

East Georgia College Faculty/Staff Equity and Diversity Survey Report

Survey Overview

The Equity and Diversity Survey was web-based and conducted anonymously among all full-time employees of East Georgia College from April through June 2011. The purpose of the survey is to better understand the opinions of the College's employees about how well people of diverse backgrounds interact at EGC.

The survey is organized into three sections. The first section asks the respondents to provide information concerning their own backgrounds. The second section asks the respondents for their opinions about how the College's employees interact with students and with each other. The third section consists of a single question asking for suggestions to improve the college environment for students, faculty, and staff.

One hundred Fifty-three full time employees were invited to take the Equity and Diversity Survey. Two reminders were sent in May and June to those who had not yet responded. Eighty-Eight staff and faculty members or 57.5 percent of those invited completed the survey. In proportion to their number, women were more likely to respond than men. While accounting for 54.9 percent of the full-time employees, 61.4 percent of respondents were women.

Summary of Multiple Choice Responses

Presented below are response summaries for each of twenty-four multiple choice questions expressed as percentages of total responses for each question. With the exception Question 4, the percentages of responses add to 100 percent for each question. Question 4 inquired about respondent racial heritage. The responses to Question 4 exceed 100 percent because respondents could choose more than one heritage category. While 84.1 percent of respondents selected *White*, 13.6 percent indicated that *Black* contributed to their heritage and another 13.6 percent acknowledged an *American Indian or Alaska Native heritage*.

Responses to questions 1-7 indicate the variability of respondent backgrounds based on demographic and employment characteristics. Questions 8-24 address respondent opinions about the College's work climate with regards to equitable treatment and support for diversity. The questions posed focused on the following aspects of diversity with regards to work environment and hiring and promotion decisions.

- Racial/ethnic/cultural identities
- Disabilities
- Gender

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Each of the seventeen multiple choice opinion questions were worded positively, so that agreement with the question statement indicated satisfaction with some aspect of equity or diversity. For seven of the questions, respondents either *strongly agreed* or *agreed* with the statement posed more than 90 percent of the time. For another six of the questions, respondents either *strongly agreed* or *agreed* with the statement posed more than 80 percent of the time. For another three of the questions, respondents either *strongly agreed* or *agreed* with the statement posed more than 70 percent of the time. On one item concerning promotion decisions of persons with disabilities, 66 percent either *strongly agreed* or *agreed* with the question statement. Each multiple choice question is presented below along with percentage breakdowns of responses.

Background

1. What is your gender?
38.6% Male
61.4% Female
2. Into what age range do you fall?
- 21 and Under
18.2% 22 to 34
23.9% 35 to 44
30.7% 45 to 54
22.7% 55 to 64
4.6% 65 and Over
3. What is your cultural background?
3.4% Hispanic or Latino
96.6% Not Hispanic or Latino
4. Select all the categories below that have contributed to your heritage.
13.6% American Indian or Alaskan Native
6.8% Asian
1.1% Native Hawaiian or Pacific Islander
13.6% Black
84.1% White
5. What is your disability status?
5.7% Have a recognized disability
94.3% Do not have a recognized disability
6. How long have you been employed at EGC?
19.3% Less than 1 year
45.5% 1 to 5 years
13.6% 6 to 10 years
21.6% More than 10 years
7. Into what job category does your position fall?
20.5% Administrator
38.6% Faculty member
41.9% Staff member

Opinions

Answer the following questions based on the scale below.

8. EGC promotes respect for diverse racial/ethnic/cultural identities among students, faculty and staff.

42.1% Strongly agree 44.3% Agree 9.1% Not sure 4.6% Disagree - Strongly disagree

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9. The needs of persons with disabilities are adequately addressed at EGC.

40.9% Strongly agree 42.1% Agree 14.8% Not sure 2.3% Disagree - Strongly disagree

10. My supervisor treats me with dignity and respect.

60.2% Strongly agree 34.1% Agree 4.6% Not sure - Disagree 1.1% Strongly disagree

11. The colleagues I work with treat me with dignity and respect.

54.6% Strongly agree 36.4% Agree 5.7% Not sure 1.1% Disagree 2.3% Strongly disagree

12. My supervisor responds effectively when encountering disrespectful behavior towards employees or students.

50.0% Strongly agree 43.2% Agree 4.6% Not sure 2.3% Disagree - Strongly disagree

13. EGC employees treat students of different racial/ethnic/cultural identities equally.

47.7% Strongly agree 44.3% Agree 5.7% Not sure 2.3% Disagree - Strongly disagree

14. EGC employees treat students equally regardless of gender.

45.5% Strongly agree 46.6% Agree 5.7% Not sure 2.3% Disagree - Strongly disagree

15. EGC employees routinely accommodate students with disabilities.

46.6% Strongly agree 45.5% Agree 5.7% Not sure 2.3% Disagree - Strongly disagree

16. EGC employees are comfortable associating with colleagues of different racial/ethnic/cultural identities.

44.3% Strongly agree 45.5% Agree 8.0% Not sure 2.3% Disagree - Strongly disagree

17. EGC employees are comfortable associating with colleagues of the opposite gender.

43.2% Strongly agree 48.9% Agree 6.8% Not sure 1.1% Disagree - Strongly disagree

18. EGC employees are comfortable associating with colleagues who have disabilities.

38.6% Strongly agree 39.8% Agree 19.3% Not sure 2.3% Disagree - Strongly disagree

19. EGC employees are not biased with regard to race or ethnicity in making hiring decisions.

40.9% Strongly agree 45.5% Agree 12.5% Not sure 1.1% Disagree - Strongly disagree

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20. EGC employees are not biased with regard to gender in making hiring decisions.

37.5% Strongly agree 47.7% Agree 12.5% Not sure 2.3% Disagree - Strongly disagree

21. EGC employees are not biased with regard to persons with disabilities in making hiring decisions.

33.0% Strongly agree 40.9% Agree 25.0% Not sure 1.1% Disagree - Strongly disagree

22. EGC employees are not biased with regard to race or ethnicity in making promotion decisions.

38.6% Strongly agree 45.5% Agree 12.5% Not sure 2.3% Disagree 1.1% Strongly disagree

23. EGC employees are not biased with regard to gender in making promotion decisions.

38.6% Strongly agree 40.9% Agree 15.9% Not sure 3.4% Disagree 1.1% Strongly disagree

24. EGC employees are not biased with regard to persons with disabilities in making promotion decisions.

31.8% Strongly agree 34.1% Agree 30.7% Not sure 3.4% Disagree - Strongly disagree

Suggestions for Improvement Response Summary

25. What can EGC do to assure that employees and students of diverse backgrounds have the opportunity to thrive at the College?

There were twenty-eight responses to the suggested improvements question. These are presented in the report appendix below. Several useful suggestions are given, including those for improving the climate for diversity and assisting persons with disabilities.

Faculty/Staff Equity and Diversity Survey Report Appendix
Responses to Open-ended Question 25

Suggestions for Improvement

25. What can EGC do to assure that employees and students of diverse backgrounds have the opportunity to thrive at the College?

Consider Cultural Diversity Training for staff AND students. This may be particularly important for students who will be living in our new housing complex.
Just be respectful of others--their ideas, thoughts and opinions
Find a way to educate those that may be unfamiliar with a particular background, like culture day, that involves insight to diet, religion or dress. Our greatest fears sometime come from not understanding something or someone. The more we know the better equipped we are to show understanding and be supportive of one another.
Continue to foster an accepting environment for Faculty, Staff and Students where people are judged on their merits and work performance and not on skin color or gender.
more activities promoting awareness
Keep doing what you are doing.
Stop all the ethnic and sexist jokes. Period. They are not funny. Stop making disparaging remarks or insinuations about co-workers (i.e. they are lazy or trying to 'get something extra') if they have disabilities or if they become pregnant.
they're doing great
I think we're doing a good job on this already.
For faculty and staff, implement a public salary scale with step increments/pay increases for years experience so that salaries cannot be biased.
I have witnessed students of all ethnic and racial backgrounds thriving at our college. I don't know what to suggest for that part of the question.
If you really want to ensure that every group's needs are met, you should offer a women's studies curriculum and a minority studies curriculum.
EGC is doing the best job at opportunities for the students, faculty and staff. It's up to the person to take advantage of the opportunities available.
Continue to look for good work ethics, and not so much as to who the employee is.
1) Make sure that all automatic handicap door opening mechanisms work properly and 2) install an automatic door opening in the rotunda of the J building. I had to open the door for a student in a wheelchair so that she could proceed from the rotunda to the C building. I suppose that she could have gone out the front door of Luck Flanders (IF that automatic door is in working order) by the flag pole and then maneuver her arm muscle powered chair along the sidewalk to the A building and then turned to muscle down the sidewalk from the side entrance of the A building to finally reach the C building.

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Responses to Open-ended Question 25

Continue Student/Staff spotlights on the web page making sure diverse profiles are always recognized. Recognition through student life and staff council opportunities to celebrate and educate regarding diverse cultures.
 Taking special care to ensure that policy making groups are comprised of representatives from the "constituency" - i.e. - all rules and regulations do not need to be set by a group of one particular race or culture. They need to be broad-based.

EGC should strive to offer a diverse set of courses and activities on campus that will encourage international interests, cultural growth, language development as well as diversity and respect.

Not sure. My answers for people with disabilities are basically because I don't know that I've met anyone here with disabilities, and I haven't observed any EGC staff or faculty with anyone who is disabled.

I'm sure, however, that my colleagues here will have the same professionalism they normally display with all races and genders.

I believe that EGC is dedicated to the fair treatment of all employees and students regardless of backgrounds.

They have that opportunity at East Georgia College.

Doing a good job now

EGC does very well with employees and students of diverse backgrounds already. I cannot suggest any changes at this time.

hire faculty and staff from diverse backgrounds

Keep up the good work.

Provide the best education possible.

EGC can more thoroughly investigate complaints of racism made by students against faculty members. EGC can also encourage religious tolerance.

At this point there are no suggestions to be made.

To have a recruiter from the admission office to specifically recruit the Hispanic Community. Hispanics are often afraid and have no knowledge of how to get into the College system. I think East Georgia College is a great college for them to start with.

Always treat everyone the way you would want someone else to treat you. The mission at EGC was always expressed as being family oriented but unfortunately today things are not that way. There is a strong division between faculty and staff. There is not a real feeling of family here. The lower the position the worse you are treated. As for the students I really can't say only that I always treat them as equals.