

**From:** [DeRionne Pollard, Montgomery College President](#)  
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[image002.png](#)  
[Collegewide Equity Inclusion Survey Executive Summary Report - December 2017.pdf](#)

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December 20, 2017

Dear Colleagues,

This semester has been a tremendously busy one for the College in collecting employee feedback about two key areas of the institution: equity and inclusion and employee engagement. I am grateful for the time and energy you dedicated to offering insights about your experiences and perspectives on the student and employee experiences at Montgomery College. Twenty-eight percent of the College community responded to the Equity and Inclusion Survey, which our consultant tells us is on the low side compared to other organizations the firm has worked with. However, the College will be repeating the survey, using the same instrument so that the results can be compared across time. I expect this practice will improve participation over time. In the meantime, I encourage you to explore the executive summary of the survey results attached to this communication. My personal reflections on the survey are below.

Well, you shared a lot in the survey, some of it inspiring, some challenging, some uncomfortable, and some troubling. I read every word and reflected deeply on your joys, your concerns, your frustrations, your opportunities, and your fears.

Let me tell you what I learned from what you shared in the Equity and Inclusion Survey:

1. The overwhelming majority of respondents are committed to the mission of the College and are engaged in the work we do of empowering people to change their lives. Moreover, they believe the College is better when we embrace equitable and inclusive practices for employees and students. However, the culture of the College continues to be one lacking trust, rife with fear of retribution, and slow to effect change when needed. As such, senior leadership must be more visible, active, and communicative—and more accountable—about their commitment and actions to advance equity and inclusion within the College for both employees and students.
2. There are people, among several groups of employees, who feel that the College has not demonstrated a deep interest in their needs: adjunct faculty, employees identifying as LGBTQIA, employees identifying as politically conservative, employees with disabilities, employees who identify as white, employees working primarily evenings/nights and weekends, and employees over the age of 50. Some of these employees feel that they could be contributing more to

student success had they been properly supported. Other employees have not had that experience. There is also a belief by some that full-time faculty enjoy considerable and inequitable privilege within the culture.

3. Adjunct faculty are tremendously concerned about how the College recognizes their value as demonstrated through compensation, benefits, and support. Many believe that their ability to advance our mission is impeded by these factors and that it is unjust. Additionally, some full-time faculty believe the College's inability to meet their FY18 bargained salary increases demonstrates a lack of respect for their role in the College. These factors have contributed to feelings of frustration and invisibility within the College.
4. Professional development was cited as both a strength and a weakness; some expressed interest in rich professional development offerings, while others did not believe the diversity requirement was important or necessary. Moreover, some employees expressed a strong need for more career pathways through the organization. There are troubling perceptions about inequitable hiring practices, limited career mobility, and unexamined favoritism in hiring and employee retention.
5. Some employees described that the College is "too focused" on equity and inclusion, while others expressed confidence that the actions taken to date demonstrate a deep commitment to these issues. Additionally, some respondents cited the lack of diversity in the full-time faculty ranks as a significant issue, and many expressed interest in more Asian and Hispanic leaders within the organization.
6. While some employees described positive support for efforts to report and remedy discriminatory actions within the College, others called for a confidential and more clearly discernible reporting, reviewing, and resolution for equity and inclusion concerns.

What I learned most from this survey was that College must do better—for employees, students, and community members. And we will. I encourage each of you to be a part of these efforts. This will include executive action on my part, increased efforts by senior leadership, special attention from several offices connected to equity and inclusion issues, and individual employee action. Our combined efforts can and will change the culture at the College in measurable ways.

The following will begin immediately:

- Members of the Senior Administrative Leadership Team (SALT) will conduct division-specific sessions to present, discuss, and address the findings of the survey. In addition to doing this for the Office of the President, I will request time at an upcoming meeting of the College Council to present, discuss, and address the findings of the survey. Furthermore, I will dedicate my February Town Hall meeting to the Equity and Inclusion Survey and related parts of the Employee Engagement Survey.
- The Equity and Inclusion Advisory Committee is charged with reviewing, discussing, and offering key actionable recommendations to address the survey findings.

- The Chief Equity and Inclusion Officer (Sharon Bland) and the Chief Human Resources Officer (Bob Roop) will jointly meet with all department managers to discuss how their departments become parts of the solution in crafting a more equitable and inclusive environment for employees.
- The Chief Equity and Inclusion Officer, the Ombuds (Julie Weber), the Chief Compliance, Risk, and Ethics Officer (Vicki Duggan), and the Chief Human Resources Officer will cross-walk the Equity and Inclusion Survey, the Employee Engagement Survey, and the ombuds' annual report with the Employee Engagement Advisory Group to offer a set of actionable recommendations to drive policy and procedure modifications.

In addition, I want to note that employees can use several confidential processes to report issues if they have specific concerns. Employees should not shy away from using such tools when appropriate. The College has whistleblower protections in place to shield them from retaliation. These include the ethics reporting line, EthicsPoint at 844-572-2198 or [www.montgomerycollege.ethicspoint.com](http://www.montgomerycollege.ethicspoint.com), and the Office of Employee Relations at 240-567-3097. In addition, the Office of the Ombuds can provide helpful assistance in figuring out the best way to address a specific concern at 240- 687-6188 or [ombuds@montgomerycollege.edu](mailto:ombuds@montgomerycollege.edu).

I am grateful to work at Montgomery College because of our compelling mission, our extraordinary employees, and our phenomenal students. I stand eager to affirm that we are a college where equity and inclusion are tangible, practiced, valued, and measured. Thank you for letting me learn from you. I look forward to the learning that we will continue to share with each other through this process.

Be well,

DeRionne P. Pollard, PhD



# **Equity & Inclusion Survey Executive Summary Report**

Survey Conducted October-November, 2017

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## Contents

	<b>Page</b>
1. About Quantisoft	3
2. Survey Objectives	4
3. Survey Process	5
4. Key Messages for Management	6
5. Recommendations (Action Plan)	8
6. Survey Ratings Analysis	14
7. Key Findings	37

## About Quantisoft

Quantisoft is a full service survey company conducting employee and customer surveys for businesses and other types of organizations ranging in size from under 100 employees to Fortune 500 companies across many industries. Quantisoft was founded in 1999.

### **Quantisoft’s Survey Services**

Our most popular surveys are:

- Employee satisfaction/engagement Surveys
- Customer Satisfaction Surveys
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We also conduct 360 Leadership Feedback Surveys, Sales Force Feedback Surveys, Employee Benefits Opinion Surveys, Employee Turnover/Retention Surveys and a wide range of other types of surveys.

### **Providing Information and Insight for Increasing Business Performance**

All of Quantisoft’s surveys are focused on gathering information, perceptions and insight for understanding employee and customer perspectives. Survey findings are the basis for identifying appropriate actions to increase business performance including increasing employee satisfaction and engagement, increasing customer satisfaction and retention, mitigating and managing risks more effectively and achieving breakthrough increases in competitiveness and profit.

### **Value Added Solutions**

We listen to you and customize your survey to gather the information, perceptions and insight you need to achieve your objectives. We know what questions to ask, how to ask them and how to optimize survey response rates.

Our reports are comprehensive and easy to read and understand. They make it easy to identify strengths, weaknesses, problems and opportunities across the organization and by employee/customer demographics. Executive summary reports provide independent objective analysis, insightful summaries of the survey’s key findings and recommended actions that get results.

## Survey Objectives

### **The survey objectives include:**

- Providing Montgomery College with organization-wide information and insight about employee equity, inclusion and diversity.
- Providing actionable information for use in making decisions and identifying and prioritizing opportunities for enhancing the College’s employee equity, inclusion and diversity.
- Establishing baseline information enabling the College to track progress and monitor trends in employee satisfaction, engagement and other important issues in future surveys.
- Sending an important message to employees that their feedback is valued and that employee equity, inclusion and diversity are top priorities.

## Survey Process

- The survey was conducted from October 17<sup>th</sup> – November 2<sup>nd</sup>.
- The survey was conducted as an online survey. The vast majority of employees received survey announcements by e-mail. Employees who do not use a computer at work received a paper announcement that includes the online survey link address. Designated computers were made available for these employees in their department offices.
- All survey responses are anonymous.
- 851 employees completed the survey. 843 employees completed the English survey and 8 completed the Spanish survey. This is a 28.4% response rate which is considerably lower than we typically experience in employee surveys. We typically see response rates of 60% or higher.  
The initial survey announcement and follow-up announcements were distributed to approximately 3,000 employees including full-time and part-time faculty, staff and WDCE.
- The survey **rating scale** is:  
5 Agree 4 Somewhat agree 3 Neutral 2 Somewhat disagree 1 Disagree Not sure (no rating number)
- A comprehensive set of reports was delivered to Montgomery College’s Chief Equity and Inclusion Officer, including summary tables, graphs and comments. Quantisoft then analyzed the survey data and comments in detail and prepared this Executive Summary Report.



## Key Messages for Montgomery College’s Leadership

The overall results of the equity & inclusion survey are mixed. While there are clear areas of strength, there are numerous issues that received low ratings and large numbers of comments identifying problems and opportunities for improvement. This report includes a comprehensive summary of the survey’s findings and recommendations for strengthening MC’s approach and effectiveness in executing on its diversity, ethics and inclusion program and related initiatives.

To varying degrees significant opportunities for improvement were identified in all of the areas assessed in the survey:

- Employee engagement and commitment to the college
- Diversity & inclusion training
- Supporting student diversity and inclusion needs
- My manager
- Values, policies and procedures
- Recruiting and hiring
- Your Personal experiences and perspective
- Relationships and interaction between people
- Leadership's commitment to equity & inclusion
- College culture
- Reporting acts of discrimination and abuse against employees
- Job & career development

Rather than focusing on the results and opportunities for improvement identified in the equity and inclusion survey in isolation, The results and opportunities for improvement should be looked at together with the results and opportunities identified in the employee engagement survey and then the student survey once it is completed.

The leadership team’s visible and active support is essential for making the changes necessary for achieving MC’s intended equity and inclusion outcomes. This includes leading by example, providing resources, communicating continually, creating an implementation plan and supporting its execution.

The survey's 28.4% response rate is very low. Based on our review of the survey findings, we believe that key reasons for the low response rate include:

- Many employees don't trust that their responses would be anonymous.
- Many employees fear retribution if they speak out or challenge their manager about equity and inclusion or other important issues. This includes fear of reporting discrimination and abuse incidents.
- Some employees don't feel that their input will be taken seriously, so why take time to complete the survey?
- Many employees don't feel Montgomery College currently has a culture of inclusion. Many feel excluded, especially diverse and part-time employees. Some non-diverse employees feel there is reverse discrimination and that their opportunities are being threatened by actions to increase diversity. Some employees that have a conservative political perspective feel diversity of opinions isn't acceptable at MC and they are reluctant to offer their opinions.

When leaders conduct employee surveys they send a message that they are interested in learning how employees feel about important issues. They also raise expectations that leaders will listen to employees' feedback and take action to make needed changes. If employees don't see and experience meaningful timely changes as a result of this survey, they will likely conclude that MC's leaders aren't serious about equity and inclusion and/or that they aren't able to make needed changes. That will further increase cynicism about the leadership team and about MC's handling of equity and inclusion.

## Recommendations (E&I Survey Action Plan)

### Reviewing and Communicating the Survey Results and Creating an Action Plan

1. **Survey Comments** – Employees offered many comments and suggestions in the hope they would be heard and that action will be taken to address the problems and opportunities they identified for strengthening MC’s equity & inclusion program, program communications and program execution. MC’s leadership team should read the comments to get a clear idea of how employees feel about key issues that drive MC’s equity, inclusion and diversity, as well as employee satisfaction, engagement, performance and turnover, and MC’s performance and reputation.
2. **Communicating Survey Results with Senior Leadership and Creating an Action Plan** -
  - MC’s senior leaders should conduct meetings among themselves and then with department managers to present, discuss and address the findings of this survey.
  - This should be followed up with creation of a cross-functional **Survey Team** to review the survey findings in detail and then create and implement an action plan to address the opportunities identified by the survey. The action plan should include the actions included in this report’s recommendations presented below as well as the survey ratings and many suggestions made by employees in this survey.
  - The action plan should identify issues that are best handled on an organization-wide basis and these issues should be addressed by MC’s senior leadership team, the Chief Equity and Inclusion Officer, Human Resources and other functional departments as needed.
  - The action plan should also include the issues that should be handled at the campus and department levels with these issues assigned to the appropriate campus and department managers.
3. **Communicating Survey Results with Employees** - Hold town hall meetings to share select portions of the survey findings with all employees. This will enhance Senior Leadership’s credibility with employees regarding diversity, equity and inclusion. It will also send a message that MC’s senior leadership team is willing to listen to employees and take action where it makes sense to do so.

4. **Getting Everyone Involved** – The Chief Equity and Inclusion Officer and the Chief Human Resources Manager should jointly meet with all department managers to discuss how their departments can address the issues identified in this survey that can be dealt with by them. Department managers should then create action plans to address the opportunities and conduct ongoing meetings to make things happen, with needed support from the Chief Equity and Inclusion Officer, HR and other appropriate functional departments.
5. **Measuring and Communicating Ongoing Progress** - As significant changes are made employees will notice the changes and their satisfaction, engagement and performance levels will likely increase. The employee turnover rate will likely be reduced. It would be useful for the Chief Equity and Inclusion Officer to measure ongoing progress and periodically communicate progress on changes made as a result of the survey.

### **Specific Recommended Actions**

Following are specific recommendations for strengthening MC’s E&I program. Taken together with additional actions that the E&I Survey Team will take after reviewing the survey findings, the recommendations will enable MC to create the conditions necessary to achieve its intended equity and inclusion outcomes.

1. Every member of MC’s senior leadership team, all department managers and all employees should be individually responsible and accountable for making equity and inclusion a reality at MC. This needs to be communicated often by all members of the senior leadership team and by all department managers. The Chief Equity and Inclusion Officer should not be positioned as being responsible for equity and inclusion. Instead, she should be positioned as being a facilitator to make equity and inclusion happen. With visible support and necessary resources provided by MC’s senior leadership team, her responsibility and accountability should be to provide the leadership, communications, information, policies and procedures, culture, training and other resources and infrastructure (e.g. reporting and analysis of E&I incidents and determination of appropriate actions, etc.), that will enable everyone else to carry out their equity and inclusion role, responsibilities and accountability. Her roles and responsibilities should also include ongoing assessment of progress,

identification of equity and inclusion problems and successes and reporting progress to the senior leadership team and to all employees.

2. Implement and communicate a zero-tolerance policy for discrimination, abuse and bullying.
3. Include equity and inclusion actions, initiatives and compliance in the performance objectives and performance reviews of all managers at all levels of the organization.
4. Firmly address accusations of discrimination, abuse and bullying by managers and employees. This needs to be a key element in MC's equity and inclusion program. It is one of the best ways to make equity and inclusion a reality at all campuses and in all departments throughout the College. Also, it will send a signal to all managers, employees and students that equity and inclusion are top priorities and that MC has a healthy culture where there is transparency and "no place to hide".

As in most organizations, MC likely has a group (hopefully, small) of managers, employees and students that will not benefit from ethics and diversity training and that will continue to discriminate, abuse and bully. The survey comments indicate this may be the case. When inappropriate, unethical and possibly illegal behavior is not dealt with, a relatively few bad actors can poison the culture for everyone. While it may be appropriate to give these individuals a second chance, depending on the severity of their inappropriate behavior and actions, these individuals should be subject to the College's disciplinary process including termination.

5. Many survey comments suggest that there may be misperceptions about the equity and inclusion process. Significantly increase the amount of communications to employees and students regarding equity and inclusion. Every manager, employee and student should know where how and who to report equity and inclusion incidents to, understand the process for reviewing and resolving equity and inclusion incidents, that the total equity and inclusion process will be kept confidential, that the process is thorough and fair to all parties involved (the accuser and the accused), and that retribution for reporting equity and inclusion incidents will not be tolerated. Let people know the process can take a long time in order to allow for thorough research and review and to ensure review accuracy and fairness.
6. Make people involved in administration of the equity and inclusion process aware that employees and students of various ethnic backgrounds (and possibly other diverse backgrounds) may be less

7. likely to report discrimination and abuse incidents. Special efforts should be made in training and communications to make all employees and students, regardless of their backgrounds and personal characteristics, comfortable that they should report all incidents.
8. Consider outsourcing the operational aspects of the equity and inclusion reporting, review and resolution process. This is one way to ensure confidentiality and objectivity in the process and to boost employees' and students' confidence in the process.
9. Implement and communicate a process for employees and students to report incidents of retribution as a result of reporting equity and inclusion incidents. Retribution for reporting ethics and compliance incidents or for any other reason should never be tolerated.
10. Continuously stress the extreme importance for all people involved in the equity and inclusion process and in reporting and reviewing equity and inclusion incidents to maintain strict confidentiality. Numerous comments expressed concern about confidentiality.
11. Review MC's employee candidate recruiting, evaluation, selection hiring and new employee orientation processes and procedures. Revise the processes and procedures as needed to ensure they support and comply with MC's equity and inclusion policies.
12. There is overlap and a strong relationship between the issues included in the equity and inclusion survey and the employee engagement survey. The results of these two surveys and the upcoming student survey should be reviewed together with an eye to developing and implementing a single unified action plan that addresses the opportunities identified in all three surveys.
13. MC has excellent Mission, Vision and Values statements. The statements are primarily focused on students. The equity & inclusion survey found that there is a significant gap between MC's Mission, Vision and Values statements and MC's current reality. Broaden the statements to address the perspectives of employees and the community MC serves.
14. The survey comments indicate that some full-time employees and especially part-time/adjunct faculty and employees that work on evening, night and weekend shifts fall through the cracks and intentionally or unintentionally do not attend equity and inclusion training. Implement a process to ensure that all employees receive equity and inclusion training. For some employees the training may have to be online training.

15. Implement a formal mentoring program for employees in all departments. The purpose is to provide mentoring opportunities for all employees in an effort to help them develop and grow. The mentoring program should include identification of managers and other employees that are likely to be effective mentors, providing training in how to be an effective mentor, ongoing communication of the mentoring program and encouraging employees to take advantage of the program.
16. As included in numerous survey comments, MC's definition of diversity should be expanded to include economic diversity (addressing the special needs of low income students and employees) and diversity of thought. Comments indicate that numerous people at all levels of the college are intolerant to diverse opinions, especially if they reflect conservative political points of view. Some employees feel stifled and are concerned about negative reactions and retribution if they express their points of view. Such intolerance and repression of ideas and opinions is a form of discrimination and, like other forms of discrimination, it should not be acceptable at MC. This will require dialogue from MC's senior leadership team.
17. Numerous comments focused on the need to improve accessibility for employees and students with disabilities. Conduct a comprehensive review of all of MC's buildings, rest rooms, parking and other facilities to ensure they are accessible to people with disabilities. Then set priorities and implement appropriate changes.
18. Comments received for numerous survey questions indicate there is significant fear in MC's workplace. Once the employee engagement survey findings are available and reviewed, the results of both the equity and inclusion and the employee engagement surveys should provide the basis for identifying causes of fear. Every effort should be made to create a culture free of fear and possible retribution.
19. In recent years numerous articles have been published about organizations proactively creating opportunities for "collisions between employees" and "between employees and customers". Collisions are unplanned opportunities for interactions between people when they collide (bump into each other) while they are walking in hallways, waiting at a copying machine, eating in the cafeteria, walking on campus, taking a coffee or bathroom break, etc. During unplanned collisions people often share and spark new ideas, share experiences and get to know each other. This can lead to collaboration, new projects and initiatives, new friendships, inclusion opportunities, greater

trust between people, the sharing and spread of best practices and other desirable outcomes. MC should focus on creating conditions and facilities that encourage collisions between employees and between employees and students.

20. Conduct a comprehensive review of MC's equity and inclusion training program. While the program received many positive comments, many other comments focused on the need to refresh some of the training, ensuring everyone gets training and the realization that training and increased awareness through training isn't sufficient to get everyone to change their behavior and actions. Training should be expanded to include additional planned social, academic, business and community activities. The activities should be designed to that bring people of various diverse and non-diverse backgrounds together as equals, enabling them to meet, greet and get to know each other with an eye toward creating and building relationships, opportunities for collaboration, and a greater understanding of diverse cultures. E&I training is primarily an academic exercise designed to provide knowledge and expand awareness. Inclusion activities provide opportunities to turn what is learned in training into action, significantly strengthening inclusion.
21. Design and implement a college-wide reward and recognition program that enables managers and fellow-employees to recognize and reward outstanding and special accomplishments and efforts of other employees in their own and in other departments. The names of recipients and the reasons for they are recognized should be communicated and celebrated. This is an effective way to increase awareness of the many contributions and successes made by employees of all backgrounds.
22. The two final questions in the E&I survey asked employees to list suggestions for how the College can enhance its support for employee equity and inclusion, and to list anything else they would like to share with the College's leadership regarding equity and inclusion. These questions received large numbers of constructive suggestions. The E&I survey team should review these suggestions and implement those suggestions that make sense.



## Survey Ratings Analysis

### Overall Summary Ratings and Demographics Findings for all “Agreement Scale” Questions

- The following color code is used to assess the overall ratings for all rating scale questions:

Overall Rating	Interpretation
4.20 and higher	High rating - some opportunity for improvement
3.80 - 4.19	Moderate rating - moderate opportunity for improvement
3.79 and lower	Low rating - significant opportunity for improvement

- The **Overall** rating for all questions is 4.05.

### Survey Question Averages - Questions Presented in Descending Rating Order

- Like most organizations, Montgomery College has areas of strength as well as areas of weakness in equity & inclusion planning, communications and execution. Following is a list of the survey questions in descending rating order for all survey responses. The list also includes the distribution of ratings for each question (e.g. % Agree, % Somewhat agree, etc.). This list will enable MC’s leadership team to prioritize and focus attention on the issues and opportunities that will strengthen college-wide equity & inclusion.
- There is a significant level of variation in ratings by survey question. The greatest payback will come from focusing on the specific issues/opportunities receiving the lowest ratings.

<b>Rating Distribution in Descending Rating Order</b>						
<b>Question</b>	<b>Rating</b>	<b>Agree</b>	<b>Somewhat agree</b>	<b>Neutral</b>	<b>Somewhat disagree</b>	<b>Disagree</b>
<b>All Questions</b>	<b>4.05</b>	<b>53.71</b>	<b>19.98</b>	<b>12.12</b>	<b>5.87</b>	<b>8.32</b>
<b>Topics of Diversity/Equity/Inclusion Should Be Included During New Employee Orientations</b>	<b>4.58</b>	<b>76.00</b>	<b>12.63</b>	<b>7.38</b>	<b>1.13</b>	<b>2.88</b>
<b>College Demonstrates Commitment to Attracting/Retaining Diverse Student Population</b>	<b>4.57</b>	<b>73.44</b>	<b>16.40</b>	<b>6.24</b>	<b>1.25</b>	<b>2.67</b>
<b>College Has No Tolerance for Discrimination Against Students Based on their Personal Background</b>	<b>4.53</b>	<b>71.63</b>	<b>16.88</b>	<b>6.28</b>	<b>2.87</b>	<b>2.33</b>
<b>Hearing/Reading/Learning About Diversity Is Important to Me</b>	<b>4.50</b>	<b>72.98</b>	<b>14.06</b>	<b>7.21</b>	<b>1.59</b>	<b>4.16</b>
<b>Hearing/Reading/Learning About Diversity Inclusion Is Important to Me</b>	<b>4.50</b>	<b>72.37</b>	<b>14.67</b>	<b>7.21</b>	<b>1.71</b>	<b>4.03</b>
<b>Getting to Know People with Ethnic/Racial/Other Diverse Backgrounds Different from Me Has Been Easy</b>	<b>4.47</b>	<b>62.38</b>	<b>26.94</b>	<b>7.04</b>	<b>2.18</b>	<b>1.46</b>
<b>Employee Education About Diversity/Equity/Inclusion Will Enhance College's Effectiveness/Reputation</b>	<b>4.45</b>	<b>69.41</b>	<b>16.43</b>	<b>8.22</b>	<b>2.02</b>	<b>3.92</b>
<b>Am Committed to Working for the College for Foreseeable Future</b>	<b>4.45</b>	<b>70.10</b>	<b>15.51</b>	<b>7.44</b>	<b>2.98</b>	<b>3.97</b>
<b>College's Values/Policies/Procedures Discourage Discrimination</b>	<b>4.44</b>	<b>67.80</b>	<b>19.12</b>	<b>6.67</b>	<b>2.26</b>	<b>4.15</b>
<b>Am Treated Fairly/with Respect as Related to My Sexual Orientation</b>	<b>4.38</b>	<b>67.96</b>	<b>7.39</b>	<b>21.14</b>	<b>1.30</b>	<b>2.20</b>
<b>Commitment to/Policy/Support for Students with</b>	<b>4.37</b>	<b>64.60</b>	<b>13.98</b>	<b>17.08</b>	<b>2.48</b>	<b>1.86</b>

Montgomery College Equity & Inclusion Survey – Executive Summary Report

<b>Diverse Backgrounds in Student Orientation Program</b>						
<b>Manager Committed to/Supports Equity/Inclusion</b>	<b>4.34</b>	<b>68.98</b>	<b>13.52</b>	<b>7.32</b>	<b>3.23</b>	<b>6.95</b>
<b>Easy for People with Ethnic/Racial/Other Backgrounds to Know People with Different Backgrounds</b>	<b>4.34</b>	<b>55.19</b>	<b>30.35</b>	<b>9.86</b>	<b>2.82</b>	<b>1.79</b>
<b>Colleagues Treated Fairly/with Respect as Related to their Sexual Orientation</b>	<b>4.33</b>	<b>64.38</b>	<b>14.11</b>	<b>14.52</b>	<b>4.11</b>	<b>2.88</b>
<b>College Designs Programs/Services that Promote Equity/Inclusion for Students of Diverse Backgrounds</b>	<b>4.32</b>	<b>57.59</b>	<b>25.64</b>	<b>11.05</b>	<b>2.56</b>	<b>3.16</b>
<b>College's Commitment to Diversity/Inclusion Always Communicated to All Job Candidates</b>	<b>4.29</b>	<b>59.48</b>	<b>21.40</b>	<b>12.75</b>	<b>1.67</b>	<b>4.70</b>
<b>Am Enthused to Come to Work/Do My Best Work Every Day</b>	<b>4.29</b>	<b>62.18</b>	<b>19.95</b>	<b>7.59</b>	<b>5.26</b>	<b>5.02</b>
<b>Would Recommend the College for Employment to Friend</b>	<b>4.27</b>	<b>62.64</b>	<b>17.58</b>	<b>9.65</b>	<b>4.03</b>	<b>6.11</b>
<b>Employees of Different Backgrounds Interact Well at MC</b>	<b>4.26</b>	<b>51.01</b>	<b>33.42</b>	<b>8.54</b>	<b>4.65</b>	<b>2.39</b>
<b>Cultural Diversity Among People that Job Candidates Meet/See on their Visits to MC</b>	<b>4.24</b>	<b>55.57</b>	<b>24.56</b>	<b>11.81</b>	<b>4.03</b>	<b>4.03</b>
<b>Colleagues Treated Fairly/with Respect as Related to their Disabilities</b>	<b>4.23</b>	<b>57.24</b>	<b>18.66</b>	<b>16.99</b>	<b>4.46</b>	<b>2.65</b>
<b>Have Become More Aware/Understanding of Ethnic/Racial/Sexual Orientation Differences Working at MC</b>	<b>4.23</b>	<b>58.27</b>	<b>20.92</b>	<b>12.53</b>	<b>2.19</b>	<b>6.08</b>
<b>Manager Demonstrates Through Actions that Equity/Inclusion Is Important</b>	<b>4.23</b>	<b>63.82</b>	<b>14.87</b>	<b>9.54</b>	<b>4.09</b>	<b>7.68</b>
<b>Am Treated Fairly/with Respect as Related to My Gender</b>	<b>4.22</b>	<b>61.61</b>	<b>16.87</b>	<b>9.90</b>	<b>5.50</b>	<b>6.11</b>

Montgomery College Equity & Inclusion Survey – Executive Summary Report

<b>Colleagues Treated Fairly/with Respect as Related to their Gender</b>	<b>4.22</b>	<b>60.72</b>	<b>17.83</b>	<b>8.79</b>	<b>8.01</b>	<b>4.65</b>
<b>College Handles All Reported Acts of Discrimination Against Students Effectively/with Urgency</b>	<b>4.22</b>	<b>58.40</b>	<b>16.80</b>	<b>17.33</b>	<b>3.20</b>	<b>4.27</b>
<b>Education about Diversity/Equity/Inclusion Will Enhance My Performance in Workplace</b>	<b>4.21</b>	<b>59.50</b>	<b>18.39</b>	<b>12.80</b>	<b>2.61</b>	<b>6.71</b>
<b>Am Treated Fairly/with Respect as Related to My Age</b>	<b>4.21</b>	<b>61.82</b>	<b>17.98</b>	<b>6.90</b>	<b>6.03</b>	<b>7.27</b>
<b>College Meets Special Needs of Employees with Disabilities</b>	<b>4.20</b>	<b>53.61</b>	<b>26.20</b>	<b>10.54</b>	<b>5.72</b>	<b>3.92</b>
<b>Students with Diverse Backgrounds Comfortable Reporting Discrimination/Abuse Acts without Fear</b>	<b>4.20</b>	<b>58.10</b>	<b>18.57</b>	<b>13.57</b>	<b>4.29</b>	<b>5.48</b>
<b>Am Treated Fairly/with Respect as Related to My Religion</b>	<b>4.15</b>	<b>58.73</b>	<b>8.47</b>	<b>26.06</b>	<b>2.51</b>	<b>4.23</b>
<b>Age/Disability/Ethnic/Gender/Religious-Based Jokes Not Tolerated</b>	<b>4.15</b>	<b>56.41</b>	<b>19.82</b>	<b>12.02</b>	<b>5.68</b>	<b>6.08</b>
<b>Colleagues Treated Fairly/with Respect as Related to their Age</b>	<b>4.15</b>	<b>58.53</b>	<b>17.70</b>	<b>10.21</b>	<b>7.11</b>	<b>6.46</b>
<b>College Demonstrated Commitment to Meeting Underrepresented Racial/Ethnic Employee Population Needs</b>	<b>4.13</b>	<b>54.50</b>	<b>22.94</b>	<b>10.01</b>	<b>6.08</b>	<b>6.46</b>
<b>Colleagues Treated Fairly/with Respect as Related to their Race/Ethnicity</b>	<b>4.12</b>	<b>55.92</b>	<b>20.25</b>	<b>10.19</b>	<b>7.01</b>	<b>6.62</b>
<b>Manager Handles Equity/Inclusion Issues Effectively</b>	<b>4.10</b>	<b>59.68</b>	<b>13.79</b>	<b>12.73</b>	<b>4.77</b>	<b>9.02</b>
<b>Senior Leadership Demonstrates Through Actions that Inclusion Is Important</b>	<b>4.10</b>	<b>56.00</b>	<b>20.15</b>	<b>8.90</b>	<b>7.91</b>	<b>7.05</b>
<b>Good Job Done Providing Training Programs that Promote Understanding of Equity/Inclusion</b>	<b>4.10</b>	<b>50.13</b>	<b>27.08</b>	<b>11.46</b>	<b>5.21</b>	<b>6.12</b>

Montgomery College Equity & Inclusion Survey – Executive Summary Report

<b>Students Comfortable Reported Discrimination/Abuse Acts Against Them Handled in Strict Confidence</b>	<b>4.10</b>	<b>54.09</b>	<b>19.85</b>	<b>13.90</b>	<b>5.96</b>	<b>6.20</b>
<b>Manager Always Takes Appropriate Action to Incidents of Discrimination</b>	<b>4.09</b>	<b>59.94</b>	<b>9.86</b>	<b>17.41</b>	<b>4.47</b>	<b>8.32</b>
<b>Am Treated Fairly/with Respect as Related to My Race/ethnicity</b>	<b>4.08</b>	<b>56.31</b>	<b>17.57</b>	<b>11.14</b>	<b>7.30</b>	<b>7.67</b>
<b>College Has Culture of Equity/Inclusion</b>	<b>4.06</b>	<b>50.31</b>	<b>25.46</b>	<b>10.89</b>	<b>7.10</b>	<b>6.24</b>
<b>Can Express Ideas/Opinions/Beliefs to Manager without Fear of Trouble/Other Undesirable Outcomes</b>	<b>4.06</b>	<b>61.91</b>	<b>12.90</b>	<b>7.94</b>	<b>3.85</b>	<b>13.40</b>
<b>For a College MC Attracts "Fair Share" of Highly-Talented employees</b>	<b>4.05</b>	<b>49.68</b>	<b>24.78</b>	<b>12.32</b>	<b>7.32</b>	<b>5.91</b>
<b>Feel Sense of Belonging at the College</b>	<b>4.05</b>	<b>50.61</b>	<b>24.02</b>	<b>11.76</b>	<b>6.86</b>	<b>6.74</b>
<b>Employees Respect/Value Employees whose Race/Ethnicity/Other Diverse Backgrounds Different from Own</b>	<b>4.01</b>	<b>44.40</b>	<b>31.07</b>	<b>11.57</b>	<b>6.92</b>	<b>6.04</b>
<b>College Making Good Progress with Equity Initiatives</b>	<b>3.97</b>	<b>45.30</b>	<b>25.81</b>	<b>16.40</b>	<b>5.65</b>	<b>6.85</b>
<b>Employees Have Equal Opportunity to Receive Job/Career Training</b>	<b>3.97</b>	<b>52.71</b>	<b>20.62</b>	<b>8.38</b>	<b>7.09</b>	<b>11.21</b>
<b>Employees with Diverse Backgrounds/Personal Characteristics Treated Fairly</b>	<b>3.96</b>	<b>47.13</b>	<b>24.41</b>	<b>13.05</b>	<b>7.83</b>	<b>7.57</b>
<b>College Making Good Progress with Inclusion Initiatives/Enhancing Inclusive Culture</b>	<b>3.95</b>	<b>43.18</b>	<b>28.34</b>	<b>16.04</b>	<b>5.21</b>	<b>7.22</b>
<b>Good Job Done Providing Training Programs on How to Effectively Deal with Equity/Inclusion Issues</b>	<b>3.95</b>	<b>44.99</b>	<b>25.77</b>	<b>15.75</b>	<b>5.87</b>	<b>7.61</b>
<b>All Qualified Job Candidates Have Equal Opportunity to Be Hired Regardless of Background</b>	<b>3.92</b>	<b>53.59</b>	<b>17.05</b>	<b>8.93</b>	<b>8.39</b>	<b>12.04</b>

Montgomery College Equity & Inclusion Survey – Executive Summary Report

<b>Diversity of Senior Leaders/Department Managers Sufficient to Achieve/Sustain Strategic Objectives</b>	<b>3.91</b>	<b>45.51</b>	<b>24.67</b>	<b>14.12</b>	<b>6.60</b>	<b>9.10</b>
<b>Employees with Diverse Backgrounds Know to Whom to Report Acts of Discrimination/Abuse</b>	<b>3.85</b>	<b>43.37</b>	<b>27.15</b>	<b>10.30</b>	<b>9.36</b>	<b>9.83</b>
<b>Believe College Will Always Take Appropriate Action in Response to Incidents of Discrimination</b>	<b>3.82</b>	<b>46.18</b>	<b>23.03</b>	<b>10.58</b>	<b>6.96</b>	<b>13.25</b>
<b>Am Treated Fairly/with Respect as Related to My Disability(ies)</b>	<b>3.80</b>	<b>41.15</b>	<b>7.37</b>	<b>45.87</b>	<b>1.92</b>	<b>3.69</b>
<b>Employees of Diverse Backgrounds Encouraged to Apply for Higher Positions</b>	<b>3.80</b>	<b>46.20</b>	<b>17.98</b>	<b>16.52</b>	<b>8.04</b>	<b>11.26</b>
<b>Have Not Been Victim of Discrimination at MC</b>	<b>3.79</b>	<b>56.50</b>	<b>9.00</b>	<b>9.50</b>	<b>7.00</b>	<b>18.00</b>
<b>Opportunities Here for Meaningful Career/Professional/Advancement Regardless of Background</b>	<b>3.74</b>	<b>46.28</b>	<b>18.59</b>	<b>12.05</b>	<b>9.36</b>	<b>13.72</b>
<b>Employees of Any Age/Disabilities/Gender/Race/Ethnicity/Religion/Sexual Orientation Treated Fairly</b>	<b>3.72</b>	<b>40.84</b>	<b>26.08</b>	<b>10.69</b>	<b>8.78</b>	<b>13.61</b>
<b>Employees Comfortable Reported Discrimination/Abuse Acts Against Them Handled in Strict Confidence</b>	<b>3.71</b>	<b>43.07</b>	<b>21.46</b>	<b>12.18</b>	<b>9.89</b>	<b>13.39</b>
<b>Feel Comfortable Expressing Views on Issues Important to Me Even If Know Others May Disagree</b>	<b>3.71</b>	<b>38.61</b>	<b>28.50</b>	<b>10.11</b>	<b>10.35</b>	<b>12.42</b>
<b>College Respects Employees/Values their Differences</b>	<b>3.70</b>	<b>39.77</b>	<b>25.97</b>	<b>11.92</b>	<b>9.41</b>	<b>12.92</b>
<b>Colleagues Take Feedback Seriously/Held Accountable for Behavior Not in Keeping with College Values</b>	<b>3.68</b>	<b>39.76</b>	<b>23.88</b>	<b>13.84</b>	<b>9.63</b>	<b>12.89</b>
<b>Employees Have Equal Opportunity to Have Opinions</b>	<b>3.66</b>	<b>42.25</b>	<b>21.52</b>	<b>12.30</b>	<b>8.29</b>	<b>15.64</b>

Montgomery College Equity & Inclusion Survey – Executive Summary Report

<b>Heard Regardless of Background</b>						
<b>Employees Have Equal Opportunity to Be Included in Committees/Projects</b>	<b>3.66</b>	<b>41.35</b>	<b>22.97</b>	<b>9.86</b>	<b>11.76</b>	<b>14.05</b>
<b>Employees with Diverse Backgrounds Comfortable Reporting Discrimination/Abuse Acts without Fear</b>	<b>3.66</b>	<b>41.84</b>	<b>21.49</b>	<b>13.09</b>	<b>7.75</b>	<b>15.83</b>
<b>College Handles Reported Discrimination Acts Against Employees Effectively/with Urgency</b>	<b>3.63</b>	<b>38.99</b>	<b>21.83</b>	<b>16.79</b>	<b>8.02</b>	<b>14.37</b>
<b>Students with Diverse Backgrounds Know to Whom to Report Acts of Discrimination/Abuse</b>	<b>3.57</b>	<b>39.43</b>	<b>18.80</b>	<b>16.19</b>	<b>10.70</b>	<b>14.88</b>
<b>Employees Have Equal Opportunity to Receive Mentoring/Development Opportunities</b>	<b>3.55</b>	<b>39.70</b>	<b>19.64</b>	<b>13.83</b>	<b>9.82</b>	<b>17.01</b>
<b>Senior Leaders/Department Managers Value Employee Input Regardless of Level/Personal Characteristics</b>	<b>3.47</b>	<b>34.99</b>	<b>24.30</b>	<b>11.32</b>	<b>11.58</b>	<b>17.81</b>
<b>There Is a Career Development Path for Employees Regardless of Background/Personal Characteristics</b>	<b>3.40</b>	<b>35.25</b>	<b>20.03</b>	<b>14.54</b>	<b>10.29</b>	<b>19.89</b>
<b>Have Not Personally Witnessed Discrimination at MC</b>	<b>3.34</b>	<b>42.89</b>	<b>10.88</b>	<b>9.64</b>	<b>10.51</b>	<b>26.08</b>
<b>Employees Can Express Ideas/Opinions/Beliefs without Fear of Retribution/Other Undesirable Outcomes</b>	<b>3.17</b>	<b>28.13</b>	<b>23.83</b>	<b>10.81</b>	<b>11.85</b>	<b>25.39</b>

### Interpretation and Impact of Rating Distribution Percentages

Many of the survey questions in the above chart include percentages for ratings other than “Agree” that might be interpreted as being fairly low. When percentages for somewhat agree, neutral, somewhat disagree and disagree are 20%-30% or lower, some people may conclude that “all is well”. In reality, that is not the case. To illustrate the impact of the rating distribution percentages, it is useful to convert the percentages to show the actual number of employees that the percentages represent. Following are tables for several of the survey questions presenting the number of employees that provided the various ratings based on 851 employees responding to the survey. The tables also project the survey response ratings and their respective numbers of responses for all 3,000 MC employees. It is clear that large numbers of employees feel that many of the drivers of equity and inclusion at MC need significant improvement.

#### Overall Average of all Survey Questions

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	4.05	53.71	19.98	12.12	5.87	8.32	100%
Number of survey respondents		457	170	103	50	71	851
Projected to all MC Employees		1,611	599	364	176	250	3,000

#### Manager Demonstrates Through Actions that Equity/Inclusion Is Important

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	4.23	63.82	14.87	9.54	4.09	7.68	100%
Number of survey respondents		543	127	81	35	65	851
Projected to all MC Employees		1,915	446	286	123	230	3,000



**Employees with Diverse Backgrounds Know to Whom to Report Acts of Discrimination/Abuse**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.85	43.37	27.15	10.30	9.36	9.83	100%
Number of survey respondents		369	231	88	80	84	851
Projected to all MC Employees		1,301	815	309	281	295	3,000

**Employees Comfortable Reported Discrimination/Abuse Acts Against Them Handled in Strict Confidence**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.71	43.07	21.46	12.18	9.89	13.39	100%
Number of survey respondents		367	183	104	84	114	851
Projected to all MC Employees		1,292	644	365	297	402	3,000

**Feel Comfortable Expressing Views on Issues Important to Me Even If Know Others May Disagree**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.71	38.61	28.50	10.11	10.35	12.42	100%
Number of survey respondents		329	243	86	88	106	851
Projected to all MC Employees		1,158	855	303	311	373	3,000

**Employees Have Equal Opportunity to Have Opinions Heard Regardless of Background**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.66	42.25	21.52	12.30	8.29	15.64	100%
Number of survey respondents	360	183	105	71	133	360	851
Projected to all MC Employees	1,268	646	369	249	469	1,268	3,000

**Employees Have Equal Opportunity to Be Included in Committees/Projects**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.66	41.35	22.97	9.86	11.76	14.05	100%
Number of survey respondents		352	195	84	100	120	851
Projected to all MC Employees		1,241	689	296	353	422	3,000

**Employees with Diverse Backgrounds Comfortable Reporting Discrimination/Abuse Acts without Fear**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.66	41.84	21.49	13.09	7.75	15.83	100%
Number of survey respondents		356	183	111	66	135	851
Projected to all MC Employees		1,255	645	393	233	475	3,000

**Senior Leaders/Department Managers Value Employee Input Regardless of Level/Personal Characteristics**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.47	34.99	24.30	11.32	11.58	17.81	100%
Number of survey respondents		298	207	96	99	152	851
Projected to all MC Employees		1,050	729	340	347	534	3,000

**Have Not Personally Witnessed Discrimination at MC**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.17	28.13	23.83	10.81	11.85	25.39	100%
Number of survey respondents		239	203	92	101	216	851
Projected to all MC Employees		844	715	324	356	762	3,000

**Employees Can Express Ideas/Opinions/Beliefs without Fear of Retribution/Other Undesirable Outcomes**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.17	28.13	23.83	10.81	11.85	25.39	100%
Number of survey respondents		239	203	92	101	216	851
Projected to all MC Employees		844	715	324	356	762	3,000

**Manager Demonstrates Through Actions that Equity/Inclusion Is Important**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	4.23	63.82	14.87	9.54	4.09	7.68	100%
Number of survey respondents		543	127	81	35	65	851
Projected to all MC Employees		1,915	446	286	123	230	3,000

**Employees with Diverse Backgrounds Know to Whom to Report Acts of Discrimination/Abuse**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.85	43.37	27.15	10.3	9.36	9.83	100%
Number of survey respondents		369	231	88	80	84	851
Projected to all MC Employees		1,301	815	309	281	295	3,000

**Employees Comfortable Reported Discrimination/Abuse Acts Against Them Handled in Strict Confidence**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.71	43.07	21.46	12.18	9.89	13.39	100%
Number of survey respondents		367	183	104	84	114	851
Projected to all MC Employees		1,292	644	365	297	402	3,000

**Feel Comfortable Expressing Views on Issues Important to Me Even If Know Others May Disagree**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.71	38.61	28.5	10.11	10.35	12.42	100%
Number of survey respondents		329	243	86	88	106	851
Projected to all MC Employees		1,158	855	303	311	373	3,000

**Employees Have Equal Opportunity to Have Opinions Heard Regardless of Background**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.66	42.25	21.52	12.3	8.29	15.64	100%
Number of survey respondents		360	183	105	71	133	851
Projected to all MC Employees		1,268	646	369	249	469	3,000

**Employees Have Equal Opportunity to Be Included in Committees/Projects**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.66	41.35	22.97	9.86	11.76	14.05	100%
Number of survey respondents		352	195	84	100	120	851
Projected to all MC Employees		1,241	689	296	353	422	3,000

**Employees with Diverse Backgrounds Comfortable Reporting Discrimination/Abuse Acts without Fear**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.66	41.84	21.49	13.09	7.75	15.83	100%
Number of survey respondents		356	183	111	66	135	851
Projected to all MC Employees		1,255	645	393	233	475	3,000

**Senior Leaders/Department Managers Value Employee Input Regardless of Level/Personal Characteristics**

Question	Rating	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Total
Overall Rating and Response Percentages	3.47	34.99	24.3	11.32	11.58	17.81	100%
Number of survey respondents		298	207	96	99	152	851
Projected to all MC Employees		1,050	729	340	347	534	3,000

**Have Not Personally Witnessed Discrimination at MC**

<b>Question</b>	<b>Rating</b>	<b>Agree</b>	<b>Somewhat agree</b>	<b>Neutral</b>	<b>Somewhat disagree</b>	<b>Disagree</b>	<b>Total</b>
Overall Rating and Response Percentages	3.34	42.89	10.88	9.64	10.51	26.08	100%
Number of survey respondents		365	93	<b>82</b>	<b>89</b>	<b>222</b>	851
Projected to all MC Employees		1,287	326	<b>289</b>	<b>315</b>	<b>782</b>	3,000

**Employees Can Express Ideas/Opinions/Beliefs without Fear of Retribution/Other Undesirable Outcomes**

<b>Question</b>	<b>Rating</b>	<b>Agree</b>	<b>Somewhat agree</b>	<b>Neutral</b>	<b>Somewhat disagree</b>	<b>Disagree</b>	<b>Total</b>
Overall Rating and Response Percentages	3.17	28.13	23.83	10.81	11.85	25.39	100%
Number of survey respondents		239	203	<b>92</b>	<b>101</b>	<b>216</b>	851
Projected to all MC Employees		844	715	<b>324</b>	<b>356</b>	<b>762</b>	3,000



## Section Averages - Survey Sections Presented in Descending Rating Order

- The following table presents the overall rating for each of the survey’s 12 sections.
- There is significant variation in ratings by survey section. Even the highest rated survey sections received relatively low ratings for some of the questions included in the section. The greatest equity and inclusion improvements will come from focusing on the issues/opportunities identified in the survey sections receiving the lowest ratings.

<b>Section Averages in Rating Descending Order</b>	
<b>Section</b>	<b>Average</b>
Employee Engagement and Commitment to the College	4.26
Diversity & Inclusion Training	4.26
Supporting Student Diversity and Inclusion Needs	4.23
My Manager	4.16
Values, Policies and Procedures	4.13
Recruiting and Hiring	4.12
Your Personal Experiences and Perspective	4.12
Relationships and Interaction between People	4.03
Leadership's Commitment to Equity & Inclusion	3.96
College Culture	3.91
Reporting Acts of Discrimination and Abuse Against Employees	3.71
Job & Career Development	3.68

## Ratings by Demographics

- Employees were asked to identify their location/campus, division, gender and race. In order to make employees comfortable that their survey answers will be anonymous, answering these questions was optional and numerous employees chose not to answer one or more of the demographic questions. In this summary, we are providing ratings by gender and race.

## Ratings by Gender

- There is moderate variation in overall ratings by gender. The overall rating for males is 4.29 and for females it is 4.11. The 44 employees that did answer this question have a low overall rating of 3.61. The 141 employees that said they prefer not to respond to this question have an overall low rating of 3.55. Only 2 employees answered “other”. Their overall rating is a very low 2.40.

<b>Results Broken Down by Gender</b>			
<b>Gender</b>		<b>Count</b>	<b>Overall</b>
<b>Male</b>		<b>253</b>	<b>4.29</b>
<b>Female</b>		<b>411</b>	<b>4.11</b>
<b>Unanswered</b>		<b>44</b>	<b>3.61</b>
<b>Prefer not to respond</b>		<b>141</b>	<b>3.55</b>
<b>Other</b>		<b>2</b>	<b>2.40</b>

## Ratings by Race

- There is significant variation in overall ratings by race, ranging from a high of 4.56 for Asian/Pacific Islanders to a low of 3.59 for Native Americans. The 44 employees that did answer this question have a low overall rating of 3.56. The 207 employees that said they prefer not to respond to this question have an overall low rating of 3.71.

<b>Results Broken Down by Race</b>		
<b>Race</b>	<b>Count</b>	<b>Overall</b>
<b>Asian/Pacific Islander</b>	<b>67</b>	<b>4.56</b>
<b>Hispanic</b>	<b>51</b>	<b>4.27</b>
<b>Caucasian</b>	<b>277</b>	<b>4.20</b>
<b>African American</b>	<b>173</b>	<b>4.08</b>
<b>Prefer not to respond</b>	<b>207</b>	<b>3.71</b>
<b>Multi-racial</b>	<b>28</b>	<b>3.71</b>
<b>Native American</b>	<b>5</b>	<b>3.59</b>
<b>Unanswered</b>	<b>43</b>	<b>3.56</b>

## Survey Section Ratings by Demographics

The charts on this and the following three pages present the overall survey section average ratings by division, location/campus, gender and race. All ratings of 3.99 or lower are highlighted in yellow. This makes it easy to see the survey sections and demographics that have the lowest overall ratings.

Survey Section Averages By Division													
Division	Section												
		Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Section 9	Section 10	Section 11	Section 12
	Overall	Leadership's Commitment to Equity & Inclusion	My Manager	College Culture	Your Personal Experiences and Perspective	Relationships and Interaction between People	Recruiting and Hiring	Job & Career Development	Values, Policies and Procedures	Diversity and Inclusion Training	Employee Engagement and Commitment to the College	Reporting Acts of Discrimination and Abuse Against Employees	Supporting Student Diversity and Inclusion Needs
All Divisions	4.05	3.96	4.16	3.91	4.12	4.03	4.12	3.68	4.13	4.26	4.26	3.71	4.23
Unanswered	3.94	3.77	4.16	3.80	3.98	3.92	3.95	3.62	4.02	4.05	4.09	3.71	4.20
Academic Affairs	3.97	3.87	4.08	3.78	4.07	3.96	4.10	3.59	4.02	4.24	4.28	3.55	4.12
Admin & Fiscal Services	4.26	4.16	4.31	4.17	4.27	4.24	4.24	4.01	4.34	4.42	4.42	3.98	4.58
Advancement & Community Engagement	4.16	4.27	4.08	4.14	4.24	4.13	4.29	4.00	4.23	4.34	4.26	3.92	4.05
Office of the President	3.84	3.69	4.43	3.56	4.10	3.92	3.90	3.05	4.07	3.91	3.95	3.28	4.07
Student Affairs	4.10	4.11	4.10	4.01	4.22	4.07	4.25	3.52	4.23	4.41	4.31	3.72	4.24

Montgomery College Equity & Inclusion Survey – Executive Summary Report

Survey Section Averages By Location/Campus													
Location/Campus	Section												
		Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Section 9	Section 10	Section 11	Section 12
	Overall	Leadership's Commitment to Equity & Inclusion	My Manager	College Culture	Your Personal Experiences and Perspective	Relationships and Interaction between People	Recruiting and Hiring	Job & Career Development	Values, Policies and Procedures	Diversity & Inclusion Training	Employee Engagement and Commitment to the College	Reporting Acts of Discrimination and Abuse Against Employees	Supporting Student Diversity and Inclusion Needs
All Location/Campus	4.05	3.96	4.16	3.91	4.12	4.03	4.12	3.68	4.13	4.26	4.26	3.71	4.23
Unanswered	3.40	3.13	3.66	3.10	3.46	3.34	3.54	2.86	3.39	3.61	3.62	2.88	4.06
Central Services	4.15	4.07	4.40	4.03	4.23	4.17	4.18	3.70	4.26	4.34	4.33	3.79	4.33
East County Regional Services Center	3.52	3.97	4.93	3.93	4.31	4.11	2.50	2.79	2.75	2.80	2.38	2.88	2.69
Gaithersburg Business Training Center	4.28	3.91	4.30	4.21	4.38	4.19	4.37	4.16	4.55	4.35	4.34	3.72	4.64
Gaithersburg Library	4.26	5.00	3.80	5.00	4.29	5.00	5.00	3.43	4.00	3.80	4.00	3.00	4.00
Germantown	4.21	4.17	4.30	4.06	4.26	4.19	4.28	3.89	4.25	4.35	4.42	3.95	4.41
Rockville	3.94	3.86	4.02	3.82	4.01	3.91	3.99	3.60	4.03	4.18	4.20	3.54	4.09
Takoma Park/Silver Spring	4.20	4.12	4.21	4.07	4.28	4.19	4.30	3.84	4.31	4.44	4.40	4.01	4.32
Wheaton	4.11	4.02	4.13	4.07	4.25	3.99	4.58	3.96	4.07	4.26	4.43	3.26	4.20

Montgomery College Equity & Inclusion Survey – Executive Summary Report

Survey Section Averages By Gender													
Gender	Section												
		Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Section 9	Section 10	Section 11	Section 12
	Overall	Leadership's Commitment to Equity & Inclusion	My Manager	College Culture	Your Personal Experiences and Perspective	Relationships and Interaction between People	Recruiting and Hiring	Job & Career Development	Values, Policies and Procedures	Diversity and Inclusion Training	Employee Engagement and Commitment to the College	Reporting Acts of Discrimination and Abuse Against Employees	Supporting Student Diversity and Inclusion Needs
All Genders	4.05	3.96	4.16	3.91	4.12	4.03	4.12	3.68	4.13	4.26	4.26	3.71	4.23
Unanswered	3.61	3.37	3.74	3.30	3.64	3.77	3.52	2.91	3.67	3.90	4.08	3.16	4.15
Female	4.11	3.99	4.20	3.99	4.23	4.08	4.22	3.70	4.21	4.36	4.35	3.69	4.23
Male	4.29	4.28	4.33	4.25	4.31	4.27	4.30	4.06	4.37	4.36	4.45	4.09	4.42
Other	2.40	2.10	2.10	2.29	2.75	2.06	3.00	2.57	2.25	3.60	2.50	1.00	2.14
Prefer not to respond	3.55	3.50	3.87	3.23	3.60	3.55	3.67	3.12	3.57	3.84	3.73	3.12	3.87

Montgomery College Equity & Inclusion Survey – Executive Summary Report

Survey Section Averages by Race													
Race	Section												
		Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Section 9	Section 10	Section 11	Section 12
	Overall	Leadership's Commitment to Equity & Inclusion	My Manager	College Culture	Your Personal Experiences and Perspectives	Relationships and Interaction between People	Recruiting and Hiring	Job & Career Development	Values, Policies and Procedures	Diversity & Inclusion Training	Employee Engagement and Commitment to the College	Reporting Acts of Discrimination and Abuse Against Employees	Supporting Student Diversity and Inclusion Needs
All Races	4.05	3.96	4.16	3.91	4.12	4.03	4.12	3.68	4.13	4.26	4.26	3.71	4.23
Unanswered	3.56	3.27	3.68	3.36	3.58	3.59	3.53	2.99	3.59	3.92	3.86	3.48	3.99
African American	4.08	4.03	4.04	4.02	4.18	4.03	4.09	3.72	4.17	4.40	4.37	3.69	4.25
Asian/Pacific Islander	4.56	4.44	4.62	4.48	4.58	4.53	4.48	4.50	4.65	4.67	4.72	4.43	4.69
Caucasian	4.20	4.15	4.41	4.11	4.29	4.21	4.35	3.83	4.32	4.33	4.40	3.84	4.24
Hispanic	4.27	4.20	4.18	4.17	4.38	4.27	4.20	4.08	4.26	4.46	4.52	3.99	4.34
Native American	3.59	3.34	3.32	3.48	3.68	3.68	3.75	3.60	3.38	4.11	3.55	3.40	3.50
Multi-racial	3.71	3.42	3.83	3.47	3.82	3.69	3.71	3.27	4.02	3.92	3.83	3.41	4.12
Prefer not to respond	3.71	3.65	3.93	3.45	3.77	3.69	3.85	3.24	3.75	3.94	3.92	3.28	4.06

## Key Findings

**Overall Results** – The overall rating for all survey responses and all questions is 4.05. Given the importance of equity and inclusion to Montgomery College, its employees, students and the communities MC serves, this is a low overall rating. The issues that have the lowest ratings in this survey are clear contributors to employee turnover and they are impacting employee morale, satisfaction, engagement and performance. According to employees’ comments and ratings in this survey, they are also negatively impacting Montgomery College’s organizational effectiveness and ability to attract, educate and retain students.

Organizational effectiveness is the ability of organizations to create the conditions necessary to achieve their intended outcomes. MC’s intended outcomes include achieving a diverse, equitable and inclusive environment that enables both employees and students to thrive. Many employees feel that MC’s organizational effectiveness is weak and needs to be significantly strengthened as it relates to creating conditions for diversity, equity and inclusion, as well as other intended outcomes. This perception varies by greatly by individual employee, campus, department and the manager employees report to.

The comments and suggestions provide information, perceptions and insights for understanding why ratings are high or low, and what can be done to address problems and take advantage of opportunities.

While many of the comments received from employees are positive, the majority of comments are negative, identifying numerous problems and opportunities for improvement.

The comment report also includes a large number of suggestions for each of the two open-ended questions (e.g. questions without ratings).

Key survey findings are presented below. A summary of key findings are presented first for each survey section, followed by a separate set of key findings for each survey question.



## Key Top-Level Findings by Survey Section

The following findings for each survey section summarize what employees said in their ratings and comments:

### 1. Employee Engagement and Commitment to the College - 4.26

- Significant opportunity exists to strengthen employee engagement and commitment to MC. The level of engagement and commitment varies greatly by individual employee, their personal characteristics (e.g. age, gender, race, disabilities, etc.), the manager they report to and by campus and department. Low levels of employee engagement and commitment negatively impact overall employee performance including productivity, the quality of teaching and the quality produced by non-faculty employees. It also contributes to employee turnover.
- Imbalances in diversity and shortfalls in equity and inclusion at MC's campuses and in its departments are significant contributors to employee disengagement and decreased commitment to the college.
- In addition to diversity, equity and inclusion, there are other important drivers of employee engagement and commitment in any organization. These include perceived job security, reporting to a fair and highly-effective manager, satisfaction with compensation and benefits, training and development opportunities, having satisfying/challenging work, receiving accurate and timely ongoing feedback about work performance, recognition, having the technology/equipment/information and other resources needed to perform your job effectively, having enough people to get the job done, having a clear understanding of the organization's mission/vision/values, having confidence and trust in the senior leadership, having a healthy organizational culture and other drivers. Employees' comments throughout the survey indicate that MC falls short in all of these areas for many employees. This is especially so for employees of select diverse backgrounds and for many of MC's part-time employees, including adjunct faculty.
- **Characteristics of Engaged Employees** - Employees are engaged when they are fully committed, involved and enthusiastic about their jobs and their organization.

- Engaged employees are willing, able and actually do contribute to their organization's success.
- Engaged employees regularly go the extra mile, putting effort into their work above and beyond what is expected of them.
- Engaged employees thrive when they are working in a positive, supportive organizational culture. Their inspiration, energy and enthusiasm in turn enhance the corporate culture.

Highly satisfied employees are more productive, their work is of higher quality, they give customers better service and they stay with the organization longer. They exhibit many of the following characteristics:

- Achieve consistently high levels of performance
- High energy and enthusiasm
- Committed to customers (external and internal) and exceeding customer expectations
- Professionally and emotionally committed to their job
- Initiate problem-solving, challenge things that need to be changed
- Innovate and strive for process and teaching excellence and efficiency/effectiveness
- Focus on achieving goals
- Expect and enjoy autonomy and the ability to make decisions
- Initiate and participate in special projects
- Committed to the organization, their group and role
- Would recommend their organization as a great place to work and to be a student
- Communicate willingly and effectively
- Identify risks and take appropriate action
- Committed to and demonstrate personal and professional improvement

## **2. Diversity & Inclusion Training - 4.26**

- While many employees receive ongoing diversity and inclusion training, comments indicate that some (possibly many) employees don't attend diversity & inclusion training, especially part-time employees.
- Some employees have strong biases against employees of various diverse backgrounds and they won't likely learn and benefit from the training.
- Some employees feel MC's equity & inclusion training is repetitive and too lengthy, and that more emphasis should be placed on inclusion activities that bring employees of diverse backgrounds together so they can get to know, understand and be more comfortable with each other.

## **3. Supporting Student Diversity and Inclusion Needs - 4.23**

- Comments and ratings indicate that MC needs to do a better job of supporting the diversity and inclusion needs of students.
- Many employees said they don't know how students feel about diversity and inclusion and that MC should survey students to find out. Quantisoft has been told that a student survey is planned. The results of the student survey should be reviewed in conjunction with the findings of the employee equity and inclusion survey.

## **4. My Manager - 4.16**

- There is significant variation in the effectiveness of MC's managers. While some employees said they report to highly effective managers that they trust and respect, many others feel their manager is ineffective, plays favoritism, isn't an effective communicator, isn't open to listening to ideas and instills fear in employees.
- Many employees said their manager isn't sensitive to the needs of diverse employees and that some managers discriminate and abuse some employees.
- Many of MC's managers lack the competencies and behavioral skills needed to be effective as managers. Assessing each manager's leadership competencies and behavior and then providing management and leadership training and mentoring would be highly beneficial for managers, the employees they lead and for students.

## 5. Values, Policies and Procedures - 4.13

- Comments indicate that some of MC’s policies and procedures don’t accommodate the special needs of low-income and diverse employees and students.
- MC has excellent Mission, Vision and Values statements that are presented on MC’s website (see immediately below). The statements are primarily focused on students and consideration should be given to broadening the statements to address the perspectives of employees and the community MC serves. The equity & inclusion survey found that there is a significant gap between MC’s Mission, Vision and Values statements and MC’s current reality.

### **Our Mission, Vision, and Values**

More than just words, our mission, vision, and values reflect, in an inspiring way, who we are as an institution and why we are so dedicated to our students and their success. These aspirational standards set our priorities and drive our actions every day.

**OUR MISSION:** We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

**OUR VISION:** With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

**OUR VALUES:** EXCELLENCE \* INTEGRITY \* INNOVATION \* DIVERSITY \* STEWARDSHIP \* SUSTAINABILITY

- Montgomery College has grown into an institution where radical inclusion—that is, deeply rooted values of welcoming all individuals who seek higher education or continuing education—is an essential element of our identity. By intentionally cultivating our campuses as places where equal opportunity flourishes, we have advanced our own educational mission, contributed to the aspirations of Montgomery County, and added to the vision of our nation.
- We are here to ensure that every student—regardless of ability, background, economic status, race, or age—has access to higher education. One of our main challenges is to focus on equity in success. This means that we provide all students, including those from disadvantaged backgrounds

who typically don't perform as well in college, with the assistance, opportunities, and tools not just to attend college but to effectively reach their goals. Our job is to ensure that everyone has the ability to achieve success by redesigning our institutions for those outcomes.

- Montgomery College faculty and staff have gone to great lengths to create robust learning environments where all persons feel safe voicing their perspectives and where intellectual rigor is the basis for engaging across difference. The College will continue to affirm the rights of all persons to study and pursue opportunity through education, free from fear and distraction. Our institution will continue to be a place where diversity thrives and where difference is celebrated.

#### **6. Recruiting and Hiring - 4.12**

- Many employees feel that MC generally underpays employees and that compensation for many positions is not competitive. Some employees believe that this makes it more difficult to attract and hire the best people.
- The recruiting and hiring process isn't consistently followed. Biases creep into the process. Friends and relatives are sometimes hired over better-qualified job candidates. Employees feel that many open positions are not posted, enabling managers to hand-pick current employees for positions and to hire from outside MC. Managers would benefit from training in how to recruit, interview, evaluate and hire job candidates.
- Many job candidates don't see or meet with a diverse group of people when they visit the college and go through the interview process.
- Due to budget constraints and possibly other considerations, many employees feel too many positions are part-time positions that deserve to be full-time positions. This is an issue of significant frustration and discontent for a significant number of MC's part-time staff. For many of MC's part-timers, compensation, benefits, the desire to be treated equitably and to be included are key issues. Perceived job insecurity is also an issue for some part-timers. Some full-time employees feel that some part-timers are not held to the same standards of competence and performance as are full-time employees.

## **7. Your Personal Experiences and Perspective - 4.12**

- Many employees of diverse backgrounds and some of non-diverse backgrounds said they and/or their colleagues have experienced various forms of discrimination and abuse. They also commented on incidents of discrimination and abuse experienced by students done by both faculty and other students. They feel that much can and should be done to eliminate discrimination and abuse from MC's workplace.
- Many employees feel they and some other employees have not received equity regarding things like compensation and promotions, nor have they received equal opportunities to be included on committees and project teams and to attend training.
- Numerous employees feel that managers and employees often are not held accountable for their inappropriate behavior and actions, especially as it relates to acts of discrimination and abuse.
- Many employees feel MC's leadership needs to be more sensitive to the special needs of specific diverse groups. Examples include the need to make facilities and parking more accessible to disabled employees and students, and providing special services and accommodations for employees and students such as low-income and English as a second language employees/students.
- Numerous employees commented on the need for HR to be more effective at supporting equity and inclusion, and to keep communications between employees and HR confidential.

## **8. Relationships and Interaction between People - 4.03**

- In addition to the diversity issues included in the survey, numerous employees recommended the need for MC to also stress being open to diversity of thought without fear of retribution. Comments indicate this is particularly true for employees with politically conservative points of view. They also feel that MC needs to be more sensitive to the needs of low-income students.
- In recent years numerous articles have been published about organizations proactively creating opportunities for "collisions between employees" and "between employees and customers". Collisions are unplanned opportunities for interactions between people when they collide (bump into each other) while they are walking in hallways, waiting at a copying

machine, eating in the cafeteria, walking on campus, taking a coffee or bathroom break, etc. During unplanned collisions people often share and spark new ideas, share experiences and get to know each other. This can lead to collaboration, new projects and initiatives, new friendships, inclusion opportunities, greater trust between people, the sharing and spread of best practices and other desirable outcomes. MC should focus on creating conditions that encourage collisions between employees, between employees and managers, and between employees and students.

### **9. Leadership's Commitment to Equity & Inclusion - 3.96**

- Many employees feel MC's leadership team as a group falls short in its commitment to equity and inclusion. It varies significantly by individual in the leadership team. The lack of commitment is visible to employees in communications, behavior and actions, as well as in shortfalls in the execution of various initiatives and programs.
- Like in other organizations, MC's employees hold MC's leadership accountable for being responsible for and committed to equity and inclusion and for executing on that commitment. Many of the ratings and comments in this survey indicate that employees feel the leadership team isn't fully committed to equity and inclusion and that leadership isn't effectively executing on their commitment.

### **10. College Culture - 3.91**

- MC has a culture of fear where many employees fear making suggestions to their manager and reporting discrimination and abuse against employees for fear of retribution.
- Overall trust in MC's senior leadership team and in managers in general is low.
- Many employees feel MC does not have a meritocracy culture. Many employees feel that people are often hired and promoted based on who they know, their ethnic or other diverse or non-diverse backgrounds and for other non-merit based criteria. This results in having weak performers in various faculty and other positions.
- Like most organizations, MC has both a general overall culture and numerous sub cultures in its various campuses, departments and within informal groups of employees based on their ethnic background and other personal characteristics.

- Many employees feel that discrimination and abuse are often tolerated and unchallenged. Comments identified some specific managers as being discriminators and abusers, or that they are not willing to deal with discrimination and abuse.

### **11. Reporting Acts of Discrimination and Abuse Against Employees - 3.71**

- Many employees said they and other employees don't know or are unsure of whom to report acts of discrimination and abuse to. Many others don't trust the reporting process to keep reporters anonymous. Others believe that action isn't taken on some reports of abuse and discrimination, that the review process takes too long and that the process isn't always fair and thorough.
- Many employees won't report acts of discrimination and abuse because they fear retribution. The reporting process, communications to employees and training should focus on getting employees to be comfortable reporting discrimination and abuse.
- The likelihood that employees will report acts of discrimination and abuse depends on their ethnic backgrounds, the country they come from, their life experiences and other characteristics. Training and other equity and inclusion initiatives should consider these differences. Some MC employees are much less likely to report acts of discrimination than are others. Gerard Hofstede, a Dutch social psychologist, former IBM employee, and Professor Emeritus of Organizational Anthropology and International Management at Maastricht University in the Netherlands did pioneering research in this area. Working at IBM during the 1970's and 1980's, he found that IBM's national employees in various countries responded very differently to questions in employee surveys based on their nationality. Quantisoft and others have found results similar to Hofstede's. People in Asian, Middle Eastern, Latin American and African countries are less comfortable and likely to report acts of discrimination and abuse than people in the U.S., Canada, Europe, Australia and especially Israel. When employees (and students) from countries where they are less likely to report discrimination and abuse, they are also least likely to report when they are working in the U.S. This is likely the reason that MC's Asian/Pacific Islander and Hispanic employees may have higher overall ratings in this survey than employees of other groups. It is also likely the reason why so many employees selected "prefer not to provide demographic information" or just didn't answer demographic questions.



## **12. Job & Career Development - 3.68**

- Many MC employees said they are not receiving job and career development. This is especially so for part-time employees including adjunct faculty members. Many employees commented that their requests to attend training are turned down due to budget constraints, favoritism and other reasons.
- Most employees do not have a mentor and don't know how to approach someone to be their mentor. Like in other organizations, most managers aren't likely to be capable of being effective mentors.
- Comments suggest that some faculty members from other countries need training to help them become more effective at understanding and meeting the needs of students.

## Key Findings by Survey Question

The following findings for each survey question summarize what employees said in their ratings and comments:

### Section 1: Leadership's Commitment to Equity & Inclusion – 3.96

**4.10 - Senior Leadership Demonstrates through Actions that Inclusion is Important** – Many employees feel that not all members of the senior leadership team demonstrate through their actions that inclusion is important. Members of various groups feel their groups are not included on an equitable basis, and that they do not have an opportunity to provide input for decisions and to generally be heard. This varies by individual senior leaders.

**4.13 - College Demonstrated Commitment to Meeting Underrepresented Racial/Ethnic Employee Population Needs** – Many employees feel MC is falling short in demonstrating its commitment to meeting the needs of underrepresented racial/ethnic and other employee populations. This is perceived to vary by campus, department and the manager employees report to.

**3.91 - Diversity of Senior Leaders/Department Managers Sufficient to Achieve/Sustain Strategic Objectives** – Many employees feel there is significant diversity of senior leaders and department managers but that it may not be sufficient to achieve and sustain MC's strategic objectives. Some employees feel the diversity of the leadership team is primarily African American and White and not representative of other groups. Several employees commented that the actions of senior leaders are more important than their individual diversity.

**3.47 - Senior Leaders/Department Managers Value Employee Input Regardless of Level/Personal Characteristics** – Most employees feel senior leaders and department heads do not value their input, regardless of their level or personal characteristics. Many employees said they are not asked for input and when they have an opportunity to provide input, it is usually not taken seriously.

**4.20 - College Meets Special Needs of Employees with Disabilities** – Many employees feel that significant effort has and continues to be made on meeting the needs of employees with disabilities. There are numerous exceptions identified by people with disabilities. The exceptions identify specific buildings and parking lots where improvements such as more accessible elevators and rest rooms, more handicap parking and other issues need to be addressed. There is also a feeling that some employees, including managers, are not sensitive to the needs of employees with disabilities.

## **Section 2: My Manager – 4.16**

**4.34 - Manager Committed to/Supports Equity/Inclusion** – While many managers are felt to be committed to and support equity and inclusion, many others are felt to be only somewhat supportive or not supportive. The comments identify numerous ways in which some managers fail to support equity and inclusion.

**4.23 - Manager Demonstrates through Actions that Equity/Inclusion is Important** – Many employees feel their manager doesn't consistently demonstrate through actions that equity and inclusion are important. Hiring, promotions, compensation, selection to participate in committees/projects and how individual employees are treated (favoritism, verbal abuse, etc.) are some of the ways in which some managers are not demonstrating through actions that equity and inclusion are important.

**4.10 - Manager Handles Equity/Inclusion Issues Effectively** – Many employees say that their manager is not effective at handling equity and inclusion issues. By their behavior and actions, some managers avoid the issues. Some managers are causing equity and inclusion issues to happen.

**4.09 - Manager Always Takes Appropriate Action to Incidents of Discrimination** – Most employees aren't aware of incidents of discrimination. Some employees who say they are aware of incidents of discrimination feel their manager does not always take appropriate action.

**4.06 - Can Express Ideas/Opinions/Beliefs to Manager without Fear of Trouble/Other Undesirable Outcomes** – Many employees feel they cannot express ideas, opinions and beliefs to

their manager without fear of getting in trouble or facing other undesirable outcomes. Comments for numerous survey questions indicate there is significant fear of managers across MC.

### **Section 3: College Culture – 3.91**

**4.06 - College Has Culture of Equity/Inclusion** – Many employees feel the College doesn't have a culture of equity and inclusion. Some employees feel their diverse group is left out while others feel the culture varies significantly by department, campus and the manager.

**3.72 - Employees of Any Age/Disabilities/Gender/Race/Ethnicity/Religion/Sexual Orientation Treated Fairly** – Many employees feel that they and their colleagues are not being treated fairly based on their personal characteristics. It varies based on campus, department, who the manager is and one's personal characteristics and background.

**3.70 - College Respects Employees/Values their Differences** – Many employees feel MC does not respect employees and does not value their opinions. This varies by department, campus and who employees report to.

**3.97 - College Making Good Progress with Equity Initiatives** – While numerous employees commented that the College is making good progress with equity initiatives, many employees feel that is not the case and that more progress needs to be made. This varies by position, department, campus and the personal characteristics of individual employees.

**3.95 - College Making Good Progress with Inclusion Initiatives/Enhancing Inclusive Culture** – Many employees feel good progress has been made with various past and current inclusion initiatives and enhancing MC's inclusion culture, but that more needs to be done. Some employees aren't aware of the progress that has been made.

**3.96 - Employees with Diverse Backgrounds/Personal Characteristics Treated Fairly** – Many employees feel that employees with diverse backgrounds and personal characteristics aren't treated fairly. There are many exceptions to this. It depends on individual people, department and campus.

**4.01 - Employees Respect/Value Employees whose Race/Ethnicity/Other Diverse Backgrounds Different from Own** – Many employees feel that numerous other employees don't respect employees whose race, ethnicity or other diverse backgrounds are different from own.

**Section 4: Your Personal Experiences and Perspective – 4.12**

**4.21 - Am Treated Fairly/with Respect as Related to My Age** – Many employees feel they are not treated fairly and with respect as related to their age. Both older and young employees feel they are being treated unfairly and without respect because of their age.

**3.80 - Am Treated Fairly/with Respect as Related to My Disability(ies)** – Many employees feel they are not treated fairly and with respect as related to their disabilities. This includes employees without disabilities who feel those with disabilities aren't treated fairly and with respect.

**4.22 - Am Treated Fairly/with Respect as Related to My Gender** – Numerous women and some men feel they are not treated fairly and with respect as related to their gender. This includes comments about reverse discrimination by white males. The issues they commented on include hiring at MC and in their respective departments, compensation, promotions, committee and project assignments and how they are treated by their manager.

**4.08 - Am Treated Fairly/with Respect as Related to My Race/Ethnicity** – Many employees feel they are not treated fairly and with respect as related to their race/ethnicity.

**4.15 - Am Treated Fairly/with Respect as Related to My Religion** – Many employees feel they are not treated fairly and with respect as related to their religion or non-religion.

**4.38 - Am Treated Fairly/with Respect as Related to My Sexual Orientation** – This question received relatively few comments. Many employees feel they are treated fairly and with respect as related to their sexual orientation but there are clear exceptions, especially by members of the LGBTQ community.

**4.50 - Hearing/Reading/Learning about Diversity Is Important to Me** – Most employees said hearing, reading and learning about diversity is important to them.

**4.50 - Hearing/Reading/Learning about Diversity Inclusion Is Important to Me** – Most employees said hearing, reading and learning about diversity inclusion is important to them.

**3.71 - Feel Comfortable Expressing Views on Issues Important to Me Even If Know Others May Disagree** – The ratings and comments for this question indicate that many employees do not feel comfortable expressing their views on issues important to them even if they know others may disagree. Numerous comments to many survey questions describe incidents of retribution for expressing views.

**4.23 - Have Become More Aware/Understanding of Ethnic/Racial/Sexual Orientation Differences Working at MC** – Many employees said they were already aware and understanding of ethnic, racial and sexual orientation differences before joining MC and from their life experiences. Some employees feel MC has further enhanced their awareness and understanding.

**4.47 - Getting to Know People with Ethnic/Racial/Other Diverse Backgrounds Different from Me Has Been Easy** – To varying degrees, most employees feel that getting to know people with ethnic/racial/other diverse backgrounds different from theirs has been easy. There are clear exceptions based on department and the individuals involved. Some employees feel they or other employees they know are isolated and find it difficult to get to know people of other backgrounds.

**4.34 - Easy for People with Ethnic/Racial/Other Backgrounds to Know People with Different Backgrounds** – Many employees feel it is relatively easy for people with ethnic/racial/other diverse backgrounds to know people with different backgrounds. There are clear exceptions based on the department, individual people and other variables.

**3.34 - Have Not Personally Witnessed Discrimination at MC** – Large numbers of employees said they have personally witnessed discrimination at MC, both among employees and students. The comments on this issue are pretty strong.

**3.79 - Have Not Been Victim of Discrimination at MC** – Many employees said they have been the victim of discrimination at MC, for many reasons. Some employees feel the discrimination is sometimes subtle and hidden, and difficult to detect or know for sure.

**Section 5: Relationships and Interaction between People – 4.03**

**4.15 - Colleagues Treated Fairly/with Respect as Related to their Age** – Many employees feel their colleagues are not treated fairly and with respect as related to their age. This pertains to both young and older employees.

**4.23 - Colleagues Treated Fairly/with Respect as Related to their Disabilities** – Many employees feel their colleagues are not treated fairly and with respect as related to their disabilities.

**4.22 - Colleagues Treated Fairly/with Respect as Related to their Gender** – Many employees feel their colleagues are not treated fairly and with respect as related to their gender.

**4.12 - Colleagues Treated Fairly/with Respect as Related to their Race/Ethnicity** – Many employees feel their colleagues are not treated fairly and with respect as related to their race/ethnicity.

**4.33 - Colleagues Treated Fairly/with Respect as Related to their Sexual Orientation** – Many employees feel their colleagues are not treated fairly and with respect as related to their sexual orientation.

**3.68 - Colleagues Take Feedback Seriously/Held Accountable for Behavior Not in Keeping with College Values** – Many employees feel their colleagues do not take feedback seriously and they are not held accountable for behavior not in keeping with MC's values. Several comments through the survey mention specific examples.

**4.26 - Employees of Different Backgrounds Interact Well at MC** – Many employees feel employees of different backgrounds tend to not interact well for various reasons. For many employees, the opportunity to interact are limited, especially if they are part-time employees.

**4.15 - Age/Disability/Ethnic/Gender/Religious-Based Jokes Not Tolerated** – Many employees feel age, disability, ethnic, gender and religious-based jokes are tolerated. It depends on the manager or employee.

**3.17 - Employees Can Express Ideas/Opinions/Beliefs without Fear of Retribution/Other Undesirable Outcomes** – Most employees feel they cannot express ideas, opinions and beliefs without fear of retribution or other undesirable consequences. Employees reacted strongly to this question in their ratings and comments. This depends on the manager an employee reports to. The comments for this and other questions indicate MC has a culture of fear.

### **Section 6: Recruiting and Hiring – 4.12**

**4.05 - For a College MC Attracts "Fair Share" of Highly-Talented employees** – Many employees feel MC does not attract its fair share of highly-talented employees. Comments indicate that some employees are hired based on criteria other than their competence and experience, and that the candidate selection process is inconsistent.

**4.24 - Cultural Diversity Among People that Job Candidates Meet/See on their Visits to MC** – Many employees feel the amount of culturally diverse people job candidates meet and see on their visits to MC depends on the department and position being interviewed for. A diverse group of students is seen on campuses.

**4.29 - College's Commitment to Diversity/Inclusion Always Communicated to All Job Candidates** – Many employees feel there is a need to strengthen the communication of MC's commitment to diversity and inclusion to all job candidates and to be more consistent. Numerous employees haven't been involved with candidate selection and hiring in recent years and therefore aren't sure.

**3.92 - All Qualified Job Candidates Have an Equal Opportunity to Be Hired Regardless of Background** – Many employees feel that all qualified job candidates do not have an equal opportunity to be hired regardless of their background. Comments indicate the reasons include hiring biases and



the desire to hire people with diverse backgrounds, even if they are not the most competent/experienced candidates.

### **Section 7: Job & Career Development – 3.68**

**3.74 - Opportunities Here for Meaningful Career/Professional/Advancement Regardless of Background** – For numerous reasons, many employees feel there are few or no opportunities at MC for meaningful career/professional advancement regardless of background. It depends on position, department, if there are any job openings, the selection process and favoritism.

**3.80 - Employees of Diverse Backgrounds Encouraged to Apply for Higher Positions** – Many employees feel that employees with diverse backgrounds are not encouraged to apply for higher positions. Some said there aren't open positions to apply for. Numerous part-time employees said they would love to be considered for full-time positions (a higher position for them) but they are never encouraged or given an opportunity to do so.

**3.40 - There Is a Career Development Path for Employees Regardless of Background/Personal Characteristics** – A large number of employees feel there is little or no career development path for them, regardless of their background or personal characteristics.

**3.97 - Employees Have Equal Opportunity to Receive Job/Career Training** – Many employees feel they do not have an equal opportunity to receive job or career training for numerous reasons. Many are turned down due to budget constraints, some due to favoritism, many because they are part-time employees and many because training opportunities are limited and don't match their schedule availability to attend training.

**3.55 - Employees Have Equal Opportunity to Receive Mentoring/Development Opportunities** – Many employees feel they do not have an equal opportunity to receive mentoring and development opportunities. It depends on who you report to, your position, your department and other factors. Not all managers are competent to be effective mentors. Many and possibly most employees aren't able or comfortable reaching out to potential mentors to ask for mentoring support.

**3.66 - Employees Have an Equal Opportunity to Be Included in Committees/Projects** – Many employees feel they do not have an equal opportunity to be included in committees and projects for numerous reasons. Comments indicate many of the same employees are selected for committees and projects over and over again. Part-time employees are particularly excluded from committees and projects. When they are working on committees or projects, comments indicate they are not paid for their time.

**3.66 - Employees Have Equal Opportunity to Have Opinions Heard Regardless of Background** – Many employees feel they do not have an equal opportunity to have their opinions heard, regardless of their background. Many employees fear offering opinions, some find opinions are not taken seriously and some have given up trying to offer opinions.

### **Section 8: Values, Policies and Procedures – 4.13**

**4.44 - College's Values/Policies/Procedures Discourage Discrimination** – To varying degrees, some employees feel the colleges' values, policies and procedures discourage discrimination. Some also feel the values, policies and procedures aren't followed by some managers and employees.

**3.82 - Believe College Will Always Take Appropriate Action in Response to Incidents of Discrimination** – Many employees believe MC won't always take appropriate action in response to incidents of discrimination. This is based on personal experiences as well as hearsay about the experiences of others.

### **Section 9: Diversity & Inclusion Training – 4.26**

**4.21 - Education about Diversity/Equity/Inclusion Will Enhance My Performance in Workplace** – Many employees feel further education about diversity, equity and inclusion will have some but not a large impact in enhancing their performance in the workplace. They tend to feel activities that bring people together will provide greater value now that most employees have already attended training.

**4.58 - Topics of Diversity/Equity/Inclusion Should Be Included During New Employee**

**Orientations** – Most employees feel topics of diversity, equity and inclusion should be included during new employee orientations, but that it should be brief in order to not overload new employees.

**4.45 - Employee Education about Diversity/Equity/Inclusion Will Enhance College's**

**Effectiveness/Reputation** – Most employees feel education about diversity, equity and inclusion will enhance the college's effectiveness and reputation.

**4.10 - Good Job Done Providing Training Programs that Promote Understanding of Equity/**

**Inclusion** – Many employees feel a better job needs to be done providing training programs that promote understanding of equity and inclusion. Some employees don't attend the training. Because of their biases, background and life experiences, some employees, including managers, aren't open to or likely to benefit from training.

**3.95 - Good Job Done Providing Training Programs on How to Effectively Deal with**

**Equity/Inclusion Issues** - Many employees feel a better job needs to be done in providing training programs on how to effectively deal with equity and inclusion issues. Some employees don't have access to the training.

**Section 10: Employee Engagement and Commitment to the College – 4.26**

**4.29 - Am Enthused to Come to Work/Do My Best Work Every Day** – Many employees feel they are not enthused to come to work and to do their best work every day, for many reasons. Some employees said they are enthused to do their best work because of their self-motivation and personal work ethic rather than by conditions at MC, at their campus and in their department.

**4.27 - Would Recommend the College for Employment to a Friend** – While many employees said they would recommend MC to a friend for employment, many others would recommend with reservation or would not recommend. It depends on the department, campus, the manager the friend would report to and various other issues. Some employees said they are less likely to recommend today than they were in past years.

**4.05 - Feel Sense of Belonging at the College** – Many employees do not feel a sense of belonging at MC for various reasons. Part-time employees find it harder to feel a sense of belonging. Some employees said their sense of belonging was stronger in past years.

**4.45 - Am Committed to Working for the College for Foreseeable Future** – Many employees said they are committed to working for MC for the foreseeable future. There are numerous exceptions with reasons given, including changes at MC in recent years, problems with supervisors, compensation, part-time faculty wanting full-time positions, etc.

### **Section 11: Reporting Acts of Discrimination and Abuse Against Employees – 3.71**

**3.85 - Employees with Diverse Backgrounds Know to Whom to Report Acts of Discrimination/Abuse** – Many employees said they do not know or they are not sure to whom to report acts of discrimination and abuse. Some comments suggest that part-time employees are less likely to know than are full-time employees. This is an indication that this aspect of equity and diversity training and communications isn't working effectively and achieving intended outcomes.

**3.71 - Employees are Comfortable that Reported Discrimination/Abuse Acts against Them Handled in Strict Confidence** – Many employees do not feel comfortable that reported discrimination or abuse acts against them would be handled in strict confidence. This is based on personal experience, hearsay and a general feeling that things are not kept confidential at MC.

**3.63 - College Handles Reported Discrimination Acts against Employees Effectively/with Urgency** – Many employees feel MC does not handle reported discrimination acts against employees effectively and with urgency. Employees don't tend to know the process and why it can take a long time to reach resolution.

**3.66 - Employees with Diverse Backgrounds Comfortable Reporting Discrimination/Abuse Acts without Fear** – Many employees feel employees with diverse backgrounds are not comfortable reporting discrimination or abuse acts without fear.

## Section 12: Supporting Student Diversity and Inclusion Needs – 4.23

### **4.57 - College Demonstrates Commitment to Attracting/Retaining Diverse Student**

**Population** – Many employees feel MC demonstrates a commitment to attracting and retaining a diverse student population. Some employees feel attracting diverse students is mostly due to the diverse population in and around Montgomery County. Some also feel MC needs to do a better job, especially of retaining diverse, low-income and other students.

### **4.53 - College Has No Tolerance for Discrimination Against Students Based on their Personal**

**Background** – Most employees feel MC has little or no tolerance for discrimination against students based on their personal background. There are clear exceptions.

### **3.57 - Students with Diverse Backgrounds Know to Whom to Report Acts of**

**Discrimination/Abuse** – Many employees feel that students with diverse backgrounds and all other students do not know who to report acts of discrimination and abuse to.

### **4.10 - Students Comfortable that Reported Discrimination/Abuse Acts against Them Handled**

**in Strict Confidence** – Many employees feel that students aren't comfortable that reported discrimination and abuse acts against them will be handled in strict confidence. Some of the comments throughout the survey provide specific examples of a lack of confidentiality.

### **4.22 - College Handles All Reported Acts of Discrimination against Students Effectively/with**

**Urgency** – Many employees feel MC does not handle all reported acts of discrimination against students effectively and with urgency. Some employees aren't sure and they feel it would be best to ask students this question.

### **4.20 - Students with Diverse Backgrounds Comfortable Reporting Discrimination/Abuse Acts**

**without Fear** – Many employees feel that students with diverse backgrounds are not comfortable reporting discrimination or abuse acts without fear. In some cultures people are less likely to report incidents or complain. Some employees are unsure.

**4.37 - Commitment to/Policy/Support for Students with Diverse Backgrounds in Student Orientation Program**

– Many employees feel there likely is a commitment to, policy and support for students with diverse backgrounds in the student orientation program. Many employees aren't sure about this and don't know. Some employees think that many students don't attend orientation.

**4.32 - College Designs Programs/Services that Promote Equity/Inclusion for Students of Diverse Backgrounds**

– Many employees feel that MC designs programs and services that promote equity and inclusion for students of diverse backgrounds. There are clear exceptions. Some full and part-time students don't access available programs and services, because they aren't aware of them, because they aren't comfortable asking for help or because they don't have time to do so. Some employees aren't sure or don't know.

**Section 13: Suggestions**

**Suggestions for How College Can Enhance Support for Employee Equity/Inclusion**

– Employees provided a very large number of suggestions for how MC can enhance support for employee equity and inclusion. Many of these suggestions appear to be excellent and should be reviewed and considered for implementation.

**Anything Else Would Like to Share with College's Leadership Regarding Equity/Inclusion**

– Employees provided a wide range of additional comments, perceptions and suggestions about both the strengths and shortfalls in MC's equity and inclusion program and what they feel needs to be done to further strengthen the program.