	10.7
Strongly Disagree	11	7.4
NA / Don't Know	1	0.7
Total	149	
No Response	3	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

48. Appropriate support is provided by FHDA to help employees who are primary caregivers (either of children or adults) fulfill their work duties.

	N	Percent
Strongly Agree	27	18.0
Somewhat Agree	29	19.3
Somewhat Disagree	15	10.0
Strongly Disagree	16	10.7
NA / Don't Know	63	42.0
Total	150	
No Response	2	

Please tell us the frequency in which you have:

49. Felt burned out

	N	Percent
Never	16	10.7
Rarely	29	19.3
Occasionally	57	38.0
Frequently	48	32.0
Total	150	
No Response	2	

50. Been asked to speak for "my group"

	N	Percent
Never	55	36.7
Rarely	35	23.3
Occasionally	30	20.0
Frequently	16	10.7
NA / Don't Know	14	9.3
Total	150	
No Response	2	

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51. Felt tokenized because of my race/ethnicity, or gender

	N	Percent
Never	85	57.8
Rarely	29	19.7
Occasionally	13	8.8
Frequently	12	8.2
NA / Don't Know	8	5.4
Total	147	
No Response	5	

52. Been mistaken for someone else in the same racial/ethnic group as me and called by that person's name instead of my own

	N	Percent
Never	82	54.7
Rarely	32	21.3
Occasionally	28	18.7
Frequently	4	2.7
NA / Don't Know	4	2.7
Total	150	
No Response	2	

53. Felt excluded from formal collegial networks

	N	Percent
Never	63	42.3
Rarely	28	18.8
Occasionally	39	26.2
Frequently	13	8.7
NA / Don't Know	6	4.0
Total	149	
No Response	3	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

54. Felt excluded from informal collegial networks and socializing		
	N	Percent
Never	65	43.6
Rarely	25	16.8
Occasionally	41	27.5
Frequently	12	8.1
NA / Don't Know	6	4.0
Total	149	
No Response	3	

55. Felt pressured to take on more work		
	N	Percent
Never	32	21.6
Rarely	25	16.9
Occasionally	42	28.4
Frequently	49	33.1
Total	148	
No Response	4	

56. Censored my thoughts and ideas out of fear		
	N	Percent
Never	45	30.6
Rarely	36	24.5
Occasionally	40	27.2
Frequently	25	17.0
NA / Don't Know	1	0.7
Total	147	
No Response	5	

57. Been talked over, ignored or silenced by other employees		
	N	Percent
Never	52	34.7
Rarely	41	27.3
Occasionally	41	27.3
Frequently	15	10.0
NA / Don't Know	1	0.7
Total	150	
No Response	2	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

58. Felt like my work was dismissed or undervalued by other FHDA employees

	N	Percent
Never	49	33.6
Rarely	40	27.4
Occasionally	42	28.8
Frequently	14	9.6
NA / Don't Know	1	0.7
Total	146	
No Response	6	

59. Felt that students and/or colleagues expected me to be emotionally available in ways that go beyond my actual job duties

	N	Percent
Never	49	32.9
Rarely	41	27.5
Occasionally	38	25.5
Frequently	17	11.4
NA / Don't Know	4	2.7
Total	149	
No Response	3	

60. Been talked down to or treated as unintelligent

	N	Percent
Never	66	44.3
Rarely	40	26.8
Occasionally	29	19.5
Frequently	11	7.4
NA / Don't Know	3	2.0
Total	149	
No Response	3	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

61. Been treated rudely		
	N	Percent
Never	33	22.4
Rarely	51	34.7
Occasionally	46	31.3
Frequently	14	9.5
NA / Don't Know	3	2.0
Total	147	
No Response	5	

62. Please rate the factors you think most effect how you are treated on this campus:

A. FHDA employee classification		
	N	Percent
1 - Least Effect	31	21.2
2	8	5.5
3	8	5.5
4	13	8.9
5	25	17.1
6 - Most Effect	61	41.8
Total	146	
No Response	6	

B. Religion		
	N	Percent
1 - Least Effect	116	82.3
2	12	8.5
3	3	2.1
4	6	4.3
5	2	1.4
6 - Most Effect	2	1.4
Total	141	
No Response	11	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

C. Language

	N	Percent
1 - Least Effect	82	59.0
2	18	12.9
3	15	10.8
4	11	7.9
5	11	7.9
6 - Most Effect	2	1.4
Total	139	
No Response	13	

D. Gender

	N	Percent
1 - Least Effect	56	40.3
2	15	10.8
3	28	20.1
4	21	15.1
5	15	10.8
6 - Most Effect	4	2.9
Total	139	
No Response	13	

E. Race/Ethnicity

	N	Percent
1 - Least Effect	61	44.9
2	18	13.2
3	20	14.7
4	13	9.6
5	15	11.0
6 - Most Effect	9	6.6
Total	136	
No Response	16	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

F. Sexual Orientation		
	N	Percent
1 - Least Effect	94	68.6
2	18	13.1
3	12	8.8
4	7	5.1
5	4	2.9
6 - Most Effect	2	1.5
Total	137	
No Response	15	

G. Other		
	N	Percent
1 - Least Effect	54	64.3
2	5	6.0
3	2	2.4
4	7	8.3
5	7	8.3
6 - Most Effect	9	10.7
Total	84	
No Response	68	

Please tell us about your background:

63. Are you a primary caregiver for any of the following? Check all that apply.		
	N	Percent
Indiv. <18 years	31	21.4
Indiv. >18 years	26	17.9
Both	1	0.7
None of the Above	87	60.0
Total	145	
No Response	7	

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

64. Please mark the most appropriate item.

	N	Percent
English is the only language I speak	87	59.2
English is my primary language, but I speak one or more other languages	52	35.4
English is not my primary language	8	5.4
Total	147	
No Response	5	

65. What is your age?

	N	Percent
25-29	5	3.4
30-34	13	8.8
35-39	10	6.8
40-49	42	28.6
50 or older	77	52.4
Total	147	
No Response	5	

66. With what racial/ethnic group(s) do you identify? Check all that apply.

	N	Percent
African American	3	2.1
Central American	1	0.7
Chinese	7	4.9
Japanese	1	0.7
Korean	1	0.7
Mexican/Chicano	7	4.9
Other Pacific Islander	1	0.7
Other: Please specify	6	4.2
Vietnamese	2	1.4
White Non-Latino/a	90	62.9
Multiple Ethnicities	24	16.8
Total	143	
No Response	9	

Note: Employees who selected more than one race are included in the “Multiple Ethnicities” category and are not included in any of the other categories.

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

67. What is your religion?

	N	Percent
Agnostic	17	11.6
Atheist	16	11.0
Buddhism	5	3.4
Christianity	50	34.2
Decline to state/Rather not say	25	17.1
Islam	3	2.1
Judaism	5	3.4
No religion	14	9.6
Other please specify:	8	5.5
Taoism	1	0.7
Wiccan	2	1.4
Total	146	
No Response	6	

68. Are you a person with a disability? Check all that apply.

	N	Percent
Chronic Health Impairment	1	0.7
Decline to state/Rather not say	12	8.4
Hearing Impairment or Deaf	3	2.1
Learning Disability	2	1.4
No disability	117	81.8
Visual Impairment	1	0.7
Multiple Disabilities	7	4.9
Total	143	
No Response	9	

Note: Employees who selected more than one disability are included in the “Multiple Disabilities” category and are not included in any of the other categories.

69. Are you a veteran of the US armed forces?

	N	Percent
No	143	97.9
Yes	3	2.1
Total	146	
No Response	6	

70. What is your gender?

	N	Percent
Female	93	63.3
Male	49	33.3
Decline to state/Rather not say	5	3.4
Total	147	
No Response	5	

71. What is your sexual orientation?

	N	Percent
Heterosexual	115	78.8
Homosexual	16	11.0
Bisexual	6	4.1
Decline to state/Rather not say	9	6.2
Total	146	
No Response	6	

Question 72: Is there anything you would like to share about how the campus climate can be improved on this campus?

Note: No responses have been edited or changed.

While I have increased my awareness and comfort with people of differing backgrounds, it is not as a result of my working here. It's something that I have done entirely outside of work.

Interesting that age wasn't listed as a factor; Questions should look at treatment by administrators (beyond just FHDA employees)

As a long time faculty member I feel very unappreciated in my department.

One suggestion is by having a mandatory equity training/retreat discussing issues of race, class, gender, language and other forms of discrimination.

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

The categories you have for the age question (#65) imply that all people age 50 and older can be lumped together but those between 20 and 49 need to be differentiated every 5 years. I dare say that the campus climate for people over ages 60 and 65 is VERY different from the campus climate for people ages 50 - 59. Therefore, Question 65 is a bit ageist. Seems a bit ironic.

The climate at FHC is no longer open to new ideas. The new hired faculty just do the least work needed. I see no creative ideas coming forth from Admin or faculty or staff. It is just a job to most people. The former dean of Kines was the most unprofessional person I have ever known. She told me she was the boss and to never question her if I wanted my life to be easy. FHC needs to look to hire creative people! The people they hire now, find it easier to say NO, then to create new programs. I have recently retired and I do not see a positive direction for the college unless they change their thinking. Unfortunately, we hire people from the outside that do not understand what made FH/DA great!

include part time faculty. in anything. My department couldn't survive without us, but completely ignores us.

Foothill's culture is also a more conformist culture, whereas De Anza's is more oppositional. Foothill could look at De Anza as a model on how to improve campus climate, but I feel Foothill would never do that, because of the anti-De Anza sentiment at Foothill.

The classified staff have historic issues related to self esteem and entitlement to higher level positions that continually come up in discussion about campus climate. More work is needed related to educating classified staff regarding how to move into higher level positions and how having a negative attitude on campus can be deliterious to their goal of being hired into new jobs.

the behavior of their colleagues through anonymous notes and anonymous claims. That is creating a toxic environment where instead of feeling supported, individuals are feeling either scornful or threatened. This kind of drama drains individuals of their creative energy. How can this be improved? I'm not sure. Maybe we could celebrate/showcase the UNIQUE gifts that each community member brings to the table...so that everyone feels appreciated/valued. Also, I think this individual may be having mental health issues, but I have no avenue to help with that. However, I suspect that some of this behavior is born from anger, probably a result of burn-out. Some people set boundaries to stave off burn-out and some people don't. It's easy to take on too much and suffer from burn-out and resent others for not getting themselves into a similarly bad predicament. And if you're trying to control too much, then your anger and resentment come out in unproductive ways. What can we do about that? I don't know...but maybe you do.

Take a real inventory of how you treated all of the staff you've laid off. Did you send them off with dignity and gratitude for their service? did you thank them for their commitment to students? Did you value their work by asking them to educate you about what they did for students? did you value them by passing on and incorporating some of their wisdom for future students? Did you speak to employees before making major decisions that affected their places of work and work environments? Did you treat them in a way you'd be honored to be treated if you had fallen on hard times yourself? Did you send a message with all of your interactions with these staff of color to the rest of the community through your

FHDA Employee Equity Survey – **FOOTHILL CAMPUS ONLY**

actions that you valued them as human beings and as dedicated employees? Do you really think a survey can change the awful way in which you have treated people and the goodwill you have destroyed? I am certain that the culture of fear you have created was deliberate. Nobody does that kind of damage by accident.

FH campus would benefit from a weekly newspaper/Epaper, encouraging transparency and giving the Administration an opportunity to share their vision and their priorities on a public platform. In turn it would open to all, students, faculties, staff and the community we serve a chance to be informed of the changes and challenges we face. All would have a chance to voice their opinions, give input and share their insights into the decision making if need be, creating a sense of community and ownership for what happens here on campus. Monthly Board Highlights don't cut it. If De Anza can have "La Voz" , Ohlone have the "Monitor", Cabrillo have the "Voice" and San Jose City have "The City College Times" why can't Foothill College have a newspaper. It truly reflects how little we value free speech on this campus and creates an atmosphere of distrust where it appears that the Administration is working on full filling their own personal agendas behind closed doors with no public discourse or accountability.

I think the foreign students need more of a support system in place both on and off campus.

Things have gotten better.

attitude that seems far too common. I teaching a department that is crawling with children, so the local support system around being a parent is good. I do not know what the picture looks like in other departments, but will note that we only recently addressed the issue of pregnancy during the tenure process.

I would like to have a center for general information for Instructors who need academic clarification. The Deans and other Instructors are far too busy to take the time to help.

Can't think of a thng, but I am not on campus often.

There needs to be more equity with faculty teaching primarily online. This survey does not address the discrimination and stigmas fellow faculty have on online instructors.

regarding fellow employees and makes the workplace increasingly uncomfortable and unpleasant. Furthermore, she has gone out of her way to make certain resources unavailable and inaccessible to specific ethnicities. There needs to be a way of monitoring all employees and ensuring the protection of our students from people who go out of their way to make life harder for them.

There seems to be more friction between faculty & staff at Foothill than any other college where I have taught.

There has been a lot of changes with staffing on campus and within various departments. Change can be hard, but the outcomes has been beneficial thus far. My hopes is that the changes will halt for a moment, so community building can begin its course.

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group to the exclusion of others. First, foster a campus community built on openness and trust with a williness to listen and follow through with results... the rest will follow and fall into place. Rid the campus of cronyism or hang a sign that states: this position is ear-marked for a specific employee and or their friend , all others need not apply.

The campus climate is toxic and the has developed a horrendous reputation that has clearly impacted enrollment and diversity of historically underrepresented faculty, staff and administrators. Upper administration tactics are counter to the integrity that the institution was built upon. Administrative cliques break rules and use covert unscrupulous tactics to force good employees out and bring in their friends and eliminate programs that help students. Our Boards and Senates have a need to look beneath the surface and change the direction our college is headed.

More support dealing with the psychological/emotional disabilities of co-workers that negatively affect the work environment

I imagine that the demographics of the faculty at Foothill do not match that of our service area. I think we should make that a priority in order to help all students feel comfortable on campus.

I am sure glad I did not have to design this survey. Many questions can be taken in many different ways, and, overall, I felt the design of many questions I feel are 'leading'. I almost started from the beginning to number those questions I thought were not that clear, but, I did not think it would ultimately be productive. Best of luck.

More communication between all levels.

If the campus would actually hold any individual accountable for their job performance, regardless of demographics, the campus would be a better place. Stop hiring poorly-qualified employees, just because they're minority women, please. It just ruins the work environment to have incompetent people locked into key positions.

Am wondering why none of the questions address ageism>

I think the college as an institution could be more supportive of programs and projects that inspire and foster true, sustained, collaboration across the disciplines, as well as among staff, administrators, and faculty. Campus collaboration and info/idea sharing seem to be treated as one-off events, such as heritage months or professional development workshop. To support sustainable, transformative collaborative projects, such as interdisciplinary learning communities, project-based learning, contextualized learning, service learning, etc., there needs to be more time/space/compensation for collaboration among faculty, staff, and administrators. The campus needs to have an honest conversation about priorities and levels of investment in support of various demographic communities on campus. The perception is that our international program and honors program receive greater attention than those that serve underprepared, marginalized groups on campus. If that's not the case, then greater transparency and information could be shared about the work of all programs on campus.

Prefer not to.

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There should be more direct communication rather than approaching someone's supervisor with a gripe; there should be much discussion before any written warnings are issued; an investigator's recommendations should be taken seriously and not force-changed.

More minorities need to be hired.

The major prejudice on this campus is for Christian and/or conservative thought. These people are either demeaned or silenced. The word among students is if you are conservative in your thought, keep your mouth shut or you will be punished by poor grades. There is, regretfully, some truth in this...

FYI, When I answered the question about people treating me different because of my spirituality, I took that as positive treatment not negative. I'd like to see the District offer golden hand shakes to employees who are so bitter and tired that they can't function around students or employees. Also, staff leaders need release time like faculty get. Also, hire more African Americans. Also, make an effort to recruit more African American students. Also, hire people who have experience working at other colleges and have a passion for students. Also, open a Cultural Center. Also, flaky employees who lead to the atmosphere being dangerous and unorganized need their Office items of clutter (dead flowers and plants) removed. Student friendly environments needed!

Personally I feel that there are too many events that center around ethnicity and race or background and not enough nice all-inclusive events. Plus I feel that there is discrimination on campus regarding the type of student that is serviced, and that faculty and staff need to be trained on how to work with different populations or policies that might affect the different populations. Faculty and staff also need to be informed on the District's goals and overall views of the campus population. For example, are we expected to recruit more underrepresented students or more veterans or international students?

1. I feel like a second-class citizen because I am a part-timer. I feel this from my dean, administrators, and from fellow faculty. 2. I don't think that high-level administrators have my department's best interest at heart. 2. For the first 13 years I worked for the college, I was a caregiver of a child under 18 years old. I have felt discrimination and have witnessed discrimination of other working mothers.

1. During my first year at FH, I was hip checked by my dean. This is inappropriate behavior but I did not say anything because I was not tenured and did not want to create tension between me and this person. 2. I have witnessed certain faculty favor Asian female students in their classes and have dated these students. Several students have complained to me about this. But I don't feel that I can offer these students much assistance since I can't accuse one of my colleagues. 3. I don't think we focus on looking for employees with diverse backgrounds when we hire. I think if the campus climate is to be improved there needs to be a way for employees to report these incidents without feeling fear or retaliation. It is not OK for faculty to favor certain students because of their gender or race, yet this faculty member continues to do this. Students even write about this in RateMyProfessor. Where can they go to make this complaint without fear? And, more importantly, does anything happen? Who is taking on the responsibility of having employees act appropriately?

Don't do these online surveys

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I feel this campus is very student focused and the current administration is supportive of my program which I really appreciate. I have many colleagues that feel unsupported by their college or administration which makes me appreciate my college so much more.

and easy for every student prepared or not.

The Administration talks about campus climate but I have not seen any staff/faculty retreats/workshops/classes actually addressing this issue. This makes me think they don't actually care about campus climate.

in ways that neighboring community colleges are not. Recent discussions have been a helpful beginning to reversing this trend.

A renewal to a commitment to the once high academic standards of the district by placing a greater emphasis upon the importance of academic excellence, an increase in the proportion of full-time faculty, and a greater focus student support services.

Feel that it is extremely difficult to speak honestly with staff, faculty and or administrators in regard to any change in systems, overall campus climate or ideas for new approaches usually causes conflict and eventually indifference. Feel serious stallmates with union interference and unions get in way of performance. If you do speak honestly it is perceived as negative and eventually gets back to administrators who then make judgement on new ideas or change. The supposed shared governance does not work. A common practice at Foothill is favoritism on behalf of administrators. I am not sure what occurs in Presidents Cabinet meeting but that forum seems to lend itself to discussing personal personnel issues and as a result opportunities for promotion are limited to nil for those who are seen as negative or troublemakers. There seems to be a lack of diversity in high level positions. Strong consideration to review hiring standards, duplicity and multi-culturalism in all classifications. Review of workforce preparedness needs attention. Development of future innovative ideas through curriculum, by approaching open forums, brain-based research and discovery should be promoted.

Better communication campus wide. There are a lot of events in each dept I would support if I knew about them

An open due process for staff who are being investigated or laid off. Ensure fairness in the way that all racial and ethnic groups are treated.

Performance / skills-based seniority system (rather than time in classification) to improve efficiency and employee motivation. Would have wide-ranging effects on both the employment and student environment.

No....thank you.

Reduce top-heavy administration and improve work conditions for part-timers.

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In the past two years I've seen consistent improvement with the ability of most administration employees to listen and take concerns seriously. A few of the staff continue to be obstructionist and quite rude. Through out my career at Foothille I've seen a lack effort to hire under-represented groups. The latter causes me the greatest concern for our campus. I do not think we can attract students of color if we continue not to hire professionals that look like the students whose enrollment we are trying to increase.

Treat part time faculty as if they matter and are worth something. Curriculum and All work should be paid and full time overloads eliminated as it robs others of work when a tenured person takes an overload and does a lousy job at all they do.

FHDA Equity Survey 2014 -Employee Subgroup Analysis – Foothill College

This report highlights some of the largest and most consistent differences in how different groups of employees answered various questions.

To select the questions to highlight in this report, we used the following method:

1. Collapsed questions into the following groups, taking the mean across all questions for each employee:
 - a. **Questions 6-13:** Positive interactions and relationships of employees to students
 - b. **Questions 14-20:** Negative interactions and relationships of employees to students
 - c. **Questions 21-24:** Negative treatment of employees by students
 - d. **Questions 25-26:** Administration promotion of group differences and underrepresented groups
 - e. **Questions 27-29 (9 parts total):** Positive treatment by faculty, staff, and administrators
 - f. **Questions 30-34:** Personal development from working experience at this college
 - g. **Questions 35-48:** Positive perceptions of the campus environment
 - h. **Questions 49-61:** Negative perceptions of the campus environment
2. When necessary, collapsed employee demographic groups to create large enough samples. In some cases, not all employees were included in a group.
 - a. **Age-** three groups: 39 or younger, 40-49, 50 or older.
 - b. **Disability-** two groups: disabled, no disability
 - c. **Gender-** two groups: female, male
 - d. **Sexual Orientation-** heterosexual or not heterosexual
 - e. **Number of years-** three groups: 0-3, 4-9 and 10+ quarters
 - f. **Race-** five groups: Asian, Latino/a, White, Other, Multi-racial (Other primarily includes African-American and Other Non-White categories)
 - g. **Employee classification** – four groups: administrators, classified staff, full-time faculty, part-time faculty
3. Conduct bivariate t-tests between each of the demographic groups (e.g. males and females, white and Asian students) for each of the collapsed categories of questions.
4. For the groups for which there were statistically significant differences, look at the cross tabulations for each of the specific questions in the category (e.g. look at the cross tabulations for questions 6-13, which make up the “positive instructor” question category, for male and female students if this t-test was statistically significant).
5. Identify overall trends and illustrate the key findings with a few sample questions (***note: we did not include every question that supported a given finding***).

Such a method is necessary to distill the thousands of possible comparisons into meaningful, significant findings. However, there are likely more subtle differences between groups that might not bubble to the surface with such a strategy.

In many cases, each cell represents extremely small samples that represent few employees. All results, especially as they relate to the findings from any specific question, should be interpreted with caution.

Age

Age groups:

Category	N	%
39 and younger	27	18.8%
40-49	41	28.5%
50 or older	76	52.8%

Findings:

- **Overall, there were relatively few differences in reports by age**
- **Younger perceived less positive interactions with employees and students, but were also more often unsure of their response**

Please rate your perception of how employees act towards or treat students:

Are fair in grading, providing feedback, setting expectations, and/or providing support regardless of the students' backgrounds

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
39 and younger	29.6%	29.6%	7.4%	0.0%	3.7%	29.6%
40-49	56.1%	29.3%	4.9%	4.9%	0.0%	4.9%
50 or older	52.0%	20.0%	9.3%	2.7%	0.0%	16.0%
39 and younger	8	8	2	0	1	8
40-49	23	12	2	2	0	2
50 or older	39	15	7	2	0	12

Please rate your experiences with other employees:

I have been treated with courtesy and respect by: Staff

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
39 and younger	48.1%	37.0%	3.7%	11.1%	0.0%	0.0%
40-49	51.2%	36.6%	7.3%	2.4%	2.4%	0.0%
50 or older	60.0%	30.7%	8.0%	1.3%	0.0%	0.0%
39 and younger	13	10	1	3	0	0
40-49	21	15	3	1	1	0
50 or older	45	23	6	1	0	0

As a result of my experience working at this college:

I am more comfortable working with people from other cultures

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	NA/Don't Know
39 and younger	29.6%	40.7%	3.7%	3.7%	22.2%
40-49	54.1%	24.3%	8.1%	2.7%	10.8%
50 or older	50.0%	34.2%	10.5%	1.3%	3.9%
39 and younger	8	11	1	1	6
40-49	20	9	3	1	4
50 or older	38	26	8	1	3

Disability Status

Category	N	%
No disability	116	82.3%
Disabled	25	17.7%

Findings:

Employees who reported a disability:

- ***Perceived worse treatment from students***
- ***Were consistently more negative as to their perceptions of the campus climate and employee conditions.***

Students made me feel uncomfortable because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	NA/Don't Know
No disability	68.4%	22.8%	4.4%	0.9%	3.5%
Disabled	28.0%	24.0%	24.0%	4.0%	20.0%
No disability	78	26	5	1	4
Disabled	7	6	6	1	5

FHDA Equity Survey 2014 -Employee Subgroup Analysis – Foothill College

This campus creates working conditions that facilitate my ability to carry out my job successfully

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	NA/Don't Know
No disability	37.4%	37.4%	16.5%	7.0%	1.7%
Disabled	16.0%	36.0%	32.0%	16.0%	0.0%
No disability	43	43	19	8	2
Disabled	4	9	8	4	0

Please tell us the frequency in which you have:

Felt excluded from formal collegial networks

	Never	Rarely	Occasionally	Frequently	NA/Don't Know
No disability	48.2%	18.4%	25.4%	6.1%	1.8%
Disabled	20.0%	20.0%	32.0%	16.0%	12.0%
No disability	55	21	29	7	2
Disabled	5	5	8	4	3

Been treated rudely

	Never	Rarely	Occasionally	Frequently	NA/Don't Know
No disability	25.0%	39.3%	28.6%	5.4%	1.8%
Disabled	12.0%	16.0%	48.0%	20.0%	4.0%
No disability	28	44	32	6	2
Disabled	3	4	12	5	1

Gender

Category	N	%
Female	92	63.9%
Male	47	32.6%
Other	0	0.0%
Decline to State	5	3.5%

Findings:

As few employees reported a gender other than male or female, we restrict comparisons to these two categories.

- ***Many questions showed no difference between males and females***
- ***Females were more likely to feel excluded from collegial networks***

Please tell us the frequency in which you have:

Felt excluded from formal collegial networks

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Female	40.7%	18.7%	25.3%	12.1%	3.3%
Male	50.0%	19.6%	23.9%	2.2%	4.3%
Female	37	17	23	11	3
Male	23	9	11	1	2

Felt excluded from formal collegial networks

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Female	38.0%	18.5%	28.3%	10.9%	4.3%
Male	57.8%	15.6%	22.2%	2.2%	2.2%
Female	35	17	26	10	4
Male	26	7	10	1	1

Sexual Orientation

Category	N	%
Not Heterosexual	22	16.4%
Heterosexual	112	83.6%

Findings:

There were few differences in responses between employees identifying as heterosexual and not heterosexual.

Please tell us the frequency in which you have:

Been asked to speak for my “group”

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Not Heterosexual	27.3%	31.8%	18.2%	18.2%	4.5%
Heterosexual	38.7%	23.4%	19.8%	7.2%	10.8%
Not Heterosexual	6	7	4	4	1
Heterosexual	43	26	22	8	12

Felt tokenized because of my race/ethnicity or gender

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Not Heterosexual	57.1%	23.8%	9.5%	9.5%	0.0%
Heterosexual	60.9%	19.1%	9.1%	5.5%	5.5%
Not Heterosexual	12	5	2	2	0
Heterosexual	67	21	10	6	6

Felt excluded from informal collegial networks

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Not Heterosexual	47.6%	28.6%	14.3%	9.5%	0.0%
Heterosexual	45.9%	14.4%	28.8%	7.2%	3.6%
Not Heterosexual	10	6	3	2	0
Heterosexual	51	16	32	8	4

Number of Years Employed

Category	N	%
0-3	32	21.8%
4-9	33	22.5%
10+	82	55.8%

Findings:

- ***who had been employed longer were:***
 - ***Less likely to feel supported by the campus environment***
 - ***Were more likely to feel overworked***

I have been given the amount of time and attention I need to get the help I need from: Faculty

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
0-3	68.8%	15.6%	0.0%	0.0%	3.1%	12.5%
4-9	39.4%	24.2%	18.2%	9.1%	3.0%	6.1%
10+	53.1%	22.2%	9.9%	6.2%	2.5%	6.2%
0-3	22	5	0	0	1	4
4-9	13	8	6	3	1	2
10+	43	18	8	5	2	5

I have been given the amount of time and attention I need to get the help I need from: Administrators

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
0-3	53.1%	15.6%	18.8%	3.1%	3.1%	6.3%
4-9	33.3%	36.4%	15.2%	6.1%	6.1%	3.0%
10+	33.3%	23.5%	19.8%	13.6%	6.2%	3.7%
0-3	17	5	6	1	1	2
4-9	11	12	5	2	2	1
10+	27	19	16	11	5	3

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This campus creates working conditions that facilitate my ability to carry out my job successfully

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, Don't know
0-3	43.8%	40.6%	9.4%	6.3%	0.0%
4-9	42.4%	33.3%	18.2%	3.0%	3.0%
10+	25.0%	37.5%	23.8%	12.5%	1.3%
0-3	14	13	3	2	0
4-9	14	11	6	1	1
10+	20	30	19	10	1

My intelligence is recognized and respected on this campus

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, Don't know
0-3	51.6%	29.0%	12.9%	6.5%	0.0%
4-9	36.4%	39.4%	15.2%	6.1%	3.0%
10+	38.3%	35.8%	12.3%	11.1%	2.5%
0-3	16	9	4	2	0
4-9	12	13	5	2	1
10+	31	29	10	9	2

Please tell us the frequency in which you have:

Felt burned out

	Never	Rarely	Occasionally	Frequently	N/A, Don't Know
0-3	19.4%	25.8%	35.5%	19.4%	0.0%
4-9	12.1%	12.1%	39.4%	36.4%	0.0%
10+	6.2%	19.8%	38.3%	35.8%	0.0%
0-3	6	8	11	6	0
4-9	4	4	13	12	0
10+	5	16	31	29	0

Felt pressured to take on more work

	Never	Rarely	Occasionally	Frequently	N/A \ Don't Know
0-3	54.8%	12.9%	22.6%	9.7%	0.0%
4-9	18.8%	15.6%	31.3%	34.4%	0.0%
10+	10.0%	18.8%	28.7%	42.5%	0.0%
0-3	17	4	7	3	0
4-9	6	5	10	11	0
10+	8	15	23	34	0

Race

Category	N	%
Asian	11	7.9%
Latino/a	8	5.7%
White	88	62.9%
Other	9	6.4%
Multi-Racial	24	17.1%

Findings:

- **Asian and White employees consistently reported higher satisfaction in every category related to employee and student interactions, as well as campus climate. DISCLAIMER: All non-white employee categories contained few observations. As a result, we advise caution in interpreting any individual results too closely.**

Please rate your perception of how employees act towards or treat students:

Show care and concern for students

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
Asian	90.0%	10.0%	0.0%	0.0%	0.0%	0.0%
Latino/a	12.5%	37.5%	37.5%	0.0%	12.5%	0.0%
White	55.2%	25.3%	12.6%	6.9%	0.0%	0.0%
Other	12.5%	50.0%	0.0%	0.0%	0.0%	37.5%
Multi-Racial	33.3%	41.7%	20.8%	0.0%	0.0%	4.2%
Asian	9	1	0	0	0	0
Latino/a	1	3	3	0	1	0
White	48	22	11	6	0	0
Other	1	4	0	0	0	3

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Multi-Racial 8 10 5 0 0 1

Make students feel that they are part of the campus community

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
Asian	70.0%	20.0%	0.0%	10.0%	0.0%	0.0%
Latino/a	14.3%	42.9%	14.3%	0.0%	14.3%	14.3%
White	34.9%	25.6%	16.3%	7.0%	1.2%	15.1%
Other	12.5%	12.5%	25.0%	0.0%	12.5%	37.5%
Multi-Racial	17.4%	21.7%	34.8%	8.7%	8.7%	8.7%
Asian	7	2	0	1	0	0
Latino/a	1	3	1	0	1	1
White	30	22	14	6	1	13
Other	1	1	2	0	1	3
Multi-Racial	4	5	8	2	2	2

I have been treated with courtesy and respect by: Administrators

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
Asian	63.6%	18.2%	9.1%	0.0%	9.1%	0.0%
Latino/a	25.0%	25.0%	37.5%	12.5%	0.0%	0.0%
White	52.9%	21.8%	13.8%	8.0%	1.1%	2.3%
Other	22.2%	44.4%	11.1%	0.0%	22.2%	0.0%
Multi-Racial	50.0%	29.2%	4.2%	12.5%	4.2%	0.0%
Asian	7	2	1	0	1	0
Latino/a	2	2	3	1	0	0
White	46	19	12	7	1	2
Other	2	4	1	0	2	0
Multi-Racial	12	7	1	3	1	0

FHDA Equity Survey 2014 -Employee Subgroup Analysis – Foothill College

This campus creates working conditions that facilitate my ability to carry out my job successfully

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, Don't know
Asian	36.4%	54.5%	9.1%	0.0%	0.0%
Latino/a	0.0%	50.0%	37.5%	12.5%	0.0%
White	41.4%	32.2%	16.1%	8.0%	2.3%
Other	22.2%	44.4%	22.2%	11.1%	0.0%
Multi-Racial	25.0%	50.0%	16.7%	8.3%	0.0%
Asian	4	6	1	0	0
Latino/a	0	4	3	1	0
White	36	28	14	7	2
Other	2	4	2	1	0
Multi-Racial	6	12	4	2	0

This campus is free from social or employee class tensions

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, Don't know
Asian	45.5%	36.4%	18.2%	0.0%	0.0%
Latino/a	0.0%	12.5%	50.0%	37.5%	0.0%
White	12.9%	27.1%	32.9%	18.8%	8.2%
Other	11.1%	22.2%	55.6%	11.1%	0.0%
Multi-Racial	13.0%	26.1%	21.7%	34.8%	4.3%
Asian	5	4	2	0	0
Latino/a	0	1	4	3	0
White	11	23	28	16	7
Other	1	2	5	1	0
Multi-Racial	3	6	5	8	1

Please tell us the frequency in which you have:

Felt pressured to take on more work

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Asian	54.5%	0.0%	9.1%	36.4%	0.0%
Latino/a	0.0%	28.6%	42.9%	28.6%	0.0%
White	17.4%	19.8%	30.2%	32.6%	0.0%
Other	22.2%	0.0%	33.3%	44.4%	0.0%
Multi-Racial	25.0%	12.5%	25.0%	37.5%	0.0%
Asian	6	0	1	4	0
Latino/a	0	2	3	2	0
White	15	17	26	28	0
Other	2	0	3	4	0
Multi-Racial	6	3	6	9	0

Censored my thoughts and ideas out of fear

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Asian	63.6%	18.2%	9.1%	9.1%	0.0%
Latino/a	0.0%	28.6%	57.1%	14.3%	0.0%
White	31.8%	28.2%	25.9%	12.9%	1.2%
Other	11.1%	22.2%	33.3%	33.3%	0.0%
Multi-Racial	33.3%	12.5%	29.2%	25.0%	0.0%
Asian	7	2	1	1	0
Latino/a	0	2	4	1	0
White	27	24	22	11	1
Other	1	2	3	3	0
Multi-Racial	8	3	7	6	0

Employee Classification

Category	N	%
Administrator	12	7.9%
Classified Hourly	3	2.0%
Classified Staff	41	27.0%
Full-time faculty	54	35.5%
Part-time faculty	42	27.6%

Findings:

As few ‘Classified Hourly’ employees responded to the survey, they were removed from the analysis. The key findings include:

- ***Part-time faculty were more likely to report positive interactions for employee towards students (perceptions of student interactions toward employees were relatively similar across groups)***
- ***In terms of faculty/staff/administrator interactions:***
 - ***Administrators and Classified Staff were less likely to feel well-treated by Faculty, Staff, and Administrators***
- ***Classified Staff and Full-Time Faculty were less likely to feel that the campus provided a good work environment***
- ***Full-Time Faculty were the most likely to feel overworked, and Part-Time Faculty were least likely to feel overworked***

Please rate your perception of how employees act towards or treat students:

Are fair in grading, providing feedback, setting expectations, and/or providing support regardless of the students' backgrounds

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
Administrator	33.3%	33.3%	8.3%	0.0%	0.0%	25.0%
Classified Staff	29.3%	22.0%	14.6%	0.0%	2.4%	31.7%
Full-time faculty	51.9%	27.8%	5.6%	5.6%	0.0%	9.3%
Part-time faculty	65.9%	19.5%	2.4%	2.4%	0.0%	9.8%
Administrator	4	4	1	0	0	3
Classified Staff	12	9	6	0	1	13
Full-time faculty	28	15	3	3	0	5
Part-time faculty	27	8	1	1	0	4

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Reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	NA/Don't Know
Administrator	25.0%	25.0%	33.3%	8.3%	8.3%
Classified Staff	34.1%	26.8%	17.1%	4.9%	17.1%
Full-time faculty	25.0%	30.8%	19.2%	13.5%	11.5%
Part-time faculty	57.5%	20.0%	5.0%	2.5%	15.0%
Administrator	3	3	4	1	1
Classified Staff	14	11	7	2	7
Full-time faculty	13	16	10	7	6
Part-time faculty	23	8	2	1	6

I have been treated with courtesy and respect by: Faculty

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
Administrator	41.7%	41.7%	16.7%	0.0%	0.0%	0.0%
Classified Staff	24.4%	43.9%	22.0%	7.3%	2.4%	0.0%
Full-time faculty	75.5%	17.0%	7.5%	0.0%	0.0%	0.0%
Part-time faculty	68.3%	9.8%	17.1%	0.0%	4.9%	0.0%
Administrator	5	5	2	0	0	0
Classified Staff	10	18	9	3	1	0
Full-time faculty	40	9	4	0	0	0
Part-time faculty	28	4	7	0	2	0

I have been treated with courtesy and respect by: Staff

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
Administrator	50.0%	41.7%	8.3%	0.0%	0.0%	0.0%
Classified Staff	34.1%	56.1%	7.3%	2.4%	0.0%	0.0%
Full-time faculty	64.2%	26.4%	7.5%	1.9%	0.0%	0.0%
Part-time faculty	63.4%	19.5%	7.3%	7.3%	2.4%	0.0%
Administrator	6	5	1	0	0	0
Classified Staff	14	23	3	1	0	0
Full-time faculty	34	14	4	1	0	0
Part-time faculty	26	8	3	3	1	0

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I have been treated with courtesy and respect by: Administrators

	90-100%	80-89%	70-79%	60-69%	< 60%	NA/Don't Know
Administrator	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%
Classified Staff	25.0%	42.5%	22.5%	5.0%	5.0%	0.0%
Full-time faculty	51.9%	20.4%	13.0%	9.3%	5.6%	0.0%
Part-time faculty	63.4%	12.2%	7.3%	9.8%	2.4%	4.9%
Administrator	6	4	2	0	0	0
Classified Staff	10	17	9	2	2	0
Full-time faculty	28	11	7	5	3	0
Part-time faculty	26	5	3	4	1	2

This campus provides an environment for free and open expression of ideas, opinions and beliefs

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, Don't know
Administrator	50.0%	41.7%	0.0%	8.3%	0.0%
Classified Staff	20.0%	35.0%	27.5%	17.5%	0.0%
Full-time faculty	27.8%	37.0%	20.4%	14.8%	0.0%
Part-time faculty	47.5%	27.5%	15.0%	2.5%	7.5%
Administrator	6	5	0	1	0
Classified Staff	8	14	11	7	0
Full-time faculty	15	20	11	8	0
Part-time faculty	19	11	6	1	3

This campus is free from tension related to race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, Don't know
Administrator	41.7%	8.3%	41.7%	8.3%	0.0%
Classified Staff	22.5%	40.0%	27.5%	10.0%	0.0%
Full-time faculty	18.5%	37.0%	27.8%	13.0%	3.7%
Part-time faculty	37.5%	25.0%	10.0%	7.5%	20.0%
Administrator	5	1	5	1	0
Classified Staff	9	16	11	4	0
Full-time faculty	10	20	15	7	2
Part-time faculty	15	10	4	3	8

Please tell us the frequency in which you have:

Felt burned out

	Never	Rarely	Occasionally	Frequently	N/A, Don't Know
Administrator	8.3%	16.7%	50.0%	25.0%	0.0%
Classified Staff	7.5%	17.5%	42.5%	32.5%	0.0%
Full-time faculty	3.7%	11.1%	38.9%	46.3%	0.0%
Part-time faculty	22.0%	34.1%	26.8%	17.1%	0.0%
Administrator	1	2	6	3	0
Classified Staff	3	7	17	13	0
Full-time faculty	2	6	21	25	0
Part-time faculty	9	14	11	7	0

Felt pressured to take on more work

	Never	Rarely	Occasionally	Frequently	N/A, Don't Know
Administrator	8.3%	16.7%	41.7%	33.3%	0.0%
Classified Staff	17.9%	17.9%	35.9%	28.2%	0.0%
Full-time faculty	5.7%	5.7%	35.8%	52.8%	0.0%
Part-time faculty	48.8%	29.3%	7.3%	14.6%	1.0%
Administrator	1	2	5	4	0
Classified Staff	7	7	14	11	0
Full-time faculty	3	3	19	28	0
Part-time faculty	20	12	3	6	0

FHDA Equity Survey – **REPRESENTATION**

Equity Employee Survey

Summary: We examined whether the FHDA Equity Employee survey adequately represents the wider FHDA population across three categories: age, gender, and ethnicity.

Age: The age profile of the survey respondents is well-aligned with the population of the Foothill and DeAnza campuses.

	Total		Foothill		DeAnza	
	Survey	Population	Survey	Population	Survey	Population
20-29	2.6%	2.3%	3.4%	3.0%	2.3%	1.8%
30-39	13.6%	14.9%	15.6%	17.6%	12.7%	13.8%
40-49	25.6%	27.1%	28.6%	28.9%	23.6%	25.0%
50 or older	58.3%	55.6%	52.4%	50.5%	61.4%	59.4%

Gender: Female employees were more likely to respond to the survey than males. This is less clear in the overall results, as survey respondents were able to state a gender of ‘Other’ or decline to state their gender.

	Total		Foothill		DeAnza	
	Survey	Population	Survey	Population	Survey	Population
Female	63.0%	56.6%	63.3%	63.8%	60.7%	59.1%
Male	30.1%	43.4%	33.3%	36.2%	29.5%	40.9%
Other	0.8%	--	0.0%	--	1.3%	--
Decline to State	6.1%	--	3.4%	--	8.5%	--

If we remove the small percentage of ‘Other’, and assume that ‘Decline to State’ are equally likely to be male as female, then we can see that females were overrepresented in the survey results at both Foothill (by a small margin) and DeAnza (by a larger margin).

	Total		Foothill		DeAnza	
	Survey	Population	Survey	Population	Survey	Population
Female	67.7%	56.6%	65.5%	63.8%	67.3%	59.1%
Male	32.3%	43.4%	34.5%	36.2%	32.7%	40.9%

FHDA Equity Survey – **REPRESENTATION**

Ethnicity: It is difficult to examine representation in the survey results as the ethnicity question in the survey offered additional categories. We combined categories using the definition below.

If we include the large number of employees indicating multiple ethnicities, than whites were equally represented in DeAnza and only slightly overrepresented in Foothill. Asian and Latino/a employees were underrepresented in the survey results, but these groups may have been more likely to list multiple ethnicities when offered a choice.

	Total		Foothill		DeAnza	
	Survey	Population	Survey	Population	Survey	Population
Native American	0.8%	0.6%	0.0%	0.6%	1.4%	0.5%
Asian / PI	10.0%	19.0%	8.4%	15.8%	10.8%	21.0%
African-American	2.9%	5.6%	2.1%	5.8%	3.8%	6.2%
Filipino	1.9%	2.7%	0.0%	1.8%	3.3%	2.7%
Latino/a	8.2%	16.3%	5.6%	13.7%	9.4%	15.4%
White, Non-Latino/a	54.6%	50.7%	62.9%	59.6%	47.4%	47.6%
Other	6.9%	5.1%	4.2%	2.7%	8.9%	6.5%
Multiple Ethnicities	14.9%	--	16.8%	--	14.7%	--

If we remove the ‘Multiple Ethnicities’ category and assume all individuals were equally likely to list multiple ethnicities, then we find that whites were overrepresented in the survey results at both colleges, with Asians and Latinos/as underrepresented. These results should be interpreted with caution, as it is not clear that the removal of the category equally affects the representation of all groups.

	Total		Foothill		DeAnza	
	Survey	Population	Survey	Population	Survey	Population
Native American	0.9%	0.6%	0.0%	0.6%	1.6%	0.5%
Asian / PI	11.7%	19.0%	10.1%	15.8%	12.7%	21.0%
African-American	3.4%	5.6%	2.5%	5.8%	4.5%	6.2%
Filipino	2.2%	2.7%	0.0%	1.8%	3.9%	2.7%
Latino/a	9.6%	16.3%	6.7%	13.7%	11.1%	15.4%
White, Non-Latino/a	64.0%	50.7%	75.6%	59.6%	55.8%	47.6%
Other	8.1%	5.1%	5.0%	2.7%	10.5%	6.5%

Definitions for ethnicity categories:

Native American: American Indian/Alaskan Native

Asian / PI: Asian Indian, Chinese, Japanese, Korean, Other Pacific Islander, Vietnamese

African-American: African American

Latino/a: Central American, Cuban/Puerto Rican/Caribbean Islander, Mexican/Chicano, South American

White: White Non-Latino/a

Other: Middle Eastern, Other Non-White, Other: Please Specify

Multiple Ethnicities: Anyone who specified multiple ethnicities as answers to the question.