

July 15, 2022

# SLCC Cultural Work Environment Assessment

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**ZILO**  
INTERNATIONAL GROUP

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STRATEGIC CONSULTING

Submitted By:

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Salt Lake Community College (SLCC) is Utah's largest college with the most diverse student body. It serves over 60,000 students on 10 campuses and online classes, offering over 200 degree and certificate programs in academic, technical, and vocational fields. SLCC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

During the 2021 NWCCU accreditation visit, some employees expressed dissatisfaction with the SLCC workplace environment. These concerns led the Executive Cabinet and Faculty and Staff Leadership to substitute the bi-annual Campus Climate Survey with a Cultural Work Environment Assessment. Zilo International Group, LLC (Zilo) was contracted to conduct the Cultural Work Environment Assessment. The purpose of the assessment was to identify key strengths of the workplace culture so the college can continue to develop them for the benefit of faculty, staff, and ultimately the students. We also looked to identify potential areas of improvement, so the college can focus efforts to continue building a positive and productive work environment for all their team members. We interviewed a total of 88 employees who were randomly selected to participate. Participation and input in this study was voluntary and confidential.

It was our privilege to partner with SLCC on this project. A team of five Zilo representatives worked on this project. We are invested in our clients' success and worked diligently to achieve measurable results to facilitate the interviews. We hope the information gathered and the recommendations made will benefit the College community as a whole and build for the future. I want to thank all those who participated in the interviews for your willingness to meet with our team, for sharing your experiences, and all those that supported the combined efforts of SLCC and Zilo. A special thank you to Alonso R. Reyna Rivarola, Senior Director for Institutional Equity, Inclusion, and Transformation, and all the RFP committee members for their hard work and commitment to this project.

If you have any questions about the report, please do not hesitate to contact me.

Sincerely,  
Milena Zilo



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# EXECUTIVE SUMMARY

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The following report is a detailed Cultural Work Environment Assessment of Salt Lake Community College (SLCC) from the perspectives of current employees, including faculty, staff, and administrators. The purpose of the assessment was to identify how SLCC's employees experience the workplace environment at the school.

The scope of the project was to interview 110 employees. To accomplish this, the college provided Zilo International Group, LLC (Zilo) with a stratified, random sample of 219 individuals from multiple divisions and departments, employment statuses (full- and part-time), races/ethnicities, and genders. Only the individual pulling the sample knew the names of the participants. Only Zilo representatives know the identities of those who participated. This was done to ensure the confidentiality of the assessment participants.

Additionally, upon recommendation from SLCC employees, Zilo created an email address, [letstalk@zilointernational.com](mailto:letstalk@zilointernational.com), to specifically collect feedback from employees who were not selected to participate in the study and wanted to share their employment experiences at SLCC. Feedback received from those employees is not part of the study and was not used to bias or influence the report's analysis. Upon completing the official report, Zilo opened the inbox, removed any identifiable information, and submitted it to SLCC for an internal review.

## **Timeline, Participant Demographics, and Interview Overview**

SLCC and Zilo collaborated to encourage 110 individuals to participate in the interviews. Overall, SLCC communicated 14 separate times with employees informing them of the assessment and requesting their participation. Zilo sent a total of seven emails/reminders.

- SLCC Today: 6
- President's Message: 2
- Faculty Senate: 2
- Staff Association: 2
- Faculty Association: 1
- Inst. Equity, Inclusion, and Transformation: 1
- Zilo participant recruitment email and follow-ups: 7

Interviews began on Thursday, May 12, 2022, and concluded on Thursday, June 30, 2022. The average interview lasted between 30 and 45 minutes, and some interviews lasted over an hour. Participation was voluntary, and input was kept confidential. Based on employee feedback, all participants received a \$50 e-gift card from Amazon or Visa to recognize the time spent on the interview.

In total, Zilo completed 88 employee interviews, although 95 interviews were initially scheduled (seven interviews were canceled by the employees). Out of the 88 interviews, 34 were full-time staff, 15 part-time staff, 20 full-time faculty, 8 adjunct faculty, and 11 lower-level administrators (e.g., Associate Deans and Assistant Vice Presidents).

Based on Data Science & Analytics demographic data, the participant demographic breakdown represented the following gender identities: 51 participants identified as “female” (read: woman), and 37 as “male” (read: man). After the interview, Zilo sent out an additional demographic survey on Survey Monkey (see Appendix B) to compare institutional to self-reported demographic data and learned one participant identified as non-binary. The post-interview survey was completely anonymous, and full participation was not achieved, therefore the demographics included in this report are based on the information provided by the college. Following the aforementioned method, the racial and ethnic demographic breakdown consisted of the following: 28 participants identified as White, 18 Hispanic, 16 Asian and Pacific Islander, nine Black, and 17 American Indian, “Other,” and More than One Race (given the smaller sample sizes of these racial/ethnic demographic categorizations, our researchers grouped American Indian, “Other,” and More than One Race to safeguard the identity of those that participated).

The interview covered nine topic areas; participants were asked to rate their answers on a scale of 1 to 3 and discuss the rating in more detail by answering open-ended questions. A complete list of the questions is included in Appendix A. The topics included:

- Sense of belonging and community
- Inclusion of diverse perspectives
- Unconscious bias
- Collaboration and teamwork with colleagues
- Leadership effectiveness
- Relationship with manager/supervisor
- Clear and objective feedback from the manager
- Access to career opportunities
- Complaint resolution process

At the end of the interview, participants had the opportunity to discuss further or share their experiences, either positive or negative, about the workplace culture at SLCC.

A synopsis of key data for each survey is provided below.

### **Sense of Belonging and Community**

Employees were first asked how they would describe their sense of belonging within the SLCC community on a scale of 1 to 3, with 1 indicating a “weak sense of belonging,” 2 a “moderate sense of belonging,” and 3 a “strong sense of belonging.” The overall average rating for sense of belonging and community was 2.244. The following score breakdown is in order from highest to lowest sense of belonging: Male (2.385), Administrator (2.364), American Indian, “Other,” and More than one Race (2.338), Hispanic (2.319), White (2.268), FT Faculty (2.250), PT Staff (2.250), FT Staff (2.213), Adjunct Faculty (2.188), Asian and Pacific Islander (2.156), Female (2.142), and Black (2.000). Respondents generally reported feeling welcomed at SLCC, especially by their colleagues/departments.

### **Inclusion of Diverse Perspectives**

Employees were then asked to what extent SLCC’s culture is inclusive of diverse perspectives on a scale of 1 to 3, with 1 indicating “to a small extent,” 2 indicating “to a

moderate extent,” and 3 indicating “to a great extent.” The overall average rating for inclusion of diverse perspectives was 2.111. The following score breakdown is presented in order from highest to lowest sense of the extent SLCC’s culture is inclusive of diverse perspectives: Adjunct Faculty (2.500), American Indian, “Other,” and More than One Race (2.265), White (2.241), Male (2.236), Asian and Pacific Islander (2.188), Administrator (2.136), PT Staff (2.133), Hispanic (2.056), FT Faculty (2.050), FT Staff (2.037), Female (2.020), and Black (1.389). Respondents generally noted that their colleagues were inclusive, but the college often falls short of inclusivity on an institutional level. Black Female employees, however, reported feeling their experiences were included the least.

### **Unconscious Bias**

Employees were then asked to what extent unconscious bias has an impact on the SLCC culture on a scale of 1 to 3, with 1 indicating “to a small extent,” 2 indicating “to a moderate extent,” and 3 indicating “to a great extent.” If the respondent was unfamiliar with the term unconscious bias, the interviewer provided a definition and examples. The overall average rating for unconscious bias was 2.095. The following scores are in order from highest to lowest: Black (2.500), Female (2.235), FT Faculty (2.225), Asian and Pacific Islander (2.219), FT Staff (2.152), American Indian and More than One Race (2.103), Hispanic (2.029), Administrator (2.000), PT Staff (1.983), White (1.929), Male (1.905), and Adjunct Faculty (1.875). Respondents generally reported that unconscious bias was very prevalent at all levels of the college and that some feel uncomfortable as a result.

### **Collaboration and Teamwork with Colleagues**

When asked how they would describe the level of collaboration and teamwork among colleagues at SLCC on a scale of 1 to 3, with 1 indicating “not collaborative at all,” 2 indicating “moderately collaborative,” and 3 indicating “highly collaborative.” The overall average rating for collaboration and teamwork with colleagues was 2.351. The following score breakdown is in order from highest to lowest: PT Staff (2.500), White (2.482), FT Faculty (2.425), Administrator (2.409), Hispanic (2.389), Black (2.375), FT Staff (2.368), American Indian, “Other,” and More than One Race (2.353), Male (2.351), Female (2.350), Asian and Pacific Islander (2.063), and Adjunct Faculty (1.750). Respondents generally noted that their departments featured high levels of collaboration, but cross-department collaborative efforts were minimal. Adjunct Faculty reported feeling the most excluded from collaborations across campus.

### **Leadership Effectiveness**

For the question about how effective the leadership at SLCC is on a scale of 1 to 3, with 1 indicating “not effective at all,” 2 indicating “moderately effective,” and 3 indicating “highly effective.” The overall average rating for leadership effectiveness was 2.160. The following scores are in order from highest to lowest: Adjunct Faculty (2.531), American Indian, “Others,” and More than One Race (2.382), PT Staff (2.333), Male (2.243), Hispanic (2.141), Black (2.111), White (2.107), Female (2.100), FT Staff (2.078), FT Faculty (2.075), Asian and Pacific Islander (2.063), and Administrator (2.045). Respondents generally reported that their direct managers were caring and effective but higher leadership sometimes overlooked employees.



### **Relationship with Manager/Supervisor**

On how they would describe the level of trust between themselves and their manager on a scale of 1 to 3, with 1 indicating a “low level of trust,” 2 indicating a “moderate level of trust,” and 3 indicating a “high level of trust.” The overall average rating for relationship with manager/supervisor was 2.676. The following score breakdown is in order from highest to lowest: Administrator (2.886), Male (2.865), Asian and Pacific Islander (2.813), PT Staff (2.767), FT Staff (2.743), American Indian, “Others,” and More than One Race (2.706), Adjunct Faculty (2.688), White (2.652), Black (2.639), Hispanic (2.583), Female (2.539), and FT Faculty (2.375). Employees frequently reported high levels of trust and transparency with their supervisor/manager.

### **Clear and Objective Feedback from the Manager**

Employees were then asked if they consistently receive clear and objective feedback from their manager on a scale of 1 to 3, with 1 indicating “no, rarely or never,” 2 indicating “sometimes,” and 3 indicating “yes, on a regular basis.” The overall average rating for feedback from your manager was 2.456. The following score breakdown is in order from highest to lowest: Black (2.889), Administrator (2.675), Asian and Pacific Islander (2.563), FT Faculty (2.550), White (2.529), FT Staff (2.516), Male (2.485), Female (2.436), PT Staff (2.300), Hispanic (2.265), American Indian, “Other,” and More than One Race (2.206), and Adjunct Faculty (2.000). Respondents often reported receiving feedback from managers but on an inconsistent basis.

### **Access to Career Opportunities**

When asked how they would describe their access to career development opportunities at SLCC on a scale of 1 to 3, with 1 indicating “few opportunities for career development,” 2 indicating “some opportunities for career development,” and 3 indicating “many opportunities for career development.” The overall average rating for access to career opportunities was 2.352. The following score breakdown is in order from highest to lowest: American Indian, “Others,” and More than One Race (2.618), FT Faculty (2.563), Female (2.387), White (2.384), FT Staff (2.382), Asian and Pacific Islander (2.344), Administrator (2.341), Male (2.304), PT Staff (2.267), Hispanic (2.194), Black (2.083), and Adjunct Faculty (1.875). Respondents generally noted feeling supported and having opportunities for career advancement; Adjunct Faculty, however, reported feeling the least support in their career advancement.

### **Complaint Resolution Process**

Lastly, employees were asked if they had ever filed a complaint with their supervisor or People and Workplace Culture at SLCC. Among the 88 respondents, 71 (80.68%) reported that they had never filed a complaint before. Some that had filed a complaint found the process ineffective, while others said that their situations were resolved.

# RECOMMENDATIONS

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We hope the information from the interview responses and employee feedback will be used to continue developing a positive, welcoming, and productive workplace culture at SLCC. Below are our recommendations:

- Strengthen supervisor coaching and mentorship of employees; this could include professional development training, mock one-on-one check-in activities with other supervisors, toolkits, and ensuring the utilization of [The Way We Lead](#). Zilo can develop training workshops, mentoring programs, and supporting materials.
- Audit and monitor the retention of minoritized employees on campus by tracking retention rates and reasons for leaving reported on exit surveys. Implement a “retention interview,” where current employees are asked about why they stay at SLCC. Through a retention interview, Administration can learn about what is working at the college, as well as areas of growth from the perspective of current employees. Zilo can develop a system for capturing, monitoring, and reporting on this information on a regular basis (e.g., monthly, or quarterly).
- In the onboarding process, match new hires with a "cultural mentor" to enhance inclusion and belonging, and to provide a support system. Zilo can provide guidelines and a process for identifying mentors, matching them with new hires, discussion topics, and a structure for ongoing interactions.
- Provide more opportunities for cross-departmental collaboration (e.g., taskforces, cross-functional project teams) to foster and increase collaboration. Zilo can facilitate discussions with leadership to identify opportunities for greater collaboration and pilot test a task force or cross-functional project team.
- Implement a 360-feedback program for the top 30 to 50 leaders focusing on communication, inclusion, leadership effectiveness, and related topics. Zilo can administer the 360-feedback questionnaires and provide coaching to assist in improving their development areas based on their 360-feedback.
- Provide training and/or communications (virtual or in-person) on unconscious bias and microaggressions, their implications, and how to reduce their frequency at the workplace. Zilo can develop and/or deliver the training.
- Track progress, implement a score card (e.g., pulse surveys) to monitor progress on key topics related to leadership, inclusion, and the experience of bias.



- In collaboration with People and Workplace Culture (Human Resources), examine hiring practices and the diversity of candidate slates for positions at all levels, and especially for leadership positions; institute and/or reinforce policies/expectations about the diversity of candidate slates.
- Develop a formal employee appreciation system that rewards employees for workplace accomplishments and highlights the positive work that employees have done.
- Develop a communication campaign to leverage the influence of the President and Provost in creating a positive culture and work environment; include quarterly or semiannually round-table meetings with various employee groups and senior leadership to break down barriers and build more transparent communications. Zilo could provide the discussion topics, meeting guidelines, and/or facilitate the round table meetings.
- Engage in benchmarking with top-ranked community colleges to find out how they approach challenges related to inclusion, diversity, and leadership. There are lots of lists of top schools, such as:
  - [NICHE, 2022 Best Community Colleges in America](#)
  - [Stacker, 100 Best Community Colleges in America](#)

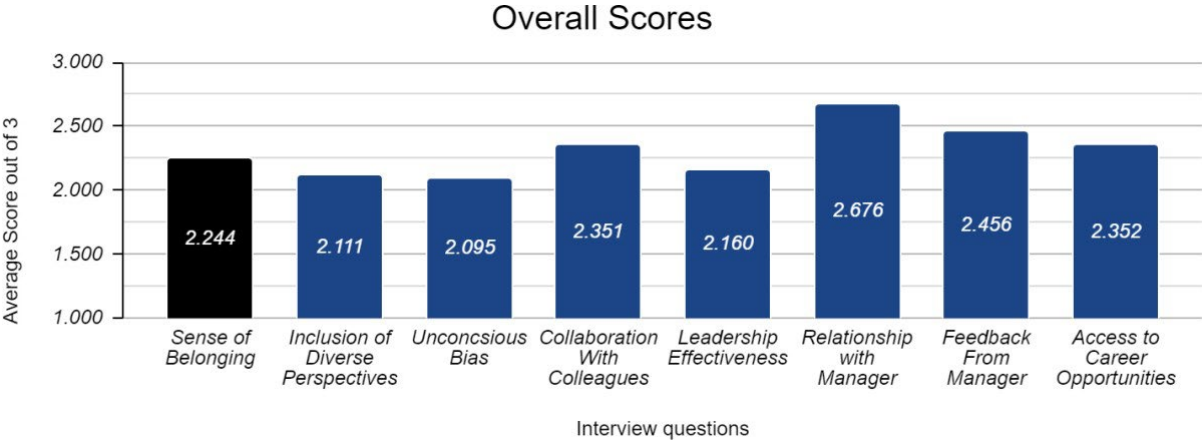
# DETAILED FINDINGS

The following report is a detailed analysis of the questions that were asked.

## Question 1:

**How would you describe your sense of belonging within the SLCC community?**

**3=strong sense of belonging  
2=moderate sense of belonging  
1=weak sense of belonging**

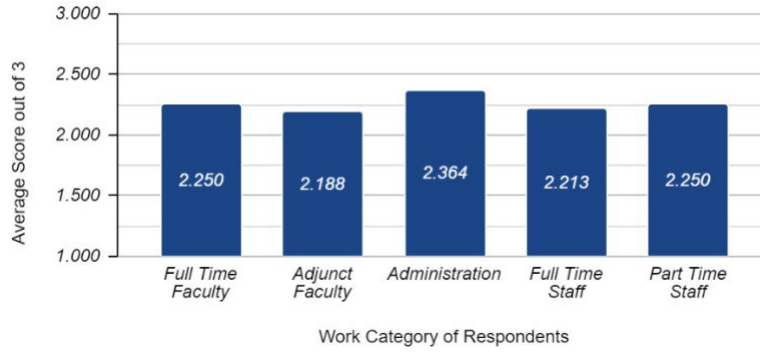


### Key Takeaways:

- Sense of belonging was rated as the fourth lowest in employee satisfaction level.
- Administrators reported experiencing the highest sense of belonging (2.364) while Adjunct Faculty reported experiencing the lowest sense of belonging (2.188).
- Among the various racial and ethnic identities, American Indian, “Others,” and More than one Race reported experiencing the highest sense of belonging (2.338), while Black employees, primarily Black Females (women), reported experiencing the lowest sense of belonging (2.000).
- Among gender demographic responses (biological sex binary), Female employees reported experiencing a lower sense of belonging (2.142) than Male employees (2.385).

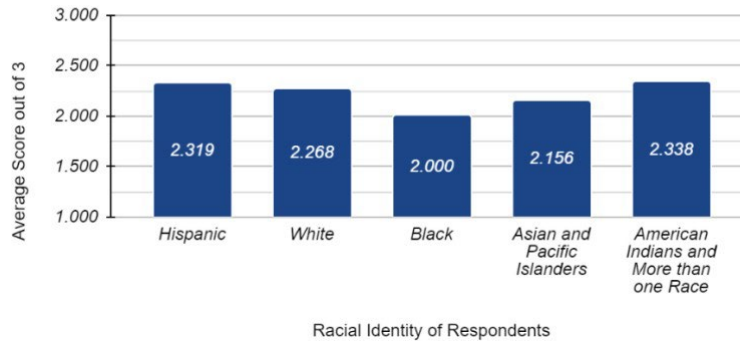
"How would you describe your sense of belonging within the SLCC community?"

By Work Category



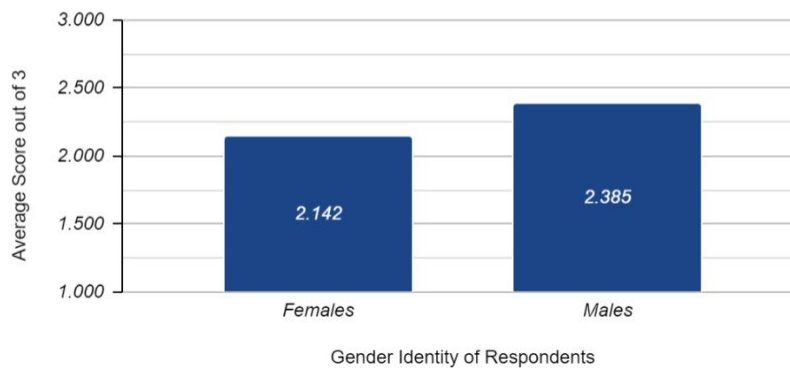
"How would you describe your sense of belonging within the SLCC community?"

By Racial Identity



"How would you describe your sense of belonging within the SLCC community?"

By Gender Identity



## Sense of Belonging

Above all, this question elicited the most significant variation in reactions and the overall spread of sentiments about the SLCC workplace culture.

Overall, employees reported feeling comfortable and accepted at SLCC; however, many recognize that there is still work to be done, particularly regarding diversity and inter-departmental relations. Many participants spoke about the different events hosted on campus to bolster the sense of community; several of them explained that, unfortunately, they do not have time to participate in such initiatives, while others acknowledged that their introverted personality does not require more social interaction outside of work duties.

Additionally, among those who feel positively about the SLCC work environment, a significant number are individuals who have worked at the college for 10 or more years, which was true regardless of gender or race/ethnicity. Some employees found the onboarding process positive and highlighted it inclusive and supportive. Overall, employees spoke positively about their sense of belonging among their colleagues and departments. However, when it came to the overall college community, some do not feel like they belong in the broader SLCC context; this was expressed more acutely by employees from racially and ethnically minoritized backgrounds.

Black SLCC employees reported experiencing the lowest sense of belonging on campus, and Black women, in particular, reported experiencing the lowest sense of belonging combined score. There appear to be obstacles in terms of cultural understanding and sensitivity towards those that “appear different.” Conversely, White men, often described as the dominating employee force at SLCC, reported experiencing the highest sense of belonging combined score.

### Employee Quotes:

- *“I don’t feel like I belong... I don’t feel safe in every part of the college. If I get passionate, I am perceived as being aggressive. The lack of understanding how People of Color work, our traditions, culture.”* – Black Female
- *“It is good, but sometimes they don’t understand my culture or my accent. I have worked in different departments at the college.”*  
– Asian and Pacific Islander Female
- *“The person in charge treated white people differently than minorities... I have an accent and they say they don’t understand what I say.”*  
– Asian and Pacific Islander Male
- *“People sit with their own kind based on ethnicity, gender, or departmental affiliation.”* – Black Female

- *“Ethnically I don’t feel connected—I only see that recently but don’t feel the sense of community or belonging. You hear of things all the time. You hear of racist art from students, not being invited to some events.” – Black Female*
- *“I like what the college is doing; there is more diversity now than back then. They make a fair attempt to make it a place people will be comfortable. I do feel like the college, like the rest of the county, is not willing to look at things as deeply as we could and I wish we did.” – Black Male*
- *“I know administration is working hard on it. I’d like to see more Employees of Color.” – Asian and Pacific Islander Female*
- *“There is an opportunity to build across all divisions. There were missed opportunities there in the past. I have seen an erosion in the recent past.” – White Male*
- *“This is Utah. The college is diverse in comparison to the state and other colleges, but you don’t see a lot of people with my skin color or hair. Would be nice to see more of that but they are trying.” – Black Female*
- *“It is a challenge; it is very male dominated. The college tries but we could definitely improve.” – White Female*
- *“I have appreciated the affinity groups that have connected the minorities. They should put more resources to advertise those and increase that [sense of] belonging.” – Hispanic Female*
- *“One of the things is there are so few African Americans at the college. I heard about EMEC [Ethnic Minority Employee Coalition] randomly. I also fit well in my department; people are great but as minority reach out I kind of just ran into it.” – Black Female*
- *“It has changed over time. It is better now, in the beginning [Sense of Belonging] was low.” – Hispanic Male*
- *“I feel like a part of the community but mostly because of my tenure.” – White Female*
- *“So... I don’t have [sense of belonging] at the institution level, but I do when it comes to my colleagues... I don’t have the luxury to drive [to events] and back, especially with the workload I have.” – Asian and Pacific Islander Female*
- *“I wish I could participate in more events unfortunately I can’t due to other obligations; I am sure if I participated more, it would be higher.” – White Male*

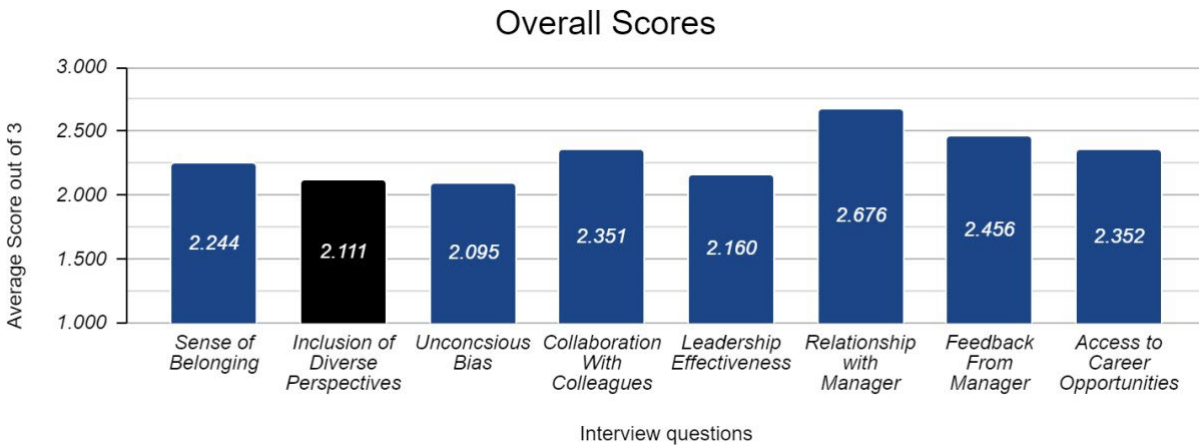
- *“With being a parent and the workload, I don’t have the time to attend events college-wide. I am disconnected, but that is my fault.”*  
- Asian and Pacific Islander Female
- *“There is equity and transparency when it comes to our unit and things are cool but outside at the college level not sure.”* – White Female
- *“I know most people in my department but not a lot of people outside of that.”*  
- White Male
- *“It is broken on several different components, and I feel included in my school, in my department. At the college as a whole not as much.”* – White Male
- *“There is fear of retaliation on campus. The administration is aggressive, threatening and intimidating.”* – White Female
- *“I have a sense of belonging particularly within my department and my team. I am an introvert and for me, that is good enough. I don’t need to feel it from the whole college.”* – White Male
- *“It is pretty good for me; my team trained me when I started the job, and they are willing to learn too. It feels like a team.”* – Asian and Pacific Islander Male
- *“I feel the college goes out of the way to make sure everyone is included. Sometimes too much. There is a ton of information for us.”* – White Male
- *“I love everyone I work with and have great communication. When there are challenges, we work together to overcome them.”* – White Male
- *“I feel very welcome. It helps to see students from different backgrounds. People of my background.”* – Hispanic Female
- *“My ideas are taken seriously, and management allows me to express myself.”*  
- Male Hispanic
- *“For me it is high. I am a Latina and one of the few minorities. My voice has been listened to and valued particularly by whites. My worst critics have been the minorities.”* – Hispanic Female
- *“SLCC has an amazing onboarding for new employees. There were weekly meetings, on-campus services; it was easy to go get passes, having the computer set up.”* – White Male
- *“They put a welcome sign on my first day, got me a coffee mug. I was introduced to everyone. And people were welcoming from the get-go. It was a very welcoming vibe starting at the college.”* – Hispanic Male



## Question 2:

**In your experience, to what extent is SLCC's culture inclusive of diverse perspectives?**

**3=to a great extent**  
**2=to a moderate extent**  
**1=to a small extent**

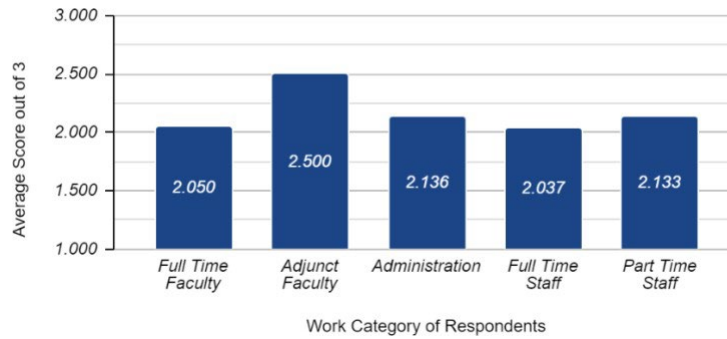


### Key Takeaways:

- Participants rated inclusion of diverse perspectives the second lowest overall.
- Among the various employment categories, Adjunct Faculty rated inclusion of diverse perspectives the highest (2.500) and Full-Time Staff rated it the lowest (2.037).
- Among the various racial/ethnic identities, Black employees rated inclusion of diverse perspectives the lowest (1.389) and Hispanic employees rated this question the highest (2.056).
- Among gender demographic responses (biological sex binary), Female employees rated inclusion of diverse perspectives significantly lower (2.020) than Male employees (2.236).

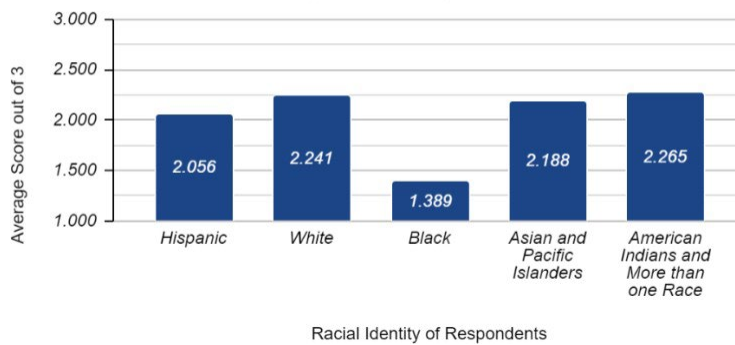
"In your experience, to what extent is SLCC's culture inclusive of diverse perspectives?"

By Work Category



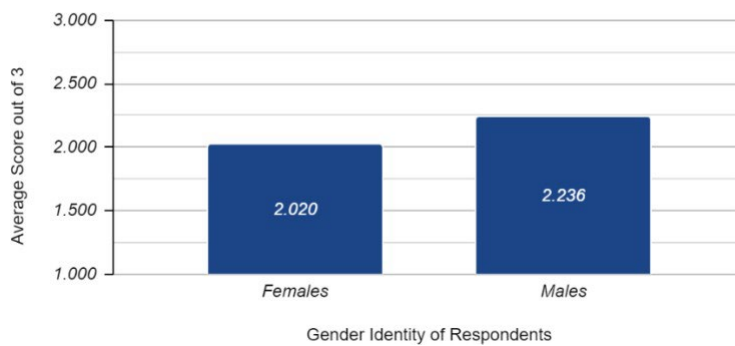
"In your experience, to what extent is SLCC's culture inclusive of diverse perspectives?"

By Racial Identity



"In your experience, to what extent is SLCC's culture inclusive of diverse perspectives?"

By Gender Identity



## Inclusion of Diverse Perspectives

The biggest variation in rating for this question was among the different racial/ethnic identities. Within specific racial/ethnic groups, results were not uniform and provided many contrasting opinions on the matter of inclusion. Black employees, regardless of employment category or gender, felt less included in the SLCC workplace culture. Likewise, many feel as though SLCC merely appears as inclusive and diverse, but at its core has not yet instilled such a culture.

It is important to note that similar to the first question, employees expressed a great difference between how employees feel within their departments and the college community at large. Closer-knit environments made them feel much more included than SLCC overall. Employees generally noted that cross-department inclusiveness was not particularly common.

Some employees also felt that inclusiveness is discussed but not necessarily always practiced on a departmental level. In response to this question, employees often noted instances of initial inclusion but microaggressions from colleagues that caused feelings of exclusion. Still, many employees recognized that their colleagues and the college itself do make concerted efforts to encourage inclusion, but sometimes fail to follow through.

### Employee Quotes:

- *“Emphasis to incorporate all staff and faculty ethnic minority groups and have a coalition to give different perspective and being accepted by everyone at the college. Faculty senate voted to h[onor] Indigenous Peoples’ Day.” – American Indian, “Other,” More than One Race Male*
- *“They put on a good front. The population we share is specific and I feel that people say what the mission and vision is and what they need to say but when it comes to actually showing it, it is words vs behavior. President talk is lovely, there are a lot of things that feel like nothing has changed.” – American Indian, “Other,” More than One Race Female*
- *“They really try to focus on this, they are aware and inclusive of all.” – Asian and Pacific Islander Female*
- *“They send an email to all the minority employees to attend meetings and it was all People of Color and non-white. How is that inclusive? They also talk trash about white people in those meetings. Inclusivity should be for everyone not just Black, Hispanic and Asians.” – Asian and Pacific Islander Male*
- *“They may think they are accepting of thought and people, but they are not. There are still jokes that are offensive about other religions, Jewish people, American Indian women being promiscuous, someone even had a confederate flag, it was removed but they had to be told. There are many examples of hostile work environment.” – American Indian, “Other,” More than One Race Female*

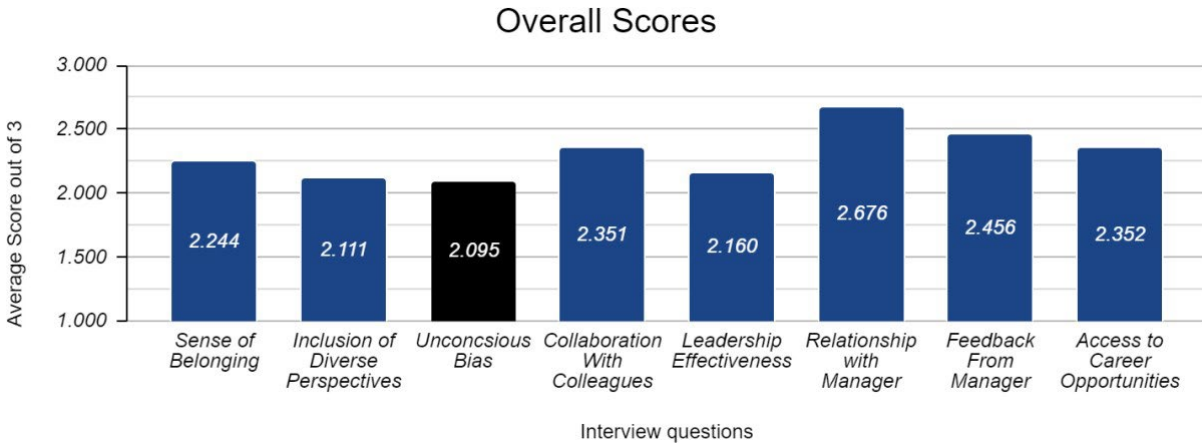
- *“I feel included I have never felt excluded, whether it is decisions about my job or at staff meetings I am always included, and my opinion matters and it is valued. I feel appreciated.” – American Indian, “Other,” More than One Race Female*
- *“I felt my level was so low that even HR sometimes wouldn’t respond to me and go over me due to the level of clearance required. So that doesn’t make me feel good; I am trying to get my job done but can’t and that is frustrating.” – Asian and Pacific Islander Female*
- *“I feel included in what I have to offer but when I bring a different perspective, I get pushed back.” – Hispanic Female*
- *“You hear one thing – ‘we are diverse’ but they are not intentionally inclusive. It is historically a white school. There is ‘Diversity’ and the ‘Diverse-I-see,’ which are two separate things. The programming does not match the level of diversity.” – Black Female*
- *“I am not sure, I feel it is always good to talk, as a country we do that too we say how good we are. There are efforts there, but we need to acknowledge the harms that have been done against African Americans, Native Americans, we recognize them but we also don’t teach them at the college and we are at a place where we can. Understanding where people are coming from. In an individual level the people I work with do reach out in a way that makes me know they care, and I appreciate that. Would be nice to have honest conversation in how we came to be and really move forward, and you wouldn’t have to ask these questions. These are important conversations to have.” – Black Male*
- *“I really feel the college is diverse, but it does lack inclusivity in its policies, particularly when it comes to students’ sense of belonging. They talk the talk but don’t walk-the-walk. There is a lot from a student policy standpoint that can be done.” – Hispanic Male*
- *“They do a good job that different voices are heard but that doesn’t always transfer to growth.” – Hispanic Female*
- *“From the appearance, it appears inclusive but as a white male it is hard to speak from a different perspective. It appears inclusive.” – American Indian, “Other,” More than One Race Male*
- *“Some of the people that work here try their best, there are different minorities but there are also people that are still racist, and we should try to improve that. We can live and work together and try to understand the different culture.” – American Indian, “Other,” More than One Race Female*

- *“There is no dialogue of what should happen more like this is what will happen. There is no accountability to make these individuals change perspective. It is cabinet-centric and no diverse perspective.” – White Female*
- *“People of Color, LGBTQ, [people with] disabilities are left out.” – White Female*
- *“It has been difficult. President and the cabinet have been trying. A few people that were brought in to help have left... We are doing better but there is room for improvement.” – White Male*
- *“I don’t go to a lot of meetings outside of my department.” – White Female*
- *“The way of onboarding for new faculty was great. Everyone was open and nurturing in meetings I felt very flexible and open to different perspectives.” – White Male*
- *“They are very diverse, they support pride marches, Black Lives Matters, etc. They do a great job at keeping everyone active.” – White Male*
- *“Intention and action are not always the same.... The college is doing great things with inclusion and diversity, but it is meant for everyone not just certain groups. It creates an environment that does not create a sense of belonging.” – White Female*
- *“The college is very open.” – White Male*
- *“Most colleges are embracing diversity, but perspective is not welcomed that much.... Great place to work. I have autonomy and it is great but share some of the organization's cynicism.” – White Male*
- *“It depends on how you define it; if you are asking at a gender-level inclusion is low.” – White Female*

### Question 3:

To what extent would you say unconscious bias has an impact on the SLCC culture?

**3=to a great extent**  
**2=to a moderate extent**  
**1=to a small extent**



*(Reminder: a higher rating indicates a greater sense of unconscious bias)*

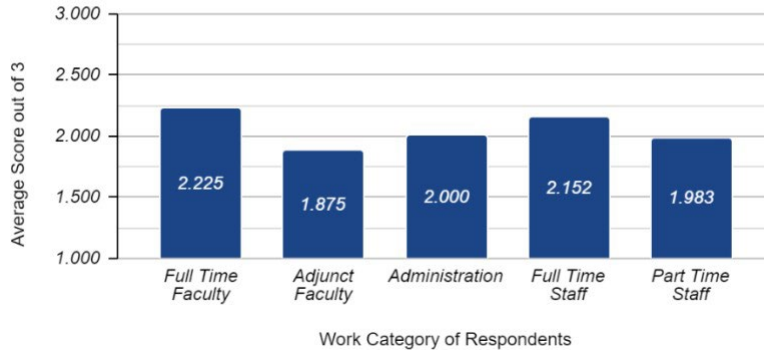
#### Key Takeaways:

- Participants rated unconscious bias as the overall lowest category.
- Among the various employment categories, Full-Time Faculty rated this question the highest (2.225) and Adjunct Faculty rated this question the lowest (1.875).
- Among the various racial/ethnic identities, Black employees rated this question the highest (2.500) and White employees rated this question the lowest (1.929).
- Among gender demographic responses (biological sex binary), Male employees rated unconscious bias lower (1.905) than Female employees (2.235).



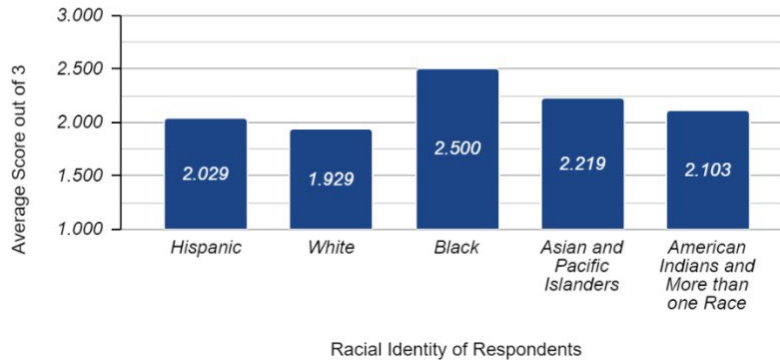
"To what extent would you say unconscious bias has an impact on the SLCC culture?"

By Work Category



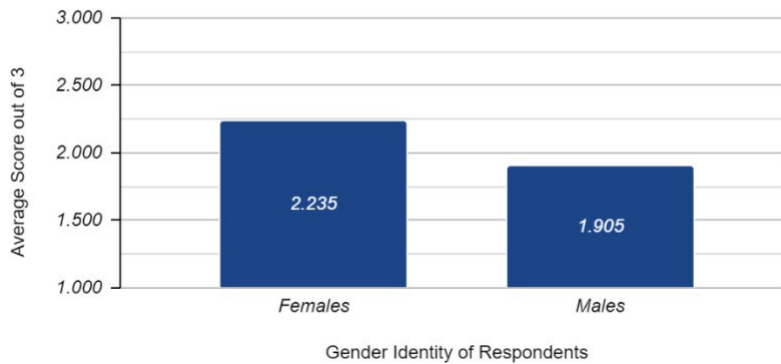
"To what extent would you say unconscious bias has an impact on the SLCC culture?"

By Racial Identity



"To what extent would you say unconscious bias has an impact on the SLCC culture?"

By Gender Identity



## Unconscious Bias

When discussing the prevalence and presence of unconscious bias, many participants reported experiencing direct exposure to unconscious bias behavior. Individuals recounted stories when they were subject to un/conscious bias. A notable topic that arose during the conversations was biases in hiring practices, with many urging for more racial and ethnic minority representative hires, while others noted that some “diverse hires” (read: individuals from racially or ethnically minoritized groups) are hired only to meet quotas and are not vetted carefully in their qualifications.

Still, there were sentiments of progress among respondents. Many noted that un/conscious bias had been a major concern in the past but has somewhat improved over the years. Yet, as was the case with the question regarding inclusiveness, respondents discussed examples of microaggressions that created feelings of discomfort and cultural rejection.

Responses varied on the topic of the source of unconscious bias. Some respondents found that students demonstrated bias on numerous occasions while other employees noted that faculty and administrators made offensive comments and remarks. Employees often recommended that training workshops are held for staff on the topic of unconscious bias.

### Employee Quotes:

- *“As an institution, I think it is small. It usually comes from students who are older and set in their way. I don’t let it get to me. But it is never from administrators, just students once in a while.” – American Indian, “Other,” More than One Race Male*
- *“I think everyone has it; I have it. We struggle as human beings to put ourselves in someone else’s shoes and see things from their perspective. We could do a better job.” – American Indian, “Other,” More than One Race Female*
- *“There is bias.” – Asian and Pacific Islander Male*
- *“From my experience being a Woman of Color, I get stereotyped a lot.”*
- *Black Female*
- *“I feel sometimes I am not accepted because my culture is different.”*
- *Hispanic Male*
- *“There doesn’t seem to be any bias.” – Hispanic Male*
- *“We need to really create empathy. It is also how we treat students and hire people.” – Hispanic Female*

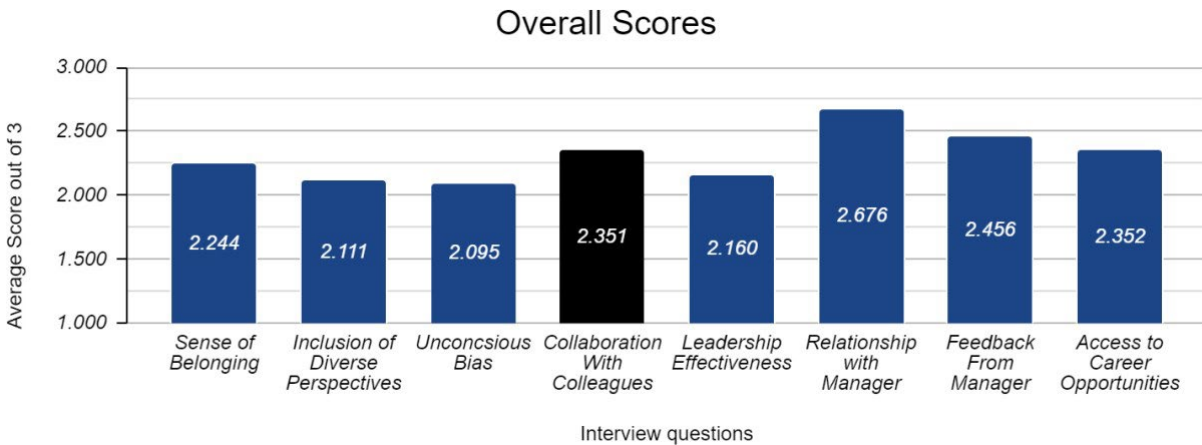
- *“There is microaggression and people are not aware how they come off or how People of Color feel about those situations.” – Asian and Pacific Islander Female*
- *“College needs to reexamine what inclusion/diversity means for them.”  
- Hispanic Female*
- *“Hiring practices need work.” - American Indian, “Other,” More than One Race Female*
- *“[The] college as a whole is doing a good job hiring diversity. There is a lot more now than when we first started. However, I don’t see that at the faculty level.”  
- Asian and Pacific Islander Female*
- *“A lot of people look at me and assume my ethnicity. At times I am the only person that looks like me, and the rest are white, but I still feel included. Bias is there but I only feel it moderately.” - American Indian, “Other,” More than One Race Female*
- *“I feel there are lots of different points of views and perspectives. Professors need to take culture-sensitive training, when it comes to some of those sensitive topics, they don’t know how to approach them.” – Asian and Pacific Islander Male*
- *“We are at a good point; students have always been diverse and faculty and staff we are doing better. We are trying.” – Asian and Pacific Islander Female*
- *“I don’t go to a lot of meetings outside of my department. I know they try to be inclusive, but they try to be more inclusive of the minorities vs majority.”  
- White Female*
- *“Intention and action are not always the same. It is not an issue in our department but on the main campus it is, fit in or get out, so I am very careful what I say and share. It is well intended but they don’t always understand the impact. The college is doing great things with inclusion and diversity, but it is meant for everyone, not just certain groups.” – White Female*
- *“The college is very open. I see us going through great efforts, sometimes through overt efforts, which has a downside as well. We have been trying to hire diversity-based on race/gender mostly to the point where some people that are being hired are less qualified. I have also heard qualified people do not apply because they feel some of those roles are saved for minorities.” – White Male*
- *“I think we are in discovery mode; if we asked people, they would say it is inclusive but in reality, we don’t realize what we don’t know. There are blind spots we have. There is a willingness to be more inclusive and become better.”  
– White Male*

- *“Most colleges are embracing diversity, but perspective is not welcomed that much. Those kind of conversations get shut down. The diversity should include that. I do feel there is an ideology that is common at universities, but it lacks perspectives—it is about face-saving vs honest discussions and sometimes they are ignored.” – White Male*
- *“It depends how you definite it. If you are asking at a gender-level inclusion is low. Things are better for those that look diverse, and gender is second to that. I have felt more overt over gender. I have seen opportunities where education and experience were set aside and people either got their job because of their diversity or not because of it.” – White Female*
- *“They try to be inclusive of diverse groups but forget about the others. All activities are around the diverse population, and everyone is afraid if we don’t support LGBTQ, Hispanic[-Serving] Institution, etc. I understand what it is and the importance of it, but I also don’t appreciate it being shoved down my throat.” – White Female*

## Question 4:

How would you describe the level of collaboration and teamwork among colleagues?

**3=highly collaborative**  
**2=moderately collaborative**  
**1=not collaborative at all**

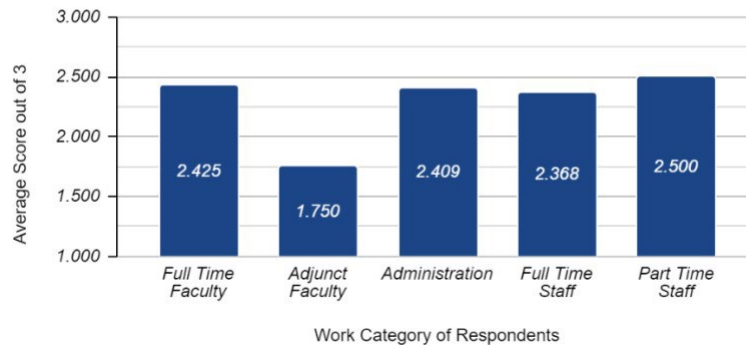


### Key Takeaways:

- Participants rated collaboration with colleagues as the fourth overall highest.
- Among the various employment categories, Part-Time Staff rated collaboration with colleagues the highest (2.500), and Adjunct Faculty rated collaboration with others the lowest (1.750).
- Among the various racial/ethnic identities, White employees rated collaboration with colleagues the highest (2.482), while Asian and Pacific Islander employees rated collaboration with others the lowest (2.063).
- Among gender demographic responses (biological sex binary), Female and Male employees rated collaboration with colleagues almost equally (2.350 and 2.351, respectively).

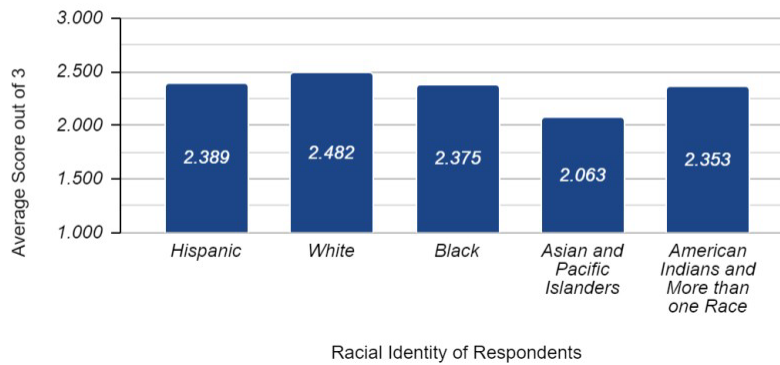
"How would you describe the level of collaboration and teamwork among colleagues

By Work Category



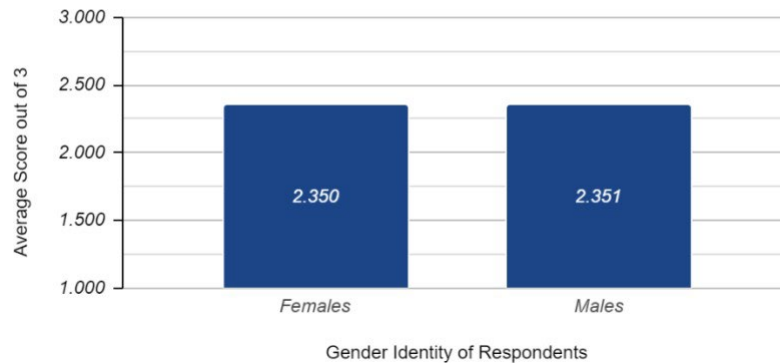
"How would you describe the level of collaboration and teamwork among colleagues at SLCC?"

By Racial Identity



How would you describe the level of collaboration and teamwork among colleagues

By Gender Identity





## Collaboration and Teamwork with Colleagues

Faculty and staff members generally reported a positive experience with collaboration and teamwork with colleagues; they expressed good communication and supportive environments within their departments, but very little on a larger scale. Faculty and staff expressed interaction with other teams is low and often had no idea what other departments do.

Many employees noted that in their specific department, collaboration was either very high or very low and that other departments functioned differently. Additionally, many noted that cross-departmental collaboration was rare. Others reported that they had ample opportunity and encouragement for collaboration but lacked the time in their schedules to take on collaboration-based activities. Respondents also indicated that due to cross-departmental disconnect, different departments sometimes perform the same tasks and undermine one another.

Lastly, Adjunct Faculty generally felt less positive in response to this question. Some found it harder to collaborate and create team environments due to the nature of their role, and the hours they worked.

### Employee Quotes:

- *“My experience has been high collaboration in my department and across other departments. I get to see a lot of that. There is always respect in the group.”*  
- American Indian, “Other,” More than One Race Male
- *“We are really good and nice to people we work with. If there are issues and you have to call a different department people are available to help and know how to do it.”* – Asian and Pacific Islander Female
- *“They do a great job putting together teams, allowing people to express themselves.”* – Black Male
- *“My boss is always seeking feedback, asks for feedback, and has an open-door policy. There are no barriers when speaking with him.”* – Hispanic Male
- *“In my department, it is very high. I am included in the conversations. We all are. We give each other the opportunity to express opinions and come to an agreeable conclusion. It is the communication we have. We look for the group as a whole, not just the individual.”* – American Indian, “Other,” More than One Race Female
- *“The vast majority—speaking for faculty, are willing to collaborate. Of course, you have those that feel overworked and underpaid and may not be able to participate but you have plenty who will do things and even spend their own time to make things happen. For the most part we are highly collaborative. People give their time and energy.”* – White Male

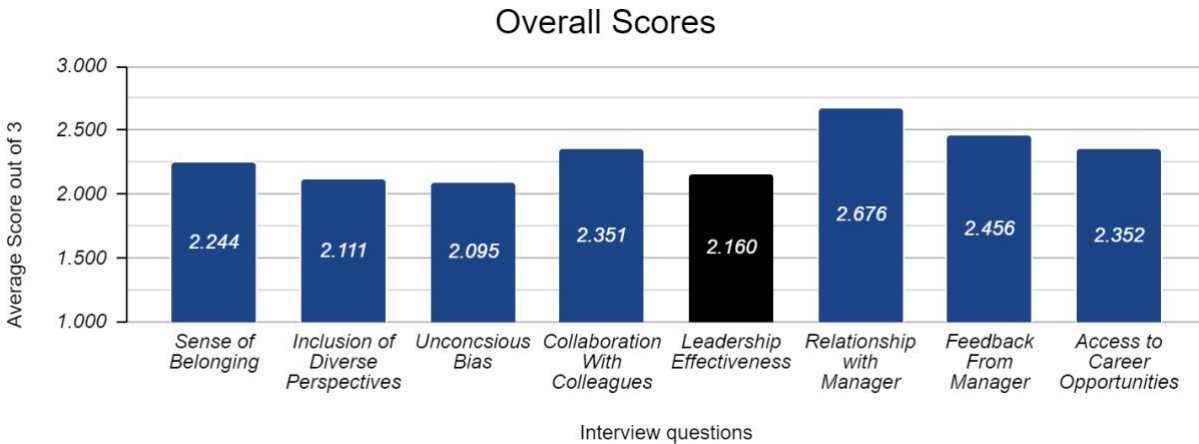
- *“In my department, it is a 3, but I know of other departments that can go through a meeting without a fight and they don’t collaborate at all. but my department is small, and my experience has been wonderful overall.”*  
– White Female
- *“Collaboration is great among the colleagues but outside of the department is a very different experience and there is a lot of resistance.”* – Asian and Pacific Islander Female
- *“I have no idea what other departments are doing. There isn’t much of that culture. It feels competitive at times.”* – Asian and Pacific Islander Female
- *“My office is very collaborative. [The] institution in itself not so much. Departments don’t even know what other departments do. It comes from being such a big institution.”* – Asian and Pacific Islander Female
- *“Nonexistent above your immediate area or with more senior levels. It is all top-down. Senior leadership is resistant to feedback and don’t listen to employees and staff.”* – Black Female
- *“Where we are, it is solid, we work together primarily and assist others, but we don’t collaborate with other departments too often.”* – American Indian, “Other,” More than One Race Male
- *“Departments don’t communicate often times we are doing the same things and don’t even know about it. Sometimes we find things out at the last minute.”*  
– American Indian, “Other,” More than One Race Female
- *“We barely talk or exchange student notes. There is no platform except for department meetings where we talk or gather.”* – Asian and Pacific Islander Female
- *“Sometimes I have a hard time finding someone to help. Others have friends to make it is easier.”* – Hispanic Male
- *“For low-level employees there is not a lot of collaboration, it depends on the department. In some cases, collaboration is actually discouraged.”*  
– Hispanic Male
- *“There is a lot of people that are overworked and stretched thin. Collaboration sometimes seems extra. People don’t have the capacity sometimes.”*  
– Hispanic Female
- *“Based on my experience it is because you have limited collaboration not because you don’t want to but because of time constraints.”* – American Indian, “Other,” More than One Race Male

- *“Everyone is busy and doing their own things.” - American Indian, “Other,” More than One Race Male*
- *“I think the greatest hindrance is that we are spread too thin.” - American Indian, “Other,” More than One Race Female*
- *“I think communication can be better and enhance the collaboration. At the department we experience that sometimes people don’t know what we do or look to us for our expertise as much as they should. Communication would solve most of that.” – American Indian, “Other,” More than One Race Male*
- *“It is about just getting the job done and there is no room to be heard or to tell them how to do better. They do open forums for students would be nice to that with staff, would be nice to see other people from other departments do.” - Asian and Pacific Islander Male*
- *“In our division we are incredibly collaborative. We get together at least once a month to discuss changes, what is working well, what is not to make things better has been extremely beneficial.” – White Male*
- *“It depends on the group. There is disconnect around campus, undermining each other a little bit. We are siloed.” – White Female*

## Question 5:

How would you describe the effectiveness of the leadership at SLCC?

**3=highly effective**  
**2=moderately effective**  
**1=not effective at all**

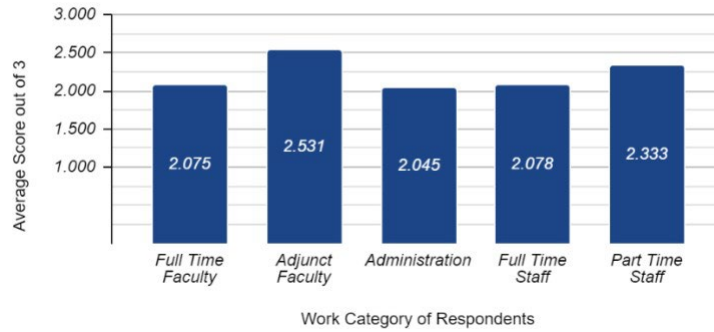


### Key Takeaways:

- Participants rated leadership effectiveness satisfaction the overall third lowest.
- Among the various employment categories, Adjunct Faculty rated leadership effectiveness the highest (2.531) while Administration rated it the lowest (2.045).
- Among the various racial/ethnic identities, American Indian, "Other," and More than one Race employees rated leadership effectiveness the highest (2.382) and Asian and Pacific Islander employees leadership effectiveness the lowest (2.063).
- Among gender demographic responses (biological sex binary), Male employees rated leadership effectiveness higher (2.243) than Female employees (2.100).

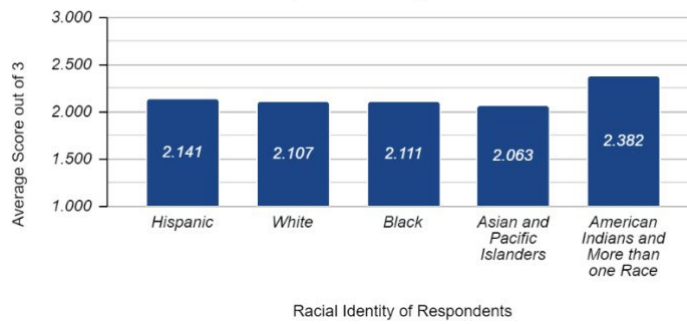
"How would you describe the effectiveness of the leadership at SLCC?"

By Work Category



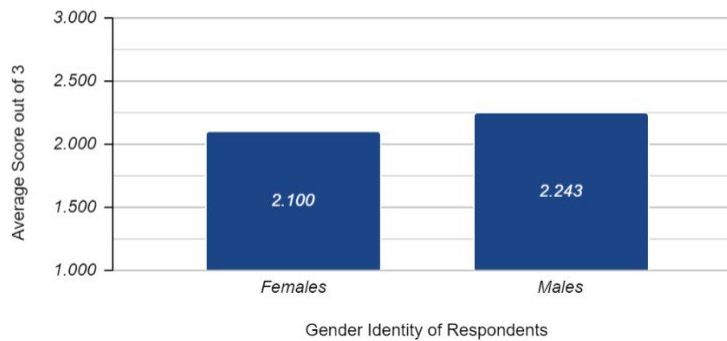
"How would you describe the effectiveness of the leadership at SLCC?"

By Racial Identity



"How would you describe the effectiveness of the leadership at SLCC?"

By Gender Identity



## Leadership Effectiveness

Overall, employees shared positive sentiments regarding the effectiveness of leadership at SLCC. The President and Provost were explicitly mentioned numerous times in a very positive light. Their background in student affairs and commitment to the student body is acknowledged and appreciated among employees. Leaders within departments tend to follow suit, leaving many members of staff and faculty feeling positive about the effectiveness of leadership.

Concerns were expressed about the fact that leadership at SLCC is predominantly White and Male, making it harder for racially- and ethnically- minoritized employee populations to feel adequately represented in decision-making and overall processes. Without adequate representation, some feel leadership largely, and perhaps unconsciously, caters to the majority. Related to the makeup of leadership is the concern over a lack of meritocracy, with several members of staff and faculty speaking about internal hires that are based on relationships rather than their academic background, employment experience, and qualifications.

While leadership is appreciated for its efforts, many individuals feel there is a lack of communication on issues that impact them as well as the wider college ecosystem and urge for more two-way communication and openness over initiatives. Without a clear channel for discourse, employees have highlighted a considerable top-heavy approach that does not always take the staff and faculty into account.

### Employee Quotes:

- *“Very effective from top-down.”* - American Indian, “Other, More than One Race Male
- *“They put the student first always. They make decisions and I have confidence in them and trust them. During Covid, they made good decisions but there were some tough ones too. I never get the feeling there are conflicts of interest.”*  
- American Indian, “Other,” More than One Race Male
- *“Communication and transparency are key to great leadership and that hasn't always been there.”* – Asian and Pacific Islander Female
- *“They are responsive when I reach out. I talk to my boss he is supportive, helpful and gives good training.”*– Asian and Pacific Islander Female
- *“The President is great, the vision she has, but there are areas in diversity where it is low. We have been successful on some stuff and making people feel more valued especially the ethnic groups.”* – Black Female
- *“The President is amazing, I love her. The admins are amazing and supportive.”*  
– White Female

- *“Highly effective for Caucasian not effective at all for me.” - Asian and Pacific Islander Male*
- *“We have diversity, but the top is all white, and brown people at the bottom. Hiring practices are not fair.” - American Indian, “Other,” More than One Race Female*
- *“I think we have done a decent job at trying to be more inclusive.” – Black Male*
- *“They could be more communicative. A lot of times we hear about changes from other people or departments. Communication is key. Alerting staff of changes is important.” – Asian and Pacific Islander Female*
- *“Would be nice to meet with the President and ask questions live; now we have to submit questions ahead of time and President addresses them in an open forum during the call. It feels impersonal.” – Asian and Pacific Islander Female*
- *“Recommendations for leadership: Listen more to employee feedback and experiences. Include employees more in the decision-making process.” - Black Female*
- *“They don’t always trust us with everything. People close to those at the top give them the insight needed but it is important to talk to the advisors not just the supervisors of advisors. They are not getting a good sampling as they should be.” – Black Male*
- *“Mostly it is communication. It feels they are at the top and that group is not good at communicating and moving the organization and student success forward.” – Hispanic Female*
- *“I don’t feel leadership. It is poor coordination and information with my supervisor.” – Hispanic Female*
- *“Right now, there is not a lot of feedback.” – Hispanic Male*
- *“It is a top-down approach, and they never reach out. Others make decisions on my behalf without even asking or consulting first.” - American Indian, “Other,” More than One Race Male*
- *“Leadership should be positive and accepting of suggestions and input, instead it is totalitarian and dictatorship. I have never worked with a group that is so negative.” – White Female*
- *“Decentralization would help. Too many things are centralized and it is at the expense of effectiveness.” – White Male*

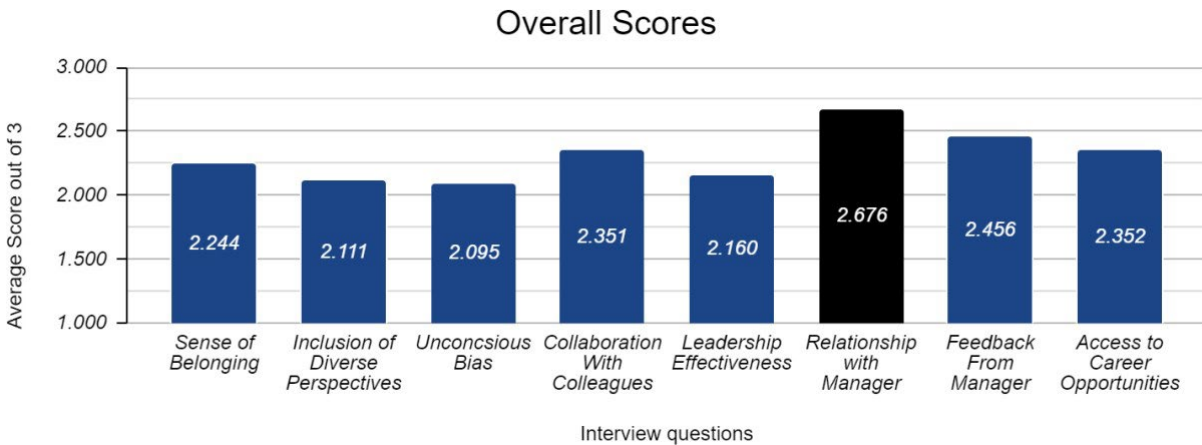


- *“They try to communicate, and it is usually good but there is room for improvement. Communication is siloed and general messages sometimes come out too late or not at all. Overall, it is a pretty good effort. They do their best to speak genuinely, but the message is sometimes lost in translation. It is like going through the motion.” – White Male*
- *“There is a lot of backroom dealings. They could do better and expand the inner circle.” – White Male*
- *“In general, higher levels are highly qualified. I trust in their abilities. Communication from cabinet level doesn’t filter well sometimes down or up. Generally, I have faith. I have seen great things happen at the leadership level.” – White Male*

## Question 6:

How would you describe the level of trust between yourself and your manager?

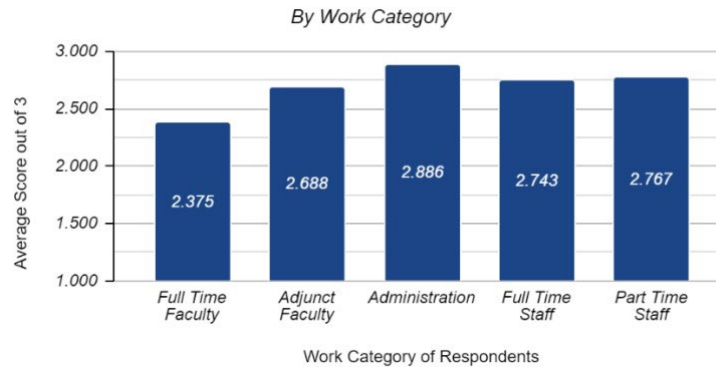
3=high level of trust  
2=moderate level of trust  
1=low level of trust



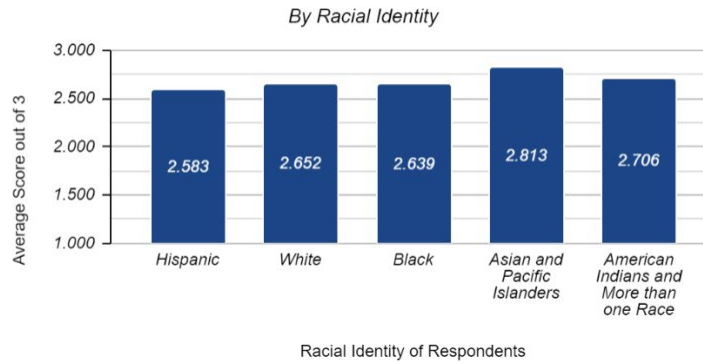
### Key Takeaways:

- Relationship with manager/supervisor was the highest-rated overall.
- Among the various employment categories, Administrators rated this question the highest (2.886) and Full-Time Faculty rated this question the lowest (2.375).
- Among the various racial and ethnic identities, the Asian and Pacific Islander segment rated this question the highest (2.813) and Hispanic employees rated this question the lowest (2.583).
- Among gender demographic responses (biological sex binary), Female employees rated relationship with manager/supervisor lower (2.539) than Male employees (2.865).

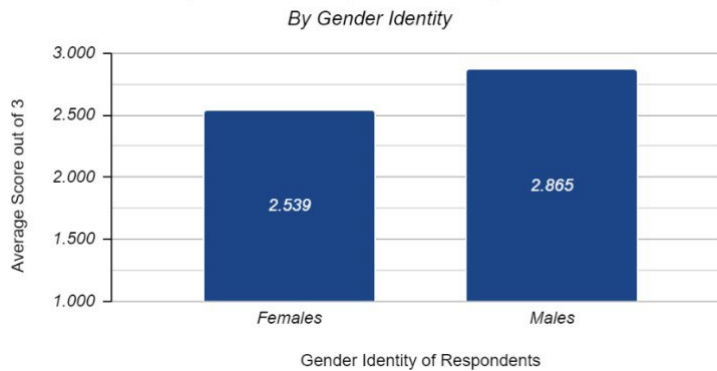
"How would you describe the level of trust between yourself and your manager?"



"How would you describe the level of trust between yourself and your manager?"



"How would you describe the level of trust between yourself and your manager?"



## Relationships with Manager/Supervisor

Generally, employees felt positively towards their manager/supervisor, which was in many cases attributed to transparency and communication. Another factor that impacted participants' responses was the length of the relationship, with longer relationships exhibiting more trust and higher scores. Respondents who reported that their relationship with their manager lacked trust noted that the relationship overall was poor.

Respondents often felt that the level of trust with their manager was low when feedback was rarely or inconsistently given to the employee. Likewise, employees felt low levels of trust when they felt unable to give their manager feedback in return. Overall, a highly communicative and feedback-based relationship between employee and manager seemed to lead to higher ratings for this question.

Generally, though, employees spoke highly of their relationship with their manager. They often reported high levels of trust and communication and praised the workplace culture for facilitating such relationships.

### Employee Quotes:

- *“We have the same goal and when I make suggestions; he is willing to listen. When he tells me something I also trust him on that.”*  
– Asian and Pacific Islander Male
- *“We have built a strong bond. She always encourages me to do better and continue my education. She is a mentor and is like that with everyone at the office. She is very trusting.”* – Black Female
- *“They are transparent and communicate a lot. She has created a collaborative and good workspace. We have one on ones and check-ins with each other. It is about the community we have created.”* – Black Female
- *“I share personal issues with my manager, and she is helping dealing with some of them. She is very kind, trustworthy and always there for us. She is a great resource and a great person.”* – Hispanic Male
- *“There is a lot of trust.”* – American Indian, “Other,” More than One Race Male
- *“There's open communication. He is willing to understand me. He is willing to teach, cares and tries to build relationships, and treats everyone nice. My work is appreciated. I feel heard.”*  
– American Indian, “Other,” More than One Race Female
- *“I have worked with them for years and they are available. She is a great supervisor and team player.”* – White Female

- *“Respect is the biggest. It goes both ways. I have worked with them for years. There is constant interaction, and it is a very high level of trust.”* – White Male
- *“I cannot trust them 100%.”* – Asian and Pacific Islander Male
- *“I feel I can be honest about things and I have never struggled with trust. She has listened and responded.”* – Asian and Pacific Islander Female
- *“Low level of trust. We have reviews every six months. I wish we could review them too and that could help with some of the issues. We had an argument that was not handled well.”* – Hispanic Female
- *“He is a very trusting person and easy to work with. He listens to my ideas and everyone else’s ideas.”* – White Female
- *“I trust him explicitly. He is a kind person. He is available when I need him. He manages by listening.”* – White Male
- *“High level of trust. I feel a lot of trust and feel trusted.”* – White Female
- *“There is no trust. They have 0 trust in us, and we have 0 trust in them.”* – White Female
- *“Our department is going through a lot of changes some are good. It feels I am not part of the group and don’t get all the updates and don’t have a full understanding of what is going on. I trust him but he is also not giving all the info of what’s going on.”* – American Indian, “Other,” More than One Race Female
- *“We communicate, we share our successes and our failures and feel acknowledged.”* – White Female
- *“Right now, it is a [level] 1, previously would have been a 3. There is a new person. I don’t have much faith and not sure if they will stick around.”* - White Male
- *“Management is unbelievable. Communication and support are great. I couldn’t ask for a better situation.”* – White Male
- *“They are all talk and no action. They sound supportive but there is no follow through.”* – White Female

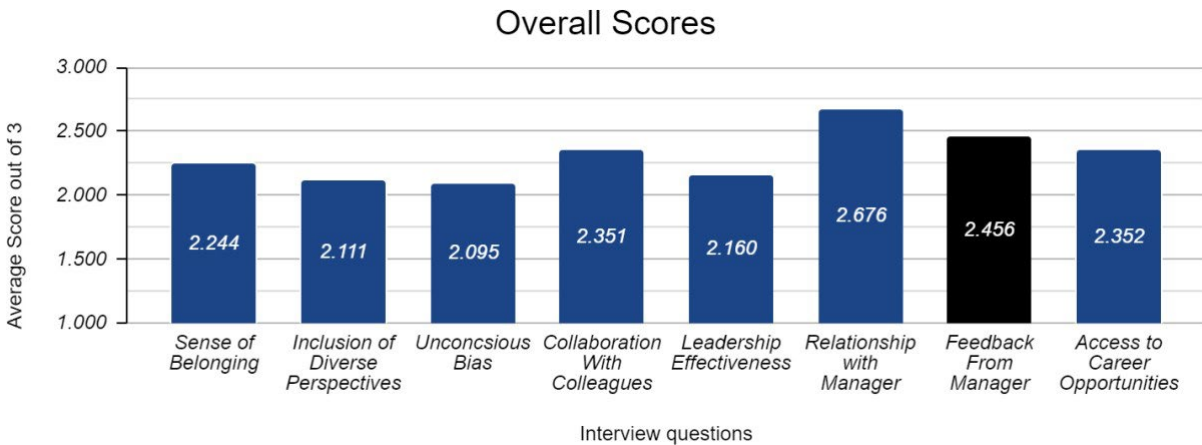
## Question 7:

**Do you consistently receive clear and objective feedback from your manager?**

**3=yes, on a regular basis**

**2=sometimes**

**1=no, rarely or never**

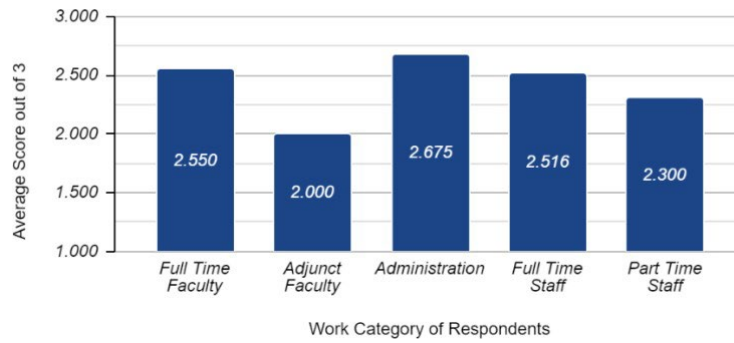


### Key Takeaways:

- Clear and objective feedback from the manager was the second highest-rated overall.
- Among the various employment categories, Administrators rated this question the highest (2.675) and Adjunct Faculty rated this question the lowest (2.000).
- Among the various racial and ethnic identities, Black employees rated this question the highest (2.889) and the American Indian and More than one Race segment rated this question the lowest (2.206).
- Among gender demographic responses (biological sex binary), Male employees rated feedback from manager (2.485) similarly to Female employees (2.436).

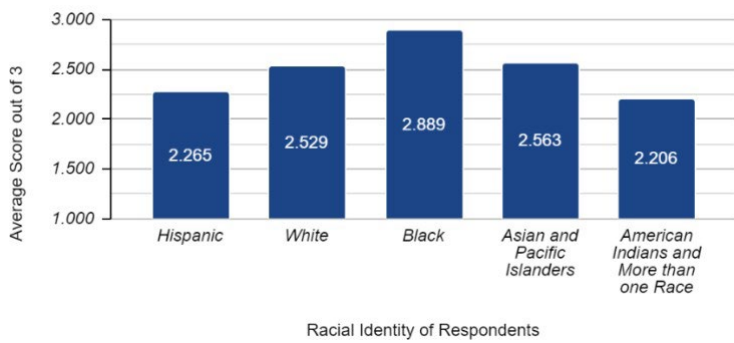
"Do you consistently receive clear and objective feedback from your manager?"

By Work Category



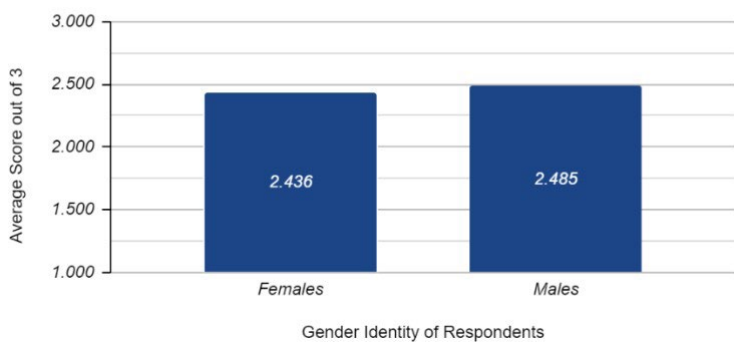
"Do you consistently receive clear and objective feedback from your manager?"

By Racial Identity



"Do you consistently receive clear and objective feedback from your manager?"

By Gender Identity





## **Clear and Objective Feedback from the Manager**

There is an eagerness for feedback so that employees can perform to the best of their abilities. Constructive feedback and openness were noted several times when this question was asked. Managers/supervisors who were open, approachable, and helped the individual understand the feedback in a constructive manner were core elements of high-rating responses. Some individuals expressed satisfaction with weekly meetings, while others were happy with monthly meetings or less frequently. Almost all employees felt that feedback was important for them to perform better, some employees shared that feedback was only provided if they had made a mistake, rather than having a consistent and constructive system.

In addition, there were instances of respondents who desired feedback from their managers but would not get it consistently. Some employees reported that they had to approach their supervisor for feedback instead of receiving it organically. Overall, there seemed to be a strong trend of relationships feeling safer and more trust-based when feedback from the manager was given often.

### **Employee Quotes:**

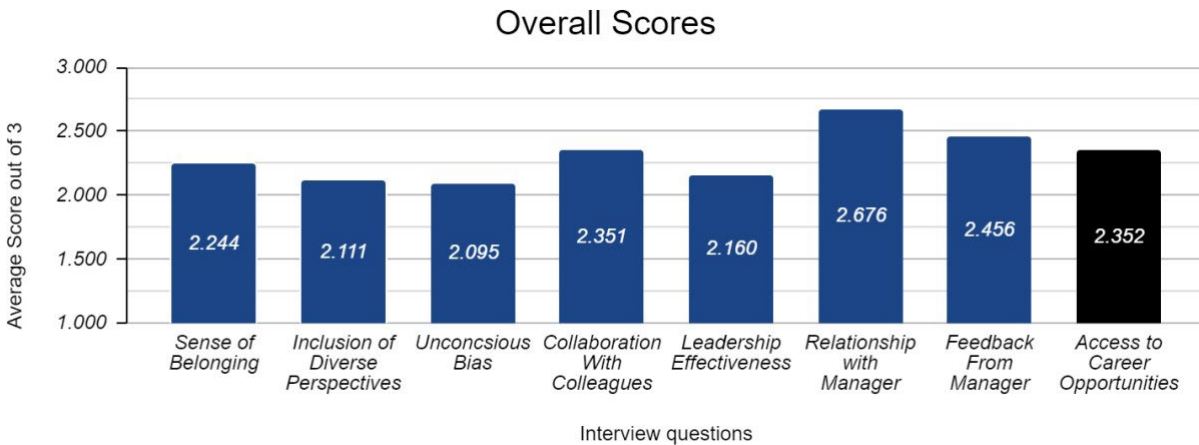
- *“He is available for my questions and provides feedback. We have weekly one-on-ones.”* – Asian and Pacific Islander Female
- *“He is very good. We do one-on-ones every month and I really like that.”*  
– Asian and Pacific Islander Male
- *“He checks on me daily. A lot can be said for a manager in how they provide support.”* – Hispanic Female
- *“He is very approachable, and we can bounce ideas. It works well.”* – White Male
- *“Rarely. I'd like to get more feedback and what I could do to improve.”*  
– Asian and Pacific Islander Female
- *“No such thing. I communicate about feedback but have never gotten any. They are not enthusiastic about improving.”*  
– American Indian, “Other,” More than One Race Male
- *“I did reach out to get some more feedback. It is functionally hard sometimes not because they don't want to but it is hard with schedules. I have had some feedback.”* – White Male
- *“Low, partially because they have so many direct reports and I only hear from them when I do something wrong.”* – Hispanic Male
- *“It is helpful and constructive. He is good at this, and I get it frequently.”*  
– Hispanic Female

- *“All the time. weekly practically. At first, I thought it was excessive but I think it is good and it is important. If we don’t evolve it is not good for the students.”*  
– American Indian, “Other,” More than One Race Male
- *“Her feedback is always constructive, sometimes it is not things I want to hear but I see her point of view. She asks about our ideas and opinions on a regular basis.”* – Asian and Pacific Islander Male
- *“Nothing negative, but not really.”* – Asian and Pacific Islander Male
- *“All the time. We are a small group, and it is easy for us to communicate.”*  
– Black Female
- *“I don’t receive feedback unless I needed it or ask for it. He checks in all the time. Overall is good.”* – White Male

## Question 8:

**How would you describe your access to career development opportunities at SLCC?**

**3=many opportunities for career development  
2=some opportunities for career development  
1=few opportunities for career development**

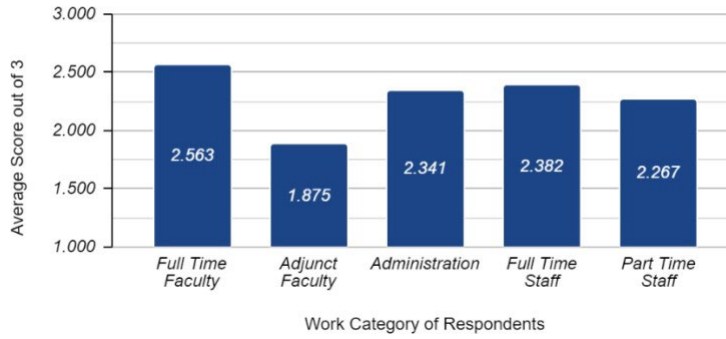


### Key Takeaways:

- Access to career opportunities was the third highest-rated overall.
- Among the various employment categories, Full-Time Faculty rated this question the highest (2.563) and Adjunct Faculty rated this question the lowest (1.875).
- Among the various racial and ethnic identities, the American Indian and More than one Race segment rated this question the highest (2.618) and Black employees rated this question the lowest (2.083).
- Among gender demographic responses (biological sex binary), Male employees rated access to career opportunities (2.304) lower than Female employees (2.387).

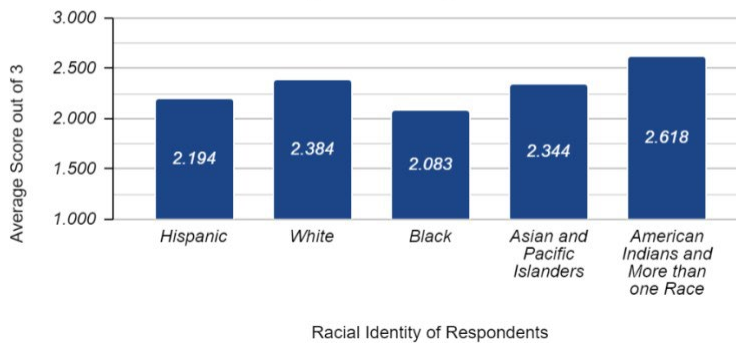
"How would you describe your access to career development opportunities at SLCC?"

By Work Category



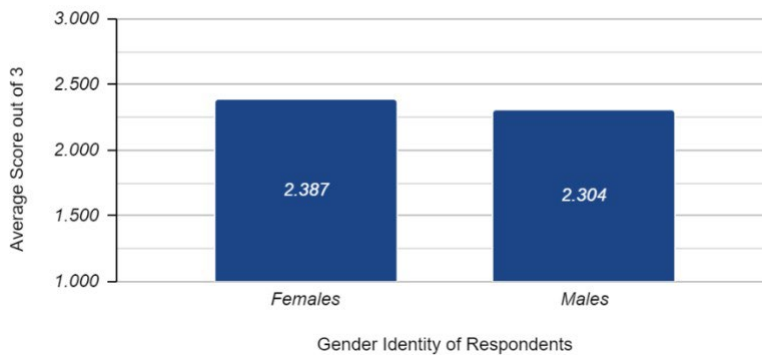
"How would you describe your access to career development opportunities at SLCC?"

By Racial Identity



"How would you describe your access to career development opportunities at SLCC?"

By Gender Identity



## Access to Career Opportunities

Employees generally felt there were numerous opportunities for career development opportunities at SLCC. Many answered the questions in regard to the training they had access to versus career advancements and the ability to move up in the organization or access to promotions. They were very happy with the support—both verbal and financial—that they received and appreciated the college’s efforts. Some mentioned budget worries or lack of funds in regard to travel for outside training.

Another major theme in respondents’ answers to this question was a lack of time to partake in any career development activities. Many were satisfied with the various opportunities offered by the college but reported that they simply did not have sufficient time in their schedule to attend optional workshops or training. Some called for greater accommodation for busy schedules and praised online workshops for this reason.

This question seemed to elicit the greatest praise for the college itself. Employees reported that they truly felt encouraged to improve and noted the positive effect that had on the culture overall. Still, while employees were satisfied with career development, they often reported disappointment with career advancements opportunities.

## Employee Quotes:

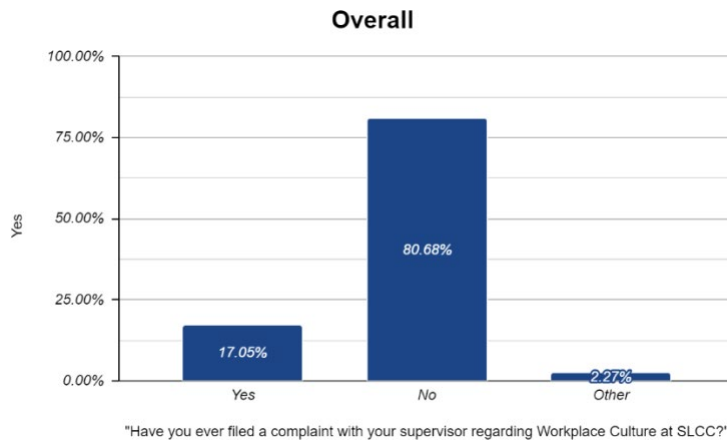
- *“I wanted to work on certification, and they are supporting me with the study materials.”* – Asian and Pacific Islander Male
- *“They always provide workshops, and they encourage us to participate.”* – Asian and Pacific Islander Female
- *“There are a lot of classes and training available. There are seminars they have paid for me to go. They are very supportive.”* – Black Female
- *“They are great, there are so many. It is an excellent community, and they are fantastic. One of the main reasons I wanted to be at a community college; it is not the same at a four-year university.”* – Black Female
- *“I have had many. They have paid for women leadership and professional development for the team.”* – Hispanic Female
- *“There’s usually financial support and we have a professional development office and a lot to offer in that area.”* – Hispanic Female
- *“College is exceptional. They would support me to do anything I want, they truly try.”* – Hispanic Female
- *“It would be nice to get extra hours allocated to studying and be more accommodating to schedule so we can continue to grow.”* – Black Female

- *“They encourage us to block time for career development and do a good job at this. Personally, I am busy, so I don’t always.”* – Black Male
- *“It is endless it is amazing how much we have access to. I wish I had the time to do them that’s mainly the challenge.”*  
– American Indian, “Other,” More than One Race Male
- *“There are lots of opportunities. They give professional days and tuition reimbursement is free at the college which is great. There are lots of opportunities for growth.”* – American Indian, “Other,” More than One Race Female
- *“I don’t see a lot. There is quiet a few trainings that they offer but need to get permission from manager. We are paid hourly so it is limited to how much we can take advantage of that. It would be nice to have access to more and improve and develop as a professional.”* – Asian and Pacific Islander Female
- *“When it comes to training, we have a staff development office and there is always something that is going on. That is a 3, it is up to employees to participate, but it goes back to workload and for me, I felt getting work done is more important. Career advancement not so much, I rarely see that happen. I do see people go from low to high position oftentimes and for me that raises flags of how they got there, did they really deserve it and were the best person for the job or is it because of the relationships they have.”* – Asian and Pacific Islander Female
- *“I am happy where I am at. If I want to move up I probably can but I don’t want that responsibility, so I don’t want it. For other people I am not sure.”*  
– Asian and Pacific Islander Male
- *“Online training is good. They could improve the hiring process and communication. There are a lot of segregation and opportunities we don’t hear about. There needs to be better training across the board.”* – Black Female
- *“There are a lot of classes and training available. There are seminars they have paid for me to go. They are very supportive.”* – Black Female
- *“We have opportunities for training on anything we want to. It is great.”*  
– White Male
- *“Career advancement it is a 1, for me. Professional development it is a 3, there is many opportunities, conferences etc.”* – White Female
- *“I get weekly updates and resources to improve. There is a pressure to keep moving forward. There are courses available and a lot of great opportunities.”*  
– White Female

## Question 9:

### Have you ever filed a complaint with your supervisor or People and Workplace Culture at SLCC?

Yes  
No



"Have you ever filed a complaint with your supervisor regarding Workplace Culture at SLCC?"

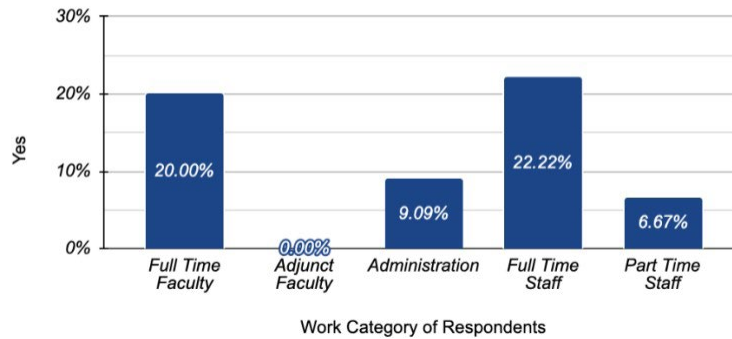
#### Key Takeaways:

- Overall, 80.68% of employees have never filed a complaint with People and Workplace Culture.
- Among the various employment categories, Full-Time Staff had the highest proportion of employees who had filed complaints (22.22%) while no interviewed Adjunct Faculty members had ever filed a complaint.
- Among the various racial and ethnic identities, the American Indian and More than one Race segment had the highest proportion of employees who had filed complaints (29.41%) while just 5.55% of Hispanic employees interviewed had filed a complaint before.
- Among gender demographic responses (biological sex binary), Female employees reported filing a complaint (23.53%) at a significantly higher rate than Male employees (8.11%).



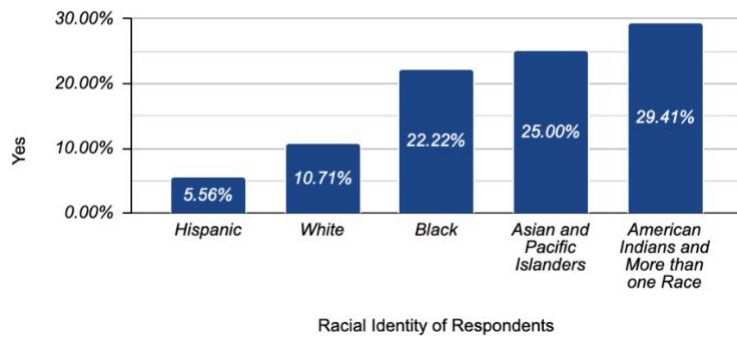
**"Have you ever filed a complaint with your supervisor or People and Workplace Culture at SLCC?"**

*By Work Category*



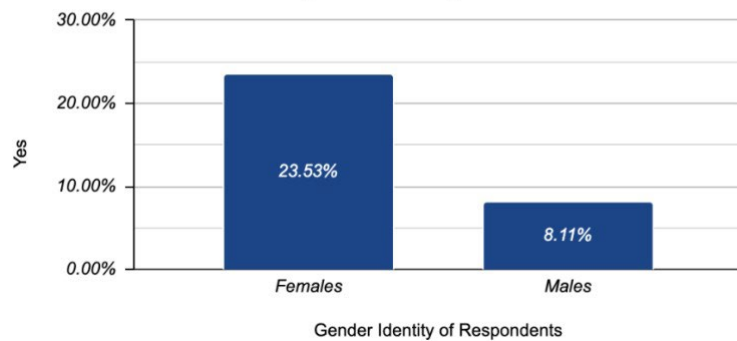
**"Have you ever filed a complaint with your supervisor or People and Workplace Culture at SLCC?"**

*By Racial Identity*



**"Have you ever filed a complaint with your supervisor or People and Workplace Culture at SLCC?"**

*By Gender Identity*



## Complaint Resolution Process

Most respondents had never filed a complaint. However, there were several that expressed that they wanted to but did not have faith in the process. Among those who filed a complaint, many found the process to be ineffective and lacking transparency and follow-up. They thought it was not always handled fairly, justly, or equitably.

Some had positive experiences and thought the process was fair and just. They found the HR Department and other parties involved to be helpful in solving the issue. There were also instances when an employee's direct manager handled the issue quickly and effectively. Others did not want to take the complaint to their manager due to the potential changes in their employee-manager relationship that could result.

Some respondents reported feelings of discrimination during the complaint resolution process. They felt that their minoritized-status led to lesser care and attention while filing the complaint. Others did not feel safe to file formal complaints and called for general improvements to the complaint system. They felt that HR sometimes fielded a complaint but did not treat it seriously enough. In addition, some employees noted that they were discouraged to file a formal complaint after they had seen colleagues experience and regret the process.

### Employee Quotes:

- *“Worst experience ever. I survived it but was handled terribly not resolved well and it hurt everyone. I have to go to therapy to process what happened. They should try to fix it, try to make it better.”* - American Indian, “Other,” More than One Race Female
- *“I filed a discrimination complaint. It wasn’t handled fairly or justly.”* - Asian and Pacific Islander Male
- *“It went to HR, and they were great to work with, particularly giving the circumstances, timing was awful, and I felt like it took so long but I can also understand why.”* – Asian and Pacific Islander Female
- *“I know of people that have and it seems that issues are pushed aside.”* - Asian and Pacific Islander Female
- *“I should have.”* – Asian and Pacific Islander Female
- *“I was afraid to, and didn’t want to become a trouble-maker.”* - Asian and Pacific Islander Male
- *“I have brought up issues at the department level and they were handled reasonably well so I never felt the need to take it further.”* – Black Male

- *“It was not, a lot more could have been done. A lot was brushed under the table. There needs to be more ownership. More could have been done. When people are complaining it is not because they just like to complain there is a reason for it.”* – Black Female
- *“Not that I don’t want to, but HR is there for the higher-ups and not for the people like me and the other minorities. If I complain it will be passed over to my supervisor and then they will pick on us. HR is not there for me. They don’t know how to keep it private and some of the policies don’t even make sense.”*  
– Black Female
- *“I had a situation a year ago where I felt unsafe by a colleague. It was not a formal complaint. [Officials] never followed up to see how I feel. It is uncomfortable. There was no follow-up.”* – Hispanic Female
- *“Sometimes I don’t know what to do or say. I don’t trust in the system at the college at all. They don’t do anything. I haven’t seen results.”* – Hispanic Female
- *“Not personally but I have seen complaints have been handled fairly and sometimes they are too nice. They meet us halfway instead of just firing someone.”* – Hispanic Male
- *“The process is 0% transparent. Maybe it was handled fairly we don’t know what happens after. I am not impressed with the investigation, or anything related to this. The office that handles the complaints is an office of 1 and no way one person can fairly execute all that workload. There is also a culture of mistrust.”*  
– American Indian, “Other,” More than One Race Female
- *“I have been tempted and wanted to but was hesitant. I have seen what happens to people that have and I don’t want to jeopardize my job. I kind of suck it up.”*  
– White Female
- *“I wanted to, but I haven’t. I have heard from others and not putting myself through it. They haven’t felt treated fairly and it is a real problem at the college.”*  
– White Female

## Is there anything else you would like to share, either positive or negative, about the workplace culture at SLCC?

### Employee Quotes:

- *“My experience has been positive. I know there has been different experiences for others, but I always felt the sense of goodwill. Leadership tries their best. Some people have left because they didn’t feel as welcomed. The college for me has been a great place. Thank you so much for the work you are doing.”*  
– American Indian, “Other,” More than One Race Male
- *“I love the college the sense of belonging and you see how diverse they try to be. Faculty needs to work on this. They are not very diverse. We should improve our awareness and have discussions, workshops so people can understand the different viewpoints.”* – American Indian, “Other,” More than One Race Female
- *“The college, in general, is good but there are a lot of things that can be improved. They are passive and it is not a proactive culture.”*  
– American Indian, “Other,” More than One Race Male
- *“It is not all bad. I wouldn’t be here if it was terrible. There are great things happening. I feel taken care of but there are things we could do better, a more respectful work environment with each other. I appreciate the college doing this.”*  
– American Indian, “Other,” More than One Race Female
- *“I like the environment, the work we do, I believe in the mission of the college and have seen the difference it makes in changing people's lives. I'd like to see more accountability, treating people equally and with equity, I don't always see that at the institution, but positives outweigh the negative.”*  
– Asian and Pacific Islander Female
- *“I just wish HR and workplace would be more experienced. Anytime time I ask questions they don’t seem to know the answers. I feel that I don’t know policies / procedures. That department needs to be improved. Training should be better I feel I started a job without any. There was no onboarding, training on dealing with the workplace issues. Compensation and title don’t seem equitable and that something they could help with as well.”* – Asian and Pacific Islander Female
- *“I really like the environment we have. The students and that learning environment make me want to study and further my career too. College is supportive of staff and developing our skills.”* – Asian and Pacific Islander Male
- *“I can’t speak for every department and the college is huge. We have different areas and thousands of employees here. Everything should be handled the same despite of the race. There should be equity. People need to realize we are the same, just our skin pigment is different. I want to feel safe not just within my*

*office but also the college. Would be nice to have people speak up for me and stand up for me, not just at social events.” – Black Female*

- *“I wouldn’t be here if I didn’t enjoy it. It is bureaucratic and busy but things I have to accept the world is like that in general. The college is a good place to be and work.” – Black Male*
- *“Over the last couple of months, there was a lot of spite. There is more that needs to be done. More align with culture and HR. HR needs more training in how to handle diversity and inclusivity.” – Black Female*
- *“For the most part, I think it is good. Now I am able to see more of what is going on. We have to grow in areas and make it a safe environment for all ethnicities. There is a disconnect on what is going on. Overall, I love the college and would be nice to see more VPs that are ethnics vs everyone looking the same. We need to show more ethnicity across the board.” – Black Female*
- *“The product is educational experience and we need to focus and keep the students in mind.” – Hispanic Male*
- *“I don’t get the sense that people are held accountable for making mistakes. It gets back to the trust and it is not there. It makes it a hard environment and in the same ways there is a lack of diversity and makes it uncomfortable. There is tons of this kind of microaggression. It is challenging to fire someone, therefore in my opinion there are lots of people that shouldn’t be here.” – Hispanic Female*
- *“In my experience and as a minority the college is great. Since I have started here everything has been very good. Relationships with coworkers are good and very positive.” – Hispanic Male*
- *“I think the college is amazing. I would do the job for free. Faculty, staff, students, everyone is amazing. For me, it is a dream job, and I am happy. It is the best-kept secret. We do need to hire more diversity, we struggle with that, even to get people to apply, but we try.” – White Female*
- *“Impression is largely positive, favorable job leadership. There are things that can be improved and failing in the area areas but have faith in the direction we are going.” – White Male*
- *“This is largely due to pandemic but the food court at the student center used to be very good. I miss the opportunity to mingle with colleagues at the food court and see people that I wouldn’t run into otherwise. I hope they bring it back. It contributed to that sense of community.” – White Male*

- *“It is challenging at time. You are probably seeing it during the interviews too. Would be good to have a check in after six months to see how things are going.”*  
– White Female

# APPENDIX A

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## Interview Questions

### **Question 1. Sense of belonging or community**

How would you describe your sense of belonging within the SLCC community?

3=strong sense of belonging

2=moderate sense of belonging

1=weak sense of belonging

Probes: What factors contribute to your sense of belonging and community at SLCC? What, if anything, detracts from your sense of community or belonging? How could the sense of belonging and community be improved at SLCC?

### **Question 2. Inclusion of diverse perspectives**

In your experience, to what extent is SLCC's culture inclusive of diverse perspectives?

3=to a great extent

2=to a moderate extent

1=to a small extent

Probes: Can you provide examples of when you felt your perspective was included and valued? Are there examples of situations when your perspective was not included or valued? How would you describe SLCC's inclusion of people with minoritized identities (e.g., People of Color, LGBTQ+, women, people with disabilities)?

### **Question 3. Unconscious bias**

Are you familiar with the concept of unconscious bias?

If not: Unconscious biases are social stereotypes about certain groups of people that individuals form outside of their own conscious awareness. We all have them and may be completely unaware of them, but they can lead to problems interacting with others and detract from a strong workplace culture.

A typical example of unconscious bias is the "affinity bias," which is a tendency to gravitate toward people similar to oneself. Another type of unconscious bias is "confirmation bias," which is the idea that people search for evidence to back up their opinions instead of objectively looking at all the information, and this can cause people to only look at things that fit their views, rejecting information that contradicts what they already believe. There are lots of other types of unconscious bias, such as "name bias" gravitating toward people with names you recognize and/or relate to culturally, "beauty bias" gravitating toward people based on their appearance (e.g., height, weight, hair color or style, general appearance), "age bias" or gravitating toward people of similar age to yourself, and many others.



To what extent would you say unconscious bias has an impact on the SLCC culture?

3=to a great extent

2=to a moderate extent

1=to a small extent

Probes: Can you provide examples of when you observed or were affected by unconscious bias at work? What are some examples of things that would need to change to reduce the negative effects of unconscious bias at SLCC?

#### **Question 4. Collaboration and teamwork with colleagues**

How would you describe the level of collaboration and teamwork among colleagues at SLCC?

3=highly collaborative

2=moderately collaborative

1=not collaborative at all

Probes: What contributes to collaboration and teamwork at SLCC? What, if anything, gets in the way of effective collaboration and teamwork? How could collaboration and teamwork be improved at SLCC?

#### **Question 5. Leadership effectiveness**

How would you describe the effectiveness of the leadership at SLCC?

3=highly effective

2=moderately effective

1=not effective at all

Probes: What are some things SLCC's leadership does well? What could they do better?

#### **Question 6. Relationship with supervisor/manager**

How would you describe the level of trust between yourself and your manager?

3=high level of trust

2=moderate level of trust

1=low level of trust

Probes: What are the factors that contribute to a positive, trusting work relationship between you and your manager? What, if anything, detracts from this trust? How could the trust between you and your manager be improved?

#### **Question 7. Do you consistently receive clear and objective feedback from your manager?**

3=yes, on a regular basis 2=sometimes

1=no, rarely or never

Probes: How has this feedback, or lack of feedback, affected the quality of your work and your sense of belonging at SLCC? What could SLCC do to improve communication between managers and their direct reports?

### **Question 8. Access to career opportunities**

How would you describe your access to career development opportunities at SLCC?

3=many opportunities for career development

2=some opportunities for career development

1=few opportunities for career development

Probes: What kinds of career development opportunities have you had access to? What, if anything, hinders your ability to grow and develop in your career? In what ways could SLCC improve support for career development?

### **Question 9. Complaint Resolution Process**

Have you filed a complaint with your supervisor or People and Workplace Culture at SLCC?

1=yes

2=no

Probes: If yes, how effectively was your complaint addressed? To what extent was your complaint handled fairly, equitably, and justly? (Probe for specifics.)

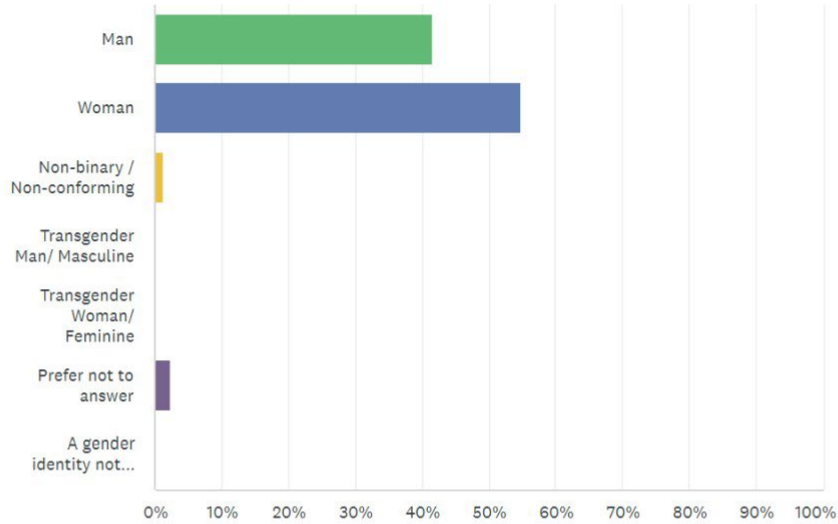
**Is there anything else you would like to share, either positive or negative, about the workplace culture at SLCC?**

# APPENDIX B

## Demographics Survey

What most closely matches your gender identity?

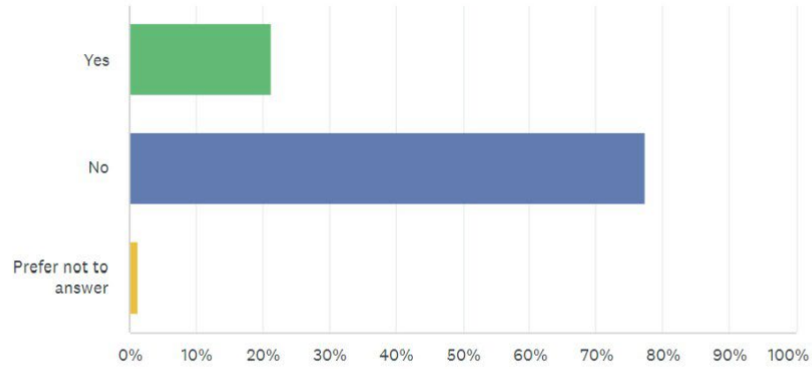
Answered: 84 Skipped: 0



ANSWER CHOICES	RESPONSES
Man	41.67% 35
Woman	54.76% 46
Non-binary / Non-conforming	1.19% 1
Transgender Man/ Masculine	0.00% 0
Transgender Woman/ Feminine	0.00% 0
Prefer not to answer	2.38% 2
A gender identity not listed (please specify)	Responses 0.00% 0
<b>TOTAL</b>	<b>84</b>

## Do you identify as Hispanic / Latina, Latino, Latinx (Latina/o/x)?

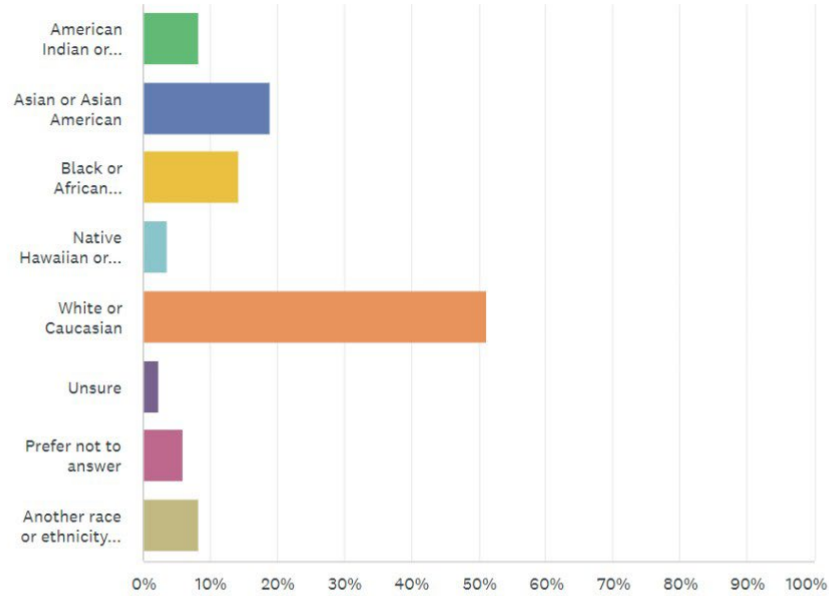
Answered: 84 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	21.43% 18
No	77.38% 65
Prefer not to answer	1.19% 1
<b>TOTAL</b>	<b>84</b>

## How do you identify in terms of your race? (select all that apply)

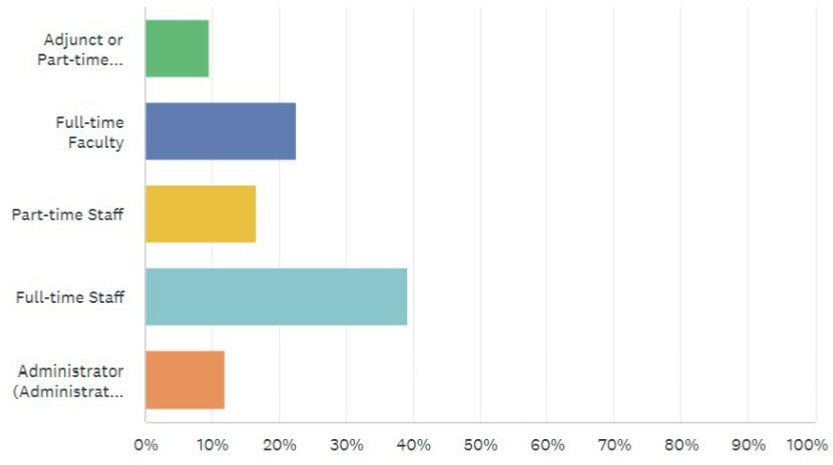
Answered: 84 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ American Indian or Alaska Native	8.33% 7
▼ Asian or Asian American	19.05% 16
▼ Black or African American	14.29% 12
▼ Native Hawaiian or Pacific Islander	3.57% 3
▼ White or Caucasian	51.19% 43
▼ Unsure	2.38% 2
▼ Prefer not to answer	5.95% 5
▼ Another race or ethnicity (please specify)	Responses 8.33% 7
<b>Total Respondents: 84</b>	

# What is your current role at SLCC?

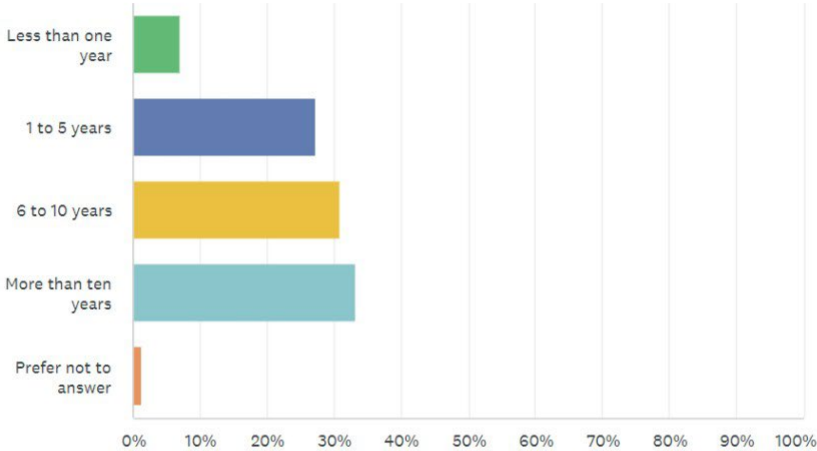
Answered: 84 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Adjunct or Part-time Faculty	9.52% 8
▼ Full-time Faculty	22.62% 19
▼ Part-time Staff	16.67% 14
▼ Full-time Staff	39.29% 33
▼ Administrator (Administrators are employees who report to an Executive Cabinet member with the exception of Administrative Assistants)	11.90% 10
<b>TOTAL</b>	<b>84</b>

# How long have you worked at SLCC?

Answered: 84 Skipped: 0



ANSWER CHOICES	RESPONSES
Less than one year	7.14% 6
1 to 5 years	27.38% 23
6 to 10 years	30.95% 26
More than ten years	33.33% 28
Prefer not to answer	1.19% 1
<b>TOTAL</b>	<b>84</b>

# ZILO

INTERNATIONAL GROUP

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## *Thank you!*

Zilo International Group, LLC is held to the highest standard of excellence when committing to our clients' success.

We are honored to have partnered with SLCC on such an important project. It is our hope to build a long-term relationship and assist you in other areas as well.



# Let's Talk (Inbox) Themes

- Faculty Morale and Workload
- Faculty Sick Leave/Substitute Teaching
- Faculty Evaluation System
- Lack of Accountability/Evaluation for Administrators
- Salt Lake Technical College (SLTC)
- Human Resources Operations/Responsiveness
- Equity Concerns/Feelings of Exclusion
- Part-time Concerns/Adjunct Pay/Benefits/Morale