

Appendix I

Fall 2015

Preliminary Results to the Equity and Leadership Survey

Does the leadership at Skyline College demonstrate an equity perspective?

- What is the quality of Skyline College leadership's practices as it relates to promoting an equity perspective?
- What is the campus culture around the equity discussion?

How would you characterize typical behaviors and beliefs around issues of equity (“fairness or justice in the way people are treated” – Merriam Webster) in college programs and activities? (n= 151)

	Count	Percent Answer
Conversations about academic and professional matters tend to treat “equity” as a separate and distinct element.	10	7%
Equity issues and equity-related services are often delegated to under-represented groups as “their” task.	9	6%
The importance of equity is recognized, but the campus community struggles with how to achieve equity.	46	30%
College dialogues consciously include how diverse faculty, students and staff may be impacted by any decision, program or policy being considered.	62	41%
Other:	24	16% (38% “don’t know”)

In terms of equity, what kinds of “common conversations” take place in campus meetings or gatherings? (N = 151)

	Count	Percent Answer
Equity and “excellence” are seen as conflicting values.	7	5%
Equity is mainly discussed by people who are considered to be from underrepresented racial/ ethnic groups and women.	11	7%
Conversations are tentative but well intentioned; people struggle with being honest yet not offensive.	48	32%
Equity is an essential and valued part of most discussions about policies and programs.	64	42%
Other:	21	14% (38% “don’t know”)

In terms of accountability, how would you characterize the ways in which equity is prioritized and accounted for at Skyline College? (N= 151)

	Count	Percent Answer
Equity is not evaluated or discussed.	15	10%
Equity is included as a metric in college institutional effectiveness measures.	24	16%
Equity is evaluated and used to develop an action plan implemented by the college.	37	25%
Equity is an established part of the college's evaluative process, and regularly used to inform our action plan.	55	36%
Other:	20	13% (50% "don't know")

Looking through the lens of equity, what does our college do to impact those in leadership positions?

- What are the factors that encourage or discourage participation in Skyline College leadership?
- What barriers exist, if any, to promoting engagement of leaders from a diversity of backgrounds?

Does campus leadership promote the inclusion of people from diverse backgrounds and experiences serving in leadership positions? (N= 146)

	Count	Percent Answer
The importance of diverse representation is rarely communicated.	13	9%
The importance of diverse representation is occasionally communicated.	26	18%
Diverse representation is important and regularly communicated and practiced.	62	42%
Diverse representation is a major consideration in leadership appointments.	45	31%

Of the 60% of respondents who have served in leadership roles at Skyline College, what were the top four reasons they were encouraged to do so? (N= 88)

	Count	Percent Answer
I was passionate about and committed to the issues the project/committee/ area it addresses.	57	65%
I believed my efforts can make a difference.	51	58%
I got to collaborate with others.	46	52%
I was encouraged to pursue leadership opportunities by colleagues.	28	32%

Of the 58% respondents who were interested in being in a leadership role, what were the top four barriers that discouraged them? (N= 84)

	Count	Percent Answer
My workload was too high to take on more responsibilities.	53	63%
I wasn't asked.	25	30%
I did not have sufficient administrative resources and support for the project to succeed.	18	21%
There was no additional pay or other compensation.	18	21%

Next Steps

- Disaggregate the results based on demographic characteristics: campus role, gender, and white/ non-white.
- Analyze the campus leadership roles inventory along demographic characteristics.
- Continue discussing these results with SEED members...
- Present these additional Diversity Framework research findings at the Strengthening Student Success conference in October.