# 2017 Employee Experience Survey Results Report

## Introduction

The development of Lane's Equity Lens is a college-wide project that will include participants and stakeholders from all areas of campus. Visioning work for the lens began in spring 2016, under the direction of the Chief Diversity Officer, Diversity Council, and a small number of additional stakeholders within the college. With the assistance of outside facilitator Phil Tajitsu Nash, this group created a plan and committees to begin outreach and gather information about the experience and needs of the Lane campus community to inform Lane's Equity Lens.

Early stages of the development of Lane's Equity Lens, led by members of the Diversity Council, have focused on research and planning, including the Employee Experience Survey that was distributed in fall 2017. The survey was distributed to all Lane employees, and participation was promoted through word-of-mouth, inservice presentations, an Equity Lens Conversation Kit, and an email from President Hamilton to all Lane employees.  The primary objective of this survey was to gather information about the experiences of Lane employees that could help us direct and focus our work as we move forward with the development of Lane's Equity Lens.

A Student Experience Survey was also developed and will be distributed to all Lane students in winter 2018. A report with aggregated data from the Student Experience Survey will be available at a later date.

In preparing the Employee Experience Survey, some members of Diversity Council researched approaches other campus had taken, both in the U.S. and abroad, to creating surveys intended to help the colleges better understand employee experience and campus climate. The research indicated that many colleges and universities had opted to conduct rather comprehensive campus climate surveys that were outsourced to an external firm[1]. While conducting such a survey has become a long-term goal for Lane, it was beyond the scope of our resources in 2017. We were also concerned that there might not be enough buy-in to ensure adequate participation in surveys that required 30-90 minutes to complete, which is what our research indicated was the necessary time commitment for most of the comprehensive campus climate surveys that had been conducted.

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[1] Most colleges we focused on during our research used Rankin and Associates Consulting.

So, we opted to compile our own, shorter survey more targeted toward specific employee experiences. We drew from questions used by other colleges[2] that were made available through the college's website and/or college reports, revising them to fit our own context and needs at Lane. The goal was to make a survey that could be completed in 10-15 minutes and focused on providing individuals an opportunity to share with the college their experiences as an employee at the institution. In addition to making all questions in the survey optional, we also added a "prefer not to answer" option for each question, offering employees even more freedom in how they responded to each question within the survey. For many of the multiple choice questions we also added a follow-up, open-ended question that allowed the respondent to provide more details/information about their response to the multiple choice question if they desired to do so.

The Employee Experience Survey was confidential and voluntary. All employees had access to and were invited to take the survey, but participation was voluntary. In addition, all questions within the survey were also optional to ensure that no employee would be required to respond to any specific question(s) in order to participate in the survey as a whole. In the survey results that follow the number of participants who chose to respond to each question is clearly noted for clarity and transparency.

No names, employee numbers, or other directly identifying information was collected within the survey in order to ensure confidentiality among survey participants. Additionally only aggregated data will be shared publicly through this report. For questions with a limited number of responses, data is shared through percentages, charts, and graphs. Responses to open-ended questions have been aggregated into themes and topics so as to avoid quoting of any individual's response directly. The survey responses will also be deleted immediately after the completion of this report to further ensure confidentiality.

It is important to note, however (as can be seen in the responses to the final question of the survey), that due to campus climate and previous experiences, some employees remain unconvinced that the results of survey would be confidential. As a result some employees did not feel comfortable participating in the survey at all, and others chose to participate, but with guarded responses. This reality has impacted the information we were able to gather through this survey.

The questions and aggregated response data that follows is presented in the same order as the questions asked of survey participants. This gives readers a clear sense of the survey tool in addition to access to the aggregated data.

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[2] We are especially indebted to the the 2012 Bloomsburg University Campus Climate Survey. This survey was especially helpful to us for a variety of reasons, including that Bloomsburg University adapted questions from *Rankin & Associates Campus Climate Assessment Instrument* for their survey. Since Lane plans to work with Rankin and Associates in the future to conduct a more comprehensive survey, we felt drawing from the questions used by Bloomsburg University would allow us to have enough similarities in our current survey to be able to make some meaningful data comparisons in the future.

# Aggregated Survey Response Data

## Overall, how comfortable are you on Lane's campus?
### 223 total responses

**30.5%** Very comfortable
**46.2%** Comfortable
**12.1%** Neither
**8.5%** Uncomfortable
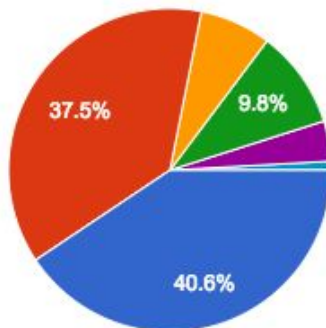**1.3%** Very uncomfortable
**1.3%** Prefer not to answer
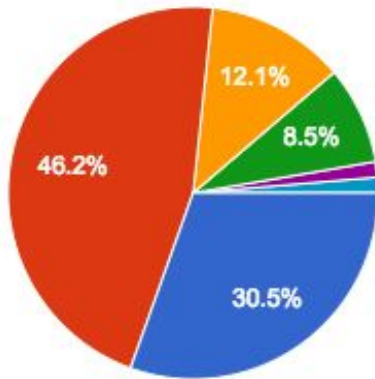


- Very comfortable
- Comfortable
- Neither comfortable or uncomfortable
- Uncomfortable
- Very uncomfortable
- Prefer not to answer

## Overall, how comfortable are you in your primary work area on campus?
### 224 total responses

**40.6%** Very comfortable
**37.5%** Comfortable
**7.1%** Neither
**9.8%** Uncomfortable
**4.0%** Very uncomfortable
**0.9%** Prefer not to answer



- Very comfortable
- Comfortable
- Neither comfortable or uncomfortable
- Uncomfortable
- Very uncomfortable
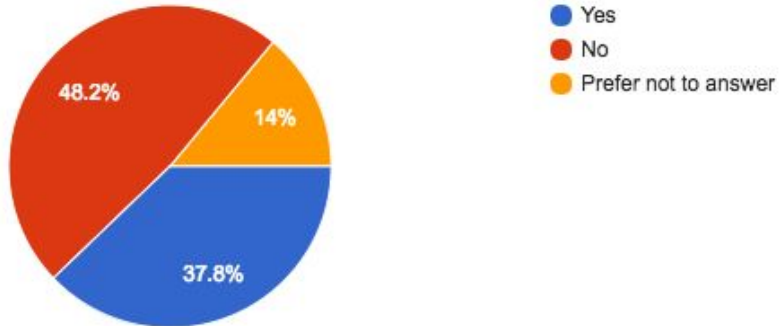- Prefer not to answer

# As an employee, I have observed unfair and unjust recruitment practices at Lane (e.g., responsible manager, search committee bias, lack of effort in community outreach, advertising, and personal development) that does not help to foster diversity in college recruitment.

222 total responses

**Yes: 37.8%**
**No: 48.2%**
**Prefer not to answer: 14%**



- Yes
- No
- Prefer not to answer

48.2%    14%    37.8%

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# If you answered yes to the question above, please provide more detail below if you wish.  (Responses have been organized into themes to avoid using direct quotes/identifying information from specific responses.)

63 total responses

| Themes (listed in order of frequency within responses) | Percent of Responses that Mention This Theme |
| --- | --- |
| <ul><li>Bias based directly on race/ethnicity of candidate</li><li>Managers/administrators choosing to hire individuals other than ones put forth by the committee because of manager/administrator bias towards or against certain candidates</li><li>Management/administration manipulating parts of the hiring process to favor certain candidates</li></ul> | 11.1% |
| <ul><li>Manager biased toward specific kinds of candidates</li></ul> | 9.5% |
| <ul><li>Lack of outreach efforts to diverse populations for employment opportunities</li><li>Gender-focused bias including bias against those transitioning</li></ul> | 7.9% |

| | |
|---|---|
| • Hiring committee biased toward specific kinds of candidates<br>• Creating scoring/weighting practices within hiring process that result in biases toward certain candidates<br>• Desire to hire employees who are "like" those who already work in the area<br>• Bias toward candidates from specific geographic locations<br>• Lack of financial support for outreach to diverse populations for employment opportunities | **6.3%** |
| • Entire hiring process biased<br>• Exclusion of faculty/staff from hiring process resulting in too many managers on hiring committees<br>• Reference or reference check practices that result in bias<br>• Favoritism in the hiring process<br>• Composition of hiring committee aimed at favoring specific candidates/hiring outcomes<br>• Bias based on age of candidate<br>• Bias based on seeking specific and narrow academic background/credentials that exclude some candidates otherwise qualified to fill the position | **4.8%** |
| • Favoring of external candidates over internal candidates<br>• Poor oversight of hiring process by deans/administrators that leads to biased hiring<br>• Too much power given to individual committee members<br>• General lack of respect for diverse backgrounds that results in biased hiring practices<br>• Bias against non-native English speakers<br>• Bias against hiring current PT faculty for FT positions<br>• Bias against a candidate based on personal dislike of individual by one or more committee members<br>• Inappropriate comments made about specific candidates by committee members and/or managers during the hiring process that affect outcome of search<br>• Bias toward candidates from specific geographic locations<br>• Bias based on the religious identity of specific candidates<br>• The slow hiring process which often eliminates diverse, qualified candidates by forcing them to take other positions<br>• Lack of clear diversity-related goals around hiring processes that permit the perpetuation of unfair hiring practices | **3.2%** |
| • Blacklisting of current/potential employees<br>• Sexual harassment during hiring process that leads to bias against a candidate<br>• Timesheet workers favored over Classified employees | **1.6%** |

# Based on your experiences, how do you believe individuals in the following groups are treated at the college?

205-209 total responses (Number of responses vary per question.)

| Group | Number of Responses Per Category | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | Very Respectfully | Respectfully | Neutrally | Disrespectfully | Very Disrespectfully | Prefer not to answer | |
| **Females** | 35 | 102 | 47 | 14 | 2 | 9 | 209 |
| **Males** | 55 | 107 | 34 | 5 | 0 | 7 | 208 |
| **Non-Native English Speakers** | 31 | 71 | 61 | 33 | 1 | 10 | 207 |
| **International Students, Staff, Faculty** | 34 | 82 | 56 | 22 | 0 | 13 | 207 |
| **People affected by psychological health issues** | 21 | 57 | 68 | 42 | 7 | 12 | 207 |
| **People affected by learning disabilities** | 25 | 69 | 65 | 31 | 5 | 12 | 207 |
| **People affected by physical health issues** | 28 | 75 | 67 | 24 | 4 | 9 | 207 |
| **People with childcare responsibilities** | 24 | 69 | 70 | 32 | 0 | 10 | 205 |
| **People with physical disabilities** | 29 | 84 | 53 | 31 | 1 | 11 | 209 |
| **People from ethnic minorities** | 33 | 72 | 54 | 31 | 6 | 10 | 206 |
| **People from racial minorities** | 32 | 66 | 55 | 36 | 6 | 11 | 206 |
| **People who identify as immigrants** | 30 | 62 | 63 | 30 | 5 | 14 | 204 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| People from low-income households | 25 | 64 | 63 | 37 | 8 | 11 | 208 |
| People from middle or high-income households | 39 | 97 | 53 | 5 | 1 | 11 | 206 |
| People who identify as Christian | 22 | 72 | 76 | 12 | 7 | 18 | 207 |
| People who identify as Jewish | 17 | 67 | 87 | 13 | 4 | 18 | 206 |
| People who identify as Muslim | 28 | 55 | 72 | 27 | 7 | 16 | 205 |
| People who identify as gay, lesbian, bi-sexual | 38 | 77 | 57 | 14 | 3 | 16 | 205 |
| People who identify as transgender, gender-queer, agender, or intersex | 31 | 66 | 58 | 28 | 8 | 16 | 207 |

**During your time at Lane, have you observed any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) working or learning environment?**

221 total responses

**Yes: 53.4%**
**No: 42.1%**
**Prefer not to answer: 4.5%**
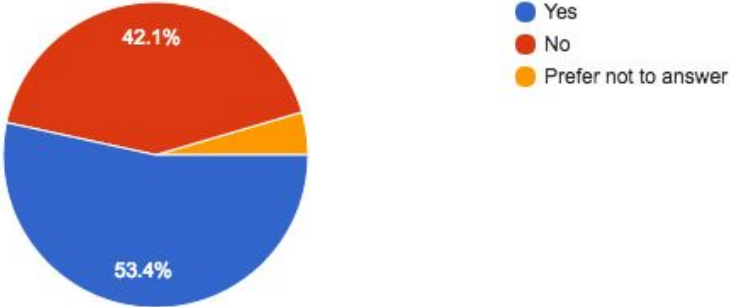


- Yes
- No
- Prefer not to answer

42.1%
53.4%

**If you have observed exclusionary, intimidating, offensive, and/or hostile behavior, please indicate how you handled the incident when you observed this inappropriate conduct. (Mark all that apply.)**
144 total responses

| How You Handled the Incident | Percentage of Responses |
| --- | --- |
| I left the situation immediately. | 5.6% |
| I confronted the harasser at the time. | 26.4% |
| I confronted the harasser later. | 18.8% |
| I avoided the harasser. | 15.3% |
| I told a friend. | 16.7% |
| I sought support from counseling services. | 5.6% |
| I sought support from a colleague. | 31.3% |
| I sought support from a manager/administrator. | 31.9% |
| I wanted to report it but I didn't know who to report it to. | 4.2% |
| I made an official complaint to a campus employee/official. | 16.7% |
| I didn't report it for fear of retaliation. | 16% |
| I didn't report it for fear that my complaint would not be taken seriously. | 13.2% |
| I did report it but I did not feel the complaint was taken seriously. | 16% |
| I wanted to report it but doing so would breach confidentiality. | 2.1% |
| Not listed above | 14.6% |
| Prefer not to answer | 7.6% |

**If you have observed exclusionary, intimidating, offensive, and/or hostile behavior, please describe your feelings about observing this conduct. (Mark all that apply.)**
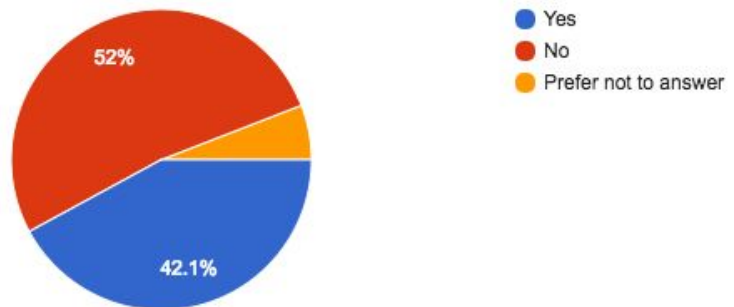144 total responses

| Your Feelings About Observing this Conduct | Percentage of Responses |
|---|---|
| I felt embarrassed. | 29.2% |
| I felt somehow responsible. | 13.2% |
| I ignored it. | 5.6% |
| I was afraid for my physical safety. | 8.3% |
| I was afraid of other consequences (e.g., loss of job, poor evaluation). | 28.5% |
| I was angry. | 62.5% |
| It didn't affect me at the time. | 2.1% |
| Not listed above | 21.5% |
| Prefer not to answer | 6.9% |

**During your time at Lane have you personally ever been excluded, (e.g., shunned, ignored), intimidated, or subjected to offensive and/or hostile conduct (harassing behavior) that has interfered with your ability to work or learn here?**
221 total responses

**Yes: 42.1%**
**No: 52%**
**Prefer not to answer: 5.9%**



Legend:
- Yes
- No
- Prefer not to answer

52%
42.1%

**If you answered yes to the question above, please provide more detail below if you wish to do so. (Responses have been organized into themes to avoid using direct quotes/identifying information from specific responses.)**
63 total responses

| Themes (listed in order of frequency within responses) | Percent of Responses that Mention This Theme |
|---|---|
| ● Intimidation/lack of respect from students<br>● Bullying (indicates responses where this specific language was used by respondent) | **9.5%** |
| ● Experiencing sexist, misogynistic, and/or chauvinistic comments/behaviors<br>● Intentional exclusion or being "shut out" of a work group<br>● Intimidation by colleagues<br>● Withholding of information necessary to perform job tasks<br>● Retaliation for speaking up about workplace issues | **7.9%** |
| ● Slander<br>● Being disrespected by a manager, supervisor, and/or administrator<br>● Exclusion of new employees in a work area<br>● Misuse of authority/power by a manager/supervisor<br>● Being shunned<br>● Overtly hostile conduct/language | **6.3%** |
| ● Verbal abuse<br>● Alienation<br>● Harassing behavior/comments<br>● Intentional exclusion from group/community<br>● Sabotage<br>● Microaggressions<br>● Intimidation by more senior colleagues | **4.8%** |
| ● Behaviors rooted in age-based bias<br>● Overt racial hostility<br>● Threats of violence<br>● Intentional exclusion from work-related tasks<br>● Use of angry tone, comments, behaviors<br>● Being given the "silent treatment"<br>● Gossip<br>● Direct intimidation from manager/supervisor<br>● Use of intentionally discriminatory language<br>● Being ignored<br>● Comments rooted in religious bias<br>● Passive-aggressive language/behavior | **3.2%** |

| | |
|---|---|
| • Being shamed<br>• Disrespectful communication patterns<br>• Derogatory comments about specific personal traits/attributes | |
| • Intentional embarrassment by manager/supervisor<br>• Discriminatory behaviors/comments based on disability<br>• Invasion of privacy<br>• Belittlement<br>• Actions/behaviors that discriminate against Classified Employees<br>• Actions/behaviors that exclude PT employees<br>• "Blaming the victim" | **1.6%** |

## How many years have you been employed by Lane?
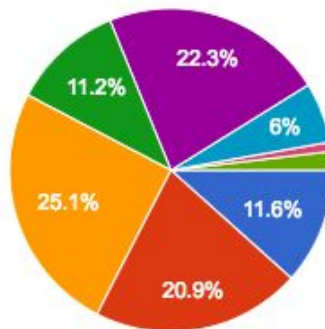### 215 total responses

**11.6% 0-1**
**20.9% 2-5**
**25.1% 6-10**
**11.2% 11-15**
**22.3% 16-25**
**6.0%  26-35**
**0.9%  Over 35**
**1.9%  Prefer not to answer**



- 0-1
- 2-5
- 6-10
- 11-15
- 16-25
- 26-35
- Over 35 years
- Prefer not to answer

## In which employee group are you employed at Lane?
### 217 total responses

**35.9% Full-time classified**
**9.2%  Part-time classified**
**24%   Full-time faculty**
**13.8% Part-time faculty**
**9.2%  Senior executive, dean, manager**
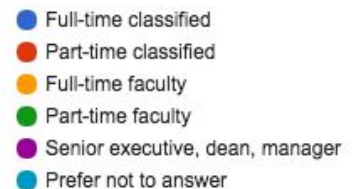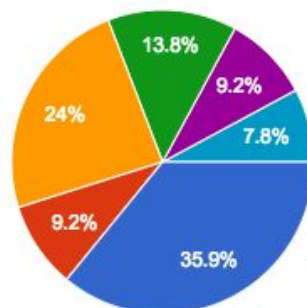**7.8%  Prefer not to answer**



- Full-time classified
- Part-time classified
- Full-time faculty
- Part-time faculty
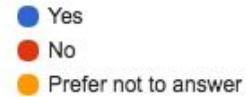- Senior executive, dean, manager
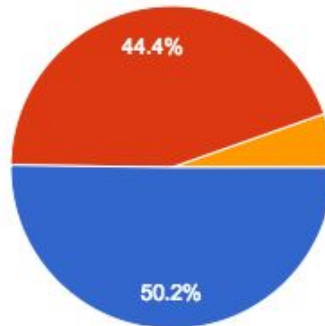- Prefer not to answer

## Have you ever considered leaving Lane because of experiences you've had at the college?
223 total responses

**Yes: 50.2%**
**No: 44.4%**
**Prefer not to answer: 5.4%**



- Yes
- No
- Prefer not to answer

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## If you answered yes to the question above, please provide more detail in the box below if you wish. (Responses have been organized into themes to avoid using direct quotes/identifying information from specific responses.)
75 total responses

| Themes (listed in order of frequency within responses) | Percent of Responses that Mention This Theme |
|---|---|
| ● Lack of support from manager/supervisor | **12%** |
| ● Insufficient hours/course assignments/pay/professional development opportunities for PT employees | **10.7%** |
| ● Plan to leave Lane when possible due to workplace issues | **8%** |
| ● Have left employment at Lane at some point due to workplace issues<br>● Being excluded/silenced/dismissed for having beliefs/values deemed conservative/anti-liberal<br>● Reported workplace issues not being taken seriously | **6.7%** |
| ● Lack of responsiveness from manager/supervisor/administration<br>● Intimidation<br>● Gossip/unprofessional comments<br>● Concern that college has negative impact on students<br>● Poor management<br>● Being micromanaged<br>● Hostility/hostile behavior | **5.3%** |

| | |
|---|---|
| <ul><li>Workplace-induced stress</li><li>Exclusion in work area</li><li>Have moved work areas due to unresolved workplace conflicts</li><li>Desire more inclusive decision-making processes/feel not all stakeholder groups are involved in decision-making processes</li><li>Lack of corrective actions when issues arise in workplace</li><li>Abuse of power/power structures</li><li>Being excluded from work area/college based on job class</li><li>Work environment that drains physical, mental, and emotional energy and health</li><li>Bullying</li><li>Actions/behaviors related to socioeconomic-based privilege</li><li>Feeling devalued/disrespected by manager/supervisor</li></ul> | **4%** |
| <ul><li>Not feeling supported by the college</li><li>Hiring processes that create barriers/biases</li><li>Mismanagement</li><li>Favoritism within college administration</li><li>Experiencing a lack of empathy in workplace</li><li>Feel college doesn't care about/isn't invested in employees</li><li>Lack of accountability</li><li>Feel unsafe at work</li><li>Harassment</li><li>Siloed work environment</li><li>Lack of clear/effective communication</li><li>Feeling under attack</li><li>Culture of mistrust at college</li></ul> | **2.6%** |
| <ul><li>Chronically short-staffed in work area</li><li>Frustration with the "Lane Way"</li><li>Dishonest management</li><li>Being personally attacked</li><li>Lack of a cohesive vision at the college</li><li>Managers/administration being too externally focused</li><li>Experiencing discrimination based on mental health</li><li>Being openly disrespected</li><li>Being threatened</li><li>Lack of effective institutional organization</li><li>Sabotage</li></ul> | **1.3%** |

**Please list any organizations, offices, departments, spaces, groups, practices, or policies that you feel create space for or encourage diversity/inclusion on campus.**

112 total responses

| Organizations, Offices, Departments, Spaces, Groups, Practices, or Policies (listed in order of frequency within responses) | Percent of Responses that Mention These Areas |
|---|---|
| ● Connie Mesquita Multicultural Center | 32.1% |
| ● Gender Equity Center (formally Women's Center) | 27.7% |
| ● International Studies Program/Department | 15.9% |
| ● CAR (Center for Accessible Resources) | 13.4% |
| ● Student Unions and Groups | 11.6% |
| ● Veterans' Center | 10.7% |
| ● Library | 9.8% |
| ● ESL Instructors/Program<br>● HR (Human Resources) | 8.9% |
| ● Longhouse<br>● Student Government/ASLCC | 8% |
| ● Counseling<br>● Diversity Council | 7.1% |
| ● Center Building<br>● TRIO/TRIO Stem | 6.3% |
| ● CCPD (Cultural Competency Professional Development)<br>● Performing Arts | 5.4% |
| ● ABSE<br>● Division/Department Offices<br>● Fine Arts<br>● Music<br>● Specialized Support Services | 4.5% |
| ● Advising<br>● ALS<br>● Dance<br>● Tutor Central<br>● Women in Transition | 3.6% |

| | |
|---|---|
| ● Bookstore<br>● High School Connections<br>● Learning Garden<br>● Literature, Languages, and Communications Division<br>● Math Resource Center<br>● Native American Program<br>● Office of Diversity<br>● Public Safety<br>● Recovery Center<br>● Science Resource Center<br>● Student Services Building | **2.7%** |
| ● Athletics<br>● Building 16<br>● Business Program<br>● Career Center<br>● Center for Student Engagement<br>● Conference and Culinary Services<br>● Diversity-Focused Liberal Arts Classes<br>● Ethnic Studies Program<br>● Facilities<br>● Fitness Center<br>● Gender-Neutral Bathrooms<br>● Health/PE<br>● Health Clinic<br>● Peace Center/Committee<br>● Prayer Room<br>● Rainy Day Food Pantry<br>● Rites of Passage<br>● Writing Center | **1.8%** |
| ● AAWCC (American Association for Women in Community Colleges)<br>● Aspiring Leaders<br>● ATD (Achieving the Dream)<br>● Building 19<br>● Child and Family Center<br>● CML (Center for Meeting and Learning)<br>● College Foundation<br>● Co-Operative Education<br>● Culinary Arts<br>● Dining Center/Area<br>● DiversiTV<br>● Downtown Campus<br>● Early Childhood Education Program<br>● Federal Work Study<br>● GED Program<br>● Grounds Crew<br>● Health Professions<br>● IT<br>● LETS Student Work Program | **.9%** |

| |
|---|
| ● Managers Group |
| ● Math Department |
| ● Media Arts |
| ● Mental Health First Aid Training |
| ● Native Language Lesson in Lane Weekly |
| ● No-Cash Clothing Stash |
| ● Online Classes |
| ● PFLAG |
| ● President's Office |
| ● Public Study Areas |
| ● Safe Space Training |
| ● Student Affairs |
| ● Titan Court |
| ● Workforce Training |

**Please list any organizations, offices, departments, spaces, groups, practices, or policies that, in your experience, create or reinforce barriers to diversity/inclusion on campus.**

75 total responses

| Organizations, Offices, Departments, Spaces, Groups, Practices, or Policies (listed in order of frequency within responses) | Percent of Responses that Mention These Areas |
|---|---|
| ● Enrollment Services | 17.3% |
| ● Administration<br>● CAR (Center for Accessible Resources) | 8% |
| ● Financial Aid<br>● Human Resources | 6.7% |
| ● Advising<br>● Enrollment Process<br>● Faculty<br>● Lack of accountability<br>● Managers<br>● Student Services | 5.3% |
| ● Academic and Student Affairs<br>● Building 3<br>● Faculty Union<br>● Governance System<br>● Lack of institutional Bias Policy | 4% |
| ● Admissions Office | 2.7% |

| | |
|---|---|
| ● Barriers for non-credit students<br>● Classified Union<br>● ESL<br>● Executive Team<br>● Facilities<br>● Faculty Council<br>● Health Professions<br>● Lack of communication to and inclusion of stakeholders from administration in decision-making processes<br>● Lack of support in transition from non-credit to credit courses<br>● Staff overseeing ASLCC and Student Unions<br>● Student Unions/Clubs | |
| ● ABSE<br>● Antifa<br>● Assumptions about access to technology<br>● Biased practices against specific racial/ethnic groups<br>● Bias toward cognitively disabled individuals<br>● Bookstore<br>● Board of Education<br>● Building 1 Front Desk<br>● CDO (Chief Diversity Officer)<br>● Child and Family Center<br>● Classified Staff<br>● College Council<br>● Computer Labs<br>● Counseling<br>● Custodial Services<br>● Cutting Services/Programs<br>● Discriminatory practices<br>● Diversity Council<br>● Diversity Events<br>● Division between PT/FT employees<br>● Family Connections<br>● Focus on "traditional students" in decision-making practices<br>● Food Services<br>● Funding Structures<br>● GED Office<br>● Hiring Practices<br>● IT<br>● Lack of clear standards for managers<br>● Lack of manager evaluations<br>● Library<br>● Literature, Language, and Communications Division<br>● Moodle<br>● Math Resource Center<br>● Multicultural Center<br>● Nursing Program<br>● Office of Diversity<br>● PE<br>● PTA Program<br>● Science Department<br>● Social Science Division | **1.3%** |

- Student Government (ASLCC)
- Student Life and Leadership Development
- Testing Services
- Veterans' Center

# What is your birth sex?
## 212 total responses

**64.4%  Female**
**28.8%  Male**
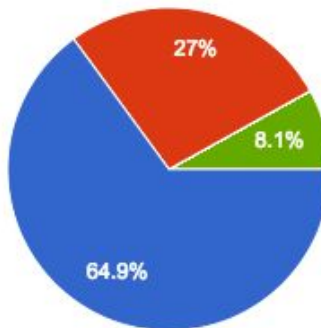**0%      Intersex**
**6.6%   Prefer not to answer**
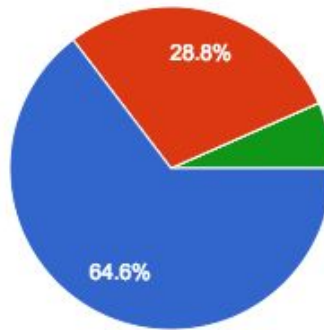
Legend:
- Female
- Male
- Intersex
- Prefer not to answer

(Pie chart values shown: 28.8%, 64.6%)

# What is your gender identity?
## 211 total responses

**64.9%  Female**
**27%     Male**
**0%      Agender**
**0%      Gender fluid**
**0%      Non-binary**
**0%      Third Gender**
**0%      Prefer to self-describe**
**8.1%   Prefer not to answer**

Legend:
- Female
- Male
- Agender
- Gender fluid
- Non-binary
- Third gender
- Prefer to self-describe
- Prefer not to answer

(Pie chart values shown: 27%, 8.1%, 64.9%)

# Which term best describes your sexual orientation?
## (Mark all that apply.)
213 total responses

| Identity Category | Percentage of Responses |
| --- | --- |
| Asexual | 5.2% |
| Bisexual | 3.8% |
| Gay | 2.8% |
| Heterosexual | 74.6% |
| Lesbian | 3.3% |
| Questioning | 0.5% |
| Not listed above | 1.4% |
| Prefer not to answer | 10.8% |

# What is your age group?
201 total responses

| 0% | Under 18 |
| --- | --- |
| 1% | 18-24 |
| 5.5% | 25-34 |
| 24.9% | 35-44 |
| 29.9% | 45-54 |
| 30.8% | 55-64 |
| 6.5% | 65-74 |
| 1.5% | 75+ |
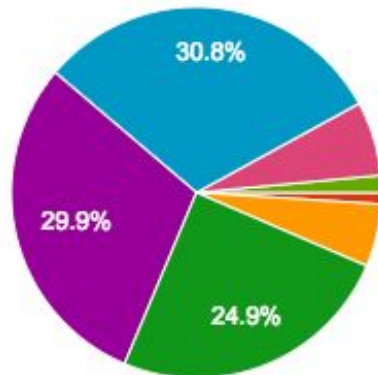


Legend:
- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 and above

Pie chart labels: 30.8%, 29.9%, 24.9%

## What is your race/ethnicity? (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)
213 total responses

| Identity Category | Percentage of Responses |
|---|---|
| African | 0% |
| African American/Black | 1.4% |
| Alaskan Native | 0% |
| Asian | 3.3% |
| Asian American | 0.9% |
| European American/White | 77.5% |
| Caribbean/West Indian | 0% |
| Indian Subcontinent | 0% |
| Latino(a)/Hispanic | 4.7% |
| Latin American | 0.5% |
| Middle Eastern | 0.5% |
| Native American Indian | 7.5% |
| Pacific Islander | 0% |
| Southeast Asian | 0% |
| Not listed above | 4.2% |
| Prefer not to answer | 10.8% |

# Do you have a disability that substantially affects one or more major life activities?
217 total responses

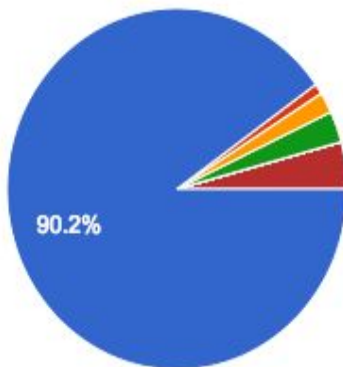**Yes: 14.3%**
**No: 78.8%**
**Prefer not to answer: 6.9%**



Legend:
- Yes
- No
- Prefer not to answer

78.8%
14.3%
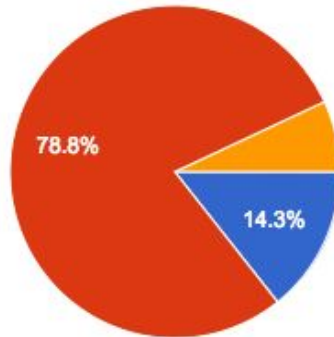
# What is your citizenship status?
214 total responses

**90.2%  U.S. Citizen**
**0.9%   U.S. Citizen--naturalized**
**1.9%   Dual Citizen**
**2.8%   Permanent Resident (immigrant)**
**0%     Permanent Resident (refugee)**
**0%     International**
**0%     Undocumented**
**0%     Not listed above**
**4.2%   Prefer not to answer**



Legend:
- U.S. citizen
- U.S. citizen – naturalized
- Dual citizen
- Permanent resident (immigrant)
- Permanent resident (refugee)
- International (F-1, J-1, H1-B, A, L, or G visas)
- Undocumented
- Not listed above
- Prefer not to answer

90.2%

## What is your religious or spiritual identity? (Mark all that apply)
211 total responses

| Identity Category | Percentage of Responses |
|---|---|
| Protestant | 15.2% |
| Baptist | 1.9% |
| Catholic | 10% |
| LDS | 2.8% |
| Jehovah's Witness | 0.9% |
| Orthodox Christian | 2.8% |
| Jewish | 2.8% |
| Buddhist | 8.1% |
| Muslim | 0.5% |
| Hindu | 1.9% |
| Atheist | 10.9% |
| Agnostic | 10.4% |
| None | 14.7% |
| Undecided | 3.8% |
| Prefer not to answer | 18% |
| Not listed above | 12.3% |

# What is your best estimate of your family's yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)?
## 200 total responses

**1%** **$0- $8500**
**12.5%** **$8,501-$34,500**
**42.5%** **$34, 501-$83600**
**39%** **$83,601-$174,400**
**5%** **$174,401-$379,150**
**0%** **$379,151 or more**
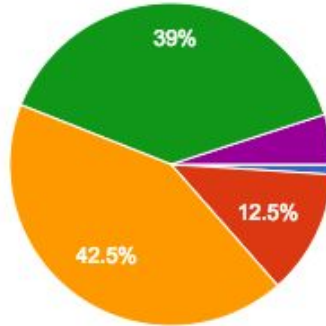


Legend:
- $0 - $8,500
- $8,501 - $34,500
- $34,501 - $83,600
- $83,601 - $174,400
- $174,401 - $379,150
- $379,151 or more

Pie chart values: 39%, 12.5%, 42.5%

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# Are you full-time or part-time in your primary status at Lane?
## 209 total responses

**Full Time: 73.2%**
**Part Time: 23.9%**
**Prefer not to answer: 2.9%**
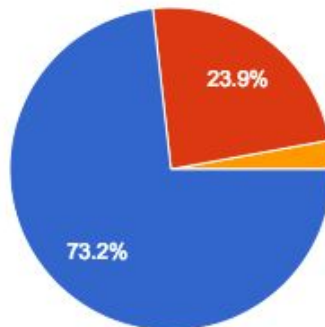


Legend:
- Full-time
- Part-time
- Prefer not to answer

Pie chart values: 23.9%, 73.2%

**Further thoughts? If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the college might improve the climate, we encourage you to do so in the space provided below. (Responses have been organized into themes to avoid using direct quotes/identifying information from specific responses.)**

83 responses

## Feedback on Survey

- Questions are too black and white and don't allow for enough nuance.
- Questions don't recognize that there is no "universal treatment" of groups. Questions need more space to address that everyone is treated differently.
- Consider a follow-up survey more specifically focused on equity and social justice.
- There were concerns expressed about whether or not the survey was actually confidential.
- Survey is a good idea to help us see where Lane is now to help inform our future work.
- The survey questions seem to assume that employees all work on the main campus. There needs to be more targeted responses for those who work outside main campus.
- Consider adding a "no basis for responding" option to some of the questions.
- Parts of the survey can be seen as insensitive because they are asking respondents to identify as belonging to certain groups which can (and historically has) had negative consequences.
- Survey asks for too much personal/demographic information.

## Suggestions for Actions to Help Us Improve

- Increase accountability across the college
- Recognize that a cultural shift is needed to increase diversity/equity
- Improve transparency across the college
- Improve communication across the college
- Provide tools to help employees cope with intimidation, fear, and lack of inclusion
- Improve resource allocation to more effectively use the resources we already have
- Make decisions about resource allocation that are in alignment with increasing equity
- Be more willing to terminate employees who don't behave respectfully/professionally
- Focus on students first
- Recognize improvements that have occurred over time
- Grow programs/offerings to be a more robust college
- Focus more on being service-oriented/the service mindset
- Raise morale
- Keep an open mind
- Engage a wider range of difference/diversity than the more narrow foci of past efforts
- Expand eligibility for employee partner benefits
- Don't engage in communication/actions that shame others
- Increase focus on the importance of diversity in thought/ideology
- Improve hiring practices
- Create a campaign to encourage minority employment at Lane

- More effectively address sexism and its effects at the college
- Increase manager availability to employees
- Increase empathy used in interactions with others
- More effectively address bullying and its effects across the college
- Improve timing and communication of changes to PT employee workload/hours/compensation
- Create opportunities for employees to gain a better understanding of social justice
- Place more value on teaching experience in faculty hires
- Take part-time faculty and their contributions to the college more seriously
- Include the Board of Education directly in efforts to increase inclusivity
- Lease Titan Store to Barnes and Noble
- Decrease barriers around enrollment and improve student enrollment support/experiences
- Increase number of support staff who speak Spanish to better serve students
- Offer students more support in understanding how financial aid works
- Recognize variations in digital literacy and provide support to address them
- Recognize and address the climate of hostility and intimidation at the college
- Rethink the Governance System
- Hold administration accountable for the campus climate
- Focus less on bureaucracy and more on practical issues
- Engage in long-term financial planning that will give a stronger sense of stability to the college and its employees
- Increase professional development opportunities focused on working with/teaching people from a range of cultural and linguistic backgrounds
- Address patterns of "playing favorites" and making decisions rooted in fear, especially of litigation
- Value the input of all employees in financial decisions
- Focus more on enrollment and financial stability than on new initiatives
- Consider employing long-term part-time faculty as full-time faculty more regularly
- Increase the use of corrective behaviors and consequences
- Offer more training and support for managers and administrators to address conflict and more effectively communicate with their employees
- Be more inclusive of conservative ideas/thoughts and the employees who hold them
- Create structures to offer support to "at-risk" students, such as those who have dropped out of high school or been alienated by previous educational experiences
- Directly engage with the idea of "free speech" to help develop a better understanding across campus of what does/does not constitute free speech

## Areas that Need Improvement
- Campus is really difficult for those with visual impairments to navigate.
- Bullying is a problem across the college.

## Things to Keep in Mind as We Move Forward
- Remember that some people do experience Lane as a welcoming place right now.
- Remember that some individuals do not have hope for the climate of the college to change, often based on past experiences at the college, and are thus less likely to participate in campus-wide initiatives.

- We must be willing to admit what we don't know and to face our fears of the unknown.
- For some employees fear, intimidation, hurt, and anger have become routine working conditions and it will take significant effort to support these employees as we move forward.
- We need to work together to improve educational experiences for our students.
- Diversity is more complex than is often reflected in our work.
- It is important to listen to first hand narratives of those who have been negatively impacted by systematic oppression/discrimination at the college.
- We need to include other kinds of data in addition to experiential data and opinions as we move this work forward.
- As a college we often tend to shy away from the more difficult conversations/actions that need to occur to be truly inclusive.
- There needs to be an increase in respect across campus.
- It will be a long road to reach our goals, but they can be achieved.
- It is our job to create a supportive learning environment for our students.
- Some individuals are actively discouraged from reporting behaviors/actions and filing formal complaints, sometimes to the point of being threatened or harassed.
- Sometimes biases are rooted in incompetence than intentional discrimination.
- Much good work happens at Lane, but usually outside the official systems/structures of the organization, which serves to reinforce the systems/structures that are ineffective. If we want institutional change we need to route the good work through official systems/structures so as to change those systems/structures.
- We all need to become more aware of our unconscious biases in order to really begin to understand how they impact other employees and students.