

## 2018 CAMPUS CLIMATE SURVEY REPORT

From January 22–February 9, 2018, 90-minute interviews were conducted at Rock Creek, Cascade, Southeast, Sylvania and the CLIMB Center with individual focus groups comprised of the following populations (number of participants):

**Student Focus Groups:** Women Identifying Students (6) • Men Identifying Students (0) • LGBTQ+ Students (10) • Men Identifying Students of Color (1) • Women Identifying Students of Color (3) • Differently-Abled Students (2) • White Students (0) • Military Veteran Students (5) • International Students (4) = **31 total**

**Faculty and Staff Focus Groups:** Women Identifying Faculty and Staff (14) • Men Identifying Faculty and Staff (7) • Faculty and Staff of Color (14) • Differently-Abled Faculty and Staff (4) • White Faculty and Staff (19) • Women Identifying Faculty and Staff of Color (13) • Men Identifying Faculty and Staff of Color (7) • LGBTQ+ Faculty and Staff (11) = **89 total**

Low participation attributed to: Frustration with previous requests for input without follow up, “There gets to be resentment about doing this because [data] don’t go anywhere. People get tired of talking.” “People check out. It really affects morale.” “We hope something comes out of this”; Time conflicts and challenges finding information about Focus Groups, which was imbedded in Campus Climate Survey email; Confusing group labels; Physical accessibility challenges, especially at Sylvania, and concerns about visibility related to fears about retribution for participation. Many Faculty/Staff participants were managers or leaders with the “agency of apparent whiteness, and protected employment position.” They reported “being able to access more, and have the privilege to participate.”

Student + Faculty/Staff Focus Groups echo and enhance 2015 Campus Climate Survey results.

### Student Focus Group Findings

Key themes emerging from focus groups include: 1) Importance of + Reliance on Resource Centers; 2) Equity, Representation + Respect; 3) Exceptionalism + Being singled out

**Summary:** Like staff + faculty, students expressed hope in seeing action in response to their input. Military veterans and LGBTQ+ identified students were encouraged to attend by Center Coordinators and were therefore inordinately represented. Pressing concerns about Center allocations, misgendering, all-use bathrooms, and veteran resources dominated these groups’ discussion. Students also shared concerns about isolation and being singled out, especially by gender and race; and preferences for specific campus cultures. Many new students don’t realize different campuses offer unique services and are misled by Orientation, which suggests these will be consistent. Cisgender students shared generally positive feedback about PCC but feel instructors and staff would benefit from training in social justice and intersectionality.

Transgender students feel unfairly required to self-advocate, educate and defend themselves to cisgender students, faculty + staff. **See Appendix A**

### Student Focus Group Themes

#### **Resource Centers**

Students are extremely grateful for and reliant on the Centers, which provide information, community, and safe havens in which to work: “So many other places on campus aren’t safe or welcoming from harassment.” “The Rock Creek VRC is away from the hustle and bustle of the rest of the campus. I have to fight for space in the [SE] library.” “WRC at Cascade and SE, if you’re trying print something and you’re not able to be around everyone else, or around guys trying to hit on you, that’s always a safe place to be.” “I find it difficult to focus sometimes so it really helps to have an enclosed space, so I’m not always distracted. There really aren’t many places where you can focus on what you need to do. It was easier [in the VRC] at Rock Creek. They have a separate room, with a cubicle where no one would bother you.” “I know there’s a bigger VRC office at Cascade, which was really helpful. I was wondering if that was going to happen at Southeast. It would be nice.”

Students see the Centers as underfunded and would like resources more equitably distributed: “Centers have to be so mindful of budget. There’s no wiggle room, while ASPCC seems to have a lot to spare. I don’t think ASPCC is the most representative student body. This might be a question of access. People might not know about it or how to get involved, but it feels like a clique of jocks.” “The new Dreamer Center on campus, it looks just like another Multicultural Center. I’m a Dreamer myself, but I want to know how it will be different. It kind of gives the impression that Dreamers are only Latino, which is not true. Why not a center for all immigrants with legal or non-legal status? Immigrants face similar obstacles. Something that would bring together everyone despite status, though with a different name.”

Not everyone is aware of the Centers or their resources: “At this campus, I’m very aware of my options, for example Title IX. Since I work in a resource center I was educated about a lot. We had a lot of trainings. I do feel like I have a lot of resources available to me. If I wasn’t working at a Center I might have to be a little curious to find them.” “I think it would be really useful for there be mandatory orientation like representatives from all the Centers to talk to new students about what they do and where they’re located. I didn’t know about any of the resources for 3 terms before I learned via a job opening in one of the centers. My classmates don’t know that they exist unless they walk by and see it.”

Students feel the Centers shouldn’t be the College’s primary sources of education around equity and inclusion: “I don’t think it should be on the Centers to do this work. It should be across campus as far as awareness.” “The Centers can do legwork around advocacy and inclusion, dialogue, but the whole College could get on board.” “I don’t see a lot of intersections here [at the College]. It’s very white. It caters to straight, white people. This could be a bigger conversation.”

Variables between campus Centers raise concerns, especially given common source of funding: “Funding all comes out of Student Activities Fees.” “Why isn’t their more collaboration? Centers across campus could be on a common email thread. I have no clue what’s going on on the other campuses. There should be some check-in with one another before we do public things that are visible to the community.” “We can’t hold different campuses to different standards.”

Students who are able to engage in activities express enthusiasm about their options: “With the various resource centers and clubs on campus, there are lots of different opportunities to express yourself. Lots of opportunities outside of the classroom for learning.”

### **Equity, Respect + Representation**

“At Rock Creek, it’s horrible! I attended a workshop on Toxic Masculinity led by a cis white man. There have been incidents with RC’s QRC, like maybe trans people aren’t welcome there. It feels like that campus is really, really conservative and disjointed.”

“Especially with staff I don’t feel included. They don’t have much education about queer things and it falls on students to educate. We have more resources we could use, like a coordinator who could visit classes and educate.” “I had an instructor request education from me. In every class I go into I feel like the token queer who has to educate. I’m a little more in my shell because of this. I feel like I have to represent for everyone, when I’m not even the only or best example. It is very taxing. I don’t even use my pronouns in most of my classes because I feel like I’m trying to survive. [Fortunately] I have good support at the QRC.”

“I asked my professor to make a statement about white cis men who were taking up so much space. It worked! She sent out a reminder to the class. That felt like a tiny victory. I think if we got faculty/staff to recognize best practice, and what that looks like: respecting they/them pronouns in writing courses, asking pronouns, making space for marginalized folks, asking what do you want to be called, and making that adjustment. [It could] be part of faculty protocol.”

“I feel safe but I have cispassing privilege. In classrooms, I’ll go by ‘she’ because I feel like it’s less of a hassle on the staff. Especially if the class has nothing to do with gender, it feels like I’m taking time away from the other students because it always brings up discussion and questions.”

“I’ve talked to a few other students who would like to see different kinds of history, not just American but from other continents. Some of us want to know more about the world, not just American history, since we’ve been learning that since middle school.”

“[At SE] I’ve had no Black instructors, no Black teachers since elementary school. I feel like if I have a problem with being discriminated against, since I’m not involved in the BSU, if I had a Black teacher, I feel like they would understand more than a white teacher. Even just a professor of color, that would be really helpful for me.”

“My sister-in-law drives a lot farther to another PCC campus because there’s more community there that she racially identifies with. At Sylvania, she didn’t feel like she was part of something. She wanted to feel like that in college.”

“I have friends who have talked about being singled out in philosophy classes, which I would think would be more open minded. People have had their hijab pulled off, some friends have had groups of men telling them to go back to Mexico. I hear about this every term.”

“I’m afraid to talk about politics and religion. I don’t agree with what the [U.S.] president says. I haven’t heard people who agree with him, but if I were to talk about it, I fear someone would disagree or say something bad about me. I’m not very religious. When people ask me, I explain my family is, but I don’t practice. People look at me weird. This is outside of campus but it keeps me from talking about that here.”

"I know they judge me on the basis of how they read my appearance. My white supervisor will be believed and I won't. I've learned to brush it off, but it does take a toll on you. My Latina supervisor is also disrespected. It's institutionalized."

"I want more people to be more educated on things that doesn't necessarily apply to them but they need to be more educated about. [For example] POC who say really derogatory things about LGBT people. People use terms as insults to demean someone. Maybe something could be included in Orientation. That would be really cool."

"I'd like to see the end results of the survey, like a chart of who answered what. A bar graph showing how people identify. It would be nice to let people know they're not alone in things they believe. A lot of people feel pretty lonely because of what they believe. I think it would be helpful. Announce when results are posted."

"I'm typically the only female in the classes I've taken in my area. That alone is kind of daunting. You feel singled out. I'm an extrovert but when I walk into a room filled with men, it's so weird, I tend to be quiet. Some of my instructors are older, they may not mean to say certain things. They'll assume it's a group of all men. Jokes about wives not understanding things because she's a woman. When I bring it up, it's dead silent, there's no support. I'd love to continue being an activist, [but] part of me just wants to keep quiet because of how uncomfortable it feels, what happens to my body. I just get so stressed."

"When I first started, it was so, so, scary. I wrote a poem in my Poetry class and didn't include any pronouns at all, and was told 'we don't know who you're talking about.' I had to break the rule of writing workshops to explain and I had to out myself, and the instructor felt attacked. It's always a drama, it always happens like this. If it weren't like that, I would feel a lot better. "If professors had a baseline [understanding] it would help." "We don't need to have a system to warn us away from teachers. They need to have mandatory training."

"Some of my math and science professors don't even have Title IX on their syllabi. I assume because they think it's not necessary. I've only had 2 teachers who ever talked about it."

"Being shown only images of white-identified people [in course materials] impacts me. There's a disparate impact on my learning and that of my white peers. I shouldn't have to be confronted with this, but I'm concerned about being seen like I'm attacking my professor for [raising concerns]. My vulnerability [as a man of color] might not be visible to instructors at all. I'm just so frustrated. This is an epistemological issue."

"PCC tries to promote that it's diverse and accepting of everyone. When you see Administrators, department chairs, board of directors you don't see representation of that. Students feel like they're at the bottom layer; they don't see their selves represented. It's hard when you feel no one will get where you're coming from. I think students aren't made aware of their power here at the college. They don't know they can influence who's in these positions. They don't know they can express their concerns or make changes."

Veterans share unique experiences with managing 12-credit course loads in order to receive benefits. They encounter misunderstanding from other students, but report positive reception from most instructors, and staff. In addition to their focus on resource allocations, particularly at SE, time constraints and financial precariousness dominate their concerns. **See Appendix B.**

**Exceptionalism** “PCC needs to do a better job not singling out leaders and look at the whole movement, the battle. Don’t give just one face of it, there’s so many more. The brave ones speak up but they’re not the only ones. What is the whole movement about? I’m admiring of leaders, but the best ones acknowledge who is standing behind them. Put different faces on the ads, on the buses. I don’t want to always be the face of the movement. There has to be some other person in the classroom who had similar experiences and is worth being recognized. Make the ad about the campus as Sanctuary, not an individual Dreamer.”

### **Faculty/Staff Focus Group Findings**

Key themes emerging from focus groups include: 1) Exhaustion (particularly for POC and non-binary staff/faculty); 2) Accountability; 3) Retaliation + Due Process; 4) Training resistance and perceptions; 5) Equity, Respect + Employment Status (e.g., full-time vs. part-time, classified, AP, union and non-union); 6) Gender + Safety; 7) Representation

**Summary:** As with students, trans and POC faculty + staff and their white, cis counterparts experience PCC in distinct ways reflective of the privilege the institution affords them. Some staff and faculty believe PCC is “the best place” they’ve ever worked. Yet many are frustrated that the College’s equity and inclusion goals have not been met. They express anger and fatigue regarding failed promises; the absence of accountability; and persistently poor, inaccessible, and under-attended training opportunities. Lack of explicit support by leadership and department supervisors plus fear of retaliation prevents participation in trainings and opportunities like the Campus Climate Focus Groups. Human Resources is a specific source of frustration for failing to ensure equitable hiring practices and moving white, often male, employees into new positions following repeated infractions while terminating employment for comparable or lesser charges against staff and faculty of color. POC, queer, and international faculty/staff provide unique services to students that exceed their job descriptions but receive inequitable compensation and experience greater job insecurity. The College as a whole struggles to implement intersectional policy and create a welcoming community for all.

### Staff + Faculty Focus Group Themes

*Subsets of bolded themes underlined below*

**Exhaustion** Administrators, staff and faculty of color express extreme fatigue, wariness and frustration. They experience the College’s commitment to equity and inclusion as inconsistent while their own excessive emotional, psychic and physical labor is continually in demand. They report having to negotiate perceptions of their gender, race, sexuality, and citizenship in order to affirm their authority while ensuring their white counterparts’ comfort. This requires constant vigilance on top of their job requirements and takes an exhausting toll.

“I’ve never had to work or think so hard about my identity as I have at PCC. I’m exhausted.”

“As a Black woman, 90% of my day is code switching. Who I’m with and how I’m bringing myself to a space. All the opportunity cost in wondering about all that, wrapped up in determining whether I’m safe or not. It always feels like a dangerous place, regardless of my position. [POC

staff/faculty] we're always attempting to determine how much risk we want to play with, how risk averse we are and what we're willing to do. We're attempting to make equal those who are connected to dominant culture and equalizing their feelings, thoughts and concerns." "I feel lonely in the district. The emotional labor that goes into the respectability politics with white women. I am questioning all the time. I get gas lit. I'm managing other people's emotions."

"I think when you're so alone you're always questioning: Did I just see that? Am I too sensitive? You don't want to make something a big deal, or jump at everything, but it's just wearing. Like being told that I don't have an accent. Or, I don't even think of you as a person of color. Well, what would it mean if you did? That's not a compliment."

"I have not had white male issues; it's all been fragility with white women. Me trying to shrink and be mindful of how it's going to land, and handling the emotions that will come out of it. In order to basically protect what is their bubble of safety. That's been my constant since I've been here. There's a difference between the way white women interact with one another and with woman of color. I think it's not specific to PCC, I think it's a Portland thing."

"When I take it home with me, part of what I'm doing is trying to figure out what happened. Part of it is trying to figure out how to interact with the person, how to navigate future interactions with that person. My time is all taken up with my students, I don't have time to take teachable moments with colleagues. Sometimes the effort to be professional, you're always trying to siphon your perspectives so you're not considered the angry or complaining person of color." "Sometimes we don't have the energy anymore. We're spread thin. I still feel like I have to prove myself all the time." "I echo that. I feel like I'm always, constantly trying to prove who I am, what I bring to the table. I don't think my voice is valued."

"I survive by keeping my mouth shut, and then have to go home and process it. I think if I open my mouth it might be an explosion, so I don't do it here. I don't walk around feeling like it's a terrible place. It's pretty much what I expect. But I don't think we're all having the same experience." "There's a core group of people here who are trying to recognize their white privilege and work differently, but it doesn't always present itself. They don't recognize that what they're saying or doing is still privilege. Their intentions are good, but they're still stumbling. You want to give people the benefit of the doubt, but it shouldn't always have to be this way. There are days when you can have a teaching moment for every moment."

"We've increased the number of POC employees at PCC. But there is a level of fatigue, like I came here to do this one thing, but I'm not equipped or paid for, or ready for this job that I'm doing." "Over time, you realize the toll it's taking, it impacts your health, and how you go home and how you present to people who rely on you." "Sometimes when I do let things go, it's so I don't feel even more isolated. I do let quite a bit go. It's not sustainable to fight every fight. I have to be very strategic."

### Inequity + Student Interactions

"[Treatment of] faculty of color is very different from what it is for a white person. Students question if they really know what they're talking about. In addition to teaching, they have to prove that they've earned the right to be here. A student complaint about a faculty of color gets pushed to the top, but if there's a complaint about a white faculty member there's a process. But if it's Black faculty, then it goes to the president. I find that interesting. Why is the

president supposed to mentor and talk to these faculty members instead of their dean or department chair?”

“From student to instructor there’s hesitation to use any title. Even if we introduce ourselves otherwise. Some will insist on calling us by our first names. Reflection of general attitude, refuse to acknowledge the instructor’s value and position. Dismissive in the classroom.”

“Being student centered means holding students accountable. If a student comes to me, I will try to help them, but still maintain standards and accountability. There is sometimes pressure there, that I’m not the cuddly mommy person to them. Student evaluations are sexist and racist. They’ll suggest I need sensitivity training, that I’m not ‘caring enough.’ I’m trying not to fall into the Angry Black Woman category. Students also question my authority. Sometimes this kind of thing gets held against some faculty and used to reprimand people. I think that students are definitely aware of their power, to some extent.”

“For Staff/Fac of Color, we do get asked to do more things, especially around students, because you can relate better to students, and there’s less time to do things above and beyond. I get ‘chosen’ more often to do things as a faculty of color, especially front-facing to show off how diverse we are.” “I was asked not because my skill or experience but because of needing someone of color.” “This isn’t something we can talk about with white colleagues. Definitely not.” “The culture and structure of PCC leaves a lot to be desired for a woman of color. I came in with a new cohort, new faculty institute, within the first month we had to form a support group for female faculty members of color. Classroom scenarios don’t address instructors’ experience. We formed organically after this. We’re left feeling devalued, unsupported, and under enriched. PCC makes diverse hires for representation, but then stops. No value, support, extra effort to take additional steps to address DEI, to go beyond status quo.” “Some of us easily win our students over, but why should we have to? Some other instructors who aren’t as magnetic or relational, their qualifications and credentials should be enough but instead they’re having to prove themselves to their students. White male professors can be as bland as they come and still command the respect.”

**Accountability** This most often repeated term in all focus groups relates to the College’s commitment to its mission and lack of follow-through. Summed up by a long-term staff member: “There’s nothing mandatory; no one’s being held accountable or responsible. That’s where it feels empty to me. I want to hear that we’re doing something, but it feels like bullying to hear about [the intention] all the time, then ‘we don’t have any money,’ so nothing gets done. Where’s the leadership? I’m hearing you talk but I’m not seeing you do.” Others suggest linking expectations with financial retribution: “I think accountability in terms of pay is the only way you’ll see significant change. The way we’re structured right now, some groups are only reviewed every 3 or 5 years. There’s no mechanism in our institution; that’s the only thing that compels people to pay attention. There’s nothing to make people do anything across the board. If you do nothing, there’s no level that responds to this.” “We as an organization have said that these are our priorities, yet people opt out all the time from learning more or doing differently, even though there are several trainings and resources available online and in person.” “During [active shooter training, the trainer] publically denounced the import of gender pronouns. A new position still allows this individual to do trainings throughout the district.”

Many feel PCC culture isn't changing fast enough, that old ways of doing things and a harmful status quo remain. Several participants remarked on how risk-averse positions contribute to harmful culture: "Institutionally, we spend more time protecting those who oppress and less on protecting those who are oppressed. We're choosing a very risk-adverse path. We hire wonderful staff to serve our students but we're not giving our staff the support they need to help support each other and themselves who are feeling this hate. That feels really like a really terrible situation." "One thing the College needs to do as a whole is to take this council and get closer to what we put on paper. Our current Council is concerned about risk more than a Council should be. They are risk averse. I'm not sure that Council is really helping us, and looking at what a risk would look like if we followed through. Whether it's all-user restrooms...it's always us trying to balance to make sure we don't leave out the white man because we're asking about racism, or sexism. If we're going to keep our current council, we need leadership that can respond. Until we do that, we're always going to be lifting up or equalizing the feelings of those who are doing the oppression and those who are oppressed."

A minority of white faculty/staff express concern that the climate is too rapidly changing, that it's difficult to keep up, and they are punished if they don't. Yet no one could cite systems that ensure employees are held to task for infractions: "In general, there's no consistency around campus policies." "No one holds me responsible for developing skills around equity. I read about it in my spare time." "I know that there've been reports to HR for some of these kinds of behavior, but when you don't see a big change, or consequences...It exacerbates the feeling that it's unsafe or nothing will be done. If something feels unsafe to me [a white person], that risk is magnified a ton for a person of color." "I've reported [sexual harassment incidents] to the director of my department and never known anything to happen." "Because I'm white, unless I really go out of my way to hear POC talking about their experience, I don't see racism." "We can't weigh white people's feelings higher than marginalized people's shitty experience of being oppressed."

Most employees appreciate union representation but recognize it as ineffective at addressing daily microaggressions: "Union can only support rule book violations. These kinds of things aren't covered. It's a fine line." "We don't have an effective system to address issues and stop people that are being problematic. Institution says we don't have proof to address these issues; we can't prove the racist thing happened, unless you can get this experience to happen again. We don't have systems that protect students. The existing power dynamics allow problematic things to just keep going. We move people out of positions and into others rather than just addressing their behavior. We don't address issues." "There is no policy, guidance, etc. when people start working, so onboarding is different in every office. There's no welcome to PCC packet. There's no structure to even filling out a form here. The lack of consistency is directly related to how people are held accountable for microaggressions and even macroaggressions." "There's a bigger problem here when it comes to inequities and it's coming from the top down. There's a big disconnect between exec leadership and everyone else." "Many people here feel like we do not have institutional follow-through." "The Institution isn't holding anyone accountable. [It has] antiquated [notions of] intention vs. impact. All these things have to be in place for someone to be held accountable for emails, questions, comments that inhibit



someone from feeling like they belong.” “Our institution puts it on the backs of those who are experiencing the oppression. We do not target bullying. We avoid a progressive discipline path. The best we do is we hire well, so that we don’t get into these situations. HR says ‘They’re an equal opportunity offender,’ meaning they therefore can’t be held accountable. To hear that coming from the core of the College sends a message.”

[After defacement of Black Lives Matter posters] “Students reported it but nothing happened. I didn’t hear anything from Administration about this. It just happened to the people it happened to. The rest of the campus was unaware. Nothing public was said.” This example presents a missed opportunity for intersectional alliance: “There are many earnest personalities in the Centers. But when you push them on intersectionality around race, it’s like a screeching ‘whaaa-?’ I’ve had productive conversations with one or 2, but it’s held really deeply and there’s a lot of pushback.”

### Reactive

“There’s a culture of creating our own systems to accommodate the broken systems. We’re back to what we were doing 8 years ago.” “We’re told we need Recruitment & Retention, but no one’s listening to what we’re already doing, like ensuring people who work on the front line are kind.”

“I wish we had better strategies to be able to talk about what’s happening on and off campus. We need a trauma-informed lens. It feeds into my experience that we are reactive but not strategic. We know our DREAMER students are going to be impacted but we do not have a plan. We could be coming up with a plan.”

“I feel marginalized and overlooked, sort of unseen, as Jewish. It’s an unacknowledged identity group on this campus. We’ve got DACA students, queer students. Being a Jew isn’t up there until something bad happens. Then it’s going to be an issue. I’ve spoken with Administration about this. We’re going to be in a position where we’re having to fix things. I suspect there are some anti-Semitic views here.”

“If equity is so important, President Mitsui has to convey to presidents on all campuses that this is happening. Financial Aid will close for 2 hours for something important to happen. We could do this for focus groups. When College was threatened with law suit, they made it possible for everyone to attend a training. Every manager knew it. It’s not like it’s not possible. It’s not like we don’t know how to do it. It was when there was a fire under our ass to make it happen.”

“We don’t do exit interviews with faculty, staff, or students. You drop out of PCC just by not coming back. It would really benefit the institution if they had exit interviews so they could understand if people left due to racism, assault, etc. [Without data] it’s hard to advocate for those resources. I lost a student staff because of domestic violence, [and another] who was the only translator for her family. She lost her dad to being arrested by ICE and had to be up at the detention center to translate. I’ve lost students due to pregnancy. But there’s just nowhere to put this information.”

**Retaliation + Due Process** “Fear of retaliation for speaking up...that’s real.” “Everyone’s afraid of retaliation. That’s the bottom line.” “I’ve voiced my opinion, I’ve been told to shut up, I’ve been bullied. It’s real. The people who cause the issues telling me to shut up. They get to retire after they’ve tormented a bunch of people because they were allowed to do that and nothing is

ever resolved.” “We’ve lost a lot of POC. That’s been some shady stuff. They’re threatened or walk away. The information that went out said they retired. But we know that’s not what happened. They were forced out against their will. When we see that happen, [we don’t speak up because] we don’t want to lose our jobs.” “It was really hard having to explain again why something hurt so badly. The situation still continues, it was never resolved. No one was reprimanded. It was said that that’s the culture of what the good old boys say. If it was the opposite, if a staff person of color was at fault, they would have ‘retired.’ I don’t fear retribution, but if you consider opportunities being withheld or given away, then yes, there’s recrimination.” “I’m a manager but I’m at the bottom of the vast managerial structure so I don’t have any power. I don’t have influence over all those other people.” “We have one staff member who’s problematic but thankfully they don’t have direct contact with students. There’s a range of inappropriate behavior. Broader management issues keep people in positions and not pursuing the grievance process. I don’t currently have time or ability to replace them.” “Part-time faculty may be experiencing bias or negative situations themselves that they hesitate to report. They [have] so much fear about losing jobs, lack of job security, they’ll attempt to deal with issues informally [and aren’t] necessarily satisfied by the process that was available.” “People being part time and ‘casual’ employees really impacts the experience of students.” “Part-time Faculty have no rights; department chairs can do whatever they want. Basically, if you’re a favorite of the Chair, you get more classes, or [if you’re not a favorite], class gets moved to a time when it doesn’t fill, and the class doesn’t happen.” “Due process can be so lengthy, contracts are so lenient, it doesn’t serve acting quickly. Especially when it’s an issue without evidence, which is how oppressive behavior so often occurs. How HR interprets this is a problem.”

**Training** is a contentious topic frequently raised in White Affinity focus groups and addressed by participants in most focus groups. Administrators express desire not to exploit part-time faculty by requiring training they can’t compensate; however, inconsistent training leads to uninformed interactions, and students perceive instructor training as non-existent. Many participants raised concerns about access, consistency, attainability, and requirements, and suggest bringing training to employees. Adding to the challenges of equity + inclusion training, PCC’s 2016 Whiteness History Month and its backlash polarized people and continues to affect morale. White staff + faculty describe the events as positively raising their awareness, while POC faculty + staff express it as having “more of a negative effect.”

Concerns about buy-in and cohesion are viewed as excuses preventing PCC from serving as a cultural trailblazer: “The biggest excuse the College uses for not making change: we’re big and complicated. If we can’t get everyone to agree, then let’s stand still and not move. We brag that we’re the largest institution of higher ed in the state. It’s a brag and a crutch. If you have to bring everyone along and get everyone to cosign...they’re not going to get everyone. You know what’s possible if you put your mind to it.” “A lot of it’s systemic: It’s the state, it’s in our nation. How come we, PCC, can’t be the beacon the light for the rest of the city? I want President Mitsui or someone else to tell me why we can’t be different.”

“In general, there is no formal staff training in anything. Same for many of the academic professionals, too. There’s safety and FERPA, but there’s no formal ‘this is who we are as a

College, this is how we function.’ Definitely not for frontline staff. The only way for non-mandatory training to work is if Division Deans, the people who are directing staff in an office, managers, if these people are in the position to provide and create the environments we’re looking for. If they’re not equipped or held accountable for doing this, then non-mandatory training is useless.”

“The only time I hear about the CRT is when I work with the Centers. Otherwise I don’t hear about it being actively used in decision making. I don’t even know about the 5 steps.”

“[CRT in regard to YESS] I know there are trainings for that. I don’t know how many people are utilizing it. How many people can take off 2 full mornings? It’s not at every campus. Most Classified staff don’t have access, because of workload, we can’t really leave. At the manager level they might have to, but it’s not for the rest of us. We can’t really learn that.” “We’re challenged by our physical structure and organization. Hard to present training opportunity equally. We have challenges of sparing employee time.” “Online Training on Diversity & Title IX offers always met with pushback. We talk a lot about what the institution doesn’t do and we don’t talk about what we do that people don’t take advantage of.” “It’s a culture thing. If it’s something everyone takes advantage of it becomes okay.” “Plenty of people who are forced to go to training, they’ll complain, but you know that they got it. In every interaction where this comes up, they’ll have to think about it. Even what’s considered an unsuccessful training still has this effect.”

“Individuals who don’t have the opportunity to go to what isn’t branded as a training but rather a speaker won’t have the chance to learn this. It’s almost looked down upon by peers, let alone managers who won’t endorse it. The attitude that it could be part of our work, part of our job, is a perspective that is an important aspect of our climate that could change.”

“We are white everyday but we don’t think about it.” “My entire experience of education, I was taught by people who looked like me. What about students who never have that experience?”

“The 2-day Whiteness class helped me learn a lot. That’s a great class. I observed some people that just felt so bad, it was too heavy for them. They couldn’t continue the class so they left.”

“I’ve heard white people complain, ‘Man, I never was made to feel bad about being white until I came to PCC.’ For that to be where white staff and faculty are coming from at this institution, which is only doing the tiniest bit to look at whiteness and white privilege...” “I kept trying to tell them that [a policy in our department] is racist and we should really consider getting rid of [it], and it really impacted my relationships with my co-workers. They thought I was calling THEM racist. They can’t separate people from policies. We don’t have a way to talk about this, we have no way to talk about racialized effects of our policies. When I can talk to people about racist policies...they think that I am saying that they are ‘bad’ people.” “I pulled down a couple ‘It’s ok to be white’ posters. I felt scared as a white person, can’t imagine what it was like for people of color. There were swastikas at SE. It feels kind of stressful on campus right now.”

“It’s the reality of our students’ lives. They are impacted by racism every day. I’m trying to get our colleagues to serve our students in a better way. Look at how hard it is for our black students to get an A from us. We need to take responsibility. And I need support with this.”

“What if department chairs got a good grounding in Take 5 so they could work with their departments on this? That seems like a good option.” “I can see that when I am in sync with the structure I am at my most racist. Asking people to look at our whole country differently. White people get so overwhelmed by this. We need to figure out how we can move forward.”

“Doing equity work isn’t any different than pedagogy/teaching. That kind of support is crucial. The institution needs to make a commitment to developing all of us as education.”

“People that don’t show up to trainings are the people that need to go to the trainings.” “I sometimes feel like I’m digging my heels but the College has offered initiatives and forced me to reevaluate my beliefs. We’re such a large institution we don’t all get the benefit of this. Not just training but being exposed to a point of view. It’s led me to realize that I need to change in this way. I don’t know if opportunities for that are coincidental or if it’s something the College is trying to adopt more.”

“Issues come up all the time about students feeling discriminated against and our depts. aren’t equipped to handle these situations, our chairs don’t even know how to make the situation better because they have no training. It’s hard to figure out where in this system to make things better.” “For certain segments – part time faculty – there is a feeling that there’s a mandate, not a means.” “Where is the institutional support? We haven’t committed the resources to make this possible.”

“The students working for us are getting good support. I just had a student who had repeated microaggressions in a class. The student said she was empowered by the training she had and spoke up to the faculty and they got defensive. She said if this was the first class she had at PCC she never would have come back. More painful in an environment that says we care about this. This faculty member is part time so doesn’t get to any trainings.”

“Part-timers are less focused on efforts toward equity and inclusion. Less aware of professional development or pedagogy. It’s not in the ethos of part-timers. They’re focusing on baseline work to adapt to each campus. There’s interest, but time commitment is a major issue. Part-time faculty tire of asking ‘are we getting paid for this?’ In actuality they have to give up something in order to show up, so that’s a real concern.”

“District Diversity Councils are supposedly doing work but I don’t really know what’s going on in those spaces, or who gets asked to be part of those groups. I know they exist but it isn’t clear how to interface with the group.” “The diversity council is the same elsewhere: let’s develop this council then blame them for low retention. It let everyone off the hook.”

“I was able to participate in a professional development course on ‘Supporting Men of Color.’ I’m on a campus that gave me training from one of the leading scholars in this field. This was really helpful. [I learned that] things that could be true for Caucasian students might be especially important for men of color, like close relationships with faculty.”

“I’m in an environment that gives me the opportunity to challenge my biases.”

### Concerns + Successes

Lack of Training leads to inequitable demands on trans students to educate staff/faculty and misgendering is rampant: “10% accuracy, especially from leadership. Misgendering happening at high ranks even at the District Diversity meeting. [I was] left to speak for them as a new, lower ranking staff member.”

“We’re creating an environment where those folks [that aren’t trained in equity and inclusion] don’t want to speak.” “[It’s] my way or the highway.”

“When it feels top down, it doesn’t feel as good. When institutional messaging doesn’t resonate with people, it creates a disconnect with the institution. It would be more effective if it was more grassroots. We all need diversity training. But if I just need to check a box on the

computer I have no interest. It's watered down. No meaning out of it. It's frustrating when it's something I care really deeply about. It's personal work and I want more people to engage in it."

Training success stories typically depend on buy-in from managers or department leaders: "I love my current department, I joined it because they have discussions. Every staff meeting, we watch a TED talk or listen to a podcast and talk about [diversity issues]. Everybody's stuff is welcome. Everyone's getting involved. 15 minutes for watching, 15 for discussion. It's eye opening. We all have some privilege. First meeting I learned this by checking off items on the privilege list. I can understand the daunting experience of realizing how it feels to know what we've done [to other people]. It's uncomfortable but it's important."

"2-day Social Justice training from Jaimie Washington was transformative."

"I do professional development training. One of the first we had an instructor who seemed to be there just to argue. It was fine because he was one of the people we were trying to reach. Most of the time we're preaching to the choir. Not required so people choose to attend. Getting those people who resist is difficult. Presentation is everything. I think we'd have more success than failures if we required training."

"Mitsui has talked about [training as part of] a learning institution, which is ideal aspirational state. We really need to look at what this training looks like at a PWI [predominately white institution]. White people looking at 'others.' There's a huge lack of connection."

Disability Advocacy "Students talk to each other about which instructors to avoid and read Rate My Professor. Their best network is talking with each other. Part-time faculty, unlike full time, aren't required to have training. They don't always have time to attend it. Usually, when students self-advocate, it only goes to a point. Sometimes faculty don't accommodate students' needs and aren't familiar with the law." "There's an instructor I hear about every term who denies accommodations. I try to avoid putting students in his class. I encourage them to make sure their learning style matches their instructors. It shouldn't be that way but it is."

"We have offered trainings; it's been minimal but even then, managers won't be able to go back to the worksite and apply what they've heard. Maybe because they don't have the first-hand experience about disability. A lot of the disabilities that I work with are 'invisible.' Those are little more difficult to understand than providing a sign-language interpreter or wheelchair access." "Our requests are not taken to heart. They'll still plan activities with Equity & Inclusion trainings with crowded tables and layout. The very people who are talking about this, are still not accepting the feedback they're given. 3 different OEI trainings, it's the same every time. Overly dependent on PowerPoint presentations [saying], 'I'm not going to read the slide; everyone here can read.' I think this happens quite a bit. People could be more focused on who's in the room." "The College has implemented Critical Race Theory into all of our thinking and encouraging us to look at decision making from a CRT point of view. I struggle with this because it seems like Disability takes a back seat. It gets in the way of universal accessibility by focusing only on one group. They stop short of the intersectional piece. Don't always get there." "There's resistance to thinking proactively about trainings. Why not have accessible materials ready for those who need them? It seems like it should be in the top 10 things to do instead of as an afterthought. Overall, there's this feeling like if we provide interpreters then they've done everything."

## **Equity, Respect + Employment Status**

Visible support in the form of posters and public rhetoric, coupled with a lack of respect or application of equity on hiring committees and within departments, plus tension between “old guard/new guard” beliefs and practices = various accounts of inclusion without equity.

“They want equity employees but they don’t especially want us to be our whole selves.” “I don’t see the College’s commitment to equity reflected when it comes back to the hiring decisions.” “There’s a lot of pride of each campus about how many faculty and staff of color they have. There’s a lot of boasting. How many of this many of this or that. Nobody is boasting about how many straight white faculty there are.” “I think our community has been tokenized. There’s always good press. Supporting the queer community is popular these days. It’s a recruiting tool. My concern with that is being prepared to actually serve the complexity of our community and doing the upfront work for that. Opening the QRC or marching in the parade gives the impression that it’s going to be a safe, equitable place to be as a queer person and that’s not always the experience of students when they get here. It’s a surface thing. Either do it right or don’t do it, because it can be dangerous and damaging.” “I don’t see a lot of overt homophobia, but I think the school is still a very heteronormative environment. There’s definitely support for creating that environment. The school is excellent at responding to crises that effect the community. After Orlando, there was a moment of silence across the College. It was very reassuring. But they also don’t know how to organize anything unless it’s the queer people organizing it. I think that leads to a detachment on a personal level to engaging. Faculty and staff, they’re the most impactful people on the students. We can’t wait for someone with the lived experience and expertise to come in. There has to be a middle ground.”

“We celebrate diversity of students, but [take] no really hard look at equity. What’s it like for a faculty member of color who’s the only one in your department? That sends a strong message. We haven’t as an institution been able to maybe move the needle on that very well.”

“The hiring process, for instance, inside of it, there’s the old PCC culture. The people who’ve been working here for a long time. They don’t even care. Not administrators but employees, they’re having a difficult time changing what they’re doing. Some folks are refusing to change. Especially if they have positions of power, like managers.”

“Professionalism coded as ‘neutral’ though it’s actually racism. Repeating the same standards that are racist and calling it professionalism. You hear the same kinds of comments. The system rewards acting like race and especially class doesn’t matter. The more we stay quiet or support the status quo the more you’re rewarded by the system.”

“A lot of faculty, just like our students, are housing and food insecure. They have that to deal with on top of their jobs being insecure. Their basic needs aren’t being met. You can talk this big talk, but the people on the ground aren’t confident about their basic needs. The College takes really good care of the students, but not the fac/staff who have the same needs.”

“Latinx employees get treated just one rung better than Blacks. It’s hard to wait for our turn. Everyone gets a time but us.” “We are sanctuary campus, we have a Dreamers Center, and support DACA, which we should. But where is the refugee center for Black people? Where is the emergency action to relieve our people? Where are the resources for us who have contributed so much to this country? I want services for our people.”

“There’s nothing in the College structure that welcomes and celebrates bringing that part of our identities into work. There’s a certain care that’s not incorporated for staff for bringing our whole selves in even as it is for students.”

“PCC is trying to save money but they are saving it on the backs of part time faculty. And then don’t get me started on the casual employees. They get no benefits, are hired briefly and then their job drops, and they can’t apply for internal jobs because technically they aren’t employees. But they don’t want to make waves so they won’t address their issues.”

“Why does this college talk about equity all the time and then have all these inequities? 62% of our classes are taught by part time, yet they are only making a quarter of the money.” “There are pipeline issues, this is a big one. There are dead ends that aren’t getting anyone anywhere. We talk a good game but it’s very classist. People get put in a classification [and stay there]. It’s an institutional mindset and personal.” “I’m an immigrant and I’ve been Classified staff for over 20 years here. I’ve applied for other positions but never moved into them. I don’t know why. I guess this is where I’m meant to be. I would like to have more job security and hope that this happens. I want to be able to pay for my children’s education beyond PCC.” “[There are] classist and or status-based systems in place to prevent professional development.”

“Classified staff are way underpaid. Not living wage jobs. The responsibilities are not commensurate with salary and expectations.” “The same positions are classified at different levels. I know this as a divide and conquer technique.”

“I think PCC is a great place to work, but I’ve been in a really great environment. I’m afraid to apply to other departments. My colleagues now help me. I doubt I can get the same in a different department. I would love to move up but it’s really scary.”

“There’s no confidentiality on [hiring] committees. People tell folks: Apply! I’m on that committee. People aren’t recusing themselves when they have a personal connection with applicants.”

“If you know the right people you can get around anything. Students that have more power, more privilege, can get around anything. I can get around rules when they don’t serve my needs.”

“There’s a phenomenon of not being kind to each other via email, like publically belittling people. Why Reply All? If you need to say something to someone, there’s ways to correct someone without making someone feel little for it. It feels a bit like institutional culture.” “It’s not a policy violation, so people feel like they are allowed to say whatever they want when it comes to microaggressions.” “I’m aware of microaggressions, overtly racist comments or reactions, following Trump election.” “I was very taken aback by white people that sent all campus emails that are unmonitored. The system can’t find a way to moderate what’s being said on the list serve.”

**Gender + Safety** The high number of women in visible leadership positions presents a positive picture of gender equality at PCC, yet throughout the College, gender equity does not yet exist. Those who identify outside of gender binary feel disrespected and unseen: “Pronouns feel like a big disaster constantly. My basic dignity isn’t respected from the get go.” Faculty and Staff also express concerns about their own and student-worker safety.

“In terms of gender things have gotten better. Better than it used to be, but where do you draw the line around good enough? We have good representation in the College overall, but there’s a still a dominant male focus district wide.” “It’s the culture here. PCC is run by white women. I don’t feel that white women at this institution know how to support people outside of very specific ways of moving through work and in the world. It’s been very evident to me. It’s very hierarchical.”

“When a group of guys report being afraid of a male coworker, if the departments are run by men, it’s dealt with more swiftly than the same situation with a woman. Especially in the classified ranks.” “Pay is pretty equalized because the Union. But jobs perceived as ‘men’s jobs’ are paid better. Women have to prove themselves more.”

“Staff/faculty are needing to leave their building to find a gender-neutral bathroom just to pee.” “Also, these [all-user] bathrooms are not cleaned enough, not a pleasant place to be.”

“My female students in a career technical program, they’re experiencing male faculty making derogatory remarks about women or pointing out that they’re the only female in the room. The student doesn’t want to report because they’re the only [woman] and afraid of retaliation. I feel stymied about where to go with that information. Don’t know that I can address the faculty member, but perhaps the female dean. It’s probably not the only female student who’s experiencing that.” “There are a couple of guys in our dept that say some really icky things to me as a woman and I know they’ve been doing it for 30 years. When I was part time I never would have said anything about it. There’s another guy that listens really well when other men talk but he won’t listen to me.”

“I work in a customer service environment; we work with anyone who might interact with the College. Very gendered line of work, the expectation is it’s a female role. We’re an ‘open campus,’ which dominates the experience of people working in the building; this is primarily women. Being on the front line, we become targets for lots of things. People in this position deal with stalking, harassment. It’s like being a bartender, without the alcohol.”

“It’s like pulling teeth to get it to be a safer space. Windows are covered so people can’t see what’s happening at the desk. Lights need to be raised. Even the hours of the building. All the push-back was about convenience of people using the parking garage without consideration of safety for people in the building. Public Safety has gotten better at recognizing that there’s an issue with this.” “Female staff lock themselves in their offices until ensured they can safely leave. Women lock offices even at 6pm. We have mirrors above our desks now to see whose coming.” “The 2 campuses where you can just wander onto campus, Cascade and Southeast, are the least protected. You’d think that safety would be taken more seriously on these campuses than it is.” “Conversations [about safety preventions] are coming up following assaults, but when that’s already happened, we’ve already lost. We don’t have a cohesive culture that works to prevent things before they happen or response when they do.” “Action isn’t going to be taken until something happens. It’s a very reactive culture. We’ve had detectives come in, after women have been molested or raped, and can’t get any footage. Lots of [surveillance] cameras don’t work. They give people a false sense of safety. It erases after 72 hours. Officers aren’t the best at communicating with each other.” “Faculty don’t necessarily know much about this stuff. Some department Chairs don’t even know about Title IX.”



“I’ve seen terrible sexual harassment and really incredible condescending, sexist behavior. More [from] middle managers directed to women employees and kind of toward students. I wouldn’t say it’s a majority managers, but they’re repeat offenders. I think there’s some strategy involved in who these men target. Like they know who they can get away with this and who they can’t. I think it happens more to women of color and because I’m white it doesn’t happen to me.” “It does not feel safe to call stuff out. It doesn’t feel safe to stand up when I see something. It doesn’t feel like I could ever call something out publically. Like do I really want to get involved in that? My colleagues of color feel that like times infinity.”

“There’s still a dynamic of women mostly impacted by secondary trauma. We hear the students’ stories. It’s like we’re doing more emotional labor than men. It feels like that falls more on women’s shoulders here.” “I would like to see leadership at PCC acknowledge the Me, Too Movement. Acknowledge that there’s tons of sexual harassment and assault at PCC and in workplaces everywhere. It’s at the forefront of people’s minds and industries are talking about it. It might be validating for PCC to join that conversation, and then, honestly, root out some of the men that, I wonder, how do you still have your job? Oh right, it’s because you’re a white man. In any other instance, you wouldn’t.”

Gendered Caregiving “A lot of women have to take sick time to be with their kids, and adjust their schedules. I’ve been very lucky in that my supervisor has allowed some flexibility in this. In situations not like this, this could be really detrimental. Managers are never ever trained or held accountable for this. There’s nothing equitable about this.” “Often women employees are responsible for childcare and eldercare.” “Childcare grants are given out right before the term. How’s a person supposed to plan for that? We could do a better job at this.” “Childcare closes when classes aren’t going on. Those days, everyone who relies on this has to find alternatives. It’s based on the teaching schedule.”

**Representation** Members of underrepresented groups report inequities resulting from being both highly visible or invisible: “The feeling of isolation is so real in a multitude of spaces and places. Just like tokenism.” They may be called upon to represent their presumed group, mistaken for others of their perceived identity, required to educate classmates, instructors, colleagues or supervisors, and expected to unequally serve on committees, advise students, and perform other labor beyond their job description. They encounter retribution for expressing equity concerns and find few opportunities for support or safe avenues for disclosure. These experience further contribute to underrepresented staff/faculty exhaustion. “Under any other circumstance, you would sit with the people you like, but we can’t do that. We can’t sit together or people would think we’re plotting. You’re always thinking about it.” “People are observing everything. I feel like I’m under surveillance all the time.” “Several people have overtly commented on how much work I do. If they don’t see me everywhere they assume I’m not working.” “Sometimes I feel pressure to represent as staff of color. I can’t really represent everyone. I feel a little bit of pressure to be on hiring committees and groups. People expect me to be someone. It’s great but at the same time it’s pressure.” “I have colleagues who’ve known me for 15 years who still call me by the name of the only other non-white person in the department. We don’t look alike. My department chair used to do it. Many people have.” “A lot of white people consider themselves progressive but haven’t done

enough work.” “We’ve got people getting awards for Race Talks who have personally targeted me with racism. We don’t get anything. We’re not rewarded for going above and beyond and making sure we take care of our students.” “Knowing another language was definitely a benefit in a job description that didn’t express this need as requirement. The pay differential [added if you speak a second language] was taken away. People felt this was unfair. It’s one thing to require it, it’s another to bring it to the job. It felt like getting around the issue to get out of paying the 5% bonus. This compensation was recently taken away from people who were, and are, bringing this skill. I don’t know how it was decided. There’s a lack of clarity about decisions and how they are made.”

“The campus culture here is different from where I came from. We didn’t talk a lot about equity and inclusion there. Here we do, and it’s valued and discussed. It’s on the table. That’s great. I feel good working for an institution that has that reputation but I think there’s an underlying culture of a lot of unhappy people and faculty + staff who feel walked over and they’re not being taken care of.” “I feel like I’m giving to the institution but I don’t feel like I’m getting anything in return for my labor and my work.”

“Colleagues of color will talk about how we should be grateful that we’re not outside of higher ed; [at least] this is an environment where people try to apply some degree of diversity and inclusion in daily work and policy. It’s better than nothing. Sometimes I would like to see more [disclosure of their experiences]. By not putting it out there, people are imagining the environment is better than it is.” “If more people heard about [incidents of targeting], it would help everyone understand that the issue is a lot larger than they might think. Everyone has a role in this. If this is a campus for the community, we have to be more aware of how it is not.” “I don’t think we focus too much on Diversity and Inclusion. It’s reflecting the community, which means, for PCC, the mandate is there simply by being a college for the community.”

Hiring “Survey questions about serving on hiring committee didn’t capture the way inclusivity effects this. We’ll have members that say we have to keep this because of ‘diversity.’ Not because it’s valued. The survey didn’t attempt to capture any of this. It’s skewed to show positive only, like the intention to have diverse candidates. We said we did it, yes, we had diversity hiring, whereas I feel people on hiring committees often question the process.”

“The training that I did get was terrible. It reinforced the idea that ‘you’ve got your 10% so you’re good.’ Not actually hiring a POC, but just including language to by avoid a lawsuit. HR seemed not invested in anything more. As an institution, it’s not enough. I would love to see a good hard look at how HR can have a genuine commitment to bringing more faculty and staff of color. We’re lacking training for people on the hiring committees.”

“[Currently,] trainings seem to be just about here are the laws. Maybe it would be better to have a pre-training with our DEI people, before hiring begins, [stating] this is what the goals are for the College...Here’s why this matters, and here’s how you can play a role.”

“I’ve been on a lot of hiring committees and recently decided I won’t serve this way anymore. People on these committees will say awful things to me. People [inaccurately] assume that I’m thinking certain things; same with on SAC meetings. I don’t want to be on hiring committees because then I’ll become more cynical. There’s tendency to feel like they’re checking off the boxes they’ve been told to. There’s not a heart in it. The training beforehand isn’t really getting at the heart, or the hearts are in such a condition that it’s not penetrating.”

"[In hiring,] there's always 'the diversity question.' It feels like it's not taking the seriousness of it. People know what the right answer is. I'm not sure what the point is. It's just playing a game. They've been more like definition questions with very superficial answers that require no critical thinking. You can just recall what you've read; no demonstration of how you'd actually apply it in the work that they've done. The diversity question, when everything else looks good, in terms of ranking it's not top priority ever. For a lot of hiring committees, they can overlook a poor answer to it."

"I think there is an undercurrent of looking at any hire of a POC with suspicion." "My first 15 years I was always told you're an Affirmative Action employee and got dumped on by coworkers." "People approached me after a hire of someone who got a position I was going for. I had to counteract the feeling other people were expressing about the College hiring 'the Black candidate.' People I would not expect said this. I had to defend this hire. In retrospect, it was a good decision. I wouldn't have been the best person for the position." "In a hiring decision I was part of, a POC got a job that a white woman thought she would get. She was furious. There was an assumption that she was meant to get the job. I think she had the impression that bias was involved, but I knew better. I couldn't talk about it since it's confidential." "There's still judgments made about how people look and how they [ethnically] dress."

#### Campus Variables + Community

Latinx Fac/Staff at Rock Creek appreciate programs and departments with records of work with specific Latinx populations. Representation and opportunities for advance, however, do not extend to administrative and academic positions: "Apart from special programs, I suspect we're nowhere close to representing minority populations that attend Rock Creek. We need this in the classrooms but [also] Administration. The College needs to look around at who's here and give them opportunities to move up the ranks. I don't see a mechanism for development."

"At Cascade, Dean of Students pulled together a committee of random acts of community, RAC, [an] effort to create opportunities to get out of our siloes and communicate across groups. We celebrate birthdays. Maybe we'll have a speaker, maybe we'll just hang out. The idea is fantastic, but the ability to consistently carry it out...The environment fights against that. Everyone's too busy, overwhelmed; no one has any money. I think we overcomplicate this. We don't really need a budget. The desire is there, the recognition of the need, but no one has really figured out how to sustain it."

"SE is a new campus, the little stepchild in the poor part of town. We see mentally ill, immigrants, people who've been displaced. I think our students carry a lot more stresses. I find myself in this battle all the time of trying to tell people, my students aren't what your students are. It's a different dynamic. They're not all the same." "Students' lives are in such chaos and high economic need. They're struggling in ways that come through. We're not going to be immune to discussing those experiences with them; there's secondary trauma. It's an intense workplace because of this." "I think there's a strong community feel at Southeast. It has the highest diversity, but the least amount of money." "Our [SE] president has worked really hard and is really transparent about her efforts." "[SE] students are considered high-risk, high-need; they need those wraparound services. We're seen as the smallest campus and funded as even smaller. The expectation is that we can serve just as well as the other campuses, which taxes all of our fac/staff at a much greater rate. There's resignation to finding other resources on other

campuses. Thankfully our Sunday Library hours were reinstated. This is so valuable for our students without access to computers.” “I’ve definitely had a much better experience at SE than Sylvania. Partly because when it was becoming a campus there was more thought put into how things were formed. I didn’t feel like I was walking into a culture that was firmly established.” “People [at Sylvania] are more in silos. Even the layout of the campus; it doesn’t feel like community. I don’t know if people find it elsewhere.”

Throughout the district, lack of informal opportunities to connect are rare: “We’re all so busy it just never happens outside of In-service. People still sit in groups at holiday luncheon, by department. That’s why Social Justice training was so great. I chose to sit with people whose perspective I didn’t already know.” “It’s hard to develop relationships with people in your department who are invested in your growth and development. It’s been hard for me to find that outside my department, too.”

“Because we’re so large, opportunities to build camaraderie and community would be beneficial, but this has been eroded. No PCC money can be spent celebrating employees.”

“I’ve been here for 11 years, and it’s only been in the last couple years that I’ve really started to feel comfortable.”

### Praise

“Dr. Edwards is probably one of the strongest administrative allies. She always shows up. She’s the one who ensured that we got the QRC. She used her position and her privilege and influence to make something happen for the LGBTQ students, faculty and staff on this campus.”

“President Mitsui sent out positive, hopeful messages to the campus about sanctuary and supporting DACA students.” “Mark Mitsui brings me hope. He’s saying things and doing things that deans and directors aren’t willing to say.” “I’m happy to work at PCC. I’m so excited whenever I see President Mitsui. I have such confidence in this man. We are SO lucky to have him.” “Our leadership is amazing. They’re pulling, pushing and prodding. [SE President] Jessica has made herself vulnerable around work on whiteness. She’s awesome.”

“Our dean of Student Development is incredible. I can go to her with anything. I can just go to her and ask her to give me insight. She’s wonderful at guiding me through what I can do to help make my students more successful. I’m very fortunate that I can work with someone like this.”

“Been here 26 years, I’ve seen a lot of change – some good, some bad, some still needs a lot of work. Overall, it’s been a really good experience. Our campus makes people feel good, I still like coming to work, so that’s good. “

“I’m so appreciative of working at an institution that’s trying to take this [DEI work] on.”

“Now that we have President Mitsui, I feel way more comfortable calling out biased actions that can’t pass Critical Race theory whereas in the past I felt like would be poo-pooed, or told ‘don’t be so sensitive.’ Now I feel more comfortable. I hope we’re moving in a positive direction.” “This year is a different climate than it was 2 years ago. I think it’s good to touch base a lot. I think we’ve grown through the equity and inclusion training.”

“One of the most impactful experiences was [hearing] a student’s testimony thinking about her time at PCC and her awareness expanding to become a leader who presented [on a public panel]. That’s exactly why we exist. To help nurture this development.”

“What I love about PCC is the open access, community education. I value the diversity of students that I’m working with and how life-changing education can be. I’m learning a lot. I’ve been forced to learn.”

## **Recommendations**

Exit Surveys Students are leaving PCC without record of provoking factors: “Students report discriminatory behavior in an instructor’s class [to trusted advisors]. They’re scared to report to the department chair because they fear the instructor giving them a bad grade. They run into a roadblock like this [and it’s] part of their leaving PCC.” Likewise, instructors “not only do not have exit interviews, we lose their narratives when they go.” These are valuable resources for drafting more effective programming and securing support services.

Transparency “If we could figure out an annual report that distills numbers of incidents and employees affected, we could kind of get a sense overall of all the things that happen. Even though we’re a small campus, there’s a lot that happens that people don’t know about except by word of mouth. I always wonder, when I hear of incidents, what of the larger picture I’m not hearing. There’s always a question.”

Mentorship Let new faculty members choose their own mentor. “My mentor assigned to me was a big miss. I kept her at bay. If I’d had someone who made more sense it would’ve been a better experience. With about 3 months, I would’ve been able to make a better choice.” “I was assigned somebody who didn’t feel they had anything to offer me. But I didn’t know more than they about my department or how it worked.” “There was no intentionality around creating time or space for paired mentors. I don’t think we ever met up. It was just not intentional. If it had been, we could’ve picked who we felt most comfortable with, and time to create something useful.”

Staffing “Develop or pool funds to create a group of 6 full-time, cross-trained employees whose job it is to maintain services to fill positions in Financial Aid, Registration, Library, etc. while training occurs instead of relying on Casual employees to fill in. If adequately compensated, they could be veteran employees, to avoid new training.”

### Center Organization + Naming

“Hire an Associate Dean with a Social Justice theory background who is responsible for the QRC, WRC, MRC, so we all report to the same person. The hierarchy would allow this one supervisor to house our ethos and to galvanize us. Having that actual support person who would help us meet regularly and organize us would be a real help.” “Why not a localized spot for all the centers? The separate locations build a sense of separate identities. Don’t we want to bring everyone together and have people interact, address [our] differences?” Bring student services to the Centers: “The VRC lets me know I can drop in. I’ve gotten quite a few students that way. It’s harder to get veterans to come to you. It’s just the tone of that group. They’re an awesome group, they have a lot to offer. We need to serve them and hear them.”

### Multilingual Applications

Staff, including student workers, often provide translation services when this is not part of their job descriptions. “An office with various interpreters would be useful. There’s very limited linguistic variation on staff.” Outsource if necessary.

### Accommodations, Health + Sanitation

Ensure that in larger spaces speakers are provided with and required to use microphones instead of assuming their voices are loud enough. “Leaders of meetings don’t always do this, and people with hearing or seeing impairments won’t always speak up. They won’t feel comfortable.” Provide “more parking for people with blue signs.” Add more restrooms at Sylvania and improve accessibility in existing ones, which are currently too tight for service animals. Make captioning and similar assistive technology the norm in all classes to assist various learning styles and language needs. Include thermometers in department first aid kits to encourage contagious employees stay home. Provide “sanitary wipes like at the grocery store. They could mount to the wall...beneficial for everybody. One of the instructors in the science field shared how unhealthy the restroom hand dryers are. Some people are more susceptible to getting sick. Their immune systems are compromised. That ties into abilities.”

### Safety

“Lighting, surveillance and security would help keep campus safer. Emergency phones around campus would be great.”

Community “[We need] opportunities for team-building exercises, to do training but you don’t know you’re doing it. Fun ways to engage with one another. To see the benefit in socializing. People engrained in their work could be encouraged by knowing other employees who might challenge their perceptions.” “I like the idea of weekend retreats, for students of color, talking about how to survive oppressive systems. We never are taught tools for how to find community. We talk about serving dominate system, informing them, helping them to validate and see us. If we cultivate community for students, I’m hoping I’ll get the byproduct of this by bringing together fac/staff. Our retreat, it’ll be a more social justice retreat addressing more categories of identity, not just race.”

“Students, when they’re brand new and first in their family to go to PCC, don’t know the first steps to getting involved on campus. They spend most of their time in the classroom. Promote or require that students get involved, attend an event, like these focus groups...This could be part of the curriculum in any subject—biology, science, math.”

### Future focus groups

Deans need to encourage participation.

“Have a facilitator visit classes. Show the benefit for attending and contributing.” Several staff and student workers emphasize the effectiveness of bringing facilitators to Resource Centers. Faculty + Staff suggest visiting student groups, ESOL communication classes, and conducting focus groups during In-service, which would include part-time faculty, or Spring SAC days for greater participation and to share in collective brainstorming.

Update future surveys; “2018’s (as in 2015) offers ‘Asian American’ but no ‘Asian’ option.”

Employ respectful names of groups listing adjectives after subject: Students Who Experience Disabilities, Students who Identify as Men, People of Color.

Specific requests for Middle-Eastern, Arab, and Jewish affinity groups + outreach to locals: “It’s a community, we should hear from businesses, bus drivers, families, members of the community outside PCC. What’s their view on the college? For RC specifically, there’s so much construction happening. I hear from students how hard it is to find parking, but the community doesn’t want a parking garage. Administrators need to take into account everyone who is at the table.”