

FLC Campus Climate Survey 2016

Faculty Summary Report

Survey Design

Folsom Lake College surveyed employees to solicit feedback regarding the campus climate. For the purposes of this survey, campus climate was defined as the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities and potential. The survey link was emailed to all FLC employees, followed by two reminder emails.

- Dates Administered: March 7, 2016 – March 25, 2016
- Total Survey Responses: 176
- Total Faculty Responses: 74

Overview

This report provides a summary of the campus climate survey questions and responses for those employees who reported being faculty. Given that the survey design did not include a random sampling of survey participants, it is not appropriate to generalize the survey results to the entire FLC faculty population. However, the demographic features of the faculty who participated in the survey closely mirror the overall faculty population demographics, so we feel confident that information gathered through this survey well represents the opinions of FLC faculty (see page 11 for demographic data). Additionally, the overall response rate was very high (40%), with 42% of full time faculty and 14% of part time faculty participating in the survey.

Campus Climate for Faculty – Identified Strengths:

- 96%: feel the type of work they do on most days is personally rewarding
- 90%: feel proud to work at FLC
- 89%: feel comfortable with the climate of their primary work site
- 88%: feel comfortable sharing ideas with their colleagues
- 85%: feel comfortable with the climate in their department / work unit
- 84%: feel comfortable with the campus climate at FLC
- 78%: feel the work they do is appreciated by their supervisors

Campus Climate for Faculty –Areas to Address:

- 57%: feel they could not go directly to the District Office with their ideas
- 33%: feel they could not go directly to Executive Leadership with their ideas
- 30%: feel there is not a spirit of teamwork and cooperation at FLC
- 29%: experienced exclusionary, intimidating, offensive, and/or hostile behavior at FLC in the past year
- 29%: feel they don't have adequate opportunities for training and professional development
- 20%: feel that they don't have adequate opportunities for advancement
- 19%: feel that are not paid fairly for the work they do

Overall Campus Climate

Employees were asked a series of questions about their perception of the campus climate. The majority of faculty (84%) reported being very or somewhat comfortable with the campus overall, and 8% of Faculty reported being somewhat or very uncomfortable. When asked about their level of comfort with the climate at their primary work site, 89% of faculty reported being comfortable at their primary work site and 4% of Faculty reported being uncomfortable.

Table 1. Overall, how comfortable are you with the campus climate at Folsom Lake College?

	% of Faculty Respondents (n=73)	% of All Other Respondents (n=99)
Very Comfortable	46.6%	32.3%
Somewhat Comfortable	37.0%	33.3%
Neutral	8.2%	10.1%
Somewhat Uncomfortable	4.1%	19.2%
Very Uncomfortable	4.1%	5.1%

Table 2: Overall, how comfortable are you with the climate at your primary work site?

	% of Faculty Respondents (n=73)	% of All Other Respondents (n=99)
Very Comfortable	53.4%	45.5%
Somewhat Comfortable	35.6%	25.3%
Neutral	6.8%	8.1%
Somewhat Uncomfortable	1.4%	15.2%
Very Uncomfortable	2.7%	6.1%

The majority of faculty (85%) reported being very or somewhat comfortable with the climate in their department/work unit, and 12% of faculty reported being somewhat or very uncomfortable. When asked if they have seriously considered leaving FLC within the past year, 19% of faculty reported yes.

Table 3: Overall, how comfortable are you with the climate in your department/work unit?

	% of Faculty Respondents (n=73)	% of All Other Respondents (n=98)
Very Comfortable	60.3%	50.0%
Somewhat Comfortable	24.7%	26.5%
Neutral	2.7%	5.1%
Somewhat Uncomfortable	8.2%	9.2%
Very Uncomfortable	4.1%	9.2%

Table 4: In the past year, have seriously considered leaving Folsom Lake College?

	% of Faculty Respondents (n=73)	% of All Other Respondents (n=99)
Yes	18.9%	40.4%
No	81.1%	59.6%

Activities that Affect the Campus Climate

Employees were provided with a list of activities that a college campus might engage in to affect the campus climate, and they were asked to rank how they felt each activity would influence that campus climate. More than 70% of faculty reported that each activity listed might positively influence climate, and only a small minority of faculty reported that any activity listed might negatively influence the climate. The activities that faculty felt would most positively influence the campus climate were: *Increasing opportunities for cross-cultural dialogue among students* (83%), and *increasing opportunities for cross-cultural dialogue between faculty, staff and students* (79%).

Table 5: How does each of the following affect the climate at Folsom Lake College?

	# of Respondents	Positively Influences Climate	Neutral/ No Influence on Climate	Negatively Influences Climate
Increasing opportunities for cross-cultural dialogue among students.	66	83.3%	13.6%	3.0%
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	65	78.5%	16.9%	4.6%
Increasing the diversity of the faculty and staff.	66	77.3%	18.2%	4.5%
Providing diversity training for faculty.	59	76.3%	18.6%	5.1%
Increasing the diversity of the student body.	62	75.8%	19.4%	4.8%
Providing diversity training for staff.	56	75.0%	21.4%	3.6%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	67	73.1%	20.9%	6.0%
Providing diversity training for students.	47	72.3%	25.5%	2.1%
Providing a person to address student complaints of classroom inequity.	50	72.0%	26.0%	2.0%

Communication

Effective communication involves getting the right message to the right people at the right time in ways that are easy to understand, accurate, accessible and appealing. With that in mind, employees were asked to review a list of issues and rank how well they think FLC is doing overall in effectively communicating with them about those topics. Faculty reported that FLC is *good* or *excellent* at communicating with them about the following issues: *campus events* (70%), *strategic planning* (61%), and *initiatives to improve student success* (60%). Faculty reported that FLC is *poor* or *very poor* at communicating with them about the following issues: *higher education legislation* (41%), *updates on FLC facility improvements/changes* (39%), and *State Chancellor’s Office policy changes and/or new initiatives* (38%).

Table 6: Please review that following list of communication topics and rank how well you think FLC is doing overall in effectively communicating with you about these issues:

	# of Respondents	Excellent	Good	Fair	Poor	Very Poor
Campus events	70	25.7%	44.3%	24.3%	4.3%	1.4%
Strategic planning	72	16.7%	44.4%	26.4%	8.3%	4.2%
Student news and achievements	73	13.7%	41.1%	31.5%	11.0%	2.7%
Initiatives to improve student success (i.e. SSSP/SEP projects, tutoring etc.)	72	11.1%	48.6%	23.6%	12.5%	4.2%
Data reporting student success (i.e. KPIs, Scorecard, IEPIs, etc.)	72	9.7%	48.6%	25.0%	9.7%	6.9%
Faculty/staff news and achievements	73	9.6%	49.3%	26.0%	12.3%	2.7%
Area Department or Unit changes and/or new initiatives	73	8.2%	32.9%	37.0%	15.1%	6.9%
Alerts about emergency situations	72	6.9%	47.2%	33.3%	9.7%	2.8%
FLC initiated policy change and/or new initiatives	72	6.9%	30.6%	26.4%	25.0%	11.1%
Changes within the organization	72	5.6%	43.1%	29.2%	12.5%	9.7%
Updates on FLC finances/budgetary issues	72	5.6%	26.4%	37.5%	16.7%	13.9%
Updates on FLC facility improvements/changes	72	4.2%	30.6%	26.4%	25.0%	13.9%
State Chancellor’s Office policy changes and/or new initiatives	73	4.1%	23.3%	34.2%	28.8%	9.6%
Higher education legislation (State & Federal)	73	2.7%	20.5%	35.6%	27.4%	13.7%
District Office policy changes and/or new initiatives	72	1.4%	25.0%	40.3%	22.2%	11.1%

Still thinking about overall campus communications, employees were asked to rank their level of agreement with a list of communication elements. Faculty were most likely to agree with the following statements: *Most information I receive from my Department Chair is detailed, easy to understand, and timely (63%)* and *decision making processes of Department Chairs are transparent (58%)*.

Faculty were mostly likely to disagree with the following statements: *Decision-making processes of FLC Executive Leadership (President and VPs) are transparent (52%)*, *decision-making processes of FLC Deans are transparent (43%)*, and *most information I receive from my FLC Executive Leadership (President and VPs) is detailed, easy to understand, and timely (38%)*.

Table 7: Still thinking about overall campus communication, please rank your level of agreement with the following statements:

	# of Respondents	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Most information I receive from my Department Chair is detailed, easy to understand, and timely.	65	36.9%	26.2%	18.5%	9.2%	9.2%
Decision-making processes of Department Chairs are transparent.	67	29.9%	28.4%	19.4%	13.4%	9.0%
Most information I receive from FLC Deans is detailed, easy to understand, and timely.	71	16.9%	36.6%	25.4%	11.3%	9.9%
Overall, the campus culture supports and practices open communication.	72	11.1%	30.6%	31.9%	12.5%	13.9%
Decision-making processes of FLC Deans are transparent.	68	10.3%	33.8%	13.2%	30.9%	11.8%
Decision-making processes of participatory governance groups are transparent.	70	10.0%	37.1%	35.7%	11.4%	5.7%
Most information I receive from my FLC Executive Leadership (President and VPs) is detailed, easy to understand, and timely.	66	9.1%	21.2%	31.8%	12.1%	25.8%
Most information I receive from participatory governance groups is detailed, easy to understand, and timely.	68	8.8%	36.8%	29.4%	16.2%	8.8%
Decision-making processes of FLC Executive Leadership (President and VPs) are transparent.	67	6.0%	22.4%	19.4%	20.9%	31.3%

To communicate effectively, there must be an open flow of communication in and around the college (upward, downward and horizontally). With that in mind, employees were asked to think about their own personal experiences with the flow of communication at FLC and to then rank a series of statements. Faculty were most likely to agree with the statements: *I feel comfortable sharing ideas with those I supervise or mentor* (89%) and *I feel comfortable sharing ideas with my colleagues* (88%). Faculty were most likely to disagree with the statements: *I feel I could go directly to the District Office with my ideas* (57%), *I feel I could go directly to Executive Leadership with my ideas* (3%), and *I feel that my ideas are frequently passed on to Executive Leadership* (33%).

Table 8: Please think about your personal experiences with the flow of communication at FLC and rank the following statements below:

	# of Respondents	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I feel comfortable sharing ideas with my direct supervisor/manager.	71	57.7%	22.5%	8.5%	8.5%	2.8%
I feel comfortable sharing ideas with those I supervise or mentor(formally or informally).	55	56.4%	32.7%	5.5%	3.6%	1.8%
I feel comfortable sharing ideas with my colleagues .	73	49.3%	38.4%	5.5%	6.8%	0.0%
I feel comfortable sharing ideas within committee meetings.	64	45.3%	35.9%	12.5%	6.3%	0.0%
I feel I could go directly to Executive Leadership with my Ideas.	69	21.7%	21.7%	23.2%	15.9%	17.4%
I feel that participatory governance process enhances the flow of information across the campus.	70	18.6%	38.6%	27.1%	11.4%	4.3%
I feel that my ideas are frequently passed on to Executive Leadership.	63	15.9%	25.4%	25.4%	25.4%	7.9%
Overall, I feel that my ideas and opinions are included in decision-making processes.	69	11.6%	36.2%	30.4%	10.1%	11.6%
I feel I could go directly to the District Office with my ideas.	67	9.0%	10.4%	23.9%	26.9%	29.9%

There are a number of different communication methods used to share information. Employees were asked to consider a list of communication methods and identify how often they use/access/read information from that source. Faculty reported most often or sometimes using email (97%), word of mouth/grapevine (92%), the *In Touch* newsletter (90%), and the “Birds Eye View” monthly newsletter (90%), and *rarely* or *never* using the State Chancellor’s Office website (83%), the District Office website (79%), and the Harris Center website (70%).

Table 9: Please consider each communication method listed below and identify how often you use/access/read information from that source:

	# of Respondents	Often	Sometimes	Rarely	Never
Email	73	89.0%	8.2%	2.7%	0.0%
Department/Unit Meetings	73	63.0%	23.3%	4.1%	9.6%
“Bird’s Eye View” (monthly newsletter)	73	49.3%	41.1%	8.2%	1.4%
“In Touch” (bi-weekly newsletter)	73	47.9%	42.5%	9.6%	0.0%
Website: FLC Insider	73	47.9%	35.6%	16.4%	0.0%
Word of Mouth/Grapevine	72	43.1%	48.6%	8.3%	0.0%
Agendas/Meeting Minutes	71	42.3%	42.3%	14.1%	1.4%
RCC Outlook (newsletter)	73	32.9%	24.7%	26.0%	16.4%
“The Falcon Report” (bi-annual newsletter)	73	31.5%	39.7%	21.9%	6.8%
Website: FLC (public site)	73	30.1%	39.7%	21.9%	8.2%
EDC Newsletter	72	18.1%	36.1%	20.8%	25.0%
Website: Harris Center	73	9.6%	20.5%	41.1%	28.8%
Website: District office	72	8.3%	27.8%	44.4%	19.4%
Website: State Chancellor’s Office	70	7.1%	14.3%	35.7%	42.9%

Satisfaction

Employees were provided with a list of statements that describe the different goals and values of the college, and they were asked to rate how satisfied they are that FLC is meeting those value statements. Faculty reported being most satisfied that: *FLC promotes excellent employee-student relationships* (83%) and *FLC treats students as its top priority* (72%). Faculty reported low levels of satisfaction with: *Employee suggestions are used to improve our college* (30%) and *there is a spirit of teamwork and cooperation at FLC* (30%).

Table 10: To what extent are you satisfied that FLC is meeting these value statements:

	# of Respondents	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Strongly Dissatisfied
FLC promotes excellent employee-student relationships.	72	37.5%	45.8%	12.5%	4.2%	0.0%
FLC treats students as its top priority .	72	29.2%	43.1%	12.5%	15.3%	0.0%
The goals and objectives of FLC are consistent with its mission and values.	72	27.8%	44.4%	23.6%	4.2%	0.0%
There is a spirit of teamwork and cooperation at FLC.	73	19.2%	30.1%	20.5%	21.9%	8.2%
FLC involves it employee in planning for the future.	72	25.0%	38.9%	15.3%	13.9%	6.9%
The leadership of FLC has a clear sense of purpose.	72	20.8%	33.3%	18.1%	20.8%	6.9%
Employee suggestions are used to improve our college.	73	19.2%	30.1%	20.5%	21.9%	8.2%

Employees were provided with a list of statements that describe conditions of their work environment at FLC, and they were asked to what extent they are satisfied with that aspect of their work environment. Faculty were most satisfied with the statements: *The type of work I do on most days is personally rewarding* (96%), and *I am proud to work at Folsom Lake College* (90%). Faculty were most dissatisfied with the statements: *I have adequate opportunities for advancement* (29%), *I have adequate opportunities for training and professional development* (20%), and *I am paid fairly for the work I do* (19%).

Table 11: To what extent do you are satisfied with this aspect of your work environment:

	# of Respondents	Very Satisfied	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I am proud to work at Folsom Lake College.	73	76.7%	13.7%	8.2%	1.4%	0.0%
The type of work I do on most days is personally rewarding.	73	72.6%	23.3%	1.4%	1.4%	1.4%
The work I do is appreciated by my supervisor.	73	54.8%	23.3%	13.7%	1.4%	6.8%
The employee benefits available to me are valuable.	73	54.8%	19.2%	20.5%	2.7%	2.7%
My workplace fosters an environment of ethical behavior.	72	51.4%	22.2%	16.7%	5.6%	4.2%
I am paid fairly for a work I do.	73	49.3%	23.3%	8.2%	15.1%	4.1%
My supervisor helps me improve my job performance.	73	37.0%	28.8%	27.4%	1.4%	5.5%
I have adequate opportunities for training and professional development.	72	31.9%	25.0%	13.9%	22.2%	6.9%
My department or work unit has written, up-to-date objectives .	72	30.6%	30.6%	29.2%	6.9%	2.8%
I have adequate opportunities for advancement.	71	28.2%	22.5%	29.5%	12.7%	7.0%
I have the information I need to do my job well.	72	26.4%	51.4%	16.7%	4.2%	1.4%
I am empowered to resolve problems quickly.	73	21.9%	47.9%	15.1%	9.6%	5.5%

Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Employees were asked if they had personally experienced any exclusionary, intimidating, offensive, and/or hostile behavior at FLC in the past year (e.g. shunned, ignored, bullied, harassed, etc.). A total of 29% of faculty reported experiencing untoward behavior within the past year. Of those faculty experiencing untoward behavior (n=21), the majority reported that the experience interfered with their ability to work.

Table 12: In the past year, have you personally experienced any exclusionary, intimidating, offensive, and/or hostile behavior at FLC?

	% of Faculty Respondents (n=72)	% of All Survey Respondents (n=171)
Yes, and the experience interfered with my ability to work	16.7%	21.8%
Yes, but the experience did not interfere with my ability to work	12.5%	14.9%
No	70.8%	63.2%

Faculty who reported that they had personally experienced untoward behavior at FLC in the past year (n=21) were asked a series of follow-up questions related to that experience. Employees were asked what they believe the untoward experience was based upon; they were provided with a list of 11 attributes with the option to select all that applied. On average, Faculty identified 4 different attributes that they believe the untoward behavior was based upon. Table 13a reflects the multiple responses of the 21 Faculty who experienced untoward behavior in the past year. Faculty who experienced untoward behavior were most likely to report that the untoward experience was based upon *position* (71%), *age* (48%), *gender identity/gender expression* (48%), and *philosophical/political/religious views* (48%).

Table 13a: What do you believe the experience was based upon?

	% of Faculty Who Experienced Untoward Behavior (n=21)	% of All Survey Respondents Who Experienced Untoward Behavior (n=64)	% of All Survey Respondents (n= 176)
Position (staff; faculty; administrator)	71.4%	79.7%	29.0%
Age	47.6%	43.8%	15.9%
Gender Identity / Gender Expression	47.6%	42.2%	15.3%
Socioeconomic Status	38.1%	35.9%	13.1%
Philosophical/Political/Religious View	47.6%	43.8%	15.9%
Ancestry	28.6%	34.9%	12.5%
Ethnicity/Race	42.9%	42.2%	15.3%
Sexual Orientation	28.6%	26.6%	9.7%
Disability	23.8%	26.6%	9.7%
Military/Veteran Status	14.3%	17.2%	6.3%
Other	23.8%	15.6%	5.7%

When asked how often the untoward experienced happened, faculty were most likely to report the experience as happening often or very often based on *position* (37%) and *philosophical/political/religious views* (33%). Faculty were most likely to report the experience as happening seldom or never based on *military / veteran status* (100%), *sexual orientation* (90%), and *disability* (88%).

Table 13b: How often did it happen?

	Very Often	Often	Sometimes	Seldom	Not Applicable
Position (staff; faculty; administrator)	10.5%	26.3%	26.3%	15.8%	21.1%
Age	10.0%	5.0%	15.0%	20.0%	50.0%
Gender Identity / Gender Expression	5.3%	10.5%	15.8%	21.1%	47.4%
Socioeconomic Status	11.1%	0.0%	16.7%	16.7%	55.6%
Philosophical/Political/Religious View	11.1%	22.2%	16.7%	5.6%	44.4%
Ancestry	5.9%	5.9%	11.8%	11.8%	64.7%
Ethnicity/Race	5.6%	11.1%	11.1%	22.2%	50.0%
Sexual Orientation	0.0%	0.0%	10.5%	21.1%	68.4%
Disability	0.0%	6.3%	6.3%	18.8%	68.8%
Military/Veteran Status	0.0%	0.0%	0.0%	17.6%	82.4%

Employees who reported that they had personally experienced exclusionary, intimidating, offensive, and/or hostile behavior at FLC in the past year were asked how they felt about the experience, with the option to select all statements that applied. Faculty were most likely to report: *I felt intimidated/bullied* (57%). When asked where the experienced occurred, the majority of Faculty reported that the experience occurred *on campus, not in a classroom or lab* (52%). When asked who/what was the source of the experience, Faculty primarily reported the source as full time Faculty (57%) and/or Administrators (48%).

Table 14: How did you feel about the experience?

	% of Faculty Who Experienced Untoward Behavior (n=21)	% of All Survey Respondents Who Experienced Untoward Behavior (n=64)
I felt intimidated/bullied.	57.1%	62.5%
I felt I was deliberately ignored, excluded and/or isolated.	38.1%	45.3%
I felt singled out as the spokesperson for my identity group.	9.5%	12.5%
Other	38.1%	21.9%

Table 15: Where did this experience occur?

	% of Faculty Who Experienced Untoward Behavior (n=21)	% of All Survey Respondents Who Experienced Untoward Behavior (n=64)
On campus, not in a classroom or lab	52.3%	71.9%
Other	23.8%	28.1%
In a classroom or lab	28.5%	17.2%
On social networking sites (Facebook; Twitter; cell phone; other communication technology)	9.5%	9.4%
Off campus	14.2%	7.8%

Table 16: Who/what was the source of this experience?

	% of Faculty Who Experienced Untoward Behavior (n=21)	% of All Survey Respondents Who Experienced Untoward Behavior (n=64)
Administrator	47.6%	49.2%
Classified Staff	12.9%	31.7%
Other	4.7%	19.0%
Student	4.2%	7.9%
Faculty (Full Time)	57.1%	41.3%
Faculty (Part Time)	0.0%	7.9%

Unwanted Sexual Contact

Employees were asked if they had experienced unwanted sexual contact at FLC within the last 5 years. Four percent of faculty reported experiencing unwanted sexual contact at FLC.

Table 17: Within the last 5 years, have you experienced unwanted sexual contact at FLC?

	% of Faculty Respondents (n=74)	% of All Survey Respondents (n=173)
Yes	4.1%	2.9%
No	95.9%	96.5%
Decline to State	0.0%	0.6%

Demographics

Employees were asked a series of demographic questions¹. When compared to the college-wide demographics for all employees², those participating in the survey were fairly representative of the total population of FLC employees. Full time faculty were significantly more likely to participate in the survey compared to part-time faculty (42% vs. 14%). Survey respondents were proportionally similar to the college-wide statistics for age and ethnic/racial identity.

Table 18: What is your employment classification?

	# of All Respondents (n=137)	% of All Respondents (n=137)	College-Wide Comparison Data (N=441)
Administrator	*	4.4%	2.5%
Classified	57	41.6%	27.0%
Faculty: Full Time	47	34.3%	25.2%
Faculty: Part Time	27	19.7%	45.3%

Table 19: What is your age?

	% of Faculty Respondents (n=71)	% of All Survey Respondents (n=126)	College-Wide Comparison Data (N=441)
20-39	17.4%	23.1%	21.3%
40-49	30.4%	27.8%	28.8%
50-59	31.9%	32.5%	30.4%
60+	20.3%	16.7%	19.5%

Table 20: What category best represents your ethnic/racial identity?

	% of Faculty Respondents (n=72)	% of All Survey Respondents (n=130)	College-Wide Comparison Data (N=441)
African American	1.4%	3.1%	3.6%
American Indian/ Alaska Native	0.0%	0.8%	0.7%
Asian	1.4%	2.3%	8.8%
Hispanic/Latino	6.9%	7.7%	9.8%
Multi-Ethnic	4.2%	5.4%	4.3%
Pacific Islander	0.0%	0.0%	0.5%
White(non-Hispanic)	81.9%	80.8%	67.6%
Other (Unknown)	4.2%	0.0%	4.8%

¹ Note: About 30 employees stopped answering survey questions prior to reaching the demographic questions, and another 10 employees skipped some or all of the demographics questions. The 10 employees who skipped some or all of the demographic questions were significantly more likely to have reported experiencing untoward behavior in the past year (approximately 80% vs. 37%).

² College-wide employee demographic data pulled from CCCCO DataMart: Fall 2015.

The demographic questions in the survey related to gender identity were worded differently than the college-wide data, making a comparison less clear but likely still valuable. In the survey, employees were asked to identify what sex they were assigned at birth and how they describe themselves, while the college-wide gender variable has *female/male* options only and a category for *Unknown*. Faculty who identify as female were more likely to participate in the survey.

Table 21: What sex were you assigned at birth, on your original birth certificate?

	% of Faculty Respondents (n=71)	% of All Survey Respondents (n=133)
Female	63.4%	69.9%
Male	36.6%	30.1%

Table 22: How do you describe yourself?

	% of Faculty Respondents (n=52)	% of All Survey Respondents (n=133)	College-Wide Comparison Faculty Only (N=311)	College-Wide Comparison Data ALL (N=441)
Female	62.0%	69.9%	52.1%	56.0%
Male	33.8%	27.8%	47.9%	44.0%
Transgender	1.4%	0.8%	n/a	n/a
Do not identify as female, male or transgender	2.8%	1.5%	n/a	n/a

Faculty were most likely to report working most of the time at the FLC main campus (79%). The majority of faculty reported being employed at FLC for more than 10 years (42%).

Table 23: Where do you work most of the time?

	% of Faculty Respondents (n=71)	% of All Survey Respondents (n=135)
EDC: El Dorado Center	14.1%	11.1%
FLC: Main Campus- Folsom	78.9%	82.2%
RCC-Rancho Cordova Center	7.0%	6.7%

Table 24: How many years have you been employed at Folsom Lake College?

	% of Faculty Respondents (n=71)	% of All Survey Respondents (n=130)
Less than 5 years	29.6%	39.2%
5-10 years	28.2%	25.4%
More than 10 years	42.3%	35.4%

The vast majority of faculty who participated in the survey speak English at home. Faculty were most likely to identify their sexual orientation as straight/heterosexual (89%), with 11% identifying as gay, lesbian, or other. The majority of faculty describe their belief system as Christian (44%), Atheist (24%), or Agnostic (12.8%). Eleven percent of Classified employees self-identify as having a disabling condition.

Table 25: What language do you speak at home?

	% of Faculty Respondents (n=70)	% of All Survey Respondents (n=131)
English	94.3%	96.6%
Spanish	2.9%	1.5%
Other	2.9%	1.5%

Table 26: What is your sexual orientation?

	% of Faculty Respondents (n=71)	% of All Survey Respondents (n=129)
Bisexual	0.0%	1.6%
Gay	1.4%	0.8%
Lesbian	4.2%	2.3%
Questioning	0.0%	0.8%
Straight/Heterosexual	88.7%	89.9%
Other	5.6%	4.7%

Table 27: What best describes your belief system?

	% of Faculty Respondents (n=68)	% of All Survey Respondents (n=125)
Agnostic	10.3%	12.8%
Atheist	23.5%	15.2%
Buddhist	1.5%	1.6%
Christian	44.1%	52.0%
Jewish	4.4%	2.4%
Muslim	2.9%	1.6%
Pagan	1.5%	0.8%
Other	11.8%	13.6%

Table 28: Do you self-identify as having a disabling condition?

	% of Faculty Respondents (n=70)	% of All Survey Respondents (n=133)
Yes	11.4%	9.0%
No	88.6%	91.0%