

Office of Diversity & Multicultural Affairs Program Review

Reviewers

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Executive Summary

Salt Lake Community College (SLCC) is the largest two-year institution and community college system in the state of Utah. It serves over 18,000¹ students and employs over 1,640² staff and faculty. As an open access institution with a [vision](#) centered on being a model for inclusive and transformative education, the Office of Diversity and Multicultural Affairs (ODMA) is a key department that leads these efforts at SLCC. They initiated a review to:

- Determine areas of improvement for the Office of Diversity and Multicultural Affairs (ODMA).
- Provide insights on ODMA’s organizational structure, strategies, and approaches (in events, programming, and operations); and
- Assess ODMA’s case management model with relevance to its identity structure, practice, and sustainability.

Three reviewers were appointed by the ODMA Director: Belinda ‘Otukolo Saltiban (lead reviewer outside of the state of Utah), Paul Fisk (an external partner of SLCC), and Richard Diaz (an internal staff member employed at SLCC). After a series of dialogues and meetings with staff, faculty and students at SLCC regarding their experiences, engagement, and partnerships with ODMA, reviewers developed a report with their findings. Upon analysis, specific themes emerged. The findings of the report are categorized under these specific themes:

- a) Institutional leadership
- b) Organizational structure
- c) Institutional strategic plan
- d) ODMA and its scope of work
- e) Case management

¹ SLCC Factbook 2022-23: https://i.slcc.edu/performance/Factbook/2022-23/A_enrollment/index.html

² SLCC Factbook 2021-22: https://i.slcc.edu/performance/Factbook/2022-23/C_faculty_staff/index.html

- f) Campus climate and ODMA
- g) Data and assessment
- h) Financial resources and support for ODMA

Ultimately, with *equity* as an institutional priority for SLCC and a goal of ODMA, there must be greater attention paid to the value that ODMA brings to the entire campus; a deeper understanding of systemic challenges that implicate unintentional outcomes and persistent inequities; and a robust and integrated approach to Justice, Equity, Diversity & Inclusion (JEDI) efforts that belongs to every department at SLCC. Diversity, equity, and inclusion are complex and always evolving with time, leadership, sociopolitical contexts, and policies (among other components). Given this understanding, reviewers offered both commendations for the excellent work in ODMA, and recommendations as opportunities for growth and action.

Introduction & Background

Salt Lake Community College (SLCC) is the largest two-year institution and community college system in the state of Utah serving over 18,000³ students and employing over 1,640⁴ staff and faculty. As an institution with a [vision](#) centered on inclusive and transformative education, SLCC has a highly diverse student population with aspirations of becoming a Hispanic Serving Institution (HSI). The Office of Diversity and Multicultural Affairs (ODMA) is a key driver of SLCC's vision, and they focus on supporting historically underserved students under the leadership of Ulysses Tongaonevai who reports to the Associate Vice President for Student Success, Kathie Campbell.

After internal discussions at SLCC, Tongaonevai, under Campbell's direction, determined to move forward with a review for ODMA. Tongaonevai contacted three individuals to initiate the process and write a report with their findings: Belinda 'Otukolo Saltiban (lead reviewer outside of the state of Utah), Paul Fisk (an external partner of SLCC), and Richard Diaz (an internal staff member employed at SLCC). Each reviewer brought an expansive depth of knowledge, experience, and scholarly background in diversity, equity, and inclusion to their analysis.

Over a period of two days in April 2023, reviewers specifically invited student-leaders, staff, faculty, and administrators to participate in a series of interviews to gather information regarding the nature of their experiences, engagement, and partnerships with ODMA. During this process, reviewers attempted to understand the ways in which ODMA engages and partners with the campus community and stakeholders to close equity gaps. Based on the information and context provided by participants, reviewers determined the goals of the review:

1. To identify areas of improvement to better carry out equity and justice work organizationally. In particular, to determine ODMA approaches that more effectively support student success.
2. To provide insights into ODMA's organizational structure, strategies, and approaches in events, programming, and operations.
3. To assess ODMA's current case management model and determine the effectiveness of its identity structure, application and practice, and sustainability, particularly as to how it aligns with SLCC's strategic plan, the capacity of its staff, and the resources allocated to ODMA.

³ SLCC Factbook 2022-23: https://i.slcc.edu/performance/Factbook/2022-23/A_enrollment/index.html

⁴ SLCC Factbook 2021-22: https://i.slcc.edu/performance/Factbook/2022-23/C_faculty_staff/index.html

The participants who were included and available during the review process were:

Brett Perozzi, Ph.D. – Interim Vice President for Student Affairs and Enrollment Management
Kathie Campbell, Ed.D — Associate Vice President for Student Success
Ulysses Tongaonevai, Ph.D. — Director for the Office of Diversity and Multicultural Affairs
Alisi Niupalau — Assistant Director for the Office of Diversity and Multicultural Affairs
Glory Stanton-Johnson — Manager for the Office of Diversity and Multicultural Affairs
Jamie Koger — Administrative Assistant for the Office of Diversity and Multicultural Affairs
Bernice Ova — Multicultural Student Success Coordinator
Winter Rex — Multicultural Student Success Coordinator
Kamal Bewar, Ed.D — Multicultural Student Success Coordinator
Shari-fa Harrigan — Multicultural Student Success Coordinator
Sendys Estevez — Multicultural Student Success Coordinator
Josh Montovan — Financial Aid and Scholarships Director
Rob Robbins — International Student Affairs Director
Erin Stirling — Orientation and Student Success Assistant Director
Candida Darling — Assistant Vice President/Dean of Students
Cindy Fierros – Ethnic Studies Faculty
Jenn Seltzer Stitt* — Community Relations Director
Verl Long — Academic Advising Assistant Director
Tung Thantrong — TRIO Director
DaSheek Akwenye – Center for Health and Counseling Director
Brandi Mair – Contact Center Director
Kate Gildea Broderick – Director of Admissions
Jose Rodriguez Hernandez – Thayne Center Community Engagement Assistant Director
Timothy Davis – Thayne Center Director
Members of the Multicultural Student Council
ODMA Campus Internship Program (CIP) Students
Students who use the Dream Center
Students who are part of AISL, BSU and PUA
Student who uses the GSSRC
Peter Moosman – GSSRC Manager
Leka Heimuli — GSSRC Secretary
Brenda Santoyo — Dream Center Manager
Idolina Quijada — West Valley Center Manager

After the series of dialogues, meetings, and interviews regarding students, staff, faculty and administrators’ experiences, engagement, and partnerships with ODMA, eight different themes emerged:

- a) Institutional leadership
- b) Organizational structure
- c) Institutional strategic plan
- d) ODMA and its scope of work
- e) Case management
- f) Campus climate and ODMA
- g) Data and assessment
- h) Financial resources and support for ODMA

In what follow, reviewers address the eight themes in turn. In addressing each, reviewers emphasize the

great work accomplished within SLCC's ODMA as well as opportunities for growth and action. They then offer recommendations that could potentially support SLCC and ODMA's institutional vision to

become a stronger model of inclusive and transformative education for the students and communities they serve. While reviewers underscore important recommendations, the list is not exhaustive. Rather, it is meant to share ongoing opportunities and challenges that could potentially inform actions to implement change. Ultimately, with *equity* as an institutional priority for SLCC and a goal of ODMA, there must be greater attention paid to the value that ODMA brings to the entire campus; a deeper understanding of systemic challenges that implicate unintentional outcomes and persistent inequities; and a robust and integrated approach to Justice, Equity & Inclusion (JEDI) efforts that belongs to every department at SLCC.

Section 1 — Institutional Leadership

Commendations

As global citizens in a diverse society, institutions of higher education are constantly evolving and responding to the inevitable realities of change that impact learning environments. Therefore, effective leadership that respond to the demands of change are crucial. Through our review process, we learned that staff in the Office of Diversity and Multicultural Affairs (ODMA) have been resilient in traversing significant structural changes (and through a global pandemic, nonetheless). In the past five years, they have had at least six different leaders in the ODMA director role (including three interim directors) while navigating changes to their reporting line, a highly political climate, and turnover in senior leadership. In spite of this turbulence, ODMA managed to persist and retain a majority of its exempt staff, add two centers to better serve students (the Dream Center as well as the Gender and Sexuality Student Resource Center), and expand their presence on three campuses (in South Salt Lake, West Valley, and Taylorsville). The work that the ODMA staff and its leaders have accomplished amidst the evolving changes and impact to SLCC is remarkable, and it speaks highly to their commitment and leadership. The expansion to ODMA is also symbolic of the commitment by administrators at multiple levels of the institution who have supported its growth. Additionally, campus partners articulated trusting the Director of ODMA, and they often go to him before approaching other administrators on the Student Affairs Leadership Team (SALT).

Opportunities for Growth and Action

As in many organizations, leaders provide direction and vision to inspire actions and movements toward a common goal. During our two-day site visit, we asked the campus community to identify an administrative leader at SLCC who may have inspired meaningful goals and actions to advance diversity, equity and inclusion (DEI). While many acknowledged Ulysses Tongaonevai as a trusted champion of their voice and work, there was not a Cabinet member or executive-level administrator mentioned. The difficulty of naming a champion in senior leadership was indicative of a perspective offered by a staff member who perceived DEI work as a performative construct and “check box” rather than an intentional commitment, and the staff member noted that DEI is primarily raised when it is convenient for its administrators. Another campus partner observed, “When the racial pandemic happened, ODMA was tapped to do performative work . . . and this shifted their attention away from recruitment and retention.” Further, based on the insights shared, multiple campus partners at SLCC noted that the Chief Diversity Officer (CDO) is symbolically and physically absent from the work led by ODMA. Many are also unaware of the responsibilities of the CDO and how they might overlap with ODMA, if at all. Unfortunately, the CDO was not available for an interview during our site visit to help us understand the issues raised, including the structural gap between their offices.

While ODMA has maintained some growth through the leadership changes, a few campus partners directed our attention to the importance of representation, particularly on the Student Affairs Leadership Team (SALT). SALT is homogenous in its racial composition, and there are certain cultural competency gaps that have left staff members and campus partners hoping for greater knowledge from

their leadership. A staff member mentioned that administrators have requested that students come to them for issues that are difficult to resolve. However, when students have approached certain administrators, staff have felt reprimanded for advising students to do what was conveyed to them as appropriate procedure. Moreover, staff feel that administrators are removed from day-to-day interactions with diverse students, and their engagements tend to be superficial. In their words, “administrators want to attend events, but they don’t want to deal with the struggle or issues.” A campus partner stated, “ODMA has had turnovers in the past due to unclear outcomes and objectives by administrators.” Additionally, during the organizational changes that took place in the past few years, ODMA, like other departments that undergo change, was confounded by tensions and deficit ideologies, which created a challenging environment for staff and the quality of their relationships and services.

Based on this context we recommend the following opportunities for action:

1. Encourage senior leadership to take meaningful actions and steps to develop trust with all constituents and campus stakeholders to confirm their role(s) as allies, partners, and advocates who are committed to diversity, equity, and inclusion. One way is to design and coordinate engagement opportunities articulating the importance of equity. Another is to invite feedback across varied groups of stakeholders with knowledge, expertise, and experience. We urge Cabinet members to partner with diverse constituents and build relationships of trust including an environment that affirms the way in which ODMA contributes to the academic and social integration of minoritized students.
2. Structure professional development opportunities for the Student Affairs Leadership Team to participate in organizational learning and education in diversity, equity, and inclusion; these opportunities will enable them to increase their knowledge and leverage these understandings to be more culturally aware and responsive as they lead a highly diverse student population and support SLCC’s goal to become a Hispanic Serving Institution.
3. Clarify the role of the Chief Diversity Officer on campus and determine the degree to which their position and department collaborate with ODMA. Both the CDO and ODMA should have a clear charge as well as opportunities for intentional partnerships. Even though the relationship between the Division of Student Affairs and the CDO is unclear, collaboration between the two entities can fuel innovation, success, and transformative experiences for students.
4. Invest in stabilizing a stronger and sustainable model of leadership for those who are empowered to work on diversity, equity, and inclusion – and start with ODMA. The leadership in ODMA might benefit from resetting team expectations with staff, creating norms to resolve conflict, and (re)establishing a sense of community in the department. These actions could reduce turnover at the director and Academic Vice President levels and minimize siloes.
5. Since the Director of ODMA is charged with overseeing all the centers, consider re-assessing their title and salary, as well as benchmarking this potential change with peer institutions, and adding them to the Student Affairs Leadership Team.

Section 2 — Organizational Structure

Commendations

As previously noted, ODMA appears to have grown steadily over the years with support from the Division of Student Affairs. Their physical space—arguably the biggest space in the division—

encompasses three active centers: Gender and Sexuality Student Resource Center (GSSRC) on South Campus, Dream Center in West Valley, and Multicultural Initiatives on Redwood Campus. At each center, managers supervise one or two staff members and work with numerous student interns. Moreover, with the limited resources in ODMA, its staff have been creative in maximizing their funding and leveraging their relationships and campus partners for programming efforts, events, funding, and student support, which includes their families in some instances. In the time that ODMA has been structured in Student Affairs, they have forged strong relationships with students, so it is important to sustain their space as a central hub that facilitates, convenes, and coordinates intercultural connections and engagement for and with students.

Opportunities for Growth and Action

In a complex organization, it is not unusual for challenges to emerge. In our review, we discovered staff within ODMA working in siloes and ultimately missing opportunities to be more effective in reducing barriers for students. In some cases, there were inconsistencies in certain processes that varied from one staff to another. In other instances, each center under ODMA's purview operated somewhat independently from each other with little to no communication. Such patterns have led to deficient and redundant processes and have increased tension. One person pointed out the lack of consensus around the goals for students in the Campus Internship Program (CIP) and Multicultural Student Council (MSC). Each group was uncertain of the other group's role. It appeared that the goals for each CIP or MSC depended heavily on their supervisor's ability to create a meaningful experience for them. Their supervisor is a ODMA staff member. Similarly, confusion was expressed about the varied roles and responsibilities enacted by ODMA managers of the Multicultural Initiatives, the Dream Center, and the GSSRC. Finally, the ODMA staff indicated that their part-time student workers can be positioned better to perform essential skills and tasks that they're hired for. The student workers mentioned inconsistencies with being able to participate in certain ODMA staff meetings, and many expressed an interest in having their own staff meetings, and meaningful professional development opportunities. They desired to meet with ODMA staff and other student groups to help reduce communication gaps between students and programming efforts facilitated by ODMA. A campus partner suggested (and we agree) that ODMA engage in empowering more student-led programming and leadership development to foster stronger skills and competencies in planning, implementing, and leading.

Some of the complexities that emerge from the gaps or overlaps in organizational structures were evident in the facilities at SLCC. The [Clifton Sanders Library](#) at the South City Campus (adjacent to the GSSRC), for example, is a space that was dedicated to the revered scholar and current provost, Dr. Clifton Sanders. While this space is managed by the CDO, it has not been utilized nor occupied for almost a year. In the meantime, the manager of the GSSRC has an office that is physically located on the other side of the building, requiring movement back and forth to meet with students in one area and manage the center in another. Since space is a commodity on college campuses, more efficient use of the Clifton Sanders Library has the potential to disrupt silos and create new interaction possibilities between the CDO and the ODMA, which can help them generate ideas and bring together ODMA's goal of closing the equity gap and Dr. Sanders' unique history and incredible background in education, the arts, and STEM. Said differently, there could be a more inclusive and functional use of this space. A shared space could better foster intercultural engagement and strengthen connections between and among communities who are committed to SLCC's justice, equity, diversity, and inclusion (and equity compass, which we will discuss later).

In addition to space, the GSSRC staff communicated that the College is uncertain about a center that has a charge to focus on LGBTQ+ students and women together (see section 6). Although this approach may have been innovative when first discussed, the campus climate combined with the severely limited resources allocated to the GSSRC is not perceived to facilitate long-term sustainability or success for this center.

Based on this context we recommend the following opportunities for action:

1. Based on the GSSRC's current structure, we recommend two separate structure, charges, and initiatives to operate distinctly: one for the GSSRC to support LGBTQ+ students and the other to support female and women-identified students. The latter, however, can only be achieved with adequate staff and budget. This possible restructuring could also be an opportunity for a Multicultural Initiatives Manager to step into a new role within ODMA and lead the women's center.
2. ODMA's presence at multiple campuses is great as it increases accessibility, and at the same time, it has led to challenges about adequate staffing. The current model leaves gaps in services on certain days at its centers, which causes confusion and frustration by students who may have expected to receive support at a particular location, only to be told they showed up on the wrong day and time. Consider creating a physical and virtual "store front" at all three campus locations where ODMA is present. Staff can be trained to triage walk-ins for all three areas of ODMA, answer basic questions about services from all three centers, schedule meetings for students, and delegate more in-depth problems to specialized staff. Part-time staff (like CIPs) can help sustain these "store fronts" and provide consistent hours across all sites while leveraging online/remote services.
3. Given the high numbers of paid student workers employed by ODMA, the department has a great opportunity to create a robust student leadership development program with clear goals, performance evaluations, trainings, and job ladders. ODMA could also consider leveraging student workers to staff the office past 4:30pm and support evening events.
4. ODMA is positioned in the Division of Student Affairs, and we recommend that their primary charge should continue to focus solely on students.
5. Explore what a partnership between ODMA, the Student Affairs Leadership Team, and the CDO's office might look like to make a broader impact through initiatives and best practices adopted from the research and scholarship in EDI as well as Student Affairs.
6. Examine the space utilization of the Clifton Sanders Library to determine a more efficient use and explore if there might be a stronger partnership between GSSRC and the CDO's office at the South Campus location.

Section 3 — Institutional Strategic Plan

Commendations

In its [mission](#) to “engage and support students in educational pathways leading to successful transfer and meaningful employment,” SLCC maintains a centralized and well-organized [strategic plan](#) that outlines priorities, direction, and strategies that drive this mission. The plan was designed for implementation between 2016-2023, and this timeline provides SLCC a seven-year period to achieve ten core strategies accompanied by defined metrics. SLCC’s strategic plan is incredibly transparent as it keeps the public and its stakeholders informed about its progress while simultaneously holding itself accountable. In its plan, SLCC identified two key strategies for equity and completion that entail (1) becoming a Hispanic Serving Institution (HSI) and (2) increasing the diversity in its hiring and retention efforts.

In addition to their institutional plan, SLCC developed a list of supportive DEI-related resources and entities for students, staff, and faculty to access. These resources are structured in programs, workshops and offices, like ODMA, [Employee Resource Groups](#), [faculty efforts](#) and [awards](#), as well as a [Justice, Equity, Diversity and Inclusivity](#) (JEDI) website (which maintains internal and external resources available to its employees).

Opportunities for Growth & Action

While it can be argued that the values of equity, diversity, and inclusion are relevant in each component of SLCC’s strategic plan, there were a few observations and questions about the strategic plan: How is equity defined by SLCC? What is ODMA’s role in the institutions’ equity strategy? Will there be another strategic plan for SLCC, since this plan is nearing its end in 2023? Based on what is public, the definition of equity was not evident nor was it available on the [JEDI](#) website. Also, ODMA – and its administrative leaders – are noticeably absent as a strategic lead for SLCC’s equity goals. Finally, there is a question about SLCC’s institutional capacity regarding its goal to become an HSI, particularly when there is minimal access to language and translation services, which is vital to recruiting, retaining, and successfully transferring or graduating Hispanic (or Latinx) students. Specifically, there are concerns raised about ODMA’s staff being a primary – and in some cases the only – point of contact for Spanish-speaking students and their families due to communication barriers between them and other parts of the campus. Considering the responsibilities required of ODMA staff members, it is not ideal nor realistic for them to carry out their day-to-day responsibilities and also respond to requests by colleagues across campus to interpret for them or translate English materials into Spanish (and vice versa).

Based on this context we recommend the following opportunities for action:

1. Define equity and make its definition accessible for members of the campus community to better understand how to operationalize this term and practice it in their respective role(s).
2. If there are plans to create a new strategic plan for SLCC, we recommend identifying the area(s) in which the leaders of ODMA (or its AVP) can be integrated as a (co)lead or partner. More broadly, we recommend an invitation to all leaders and constituents from each unit and department across campus to participate in the strategic planning process and engage in the implementing the priorities generated in the plan with its proposed time frame. Provide multiple opportunities and avenues for input.
3. Share the institutional responsibility of equity – with ODMA and other campus partners – to widen SLCC’s structural and organizational capacity to articulate this value. Consider, for example, having de-centralized plans across the institution that map onto the institution’s centralized plan.

4. Align institutional intentions with appropriate actions and resources to become an HSI by ensuring there is institutional capacity to adequately support students and their families whose identities are primarily “Hispanic” and intersect language, ability, nationality, orientation, and race (among other identities).
5. Mobilize the work of diversity, equity, and inclusion as well as its resources in SLCC’s next strategic plan to influence cultural change with incentives and metrics for accountability across individual units and departments among its leaders. This includes scaling up some of the approaches by ODMA.
6. Based on specific literature on leadership in DEI, we recommend that ODMA create an internal strategic plan to be implemented over a three-year period (and re-engage in this process after each cycle) to sustain the momentum of organizational and transformative change within the institution (Williams, 2013).

Section 4 — Scope of Work for the Office of Diversity and Multicultural Affairs

Commendations

The scope of work for the ODMA has traditionally centered on students. They work tirelessly to shape an inclusive and equitable environment for students through programming, case management, event planning, crisis management, and advocacy. Staff members engage in multiple roles, and they fill in the gaps where they are needed. When they become aware of funding falling short, they will apply for grants and funding or reach out to colleagues in other offices to ensure students are supported. In our conversations with students, it was clear that their experiences with the ODMA staff are overwhelmingly positive (see section 6 for more details). They pointed out that Multicultural Student Success Coordinators (MSSC) have cultivated strong relationships with them and have gone “above and beyond” to support them with their holistic needs. Due to their excellent work with students, the staff in ODMA have received requests from colleagues and administrators to lead professional development opportunities for other staff members and faculty. At the same time – for offices that work directly and closely with ODMA – colleagues have mentioned not wanting to send more students to ODMA for fear that it would overwhelm their capacity.

Opportunities for Growth & Action

The need for clarity on the overall scope of work for ODMA is important to identify. Based on inquiries to the “diversity and multicultural” office by administrators to provide more professional development to their colleagues, there is an assumption that their scope of work has extended to include staff and faculty. However, ODMA currently resides in the Division of Student Affairs, and it is difficult for their scope of work to expand without expanding their budget, funding, or compensation. When the scope of responsibilities is not clearly defined, it can exacerbate personnel challenges. ODMA staff have mentioned being “jack of all trades” and having job titles that do not align with what they do (particularly when their responsibilities have evolved). One campus partner felt that the number of competing demands on Multicultural Student Success Coordinators become difficult to keep up with as their goals are frequently shifting as well. Another campus partner felt that ODMA staff were asked to focus on varying needs unrelated to their responsibilities, and were mostly operating from a reactionary framework, which is not sustainable. Many campus partners were not entirely certain about the overarching objectives of ODMA and thought the office needed a clearer identity for them to more effectively interact and collaborate in a purposeful way. One person recalled a situation in which Spanish-speaking students and their family members were referred to the Dream Center, but their question had nothing to do with their services (and they were only referred there because they spoke Spanish). As an institution striving to

become a HSI, it is important for SLCC to build some degree of cultural competency and language resources throughout the institution.

Many campus partners alluded to the responsibilities of Multicultural Student Success Coordinators (MSSC) in ODMA being vague. In our interviews, campus partners had difficulty articulating the role of MSSCs, although they hinted at event planning. This is contrary to the messages communicated by the administrators and leadership in ODMA who stated that case-management was a priority. There also seems to be some incongruences in ODMA priorities.

Many campus partners voiced that *equity* work belongs to everyone, not solely ODMA. One person stated, “anything regarding equity tends to be referred to ODMA, whether it belongs there or not.” For an office whose goal is to close the equity gap (which is a priority for SLCC), a campus partner mentioned that there was a threat to disassemble ODMA. They continued, “This threat would not happen to any other office at SLCC.”

Based on this context we recommend the following opportunities for action:

1. Define the population that ODMA serves. Given the number of evolving administrative changes and leadership, it is important to identify whether ODMA serves students, staff or faculty (it is unrealistic to serve all with the limited resources and staff currently available). That said, any professional development for staff and educational offerings for faculty on EDI should be eliminated from ODMA’s primary responsibilities; in cases where ODMA staff are asked to provide trainings to staff and faculty, a consistent process should be developed to compensate them for developing and leading these workshops (unless another approach is designed and considered).
2. Clarify the charge for ODMA staff, specifically the Multicultural Student Success Coordinators. The job descriptions should be updated to include a clear and realistic scope of work that empowers staff to articulate their top priorities and decline additional tasks or requests that do not fit within the scope of work of the department. We would also recommend updating the [purpose statement](#) for ODMA to more explicitly match the proposed changes in this section.
3. Educate and inform campus administrators and partners about ODMA and the services they offer to ensure that referrals to ODMA are appropriate and available.
4. Share the equity work with the campus community beyond ODMA to drive the mission and vision of the college. If Justice, Equity, Diversity, and Inclusivity (JEDI) is a shared responsibility, administration must hold each department accountable for educating its staff and faculty, particularly given their institutional priorities and increasingly diverse student population.

Section 5 — Case Management

Commendations

ODMA leadership tasked us to specifically look at the case management model employed by their Multicultural Student Success Coordinators. Although there is merit to a case management model, the ODMA’s approach is very ambitious, the lack of data provided (see section 7) limits our understanding of the effectiveness of the current approach in retaining students (especially since there are thousands of online and in-person students who are served by SLCC). From the ODMA self-study and site visit we can ascertain that staff are using a system (i.e., My Success) to contact students and attempt to close equity gaps when there’s a concern. They reported that students are responsive to messages about funding,

scholarships, and employment opportunities. Many students also reported feeling most comfortable with ODMA staff due to their cultural competencies (which aren't always experienced when they are in the Academic Advising office).

Opportunities for Growth & Action

ODMA staff all serve students in their cohorts from initial enrollment through several milestones in their academic journey and ultimately leading to graduation or a transfer process. Yet it seems each staff member has unique processes built into their individualized workflows. For example, one staff member has an intake process for meeting with new students that is different from another staff members who collects different information and both approaches yield very different outcomes. Similarly, one staff member may proactively focus on supporting students to transfer to a four-year institution while another staff member may choose to prioritize other elements of the student cycle and experience. Lastly, the greatest challenge from the current case management model assumes that only a multicultural success coordinator who matches the identity of a student can serve as a case manager. This trend may need to be revisited since it is difficult to scale up such a model for a large student population, particularly in light of the increasing Latinx students at SLCC, and because of the intersectional identities of SLCC students. Discussions with Admissions at SLCC seemed to indicate that lists of incoming students of color were given to ODMA to follow up with, which may not be the students who could benefit the most or be most interested in the ODMA office. Furthermore, Multicultural Student Success Coordinators also reflected on the challenge of juggling limited responses from their assigned caseload with the significant numbers of requests from students outside their caseload who wanted to meet based on positive word-of-mouth about the coordinator's abilities. This process is further complicated when it misses students – like refugee and recent immigrant students – who may not have been initially tracked as students needing ODMA's support. At one point, the staff in ODMA was able to remove holds on student records in the past, which was helpful in removing barriers for students after speaking with a staff about it. However, this privilege seems to be suspended or revoked. One campus partner suggested advisors to assess student needs before sending students of color to the ODMA to prevent one office from solely serving ethnic or racial students.

Based on this context we recommend the following opportunities for action:

1. Update the current case management model to be more sustainable and scalable given the current resources ODMA has access to.
2. Continue to message relevant information regarding academic and economic opportunities for students such as financial incentives and new forms of funding, employment, and scholarships (to name a few). We recommend more coordinated efforts between offices and throughout the campus community to ensure a broader reach to students at SLCC is achieved regardless of their background or geographic location.
3. Consider moving away from an identity-based case management model towards an intersectional and experiential model that identify leads in ODMA to support students through key milestones associated with the entry, progress, and completion process at SLCC. Identity-based support can still exist through the student clubs that are supported by ODMA. A case management model that is flexible to intersections of student identity, and where students can opt-in to ODMA services, is needed. It is imperative that the ODMA office have the ability to define the student populations they serve, if that is not already the case. Data around racial and ethnic background will always have limitations, and there needs to be a way for the office to be on the cutting edge of serving students with intersectional identities.

4. Re-visit the ODMA websites and update the information to better reflect case management priorities and incorporate case management tools to support students' completion of their case management goals. Developing self-service tools can also allow ODMA staff to focus their time on the students in their cohort who need it the most.

Section 6 — Campus Climate and ODMA

Commendations

The definition of campus climate that we draw on is captured by Ernest Pascarella and Patrick Terenzini (2005) to mean the attitudes, behaviors, and standards of faculty, staff, and administrators concerning the level of respect for individual needs, ability, and potential. With this in mind, it is important to acknowledge that the feedback from students about the ODMA and its staff were overwhelmingly positive in terms of how they have shaped the campus climate for students. The ODMA staff are intentional in creating spaces that affirm minoritized students' potential by affirming their representation and by communicating that they are valued and supported. These activities include legal workshops for undocumented students and their families, tax workshops with institutional partners (such as Westminster's CPA students or University of Utah law students), and programming such as “taboo talks” on controversial topics like queerness and religion or harmful legislation bills. Activities also include assistance to resolve complaints and helping students either transfer or complete a degree. Student participants described ODMA as a “home” where they are part of a diverse community and their differences are celebrated, where they are mentored in their student leadership organizations, and where they are cared for through the deliberate advocacy of ODMA staff members. Having a “home” results in increased job opportunities and access to resources at SLCC. As one student noted, “I feel very supported [here].” This sentiment is supported by campus partners who mentioned that ODMA is a “safe” space for students, and the staff foster a relational (not transactional) approach to their relationship with students who frequent their centers. In fact, campus partners have reported students feeling much more comfortable reporting campus climate-related concerns to ODMA than to the Dean of Students.

SLCC adopted an [Equity Compass](#), which is symbolically important as a guide to influence their climate. It is described as “an ethical and moral responsibility to ensure optimal learning and workplace environments exist on SLCC campuses for all students, faculty, and staff.” The equity compass broadly acknowledges students' histories and cultures while aspiring to meet the needs of SLCC's increasingly diverse population as a way to meet strategic goals at the institutional and system levels (i.e., USHE).

Opportunities for Growth & Action

ODMA staff as well as students raised campus climate concerns. These concerns centered on a few issues: safety (particularly when there are legislative decisions targeting the LGBTQ+ community); feeling unsupported and devalued for their work (evident in their resources and salary disparities, which we will review later); and being tokenized (only invited to engage with senior administrators for donors and public facing engagements). One staff member expressed feeling like a “mascot” during heritage months, while many others in ODMA repeatedly used the word “fighting” to express feeling the need to justify their existence or prove the value of their work. There were also multiple instances alluding to SLCC being an unfriendly campus to the LGBTQ+ community. According to one person, “Trans phobia is so real at this institution,” mentioning some who want programming for “real women” as opposed to trans women. The safety and security of LGBTQ+ individuals were mentioned as a challenge in retaining excellent queer-identified staff. Members of the LGBTQ+ community perceive a lack of institutional commitment with piloting a more inclusive bathroom at the Taylorsville Redwood Campus as well as possible discontinued use for a piloted all-gender bathroom, or clear guidelines on what constitutes or what encompasses an effective or successful pilot bathroom. Additionally, comments were made by

campus partners stating that GSSRC's programming was not focused on women due to GSSRC's work being more intersectional, queer, and inclusive of trans women's experiences and identities. GSSRC has a dual mission to serve women *and* the LGBTQ+ community, but they are not staffed to serve both missions and populations. More financial commitment is needed to support the success of both missions. We were also informed that there was not an opt-in possibility for students to share indicate they are interested in GSSRC, and we heard of difficulties trying to reach students within GSSRC's mission.

In another space, students who are a part of the Multicultural Student Council (MSC) reported utilizing ODMA staff as advisors due to the perception of being rushed, stereotyped, and mistreated by staff in Academic Advising or Financial Aid. In some instances, staff have had to inform students of the Thyne Center or the Dean of Students because they were unaware about the reporting process. Even when students reported, they mentioned not knowing how their complaints were resolved or addressed. One campus partner noted that ODMA and Student Affairs are expected to "fix" things for students of color, and yet Academic Affairs are not held to the same standards. Nor are other offices expected to help students of color.

Based on this context we recommend the following opportunities for action:

1. Enact Salt Lake Community College's Equity Compass by (a) assessing how it is operationalized and furthers the value of equity; (b) creating a plan to facilitate more equitable participation; (c) implementing programs to increase equity and inclusion, and (d) measuring what steps were taken to create equitable outcomes, in order to better support a more inclusive and respectful campus climate.
2. Education and discussion of broader conceptions and definitions of women can be beneficial to the college community. More broadly, we recommend trainings for all staff at SLCC on cultural competencies to enhance their approach in advising students.
3. The reviewers recommend a decoupling of the GSSRC into a LGBTQ+ Resource Center and a Women's Resource Center (see section 1a recommendation 2). The expansion of ODMA at the Taylorsville Redwood campus can help facilitate separate focused locations.
4. In the current political climate, including the political climate within the state of Utah that targets DEI initiatives and efforts, the reviewers recommend considering ways to protect and support the important work of ODMA. One possibility is to consider re-branding ODMA differently by drawing on alternative naming possibilities.
5. Establish a process for data gathering to demonstrate how ODMA's contributions impact the campus climate at SLCC.

Section 7 — Data and Assessment

Commendations

During our two-day visit, it was evident that ODMA actively participates in driving the mission of Salt Lake Community College. Students and staff, alike, offered a glimpse into the opportunities created by ODMA that are important to influencing equitable outcomes. Such opportunities were discussed in student learning, development, mentorship, and leadership engagements (among others).

Opportunities for Growth & Action

While there was no question about ODMA's important role in facilitating student success, their data gathering processes and systems were less clear, especially in terms of documenting their outcomes and achievements. One administrator mentioned the scarcity of research and data to make more informed decisions at SLCC. Inadvertently, the Office of Data Science & Analytics was implicated as a key leader with the potential to be more intentional in fostering a culture in which SLCC's stories of diversity, persistence, completion, employment, and transfers are shared.

In a conversation with us, the interim VP of Enrollment Management noted the importance of data, and we echo his sentiments by recommending the following opportunities for action:

1. Develop a data management system or process for ODMA to adequately collect, track, update, and understand the progress of their diversity efforts. It is important that this data be separate from institutional-level data. A list of questions, for example, might include: How many initiatives do we have in ODMA? How many students, staff, faculty, and/or community members have we served? What are the demographics of those who attended events? What role do the participants or attendees play (are they staff, students, or community members)? What was the budget for each program or initiative? Did we achieve the outcome we hoped for? The data collected from their programs, initiatives, and events – whether through survey, card taps, or otherwise – will help ODMA to share their stories and *testimonios* (Martinez, Hernandez Sanchez, Flores Carmona, and El Ashmawi, 2017), highlight achievements, and hold each other accountable for identifying gaps they can fill and/or improvements they can make (to potentially report back to administrators).
2. Develop an end-of-year report under each manager or coordinator to tell a more holistic and comprehensive story of ODMA's performance toward closing the equity gap. At the heart of these reports, data must consist of key measures regarding the alignment between ODMA's outcomes and SLCC's strategic objectives.
3. Identify some internal key performance indicators (or objective key results) and tactical activities related to: participation in programming, attendance at events, number of students utilizing advising, demographics, community members served, effectiveness of their approaches, and specific drivers of equity.
4. If ODMA hasn't already done so, we recommend benchmarking alongside peer institutions to inform potential changes to its practice, performance, philosophy, and operations (including its case management model previously highlighted).
5. Partner with the [Data Science & Analytics](#) team to build a stronger capacity for data to be measured, integrated, and utilized. This will help ODMA be more informed of key metrics related to persistence, completion, transfer rates, and equity on an institutional level.

Section 8 — Financial Resources and Support for ODMA

Commendations

ODMA does an excellent job in maximizing a stable albeit lean operating budget. Their budget is shared between its entire department, which consists of fifteen professional staff members, three centers across, and numerous programs multiple campuses. As such, their funding is mainly allocated towards the support of student groups, programming, and events (including marketing and advertising). As a collective, they actively seek additional funding through various avenues on campus, including internal grant opportunities and partnerships. For example, the [Thayne Center](#) is a strong ally and partner of ODMA. It typically offers a range of financial support, which varies from year to year. ODMA also spends part of their time applying for internal grants through the [Arts and Cultural Events \(ACE\)](#). Based on the support from campus partners like Thayne and ACE, ODMA has been able to double their operating budget and support its students (in select years). Without their support and commitment to ODMA's mission and support for student initiatives, events, and activities, the outcomes achieved by ODMA would be difficult.

Opportunities for Growth & Action

Beyond grants that ODMA staff members apply to, it is important to direct attention to compensation. In the ODMA, staff are highly invested in student success and in their relationships with colleagues. Consequently, they have a tendency to avoid saying 'no' when asked by administrators to take on more tasks and responsibilities, which often exacerbates their already full capacity and blurs boundaries around their responsibilities. As a result, ODMA staff members have voiced concerns about burnout and pay inequities due to the disproportionate amount of work versus compensation. Specifically, while they were hired under a set of established responsibilities outlined in their original job descriptions, their workload seemingly increases over time without additional compensation or assessment of their salary. This concern is important as it implicates pay inequities and disparities (across race & ethnicity, gender, and ability), morale, campus climate, and higher turnover (which has been evident in the past).

Based on this context we recommend the following opportunities for action:

1. Stabilize a more consistent and equitable operating budget for ODMA beyond a symbolic commitment to the work of diversity, equity, and inclusion. This will enable ODMA staff members to focus on the job responsibilities they applied for without the additional labor of writing grants and approaching campus partners to request funding, which often delays their implementation when forced to wait for responses from campus partners. One question for SLCC to think about is this: Does your institutional priority of *equity* match the funding that you have allocated to ODMA, whose mission is focused on closing equity gaps?
2. Assign HR to (re)assess ODMA's compensation and ensure its staff are salaried equitably and competitively.
3. Evaluate ODMA's budgetary needs and allow the leadership in ODMA to determine how they might utilize their funding to hire certain positions they need
4. Develop a strategic plan in ODMA to prioritize their initiatives and events while also aligning their budget with the outcomes they hope to achieve. Doing so will also enable their managers and coordinators (as well as the institution) to sharpen their focus on driving the mission of ODMA.

5. Determine a budgetary structure and process that includes a process of telling ODMA's story. One option is to think creatively about the possibility of identifying "carry forward" monies from the previous year that can be re-directed toward the SLCC's strategic focus on *equity*. In doing so, central administration can maintain funding in a centralized account for the entire campus to apply; this will allow *everyone* at SLCC to engage in equity work, beyond ODMA. Another approach is to create mini challenge grants based on DEI to communicate the importance of *equity* at SLCC.

Conclusion

The Office of Diversity and Multicultural Affairs (ODMA) is foundational to the vision of inclusive and transformative education at Salt Lake Community College. ODMA has structured this important charge in their student programming, support services, and practices. Due to their efforts, the demand for their services have increased. However, it is important to acknowledge that the institution's vision – combined with their attention to *equity* – requires the leadership at SLCC to build a stronger organizational capacity for its vision of an inclusive education alongside the value of equity by generating broader support at all levels of the college. To reiterate, with *equity* as an institutional priority for SLCC and a goal of ODMA, there must be greater attention paid to the value that ODMA brings to the entire campus; a deeper understanding of systemic challenges that implicate unintentional outcomes and persistent inequities; and a robust and integrated approach to Justice, Equity, Diversity & Inclusion (JEDI) efforts that belongs to every department at SLCC. After completing the review, we are hopeful that the summary of commendations and recommendations in this report are used as a starting point to strengthen the infrastructure and capabilities that will continue to make ODMA and SLCC more accessible, affordable, equitable, and excellent in their service to students and the state of Utah, as well as the broader global community mentioned in SLCC's equity compass.

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