THE ROOT OF US

THE ROOT OF US
Strong Roots. Strong Community.

Working collaboration between the Root of <u>Us, Brick 13 LLC, Solutions by Cadenas, and Social Justice Kids.</u>

Section 1: Executive Summary

The culture of Justice, Equity, Diversity, Inclusion, and Accessibility (JEDI-A) at Peninsula College is described as aspirational and a space in which struggle takes place to align words with actions. At the same time, there is a clear recognition of the importance of supporting historically and contemporarily marginalized identities and fostering an inclusive environment. But, there are significant gaps between the institution's stated goals and actual practices. The feedback suggests that Peninsula is wrestling with concerns around faculty and staff representation, leadership accountability, and taking meaningful action. There is a call for leadership to embody the principles of JEDI-A more visibly and actively and for policies to be implemented in a way that genuinely transforms everyday interactions and institutional practices. The need for better support for neurodiversity, more effective communication, and greater community engagement indicates a culture aware of its shortcomings and seeking ways to bridge the divide between intention and impact. The college culture reflects a commitment to improvement and the challenges of making lasting changes.

It is essential to understand that institutional culture is created via numerous factors and in a multitude of directions- top/down via policy and leadership modeling, community-driven, student-driven, modeling by faculty and staff, and more. Participants shared that it was critical for all to be accountable in the ways in which they participated in creating and/or disrupting institutional culture. Leadership has a primary role in changing structural/institutional and ideological norms of exclusion or inequity, and everyone needs to understand they they play a role as well.

1. Equity and Inclusion

Description: Our focus is on creating an equitable and inclusive environment where all students, faculty, and staff are supported, valued, and heard. We emphasize the urgent need to combat systemic inequities and promote diversity, as these are not just goals but fundamental principles that shape our community. Examples:

Direct Quotes:

- "Not calling out the inequity in support and services between whiteness and Anti-blackness."

- "Staff's behaviors reflect their privilege, are not equitable."
- "Stop using deadnames."

Summary: Equity and inclusion remain critical areas for improvement at PC. There is an urgent need for more active measures to address and dismantle systemic inequities. For instance, they are hiring practices from recruitment to separation. This includes ensuring representation (not isolation and tokenization) at all levels of the organization, respecting individual identities (e.g., using preferred pronouns), and centering and valuing the ongoing engagement and participation with those within the PC community and Port Angeles who have been furthest from justice, as participants stated that want to be wanted, hear, appreciated, supported, believed, and folks wish to belong. Creating an environment where every student has access to information, knows their value, feels it from within PC, and partners in the ongoing institutional change and progress.

2. Administrative Transparency and Accountability

Description: We call for greater transparency and accountability in administrative decisions and actions. These principles are ideals and the foundation of our equitable, collaborative, responsive, and culturally embedded decision-making processes. Direct Quotes:

Direct Quotes:

- "Leadership is not being on the same page, not leading and bringing people along."
- "Deans and administration not being transparent or inclusive."
- "Spending money on things like (the listening circles) this without showing employees the data."

Summary: Transparency and accountability from the administration are musts. Transparency, accountability, choice, and community connectedness are central to trauma-informed leadership and model the kind of belonging and trust PC wishes to create across campuses. Faculty, Staff, and students call for more transparent communication about decisions, more inclusive and collaborative processes, and the need for leadership to engage (long-term) with campus and broader communities. Transparent and open communication about decisions is crucial for fostering trust and understanding. Transparency and accountability include but are not limited to, the following: providing data connected to expenditures, involving community members and partners in decision-making processes, and sharing information openly, honestly, and with clarity about vision and purpose.

3. Support and Allyship

Description: Emphasis on the importance of public and consistent messaging and actions related to equity, support Black, Brown, Indigenous, and all Peoples of the Global Majority (BBIPOGM) and all who have been marginalized and minoritized within higher education and the broader cultural context. We highlight the need for actions over words and more active involvement from those who may not share identities or experiences of minoritization but believe in equity and justice in higher education.

Of particular note is the excess intellectual and emotional labor done by BBIPOGM and others whose identities have been oppressed. This labor is often unnoticed by administration, leadership, colleagues, and others. Yet, it is foundational to the support, well-being, and success of those from these groups across all levels of the organization.

Direct Quotes:

- "Don't allow violence to be normalized. Emphasis on the importance of public allyship."
- "We need more white folks speaking up in alignment with what BBIPOGM are speaking up."
- "Support for Women of Color - support needed to do work."

Summary: Solidarity requires more than words; it necessitates action and support. The campus community needs more visible and vocal colleagues and friends who act in solidarity with equity and justice, especially among white, heterosexual, cisgender, neurotypical, non-disabled, and native English speakers who are staff and faculty. Some of this work includes but is not limited to active engagement in anti-racism work, unlearning bias and its impacts, advocating for equity in every aspect of the organization, and being proactive in creating a brave and supportive environment for all.

4. Community and Relationship Building

Direct Quotes:

- "Humanizing, building community. Make things better in their areas."
- "PC staff needs connecting on a genuine level. This meeting is a start."
- "More circles like this! More discussions to connect."

Summary: Building a robust and connected community is crucial for creating belongingness and support that provides the platform necessary for thriving in higher ed. This involves fostering genuine relationships, encouraging open dialogue, and providing opportunities for staff and students to connect on deeper levels. Centering and recentering those furthest from justice, whether in regular meetings, discussions, or community-building activities, will bridge gaps and create a more cohesive and supportive campus culture for all.

5. Student Support and Mentorship

Description: Prioritizing student needs through active mentorship (from faculty, staff, and peer mentoring), accessible support services (e.g., ESL students, neurodivergent), and tailored resources to help students connect to their identities, learning, and the broader world. The aftermath of the pandemic has created more obstacles for students and their learning. These obstacles inequitably impact those who have already been historically and contemporarily marginalized within education.

Direct Quotes:

- "Not prioritizing students, not preparing them for life."
- "Overextended staff, by being asked to do things beyond capacity."
- "Support for students who are managing their recovery from addiction."

Summary: PC has made supporting students a top priority. Participants called for a greater focus on mentorship, accessible support services, and providing the necessary resources for academic and personal success. This includes addressing the needs of neurodivergent students and ESL students, offering more in-person classes, and ensuring that support is readily available. Effective mentorship and a robust support system can significantly impact student outcomes and well-being.

6. Combatting Racism and White Supremacy

Description: While this specific focus on a culture of white supremacy and racial justice is embedded in every aspect of this report, addressing and combatting racism and white supremacy within the campus and the surrounding community is essential to highlight, given the acknowledgment from participants that this culture is still alive and well at PC. We emphasize the need for education, awareness, and active measures to create a brave environment and build belonging.

Examples:

- "Stop the ignorance. White supremacy is alive and well, endemic in Port Angeles."
- "White folks 'haven't ever seen it,' need to know that you actually have seen it and know it."
- "Training on what white supremacy culture - how do you see it, how do you – white nationalists who are blending in now, how do you notice them."
- "Offering lunchroom options beyond 'American food.'"

Summary: Combatting racism and white supremacy is central to the work of all institutions of higher education, PC being no different. These concerns and ongoing impacts require immediate and sustained attention. The campus community must be educated on these issues, recognize their presence, and take active measures to address them. This includes providing training, creating brave spaces for dialogue, and ensuring that policies and practices actively work against racism and discrimination (e.g., audit policies & procedures).

7. Improving Communication and Collaboration

Description: Enhancing communication and collaboration across departments and between staff and administration. Ensure that information is shared openly and accurately.

Direct Quotes:

- "Pattern of siloing, creating tension between offices/department."

- "Giving out information that is contradicted within hours."
- "Stop the ignorance."

Summary: Effective communication and collaboration are foundational to a well-functioning campus. Reducing siloing, ensuring consistent and accurate information sharing, and fostering a culture of collaboration can help mitigate misunderstandings and build a more cohesive community. Transparent communication from the administration and among staff is vital for maintaining trust and working towards common goals.

8. Support for Neurodivergent and Disabled Students

Description: Providing adequate support and accommodations for neurodivergent and disabled students to ensure their academic and personal success.

Direct Quotes:

- "Support/accommodations for neurodiversity - big expectation to cut professors slack."
- "Integrate more for neurodivergent folks - particularly when folks are unable to get assessed."

Summary: Neurodivergent and disabled students require specific support and accommodations to thrive. This includes understanding their unique needs, providing appropriate resources, and building better knowledge and understanding across faculty and staff levels.

9. Support for 2SLGBTQIA+

Description: Providing adequate support and accommodations for 2SLGBTQIA+ students to ensure academic and personal success.

Examples:

- "Respect pronouns please."

Summary: 2SLGBTQIA+ students require specific support and accommodations to thrive. This includes understanding cissexism and heterosexism's connections to white supremacy and providing an accurate, respectful, and culturally relevant curriculum. Often BBIPOGM, first-generation students, first-generation queer/trans in their families, ESL students, neurodivergent (correlations), and more complicate the experiences of queer and trans students as they navigate higher education. Navigation, support, mentoring, and ongoing conversations about access are needed to see these students flourish.

10. Support for ESL students

Description: Providing adequate support and accommodations for ESL students to ensure their academic and personal success.

Examples:

- "More ESL resources, please. The ones we have are good but need more."

Summary: ESL students are frequently first-generation and first-generation students in U.S. institutions. Navigation, support, mentoring, and ongoing conversations about access are needed to see these students flourish. Often BBIPOGM, first-generation students, queer, trans, neurodivergent (correlations), and more complicate the experiences of ESL students as they navigate higher education. Navigation, support, mentoring, and ongoing conversations about access are needed to see these students flourish.

Executive Summation

The themes identified in this report highlight critical areas for improvement at Peninsula College. Addressing these issues requires a concerted effort from all campus community members, including administration, faculty, staff, and students. By centering equity and justice throughout every aspect of the organization, improving communication and collaboration, supporting students, and actively combatting racism and white supremacy, Peninsula College can create more support, belonging, more intentional action, more equitable processes, and a thriving campus environment.

Section 2: Themes across Students, Faculty, and Staff

Subsection A: Peninsula College should stop…

Summary

This section emphasizes things that came to mind when participants were asked: What should Peninsula stop doing to create a more equitable and just campus? The answers here do not necessarily reflect that framing because of the way in which participants answered.
Key themes include fostering active allyship, addressing inequities in support and services, increasing awareness of privilege, and promoting community-building efforts. The document also highlights the importance of prioritizing student needs, re-engaging in post-COVID interactions, and actively combating white supremacy. Additionally, it calls for fair compensation for faculty, increased emergency funding for students, and addressing racism and bias. Improving representation and inclusivity, enhancing accessibility, and ensuring transparent communication are crucial to fostering a supportive and inclusive campus community. According to participants, there is a noticeable divide between the open-minded campus environment and the surrounding "close-minded" town. Issues of mobility and pronoun inclusivity, racial and cultural sensitivity, and discrimination are prevalent, with calls for more authentic representation and sensitivity towards diverse needs. This section also emphasizes the

importance of genuine allyship, addressing privilege, and improving campus leadership and climate to prioritize student needs and foster a supportive, inclusive environment.

Themes and Descriptions

1. **Support for ESL Students**
   a. **Description:** Highlighting the need for additional support and patience for students who speak multiple languages. Emphasizes the importance of not rushing these students and providing the necessary assistance to help them succeed.
   b. **Pertinent Points:** ESL students require tailored support, patience, and understanding. Teachers should pause and support students effectively to ensure their success.
   c. **Direct Quotes:** "Rushing students who have ESL - pause and support students who speak multiple languages."

2. **Respecting Identities**
   a. **Description:** Urging the cessation of using deadnames and ensuring that individuals are addressed by their chosen names and pronouns. This reflects a broader call for respect and acknowledgment of personal identities.
   b. **Pertinent Points:** It is essential to use correct names and pronouns, promote respect for individual identities, and reduce harm caused by misnaming.
   c. **Direct Quotes:** "Stop using deadnames."

3. **Transparency and Communication from Faculty**
   a. **Description:** Students are experiencing anxiety due to a lack of mid-semester grades and feedback. Faculty are calling for better communication and responsiveness regarding academic performance and support.
   b. **Pertinent Points:** Need for timely feedback and grades, faculty responsiveness, anxiety caused by uncertainty, and equal treatment of students' academic concerns.
   c. **Direct Quotes:** "Stop brushing us off when we ask for grades and check-ins when I care deeply about my grades, and my teachers aren't up to date with them."

4. **Community and Campus Climate**
   a. **Description:** The divide between the campus and the surrounding town, with the city being described as closed-minded and unwelcoming to diversity. The college is recognized for supporting international students but needs to work on broader community inclusivity.
   b. **Pertinent Points:** Difference in perspectives between town and campus, support for international students, and challenges of living in a less diverse community.
   c. **Direct Quotes:** "This town is hard to live in - town members have more closed-minded perspectives, different from on campus."

5. **Mobility and Pronoun Inclusivity**
   a. **Description:** Addressing the disrespect towards unconventional mobility needs and the inability to select custom pronouns on the campus platform. Highlights the need for more inclusive policies and practices.
   b. **Pertinent Points:** Need for mobility aid respect, inclusive pronoun options, and sensitivity to diverse needs.
   c. **Direct Quotes:** "The disrespect of 'unconventional mobility needs/aids,' the inability to select custom or 'abnormal' pronouns on our Canvas platform."

6. **Racial and Cultural Sensitivity**
   a. **Description:** Issues of racial insensitivity and cultural appropriation, including white saviorism, othering, and the generalization of experiences among racial groups. It calls for more authentic representation and sensitivity.
   b. **Pertinent Points:** Racial insensitivity, cultural appropriation, need for authentic representation, and understanding diverse experiences.
   c. **Direct Quotes:** "Professors that are well-intentioned but they're white, 'saviorism', very pushy and they just don't know it, 'Othering.'"

7. **Discrimination and Inequity**
   a. **Description:** Students expressed experiences of discrimination and inequity, particularly in receiving support and services. There's a call for recognizing and addressing these disparities, particularly around race, socioeconomic status, neurodivergence, first language, gender, and sexuality.
   b. **Pertinent Points:** Discriminatory practices, inequity in support, and the need for better treatment of marginalized groups.
   c. **Direct Quotes:** "Staff that excuses other racist people as 'well intended' and 'not bad people' but ignorant."

8. **Representation and Inclusivity**
   a. **Description:** Marginalized groups need to be better represented in staffing and programming—critiques of current practices that need to include diverse holidays and significant cultural events.
   b. **Pertinent Points:** Importance of representation in staff and programs, acknowledgment of diverse holidays, and the impact of representation on student experience.
   c. **Direct Quotes:** "Native group for after-school, staff that oversaw was white, so we need more staff that we see ourselves in."

9. **Privilege and Allyship**
   a. **Description:** There is a need for genuine allyship and support for BBIPOC students and staff. Emphasizes the harmful effects of privilege and the necessity for more vocal and actionable support.
   b. **Pertinent Points:** The importance of allyship, the harmful effects of privilege, and the need for vocal and actionable support for marginalized groups.
   c. **Direct Quotes:** "I need people that side with me, need to speak with me without me prompting them. White allyship stays silent, but not when students are voicing

their views. Let them speak!"

10. **Campus Climate and Leadership**
    a. **Description:** Critiques of campus leadership and climate, including the lack of prioritization of student needs and the fostering of adversarial relationships. Calls for better mentorship, relationship building, and a more active campus life.
    b. **Pertinent Points:** Leadership failures, need for better mentorship, importance of relationship building, and fostering a vibrant campus life.
    c. **Direct Quotes:** "Not prioritizing students, not preparing them for life, admin's lack of support in active mentorships."

11. **Active Allyship**
    a. **Description:** Moving beyond performative allyship by encouraging white people to engage in anti-racist efforts actively. This includes speaking out against inequities without being prompted by marginalized individuals and consistently supporting their peers in addressing and combating racism.
    b. **Direct Quotes:** "I need people that side with me, need to speak with me without me prompting them. White allyship stays silent, but not when students are voicing their views. Let them speak!"
        i. "Privilege speaking volumes - people with privilege are supported in their behaviors that BBIPOC would not be even allowed."

12. **Equitable Support and Services**
    a. **Description:** Addressing and rectifying the disparities in the support and services provided to BBIPOGM students compared to their white counterparts. This includes ensuring that all students receive the necessary resources and assistance to complete their academic work effectively.
    b. **Direct Quotes:** "Not calling out the inequity in support and services between whiteness and Anti-blackness. I need support to complete my actual work"

Subsection B: Peninsula College should start…

The data collected from various stakeholders at Peninsula underscores critical issues related to JEDI-A. It highlights the necessity for more comprehensive support for marginalized identities, including affinity spaces and inclusive policies. The feedback calls for leadership accountability, meaningful cultural changes, and visible JEDI-A efforts. Participants strongly emphasized supporting neurodiversity, fostering community engagement, and ensuring effective communication and transparency. Improving faculty diversity and representation is also a significant concern. This data is crucial as it provides a roadmap for actionable change to create a more inclusive, supportive, and equitable environment for all college community members.

Themes and Descriptions

1. **Racism: Support, access, recognition, and equity for Black, Brown, Indigenous, & People of the Global Majority**

   a. **Description:** Inability of leadership accountability to policies, procedures, and practices that create and recreate inequitable and often inhospitable circumstances at Peninsula.

   b. **Example Quote:** "As a person of color, I have been held to a higher standard of behavior - for instance, how I speak and/or act as opposed to my white counterparts. Or, the organization of my desk has been critiqued. My behaviors have been misrepresented."

2. **White Engagement & Purposeful Space (White Affinity Spaces)**
   a. **Description:** Developing specific environments where white individuals can critically engage with their own racial identities, discuss the implications of whiteness, and explore their roles in perpetuating systemic racism within both academic settings and society at large.

   b. **Example Quote:** "White affinity space - intentional awareness around whiteness and how it shows up on campus and in the world."

3. **Neurodivergent Integration and Support**
   a. **Description:** Addressing sensory overload issues in educational settings by modifying the physical environment, such as reducing harsh lighting and noise, to create more comfortable and accessible learning spaces for all students, particularly those with sensory sensitivities. We are enhancing policies, procedures, and practices for neurodivergent students by providing tailored support, clear communication, and accommodations, particularly for those without formal diagnoses, to ensure equitable access to education and resources.

   b. **Example Quote:** "Sensory awareness - classroom fluorescent lights are too bright and buzzing is loud - I'm in sensory overload and people make a big deal about my sunglasses in class."
      i. "More structure and organization to know what we are supposed to be doing and when - get really specific about that for neurodivergent students."
      ii. "Support for students who are neurodiverse, who don't yet have diagnoses"
      iii. "Faculty don't do a great job supporting neurodivergent students, even when students explicitly ask for patience and understanding."

4. **Support for Trans Students**
   a. **Description:** Strengthening institutional commitment to and understanding of trans and nonbinary students by ensuring faculty and staff are trained in and

consistently use students' chosen names and pronouns and by building a campus climate that respects and affirms diverse gender identities
   b. **Example Quote:** "More support so that more faculty and staff know how to support trans students' names and pronouns."
      i. "More support so that more faculty and staff know how to support trans students' names and pronouns."
      ii. "Importance of pronouns"

5. **Foster Youth Awareness**
   a. **Description:** Increasing awareness and support for students with foster care backgrounds, acknowledging their unique experiences, and avoiding assumptions about their lives and capabilities to provide more tailored and empathetic support.
   b. **Example Quote:** "Awareness of students who were foster kids before college - don't make assumptions."

6. **Supporting Recovery from Addiction**
   a. **Description:** Offering specialized support and resources for students recovering from addiction, recognizing their specific needs and challenges, and providing a supportive environment that promotes academic success and personal well-being.
   b. **Example Quote:** "Support for students who are managing their recovery from their addiction."

7. **Support for First-Generation and International students**
   a. **Description:** Providing targeted support for first-generation and international students to help them navigate unique challenges, including anxiety and cultural adjustments. Encouraging a culture of responsiveness among faculty to student needs by promoting regular feedback, understanding the challenges faced by neurodivergent and first-generation students, and creating a more inclusive and supportive academic environment.
   b. **Example Quote:** "Faculty need to be more receptive to helping students academically - student hour."

8. **Faculty Receptiveness and Support**
   a. **Description:** Encouraging a culture of responsiveness among faculty to student needs by promoting regular feedback, understanding the challenges faced by neurodivergent and first-generation students, and creating a more inclusive and supportive academic environment.
   b. **Example Quote:** "Faculty need to be more receptive to helping students academically - student hour."
      i. "More feedback on assignments. Neurodivergent students need clarity. Lack of feedback causes anxiety."

9. **Inclusive Teaching Practices**
   a. **Description:** Implement comprehensive training for faculty on equitable teaching practices, recognize and address white supremacy, and ensure that educational

methods are inclusive and supportive of all students, particularly marginalized groups.

   b. **Example Quote:** "Training for white folks - what can we do to support equity work (not just feel bad about what's happening to our colleagues of color)."

10. **Community Building, Connection, Circles**
   a. **Description:** Fostering community both within the campus and with the surrounding community through various events, partnerships, and ongoing engagement. Community building creates opportunities for students and faculty to share personal experiences, engage in meaningful dialogue, and build mutual understanding, enhancing the overall campus climate and support network.
   b. **Pertinent Quotes:** "Support local businesses, like the local bookstore and community partners. Again, connect, humanize, and partner with people outside campus but in our community."
      i. "Finding ways to spend extended time together, not just those one-time events, because one-time events might not bond you, but traveling together"
      ii. "More circles like this, like what we are doing today. This is a great way to connect."
      iii. "More circles! We want to hear more of each other's experiences, experiences that are different from our own."
      iv. "Love the circle process; we get our chance to speak, and we also get a chance to listen a lot."

11. **Equity in Resources and Support**
   a. **Description:** Ensuring that all students, especially those from historically marginalized groups, receive equitable access to resources and support services, focusing on proactive engagement rather than expecting students to seek out help independently.
   b. **Example Quote:** "Do we even know what equity is? How do we bring it to students? Instead of asking students to 'go get it.'"

12. **Combatting White Supremacy**
   a. **Description:** Actively addressing and educating about white supremacy, recognizing its various manifestations, and empowering the community to challenge and dismantle these structures on campus and in the broader community.
   b. **Example Quote:** "White supremacy in Port Angeles - questions on how to notice, name, and what to do about it."

13. **Incorporating Indigenous Perspectives**
   a. **Description:** Enriching the curriculum by incorporating courses centered on Indigenous perspectives and histories provides a more comprehensive and inclusive educational experience that acknowledges and respects Indigenous knowledge and experiences.

b. **Example Quote:** "A course on American History through the eyes of indigenous perspectives - would be great to see that on campus."

14. Improving Cultural Relevance and Inclusivity in Campus Services
    a. **Description:** Enhancing campus services to be more inclusive, such as offering diverse food options, transportation for school outings, and ensuring campus activities are accessible to all students, not just athletes.
    b. **Pertinent Quotes:** "Offering lunch room options beyond 'American food.' Why is rice not available?"
        i. "Offering transportation for school outings/field trips as it is non-existent."

15. Humanizing Faculty-Student Relationships
    a. **Description:** Encouraging faculty to build deeper relationships with students by showing genuine interest in their lives and experiences inside and outside the classroom.
    b. Pertinent Quotes:
        i. "Helping to prepare students for life, not just subject matter."
        ii. "Talk to students about their lives and our lives (as faculty) - humanize, connect."

16. Addressing White Supremacy and Racism
    a. **Description:** There's a solid call to address and combat white supremacy and racism on and off campus, including training for faculty to recognize and respond to these issues.
    b. **Pertinent Quotes:** "White supremacy in Port Angeles - questions on how to notice, name, and what to do about it."
        i. "Training on what white supremacy culture - how do you see it, how do you - what nationalists who are blending in now, how do you notice them?"

17. Leadership and Administrative Transparency
    a. **Description**: Requesting greater transparency from the administration regarding their agendas and decision-making processes and emphasizing the importance of leadership showing up and supporting student activities.
    b. **Pertinent Quotes:** "Transparency in agendas for administration so that we know what's being addressed by the institutions."
        i. "Do a better job of supporting events on campus. For athletics coaches going to a play with the students, have leadership show up."

18. Equity and Inclusion Training
    a. **Description:** Providing comprehensive training for faculty and staff on equity and inclusion, ensuring they understand and can effectively support students from diverse backgrounds.
    b. Pertinent Quotes:
        i. "Training for white folks - what can we do to support equity work (not just feel bad about what's happening to our colleagues of color)."

ii. "Define Equity for PC as an institution. Many of us adults don't really know, hence, it cannot be embodied to student."

Summary

The "start" part of this document underscores the need for systemic changes across every level, though with a focus on relationship, support, and transparency. Central themes include the creation of white affinity spaces to reflect on whiteness, improved integration and support for neurodivergent and trans students, and increased awareness of the unique experiences of students with foster care backgrounds and those in recovery from addiction. It also calls for faculty to be more responsive to student needs, emphasizes the importance of inclusive teaching practices, and highlights the necessity of community-building activities. Addressing white supremacy and incorporating Indigenous perspectives into the curriculum are central components to all work of justice and equity on campus.

Subsection C: Peninsula College should KEEP…

This section highlights the areas described by participants as "things Peninsula should keep and build upon." There was a significant focus on openness, inclusion, and support, which had already been built. Participants said this environment had been created through open leadership, frank conversations, support from the student government, and various clubs and programs promoting diversity. A welcoming community on and off campus and faculty and staff support are crucial to students' success. However, there are calls for better accessibility and feedback from professors, increased cultural representation, and more in-person events and classes. Revisiting guiding principles with an equity lens and promoting student advocacy and opportunities are essential steps forward. The document underscores the importance of maintaining and enhancing a supportive, inclusive, and communicative campus environment.

Themes and Descriptions

1. **Openness and Inclusion**
   - **Description:** The emphasis is on creating an inclusive environment through open and honest conversations among students and employees. Notable efforts include the activities of the Associated Student Council (ASC) and various clubs and programs promoting diversity and inclusion.
   - **Pertinent Quotes:** "Inclusive, open and honest conversations for student/employees," "ASC is at the forefront of the student population and inclusion."

2. **Community and Support**
   - **Description:** Acknowledgment of the supportive and inclusive campus community and broader locality. Highlights include the welcoming atmosphere and specific support for LGBTQIA students and those in recovery.

- o **Pertinent Quotes:** "Wonderful community outside of academia as far as inclusion," "LGBTQIA Club," "Good support for folks who are in recovery."

3. **Diversity Exposure**
   - o **Description:** Emphasizing the benefits of exposure to diverse cultures, people, and experiences. Programs like Studium Generale and land acknowledgments play a significant role in fostering this environment.
   - o **Pertinent Quotes:** "Being submerged in diversity, exposure to new people and new experiences," "Studium Generale - presentation weekly, I learn so much about different topics."

4. **Faculty and Staff Support**
   - o **Description:** Recognition of the positive impact of supportive faculty and staff on students' academic and personal success. The importance of understanding and accommodating neurodiverse students is highlighted.
   - o **Pertinent Quotes:** "Some of my biggest support at PC has been some of my faculty," "Faculty who get me - I've been around a while, and there are faculty who really get me here."

5. **Student Government and Leadership**
   - o **Description:** The active role of student government in promoting inclusion and providing support for students. Encourages more engagement and accountability from the administration.
   - o **Pertinent Quotes:** "Great student government," "Student government is doing so much with inclusion."

6. **Accessibility and Feedback**
   - o **Description:** There is a need for better accessibility to faculty and timely feedback on assignments. Highlights the struggles students face when communication with professors is lacking.
   - o **Pertinent Quotes:** "I have struggled with not getting feedback on assignments," "I have one professor who gives feedback almost immediately."

7. **Cultural Representation and Events**
   - o **Description:** Cultural representation on campus through events, holidays, and diverse staff is essential. Calls for more cultural events and the presence of native staff in visible roles.
   - o **Pertinent Quotes:** "We need more cultural events," "Native staff is here, but minimally seen."

8. **Guiding Principles and Equity**
   - o **Description:** There is a need to revisit guiding principles with an equity lens and create more events that unite the campus community. Emphasizes the importance of honest communication from leadership.

- o **Pertinent Quotes:** "Our guiding principles, but they need to be revisited with an equity lens," "Keep being honest and sharing the good, bad, and ugly with us."

9. **Student Opportunities and Advocacy**
   - o **Description:** Promoting opportunities for students to share their voices and advocating for more in-person classes and events. Encourages peer support and better utilization of existing programs and funding.
   - o **Pertinent Quotes:** "Opportunities for students to share their voices," "We have some, but we need more field trips and scholarships to go out of state."

Final Summary

The report highlights the significant efforts required for systemic change. Hearing these truths and taking action can feel overwhelming, but remember, you are not alone in this justice and equity work. There are already people in your community who are deeply committed to this work and do it every day without recognition. Additionally, other professionals, including us, are available to assist in Peninsula's change efforts. This work takes time, demands ongoing and persistent commitment, and inevitably involves challenges and difficulties. However, you are taking promising steps and appear to have leadership committed to equity and justice. Keep moving forward, seek help when needed, and make your process visible.