Tacoma Community College
Tacoma, Washington

PACE Diversity, Equity, & Inclusion Qualitative Report
PACE Climate Survey for Community Colleges

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Diversity, Equity, and Inclusion Qualitative Analysis

Racial injustice continues to be embedded in systems and institutions across the United States and within higher education. In an effort to facilitate conversations around this topic at community colleges, we provided an opportunity for faculty, staff, and administrators to respond to two qualitative questions that focus on diversity, equity, and inclusion (DEI). The PACE Climate Survey is intended to promote evidence-based decision making across critical issues at community colleges, including topics like this.

The questions are grounded in Bensimon's Equity-Minded framework as depicted on the University of Southern California Center for Urban Education website (see Figure 1). Equity-mindedness is a way of approaching educational reform that foregrounds the policies and practices contributing to disparities in educational achievement and abstains from blaming students for those accumulated disparities (Dowd & Bensimon, 2015). Community college leaders need to improve practice, inform policy, and extend theory to address racial and other disparities in educational achievement that exist across the higher education ecosystem. For this reason, the two DEI-focused questions are related to the role of leadership in equity-focused work and understanding the institutional challenges that may create barriers to equity on community college campuses.

Figure 1. Bensimon's Equity-Minded Framework

Of the 335 Tacoma Community College (TCC) employees who completed the PACE Climate Survey for Community Colleges (PACE Climate Survey), 195 (58.2%) provided open-ended comments for these two questions.

Please refer to Tables 1 and 2 for the qualitative responses to the two DEI open-ended questions. Please note that responses to open-ended questions are listed in alphabetical order and quoted exactly as written except in instances where the integrity of the report or and/or confidentiality are compromised. Comments are reported without demographics, and any phrasing or sentences in the open-ended responses that may reveal the identity of the survey respondent will be removed. Any additional edits for confidentiality are indicated by [ ].

1-Center for Urban Education | USC. (n.d.). *Equity mindedness* . Retrieved September 28, 2020, from https://cue.usc.edu/about/equity/equity-mindedness/

2-Dowd, Alicia C., & Bensimon, M. E. 2015. *Engaging the "race question": Accountability and equity in U.S. Higher Education* . Teachers College Press.

Table 1. Leadership Priority Responses

Diversity, Equity, and Inclusion Qualititaive Question 1: When thinking about your institution's work to promote diversity, equity, and inclusion, what do you think should be institutional leadership's top priority in this next year? **(n=187)**

<u>**Table 1.**</u>

A balance, EDI is very important but there had been little to no professional development in other areas for a few years now and funding for going off campus to other PD opportunities has been slashed.

A top priority of leadership should be to set a retention example by retaining employees of color. Provide additional training if needed.

Actually promoting EDI, instead of just paying lip service to EDI.

Administration encourages and forces disingenuous and performative social justice work across the college. Reflect and fix that.

advertise to the community that we are school built for everyone

All members of Leadership should come back to campus and interact with employees and students as soon as possible. The employees who have been on campus throughout the pandemic do not understand why leadership has not made an effort to be on campus (and circulating around campus) and this has created deep fissures between some of them and some employees. There are offices open, in-person classes and labs taking place, but the perception of leadership is that many are only available behind the ZOOM curtain. I cannot say whether or not this perception is accurate, I can only say that the remote/in-person split in modality has been severely isolating for many on campus, just as it has been elsewhere around the country.

Annual anti-bias training for all employees

Are they qualified?

As the economic situation continues to get worse from the pandemic, I think equity should be the forefront. So many people have lost jobs, are changing careers, or have little finances due to the increasing inflation and lack of financial support. Thus, I think TCC should continue to support its community through accessible and affordable education and resources .

Table 1.

Backing up messages with action. I like that we begin campus meetings with a land acknowledgement, but what are the other ways we are honoring the Puyallup Tribal land that our campus resides on? This is one example -- I think we need to keep digging deeper in how we can deliver on the sentiments we express.

be fair to all

Before making decisions, they should think about the impact their decisions are going to have on BIPOC. For example, when they appoint people to positions of leadership, even temporary positions, most of the time they choose white people. If they took the time to think about their decisions, they would realize there are equally qualified people of color to do those jobs. The sense of urgency that prevents white people from stopping to think like this is a characteristic of white supremacy culture. They need to be more aware of that, admit when they do the wrong thing, and commit to doing better.

Being able to offer safe in-person classes for students who have hard time taking online classes.

Best practices in modeling success and achievement.

Bringing it down to the "practical level". This means creating an environment in all departments where the goal is to make enrollment easier for students. The multiple steps & different systems students need to navigate is over-whelming and not "inclusive" to most students, but especially first-generation, BIPOC students who may have no framework for higher education.

Bringing the faculty together

Buy and contract with minority and vet businesses. Free school for Natives. Seek out those who have suffered economically and get them enrolled. Work more with incarcerated programs. I want to see more action items and direct impacts on those who have been not treated fairly.

Centering EDI in how we implement Guided Pathways

<u>**Table 1.**</u>

Commitment to help students discover what inside themselves that will help them succeed at TCC and in life. Being an additional resource for our students who are focused on getting jobs and giving their families a better life.

Consider how to unify the entire campus not individually segregate groups and put those in other groups in boxes.

continue current work

Continue making EDI a priority. This is clearly heard. I would like to see some required training (even as simple as our security training), as there seem to those that are engaging and those that are not.

Continue on the current path, maybe give an incentive to those who are participating, maybe more will.

continue the EDI efforts in place

Continue to focus on policies, changing any that have harmful effects on groups of students or employees.

Continue to hire more diverse faculty and staff

Continue working to recruit and retain diverse faculty, with a focus on RETAINING. How do we support each other/care for each other?

Continues to get better. I am proud of the work done.

Continuing our efforts--there is already (and should be) a lot of focus on EDI. We just need to keep moving forward with our plans.

Table 1.

Continuing to provide staff with the resources they have been doing and encouraging discussions. I would love to see more materials for how we can incorporate it into teaching methods.

Coordinating the workload so it is more equally distributed. Securing the appropriate training and professional development for faculty including how to lead equity work since anyone in a leadership position is being asked to do this but isn't always given the tools. This leads to harm and hurts the trust that is essential for this work. Additionally, there needs to be more done to make everyone feel like they belong and are included.

I'm going to share some vulnerability, now. We've all just been through two more or less traumatic years. Some folks aren't working in higher ed coming from a background of privilege, the pandemic wreaked havoc on some peoples' less privileged families. Some of us have been totally alienated from our own families because of vaccines. Some of us have been alienated way longer for other reasons and then when we are also alienated at work, it becomes a painful existence. Can we really just encourage everyone to be nicer to everyone? We could all use some kindness after what we've endured. We also need to rebuild trust after being separated for so long. No trust falls for me, but maybe some more opportunities to break bread or dance and even drink?

Creating an office for EDI that is independent of upper management. That office should not have to report to any other office in the college. If that office personnel were independent, they could actually work on projects that benefit the students. Seeing how everything gets manipulated by upper management, EDI efforts do not freely exist at this institution.

Creating trust by not targeting individuals for retribution.

Differentiate between "equity" and "equality."

Diversity of faculty and staff and culturally relevant curriculum and programming.

Diversity, equity, inclusion

EDI training for all faculty and staff, as mandated by recent state laws.

Employee retention

Table 1.

Encourage diversity of thought and opinion, rather than demanding all believe the same things.

Ensuring faculty and staff have appropriate resources to ensure they can execute their job tasks with ease.

Ensuring that voices from both sides are heard, not just force-feeding CRT and woke ideology. Yes, black lives matter, however not above all other lives. ALL lives matter and this is not the narrative. The current narrative is that no lives can matter until black lives matter. This is the very definition of racism, placing more importance on one race over another.

equitable hiring practices & employee retention strategies (honestly, just going out of their way to make employees feel heard, valued, and respected) with particular focus on employees of color

Evaluating areas of the college that still need progress with EDI.

Expand your thinking! Learn what diversity really means! Who in our closest community has been discriminated against the most? Native Americans! How about our Japanese and Chinese residents? How about all the Justice involved and LGBTQ+ people? This administration is only granting privilege to a certain group of people and, as they shouldn't necessarily be, they are not white.

Expanding the focus of the populations they are making a priority.

Find out how diversity, equity and inclusion work is impacting our students experience at TCC.

Find ways to engage those who live in our community

Finding a way to implement strategies and changes that are meaningful and lasting, rather than simply being an EDI-focused institution in name only.

Table 1.

finding a way to unite all people instead of separate them into separate groups where those outside that specific demographic/race are excluded.

Focus on educating students and providing the best possible experience for all students at TCC. Get students back in the classroom and not online.

Focus on outreach and retention of our BIPOC community

Foremost, diversity. Without that it is harder to have equity or inclusion.

Getting all the positions in the Office of EDI filled.

Getting more student of all racial and ethnicities into the college.

Getting our students the resources they need to be successful on campus.

Getting resources and information to minority students in spite of the pandemic

Getting rid of the bad apples because they are spoiling the bunch. We've had good faculty and staff of color leave TCC because of certain privileged, white individuals who are still at TCC for some inexplicable reason. HR knows who they are but the issue is that HR leadership is a major part of the problem here at TCC. The head of HR seems to have strong favoritism for white women.

Giving voice to those typically not at the table.

Helping underrepresented students transition back into in person instruction.

Hire from existing qualified part time faculty that have already proven loyalty.
Be transparent about race represented and supported for students/faculty and for students/community.
Clearly explain the data and how student and the community are being served.

Table 1.

Hire more faculty of color

Hire more faculty of color.

Hire some black folks please! Like... it's crazy to me how little there are on campus, despite our institution wanting to target those with low application rates and persistence (i.e. black men).

Hire, train, and retain staff and faculty of color. Mentor them so that they feel welcomed, supported, and vital to the mission. Pay them for the invisible labor that they provide everyday. The same goes for the student experience. More importantly is to start holding people accountable for their transgressions, no matter what there status is. Tenured faculty can not just have a get out of jail free card and act like they are in the Wild Wild West. Having a job for life can limit innovation.

Hiring and including more people with disabilities in top level positions.

Hiring faculty of color.

Hiring full-time faculty of diverse backgrounds. Faculty pay might have to be increased in order to attract and retain these high-demand faculty members.

Hiring more faculty of color
Making it easier for Native American students to attend TCC

Table 1.

Homelessness and destitution are all around us in the city. How can we get people from there, to school, to work, to a home, to a functional life? Underserved, under represented populations need financial help in most all aspects of their lives to manage school, family, housing, necessities of life - food, transportation... It's a tall order. Yet I can't help thinking about the publicity stunt our College President participated in not so long ago - he repelled down a skyscraper! Seriously, this is a great way to get the attention of young people, especially those that think academics are just a bunch of stuff shirts! Ideally school should to appeal to people. Especially when they don't know what they want to do or even what's possible. It's a means to an end and goes by quickly in the big picture but they may not see a bright future without some kind of exposure to motivate them. I love the idea of mentoring from a far with fun (and fear!) factor. "What makes this guy tic?" Come hang out here with us, you may learn something! Social outreach and connections and a food and clothing bank are small practical ways to support people on their way. More diverse counselors on staff.

I answered this before . . . but more specifically, I'd like to see a focus on application now, on how to implement change in our work every day.

I believe my institution is on the right track. There are many areas that can be immediately improved, such as, stopping the use of race, gender and other irrelevant information. My institution continues to profit from race and gender. My institution lacks strong leadership. Our leader pushes issues that affect his personal biases but never pushes unity. Our institutions policy support segregationist belief and not one of a common community where race genders or personal beliefs do not matter. I do not believe my institution supports true diversity and inclusion, they often disregard views that do not align with theirs. It is possible to disagree and coexist but that is not the environment at my institution. While I was a student here I received countless email promoting clubs that segregated people into race and ethnic groups but none that promoted unity, community, inclusion or a shared culture. While I fully support raising up everybody in my community that does not appear to be the focus of this institution.

I believe our priorities should remain unchanged, but the timeline may need to be reevaluated, considering our ongoing issues with hiring.

I cannot think of any ideas that are not already in motion

Table 1.

I do not feel and see like much work is happening around the the two required bills on diversity, equity, inclusion, and anti-racism and on the EDI strategic plan. I feel like more should be happening in the EDI council (EDIC) than is going on right now. The EDIC has lost some active members and dwindled in participation as it feels like we are circling down the drain with no real focus. What could be done in EDIC to support the bill requirements? Also the recommendations that came form the action committees feel stagnated and not moving forward.

I don't know, but I know there are many in our administration who are well-qualified to make these decisions.

I don't know, but I think it would be good to focus on some aspect of EDI that can be achieved in one year so we can show concrete progress.

I don't know.

I don't know.

i dont think that they are capable of doing this work or it would have happened by now. thus, i conclude that the promotion of DEI etc will not happen from the grasstops but occurs in pockets at the grassroots. I also think there is no teeth to anything. a professor can be completley racist with no consequences. i have lost track of how many white ladies think i am on campus to steal something, or that i work as cook or janitor.

I feel like a hard look needs to be made at that particular department and the leadership that was chosen. In meetings where a leader of EDI is desperately needed that leader who was chosen sits silent. We have lost multiple amazing staff from that department and more express their unhappiness. Stakeholders around campus express their dissatisfaction and it feels like the progress campus has made over the past several years have halted.

I think maintaining a strong online presence (e.g. offering required courses online, and staffing student services for virtual meetings) will be important.

I think more needs to be focused also on issues concerning the LGBTQ population on campus.

Table 1.

I think my institution has done good work, that has been limited by a year/time when it is difficult to do any work, really. I am hoping the next year can include more opportunities for scoffolded EDI education, more in person meetings, more celebrations of EDI--celebrations and gatherings (if safe) feel like great opportunities for inclusion.

I think targeted focus on certain academic areas would be a great focus; especially on getting more women and people of color in teaching positions within fields like STEM where they are historically under-represented. At the risk of exposing my identity, I would love help recruiting host families that better represent the diversity of Tacoma and TCC as well.

I think that administration needs to work to keep its faculty of color from being worked to death. They are often "voluntold" for things. The other side of this issue is that majority faculty often do not engage with EDI work because there is a feeling that their efforts are not appreciated. These problems need to be directly addressed and mitigated.

I think the top priorities in this next year were: employee experience, leadership development, learning transformation,and focusing on next generation leaders.
Also another top priorities for 2022 were: employee well-being or mental health, diversity, equity, and inclusion, leadership development, employee experience and manage remote workers.

I think their top priority is to maintain students we have and increase enrollment of students of color.

I think we need to have more bilingual staff to assist students better.

I would like to see us expand recruitment in open positions when there is only one candidate. Over this past year (2021) we had a few hires that were hired due to their diversity but they were the only candidate - feels like we are hiring just to hire instead of taking the time to find the best candidate for the job - because they checked the right boxes, we just hire to hire and then end up with people not necessarily the best fit or qualified for the position.

Table 1.

I'm concerned about the groups that are left silent in discussions.   Just as we have the responsibility to increase diversity, we can't be exclusionary in our mission to achieve diversity. This applies to Students as well as Staff/Faculty.   In Pierce county 11.4% of our population is Hispanic, 7.7% Black/African American, 7.4% Two or more races, 7.1% Asian, 1.8% Islander, 1.8% Native American. The Hispanic population is quite large in our area, but the student enrollment of that group for TCC seems shockingly low and seldom seems to come up in discussions.   Those who identify as two or more races have specific struggles as well. In our effort to be sensitive to diversity, by discussing race specific groups, we forget this can cause those with multiple race identities to feel they must "claim" a singular identity to fit in to the appropriate group. They can also feel they have to choose their identity group based on others visual assessment of them rather than their racial makeup to avoid being questioned by others in a group.   These underserved groups sometimes get stuck at the bottom of great valley of diversity waiting for their turn to rise up to see the light.

I'm looking forward to the work our new VP of EDI will do. Trauma informed practice should be at the top of our list.

In light of a perception of heightened levels of burnout and distrust after two years working in a COVID-19 reality, our college needs to pursue a theme of "restoration." Moreover, this theme cannot have a major, lasting impact if it asks students, staff, and faculty to focus exploration of the theme at the personal and interpersonal levels just as most of our PD in the last few years has done. Instead TCC leadership needs to be ready to address what it means to name specific harms within the campus community and offer reparation in the form of excising agents and policies that have caused widespread harm and codifying reparative policies/practices.

Include Asian, Native American, and Latinex in the conversation at a higher level

Inclusion

inclusion

Inclusion of all races

Inclusion. BRING EMPLOYEES OF ALL RACES TOGETHER. if you separate you will alienate.

<u>Table 1.</u>

increasing faculty diversity

Increasing the supports for BIPOC students to reach college level and persist to a degree.

institutionalize equity practices

It is all good now

Keep supporting employees and students of color. That is important, ongoing work. Please notice the tension between outspoken employees of color and their tendency to misjudge motives and actions of their white colleagues. I believe this is key to creating an antiracist institution.
Support the outreach efforts to the Puyallup and Nisqually Tribes. Learn the culturally appropriate government-to-government communications to establish a relationship based on respect.
Keep up the good trainings!

Keep trying.

Language - making sure as a community we define DEI the same. Continued professional development without assumptions of what we already know

Leadership should work towards equity for all students mainly students that face hosuing insecurity and from low income housing so that they can also get a chance to have a better education.

Legitimate restructure of how people are hired into campus and how students are recruited to our campus. The hiring process has to be altered/changed to reflect all of the "sayings" of EDI.

Lessen hostility toward straight white males.

let's focus on academic factors rather than EDI factors.

<u>**Table 1.**</u>

Linking actions to any discernable results

Listening to alternate voices who have legitimate questions. Many don't feel safe questioning DEI adoptions.

Making everyone feel important

Making sure that students of all different backgrounds/cultures feel appreciated and welcome.

Making sure that this extends to faculty and staff, and includes treatment of women/females.

Making sure the equity is about livable wages amongst the employees and not as much about talking about EDI but actually putting it to action so people can afford to live where they work.

Making sure their faculty incorporate more racial awareness in their teaching lessons. and that they are setting students up for success.

Maybe the college should consider hiring people that actually live in Tacoma and understand the area in which we are based in.

More action , less talk. All this time spent "reading" about it but no action is useless.

More student activities - being online for 2 years really created a barrier. Many students only know of class information, as opposed to access to different resources on campus, such as student led clubs and the pantry, etc.

Move from the superficial to shifting mindsets.

Move ideas from theory to practice - it can't just be conversations with the already converted - all need to be on board.

Table 1.

N/A

N/A

na

No comment.

No further comment

Not forget the age diversity and women.

Offer a staff appreciation day to recognize and honor the people that work at the institution.

One of the areas we are lacking in diversity is in our faculty, particularly in certain departments. We really need to try to hire a more diverse instructional staff into our tenure track positions. Also, the college needs to plan the timing of recruitments to try to maximize the number of quality, diverse instructors.

Pay increase

Please see next response for reason. I think EDI needs to take a back seat and instead we need to focus on educating our students – one of best ways to help those students that EDI purportedly seeks to assist. Students are frequently worried about things like how they're going to get into a class is full and no more sections are offered – or how they're going to pass their upcoming exam – or how they can juggle work and school – much more so that whether we've all been appropriately "trained" in EDI measures. EDI is important, but I think all the focus on training and such has actually taken away from helping us help our students.

Table 1.

Practical suggestion for classroom activities

Promote a mentoring culture from top to bottom with all employee groups included.

Promoting diversity, equity, and inclusion is crucial, and providing an excellent education for previously excluded groups if one of the most important ways of achieving justice.

Providing as much economic support as possible.   Faculty are doing their part already with hybrid classes and offering classes that can be online to be held online.   Hire a MESA person that will help students with transferring to four year universities.   Requiring full time instructors back in their office will help.

Providing faculty with actionable changes we can make in our classrooms to grow in our antiracism.

Providing guidelines to teachers on antiracist teaching methods.

Providing language services to students and staff whose primary language is not English.

Put students first. All students need to get the service and assistance they need to step towards success.

Put together a proper hiring commitee

Put your money where your mouth is. If you want diverse faulty, then we need more FT positions and the pay needs to be competitive. We are never going to get a diverse work-force when neighboring institutions pay so much more.

Raising student enrollment numbers. If that means a greater range of available subjects in a technical or real-world application.

Table 1.

Re establishing the office of Multi-ethnic and Cultural Affairs.

Rebuilding relationships. Being supportive to their employees.

Recognizing that EDI is non-binary. There has been too much focus on putting staff into categories which feels divisive and discourages me to participate.

Retain good employees. Make the college environment more inclusive to existing employees.

Retaining faculty and staff of color, and hiring more full time faculty. Our part-time faculty are not paid nor treated equitably. Greater focus environmental sustainability - emphasizing the link to racial justice.

Retaining quality faculty and staff of color. Looking internal for professional development opportunities, then extending those to current staff who are aspiring.

Retention of BIPOC staff as well as students.

Retention of BIPOC students and staff

Retention of both students and employees to continue DEI

Retention of their current talent and wrapping around them to heal so they can continue to show up and perform for the student they want to keep enrolled.

Showing how our equity has helped specific groups

Stop micromanaging; respond to inquiries in a timely fashion so that initiatives can move forward; ensure that actions match words and stop equivocating. Until that happens any EDI efforts will be for not because trust has been so horribly eroded at this point.

Table 1.

Stop promoting division and start promoting true inclusion of all ideas and beliefs.

Stop segregating us into affinity groups. We actually need to talk together. And I mean an actual conversation, not a lecture. We don't need more separation, we need more togetherness. Sponsor and promote lunch time groups in which faculty, students, and staff of different backgrounds can get together and just talk, maybe with a facilitator and some basic prompts. The reading groups don't count: They already pre-suppose certain ideological requirements. There isn't any desire to really discuss, for example, Kendi's book. The desire is to confirm how correct it is and how we should use it to follow. Instead, how about two texts of opposing viewpoints? How about we discuss things like adults instead of as cheerleaders?

Stop using Critical Race Theory as the way we discuss issues related to equity, inclusion and diversity. This needs to be replaced by a theory that does not divide us, but brings us together as people and helps lift all of us as we try to help with the educational experiences of our students.

Strengthening the steps needed to help students identify what they want to gain from their time at TCC and then work with faculty to identify the tools and modifications needed to help students self-assess and faculty guide the material and completions.
There are inequities in this process that get ignored.

Student enrollment

talking

The diversity that comes from the incarcerated population. Those students are primarily people of color and underprivileged, yet there is never enough funding for corrections ed.

The focus has been on African American EDI work, would be great to be more inclusive of all persons of color to include the Asian population that has also seen a rise in hate crimes/violence etc.

The hiring process of diverse candidates that represent the community that we serve.

Table 1.

The leadership need to hire more full-time faculty. Classes that are taught by full-time faculty have better retention rates among the students. This includes students of color. Additionally, the leadership needs to provide stronger salaries to attract a more diverse population of faculty and staff. Without a decent salary, prospective employees often take jobs elsewhere with higher pay. The admin has taken trips to other countries to attract international students to our campus, but I believe we can do more to attract students in our community (hence the term community college). Obviously the pandemic had a negative effect on enrollment at our school but we can still try to attract students from local high schools.

The leadership team's top priority should be increasing salaries to retain the talent of women and people of color and entice more people of color to join our team. Our leadership team is very diverse, but our faculty does not reflect that diversity. If the college could create more full-time positions, we might increase the number of diverse hires. We also need to increase staff members' salaries so that we don't keep losing them.

The online admissions application to TCC via ctcLink is specifically designed for individuals who have a working phone, access to an active email account, and are proficient at computer literacy. Without one of these three, completing the online admissions application is nearly impossible. Furthermore, the online admissions application is only offered in English. These combined barriers make it a nearly impossible task for English Language Learners to complete independently. EDI starts with access and accessibility. How are we helping this vulnerable population (both BIPOC and low income) access education when they cannot even complete step number 1?

The resourcing (staffing) of programs that support recruitment, retention and completion our most underrepresented, under resourced and marginalize students.

The work that the school has done to promote diversity has been fantastic, but equity and inclusion are lacking.

There is a reason that we do not retain these staff and students - finding a way to create an equitable environment that is not just race focused.

to communicate their commitment to diversity, equity, and inclusion to all staff and students

Table 1.

To continue to develop and implement a well-informed action plan that Leadership will sustain to achieve measurable results.

To continue to practice, emphasize and provide professional development opportunity for their staff and faculty. There also needs to be a level of accountability or tracking on how we are advancing our EDI efforts.

To continue what they are currently doing now because they are doing great in promoting diversity, equity and inclusion.

To hire competent and qualified candidates based on their skills and what they can bring to the college.

Training opportunities and employee recruitment

Trans awareness/education; Reducing Microaggressions

trauma informed best practices training for all staff

Trying to ensure that employees are as close to representative of our community as possible. Trying to build relationships with segments of the community, such that even if we do not look like our community, there can still be trust that we mean to do right by them.

Utilize manpower more efficiently. Empowering and motivating marginalized students (and potential students) is great....beyond the feeling of belonging......what do students want? A quality education at an affordable price.

We have had some good campus discussions as a whole and there have been discussions in smaller groups. What if we brought in a Diversity Consulting Firm to take a deep look into our campus? To see the things we are doing right and what things we can improve on.

We need more people of color in leadership roles! Period!

Table 1.

We need to focus on education and not diversity and equity. We can obtain equality via education if we treat all students, staff and faculty equally - which is not the case today.

We need to really unpack why Black employees feel unhappy with the culture and climate at TCC.

We've focused a lot on personal awareness, and that should be continued. It would also be nice to have more opportunities to learn more about how to support and intervene.

While I strongly believe that diversity, equity , and inclusion are important, I feel that a lot of resources have been allocated to administration in that area that may better serve the campus community elsewhere.

While race and economic diversity is often discussed, I see little to no discussion involving diabilities. UDL (Universal Design) should be a priority at every level and in every department of TCC

While we have resources for the LGBTQIAA+ community, maybe a queer resource center could provide a more safe space for these students.

Table 2. Institutional Barriers Responses

Diversity, Equity, and Inclusion Qualitiative Question 2: What are the barriers to improving issues of diversity, equity, and inclusion at your institution? **(n=174)**

Table 2.

1) English only policies and procedures. TCC Website is only in English. Online Admissions Application is only in English. Student services does not have access to translation services to communicate with English Language Learners.
2) Low computer literacy skills
3) Cost of education

A top priority focus on EDI creates a environment of that is all that matters. Dr. Martin Luther King, Jr. stated the following: "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

At the moment, COVID and the inability to bring groups together in person is probably the biggest hurdle. Familiarity is often a keystone in the process of building understanding and collaboration but it is difficult to find that connection through a screen. At the same time, the rapid push to return to "normal" is its own challenge as it places the old normal on a pedestal and overlooks the reality that it was flawed. WE need to maintain the lessons learned during COVID that support different modes and methods of learning and communication.

At this moment, I cannot identify any barriers. That isn't to say they don't exist, I just cannot identify them myself.

Barriers are just making sure we are inclusive to ALL students. Not just race or gender but also religion. Other barriers are that some employees/faculty are still trying to understand or holding on to ideas that don't promote this. However, our top administrators are really trying to improve it.

Barriers to improving issues of diversity equity, and inclusion are actual practice of it on a regular basis. DEI should be implemented with discussion as a assignment in the required College Success classes and also repeated throughout every course a student completed. A outcome should be embedded in the rubric and data gathered along the way.
**Black, brown, and underprivileged persons work much harder than white privledge persons in the quest to achieve same level. Black, brown, and underprivilege persons should not bear the burden of resolving the issue that was thrust on them.

Barriers to navigating higher ed for our BIPOC and first-gen students. Website is difficult to navigate.

Table 2.

being 100

Being realistic. Careful to set our focus on our students from TCC data and maybe not simply on what's happening across the nation.

Campus leadership claims there is never any money (except when they have a pet project/position). EDI starts in the classroom and hiring diverse faculty is not cheap.

Communications and listening. Sometimes we work so hard on a problem we overlook the appearance to others.

Complete lack of trust between administrators and the rest of the campus community. We are more divided and dysfunctional than ever.

Consistent staffing doing the work.

Decisions about policies or approaches are seemingly made before input is requested Sense that leadership really doesn't want to know what we think or want to hear our questions as illustrated, for example, by the President's rant last year about the questions submitted for town hall.

Departments stuck on certain ways instead of constantly reviewing policies that impact, slow, deter students who are diverse. Faculty is constantly updating their teaching to include material & examples that are more inclusive and equitable, like the co-requisite math model coming this fall.Also, the Assessment team embraced DSP for English placement for a more equitable process.

diversity and equity

Diversity for all people.

Employee exhaustion.

Table 2.

Enough time to break down long standing discrimination at the college.

Everyone is at a different level and it seems that leadership can do a better job not allowing those not advancing EDI efforts to remain complacent and comfortable.

Everyone realizing it's not just the work of one person or one department. But a collective effort.

Exhaustion. I also wonder about questions like the one that asked if my supervisor treats everyone "equally" regardless of race/ethnicity. The reality is that folks need to be treated differently, depending on their needs, to be able to thrive. We don't need everyone to be treated "equally." I don't love my children "equally": I love them differently because they are different people. That doesn't mean I love one more or less. Same idea here.

Faculty (overall) seem to be less engaged in EDI learning and efforts. Part of this may be due to the remote nature of the last couple of years, but there is much that could be done to improve the student experience.

Faculty hiring pool does not have enough diverse candidates. How do we recruit?

Fear and lack of trust

Fear of change by those who are comfortable. Ignorance and therefore lack of empathy, understanding etc.. Lack of diverse staff means little opportunity for one to one interaction, communication, experiences, dare I say bonding?! How about friendly or even friendship. Fear by those who need change. A whole lot of human kindness is needed.

Fear of radical change and hesitancy to let the most marginalized lead.

fears about budget cause people to withhold ideas, supports. there is a serious short-sightedness in how the departments that are required to get students into the college are staffed. specifically Enrollment Services and Financial Aid are so under staff that the delays cause students - predominately first gen/BIPOC students - to give up.

Table 2.

financial reasonings - pay more, get more

Focus. We have more to do than time to do it in, but we can listen to the needs of the students and the mission of the institution and focus on those sweet spots. Each side will need to adjust and compromise. Too often there is a feeling of 'rubber stamping'...I complete all the courses and then what? What did I learn in each course that will help me in the future?

for students: financial instability while attending college Staff: lack of time to participate in meaningful PD and DEI opportunities

Getting rid of the bad apples because they are spoiling the bunch. We've had good faculty and staff of color leave TCC because of certain privileged, white individuals who are still at TCC for some inexplicable reason. HR knows who they are but the issue is that HR leadership is a major part of the problem here at TCC. The head of HR seems to have strong favoritism for white women.

Good question. Why is it so hard?

Having such large turnover in the Office of EDI is a huge issue. We need to get a stable group in this office to lead the college.

Hearing and understanding the student voice and perspective

hidden bias and community stressors

Hire a leader who is well versed in the field of EDI. That team has been decimated and there is no accountability for it or for the harm that has been inflicted.

Hiring process for diversity, equity, and inclusion can be extended too long while others take up the slack and stress.

Table 2.

Hoe does the EDIC Action committees work move forward and gets closed out. The EDI area had done some work to help improve EDI at TCC eg the campus reads but sometimes the spaces and work creates unintended harm or excludes certain people. How will that continue to be balanced as we advise EDI work? 2. Not sure how to asnwer this specifically but there was a HUGE EDI issue in how the VP/Provost promoted some predominately white women to positions and then when there was push back, there were changes e.g changing the positions to interim, internal job posting, and job postings for positions. It is interesting how we are easy to promote certain identities with not many questions and resistance and how a lot of resistance comes up when other identities get similar or such treatment. As a college we need to ask why and address what all is going on on that.

Human Resources needs to work more hand in hand with EDI. Leadership needs to model inclusion all the time.

I believe my institution is on the right track. There are many areas that can be immediately improved, such as, stopping the use of race, gender and other irrelevant information. My institution continues to profit from race and gender. My institution lacks strong leadership. Our leader pushes issues that affect his personal biases but never pushes unity. Our institutions policy support segregationist belief and not one of a common community where race genders or personal beliefs do not matter. I do not believe my institution supports true diversity and inclusion, they often disregard views that do not align with theirs. It is possible to disagree and coexist but that is not the environment at my institution. While I was a student here I received countless email promoting clubs that segregated people into race and ethnic groups but none that promoted unity, community, inclusion or a shared culture. While I fully support raising up everybody in my community that does not appear to be the focus of this institution.

I believe the college and almost everyone who works here are working hard to break through barriers that are part of our culture and economy, much less so part of the college itself.

I can not think of any. Other than getting those who should be back on campus on campus.

I cannot think of any at this time

I don't think there are any barriers.

I feel like it always comes down to funding - for training, time, additional staff, etc.

Table 2.

I have known some fellow students who have struggled to receive financial aid due to a variety of circumstances. Although I know TCC is not the only arbiter of financial aid, I'd like to continue to see improvements in this area.

I know my individual barriers seem to revolve more around the amount of work I do leaving very little time to participate in many of the PD offerings.

I think it's hardest to come up with concrete ways to "move the needle." A lot of people believe wholeheartedly that EDI is of utmost importance, but are not sure what to do or how to make a measurable difference.

I think that there is a "war" between those who look for incremental change and those who look for radical change. The conflict between these two outlooks can be energizing, but this is not currently the case: the conflict drains and enervates people. This energy blocks change--or, worse, creates passive resistence to it.

I think the biggest barrier is the denial or ignorance that issues exist. We all like to think that racism or racist behavior doesn't exist on our campus, but that's not the case. Years ago, I had an Asian student (who happened to be the only non-white student in her program) tell me about some blatant discriminatory behavior on the part of one of her instructors. When I tried to address it with another instructor, he got angry and refused to listen, and dismissed me as not knowing what I was talking about. More recently, I was in a meeting with a Black student, and she relayed the subtle discrimination by an instructor that she encountered while in their class. She felt like she could not address it without some type of repercussion. After all these years of thinking things had improved, I was very surprised about her experience, and apologized to her for having gone through it. I think we need to provide a way for students and employees to report on their experiences without fear of repercussion. Even if we do so confidentially, we can at least collect the data so we can call out the behavior publicly, even if the offenders aren't named.

I think the biggest barriers are reaching staff who 'don't see color'. Working with people to get past their resistance, guilt and white fragility.

Table 2.

I think the biggest barriers will be loss of funding, overworked employees, understaffed conditions, having to do more with less, competing with all other institutions who are hiring at the same time, and an inability to offer competitive salaries. I have turned down positions that pay 2-3 times as much as I earn now, but how long can I do that? There is no way TCC can compete with the market.

I think we need to first identify specific issues or current processes we want to change or improve and then we can list the barriers and figure out ways to overcome them.

I think we need to get out of the EDI bubble where everyone already agrees with everyone else. EDI should be "inclusive" of those who are not on board with EDI. They are out there and they are not few and they are the ones who should be the focus of EDI efforts. Otherwise we are preaching to the choir.

I'm not sure. Some people are not ready to face reality, or see things that they need to change in themselves or society.

I'm not sure. I know several BIPOC employees who are absolutely stellar at what they do, invaluable to the institution, but have not been able to advance internally. I think losing these individuals, if they chose to go elsewhere due to lack of advancement opportunities, would lose the institution amazing people and valuable touchstones for BIPOC students and other BIPOC employees.

Identifying and increasing a shared understanding of why and how EDI is both important and necessary to both the survival and success of our institution.

In our science department, I feel like we are blamed for not having more faculty of color. But the truth is that there are not enough people of color with advanced degrees that can or would want to teach at our college - scientists of color have much greater opportunities out there in research or at other institutions where they can make a lot more money - we will never be able to complete until the market is flooded with scientists of color. If we do hire someone of color, they typically only stay a few years and then move on to better jobs. Yes, it would be great to have more faculty of color in order to represent our students better, but it won't be possible for a long time. We need to focus on getting our STUDENTS of color graduating from STEM fields, in the hopes that 10+ years down the road there may be more faculty of color.

Individual bias (both conscious and unconscious)

Table 2.

Infrastructure

It is not safe for less-popular opinions to be heard. Labelling is becoming more and more common, and driving dissention and discontent, rather than unity. Also, student are not hearing a diverse set of opinions; rather, they are presented with speakers, events, etc. that only support one ideology.

Lack of applicants from diverse backgrounds. The college should invest in additional methods of marketing open positions. For example, LinkedIn recruiting is a way to target specific groups.

Lack of clear guidelines and policies, statewide standardized curricula that are not open to reform by the college or individual teachers. Adopted texts and materials (e.g., online homework) that are not entirely decolonized or particularly antiracist.

Lack of leadership support.

Lack of opportunity to work with diverse people.

Lack of promotion of a REAL diverse population. Pretty soon we will be just a black and white community college. We deserve a broader rainbow of colors and abilities!

lack of support to running start students, first generation students and prison education students (no advising staff there)

Lack of understanding that EQUITY means you CAN do different things for different people. You don't have to take an "I must do the same thing for every student" to be equitable.

leadership completely paces for privileges and caters to the whim of upper middle class, white bourgeoisie with perfomative efforts that further patronize minoritized identities

<u>Table 2.</u>

leadership continues to make it clear that employees are not valued or respected, and that we have no place questioning the way things have "always been done." This affects employee retention and thereby affects student retention. Another huge barrier is performativeness. We say we're working to be an anti-racist institution, we're challenging white supremacy culture, we're uplifting the voices of employees and students of color, but our practices don't show that. The work we're doing is still ruled by so many traits of white supremacy culture (paternalism, urgency, power hoarding...) and aren't actually pushing us towards being a more diverse, more equitable, or more inclusive institution. Another related barrier is too much talking and not enough action. I think this is especially true of leadership and it filters down to Directors and Deans as well. Finally, our institution has such a low morale among employees, and has for a while, that it makes it difficult to pursue any goals related to EDI.

Leadership doesn't model the values of DEI that they expect the rest of us to uphold. They are not accountable.

Leadership may not be fully taking in consideration faculty's concerns.

Leadership not willing to listen.

leadership practices

Leadership that creates space for BIPOC to have their needs addressed.

Leadership that see's every issue as coming from a racist lens.

limited time, resources

Limits of achieving real equity and checking boxes for transfer and other programs

Low Pay

Low pay in an expensive region for recruiting diverse faculty. Divisive and performative campus culture.

Table 2.

Making sure everyone feels that they have a voice. This seems an impossible endeavor however and I validate the challenges ahead if this is the goal that has been set.

Money for corrections ed. Never enough money. Always a budget problem. Always an FTE problem in corrections (a place where we can't control our enrollment).

more diverse applicants who highly qualify for open positions

More robust onboarding process. Training materials for new staff.

More than one person has expressed to me a perceived myopic focus on specific groups rather than looking at multiple groups that need assistance.   Yes, we have to start somewhere, but we have to have broad vision in our processes and discussions. It doesn't help to rebuild an engine in a car, when you don't have tires. It may sound great when your done, but you still can't get anywhere.
Some remain silent regarding their struggles as a student or an employee due to social confines, fear, language barriers, or mistrust in processes. We have to give all groups a voice, and the ability to feel equally represented.   Sometimes the person that says the least, hurts the most.
"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color." -Maya Angelou

Most staff and faculty have limited proximity to low-income students and student parents and fail to understand their unique needs.

Myopathy.

n/a

n/a

N/A

Table 2.

N/A

na

Narcissism and nepotism at the President and VP levels (some deans)

No accountability, one-sided nature of discussion, "conversations" are very single theme focus with no room for intellectual diversity, too much hive-mind thinking.

No barriers relating to improvement come to mind.

No further comment

None

Not enough time to be at the EDI meetings or be involved, I don't even have the time to do this survey but feel I need to. The work load is way too much for one person.

Not listening to the students. When I was once registering for a Chemistry class, I had someone from the college tell me to not take a certain instructors class because they taught at a higher level than what they were actually supposed to be teaching. It frustrated me because there were probably many students who failed that class because of it and the college knew it was happening for a while. I think it would be helpful to also have classes that explain maybe a different teaching style than others. We do not all learn the same way and it is hard sometimes for students with learning disabilities. Now saying that, I know race is important but I think the importance of mental health could be stepped up a little more.

Nothing.

Table 2.

One major barrier to improving issues is a focus on promoting programs that look good on administrators' resumes instead of doing the emotionally draining work of rolling up one's sleeves and contributing to the change.

One of the barriers to improving the issue of diversity among the faculty and staff is a competitive salary. Our salaries are not competitive. If we can improve that aspect then we can attract a more diverse population of potential staff and faculty employees. Another barrier is prospective student outreach. We need to be better about reaching out to students in underserved areas in our community and offering them the opportunity to attend TCC. This would include more financial aid and scholarships for our students and making the process of applying for those opportunities as easy as possible.

Only the preconceived notions faculty &/or students bring with them.

Our communication with students is lacking. We need to move forward to using current technologies to connect with students. Having our own app would be a great first start. Needing a computer to access information about our campus is a huge barrier.

Our institution doesn't care about anyone who isn't Dean level

Partially de-valuing the work and needs of women/females staff and faculty of all races/ethnicities- but especially BIPOC and queer. I don't know if they think that sexism is over, or they simply do not care. When we have female/women administrators who clearly don't care to work with or support, or even respond to emails from females/women, it feels especially uphill, and it is noticed.
The other barrier is the lack of white men participating in EDI work. It's glaring, and it's not isolated to TCC - white men all over the country in higher ed, in the private sector, are not participating. It's left as "women's work", and the concern of BIPOC folx. You look in on any EDI-activity, meeting, and it's mostly women of all colors, and BIPOC men. Count the number of tenured faculty here at TCC... it's mostly white men, outside of Nursing. Where are they?

People often say that they want the staff and faculty to reflect the racial make-up of our community, but hiring such a diverse group remains a challenge. And we also want people to remain at the institution, even as Tacoma's demographics change, which may be a conflicting goal. Running Start has typically been a program taken advantage of by mostly white middle-class families, but we're currently working with the Tacoma School District and hopefully that will change.

Table 2.

People. Can't control how others think or feel about DEI

Percentages I think: Adminstrators, staff and faculty of color that represent the makeup of our student body.

Probably the low pay for faculty. The pool of job candidates for faculty positions is small overall, and the pool lacks diversity, no fault of the college

Pushing this left-wing narrative will only further divide and segregate us. Why isn't the college looking and suggesting other opinions and narratives?

Remote learning

Resistance at all levels

Resources - human, financial, space.

Right now, covid

See response to last question.

Silos, working in isolation, not spending time with people, peers and students who are different. Not taking the time to invest in relationships.

Some employees continue to reject the idea that spaces for marginalized people and people of color are necessary. Questions like "why are affinity groups necessary," and accusations that the groups are divisive are disheartening and leave members of these groups feeling like they are wrong for wanting spaces where they are safe.

Table 2.

some last hold outs, I guess? And, unfortunately, in the last couple of years there has been empowerment of bigotry and racism on the country and world level, and this has started to manifest in conversations with students and staff. We need to double down on our commitment.

Space, time, and origination.

structural issues outside of the college

TCC's willingness to allocate money towards actions that actually affect change.

The barrier is that there is no real equity. It is just a word they use.

The barriers are simple. After all the trainings and facts that have been presented, there's still a number of staff who do not understand fully why doing DEI (or EDI) work is important.

The barriers are the antiquated beliefs held by people in upper management. They say one thing, but then do another. No one seems to catch it, or even mind, as long as the "important people" (i.e. faculty, managers, executives, etc.) don't complain.

The biggest barrier is only seeing "diversity" as skin color. There are a ton of dimensions of diversity. Age, disability, income, intellectual ability, and many, many others.

The confidence campus currently has in the leadership of that area are basically non existant anymore. Our hiring practices have not actually changed and our faculty/staff are not as diverse as I would like to see. Our curriculum has not changed enough to show our students they matter.

The cost of an education and extra strain/work put on students that need additional support.

The culture at TCC is somewhat change resistant. There are exciting ways that we can improve our student outreach/retention/policies, but there is a lot of convincing and navigating of procedures that has to happen in order to realize those improvements. I worry that these extra steps can cause momentum to be lost.

Table 2.

The current in house promotion is cero to nothing, the small/current diverse workforce leaving for better employment opportunities, retention rate is bad.

The current state of the U.S. around us. The historical lack of people of color in academia. We want to hire a diverse faculty and staff, but it's hard to get a diverse applicant pool.

The diverse population of students that I work with have not mentioned being marginalized. They are generally trying to balance taking care of parents, children, and earn a living while taking classes at TCC. Idealistic reform is always on my mind, but I also want to help our students discover what's within themselves that can take them to the next level.

The high cost of education/housing in the area plus the stress of getting information during a pandemic

The human race.

The impact of COVID has damaged some student populations. Remote learning has also fractured how effective some faculty are in teaching. I think that marginalized populations probably feel this most. There have been cases in my area where faculty are concerned about "being fair." I feel that "being fair" and imposing sometimes draconian deadlines with no flexibility is damaging. Most faculty will flex and modify to help students, but I am still shocked how some professors seem unwilling. The best professors I see are ones that meet students where they are at, and use their strengths to build towards success in the class.

The increased tension between white employees and employees of color is a barrier to improvement. Making quick assumptions of negative intent and quick attacks on anyone is a growing problem. Communication has been rough during the pandemic. Now that we are coming back to campus, this tension should not be ignored but better communication needs to be a priority.

The institution has worked towards removing all barriers that would affect equity diversity and inclusion in the college , for example creating a postion of vice president of EDI to over look the diversity of the college policies and instuction, the equity of all the personel under the institution both faculty and students.

Table 2.

The instructors need to aware that there are many students speak English as a second language in class. It would be helpful if the instructors slows down their speed of speaking and ask if students understand them all.

The lack of an open, honest discussion that allows everyone to freely express their opinions related to diversity, equity and inclusion.

The lack of diverse quality applicants for open positions.

The lack of transparency and communication from higher administration.

The over-all appearance of the campus is embarrassing. Outside benches that haven't been cleaned in so long they have turned black (see concrete benches anywhere on campus), mold and water stained ceiling tiles, designation letters intended to identify a building such as "F1" hanging crooked, chipped and peeling paint, windows that dont' seal, doors that don't shut all the way, cracked and moss covered sidewalks......all of these add up to an impression that the student is attending a low-value institution....and undercuts the effectiveness of EDI. Is "this is all I am worth"? They are only worth attending a low-value institution? Our appearance says a lot about our combined work ethic and focus...and it isn't a good impression. We focus so much on making all marginalized students feel welcome that we are missing the big picture of turning a profit.

The pervasive spirit of competition. There are too many people that spend too much time worrying about whether or not they are going to be employed in the near future. If they are focusing on maintaining or improving their position whithin the organization, they cannot devote their full attention to student success.

The president thinks his was and thoughts are the only valid points - if you don't agree you are history.

the racism in the world outside of the institution

There are no barriers, there are only opportunities in my opinion

Table 2.

There are so many people using EDI to advance agendas that are not EDI related.
Conversations on these issues tend to be very closed, with very little allowance for different perspectives or backgrounds.
Many of the EDI initiatives are creating huge amounts of extra work for faculty and staff. The intentions are usually good, but often we forget about factoring in the time it takes.

There are too many segregated, non-student, groups/clubs that people are invited to "IF" you fit the profile of being a minority.

There isn't freedom for people to speak up and propose what makes a good diverse group. Everything is micromanaged by upper management. Upper management directs and leads the objectives and goals of EDI instead of the office of EDI deciding for themselves what the right programs, goals, and objectives should be.

There may be some institutional rigidity (e.g. in hiring norms, in promotion norms), but I think there are conscious efforts to address these. Among employees, knowledge, cultural competence and openness, willingness to flex a little, to listen and reflect more. I think employees as a whole have made a lot of personal progress in this respect but probably still room for improvement.

There should be none

There's not many POC in education truthfully. And for those that don't come to TCC looking for work, it may com down to being more of a matter of: getting individuals from within the community (students, work studies, etc.) to be interested in Education work.

These are very big words for uneducated people in Tacoma,

They don't believe disability is diversity

They see employees as replaceable , they keep asking for more without changing the way they are supporting their workers. Wages

Table 2.

Time and a willingness to learn, change and be open.

Time. It's something we all need (and for the most part want) to do alongside our normal work loads but it's finding time to do it and practice it.

Today, diversity and inclusion has become big business for corporate America and many other organizations, including associations and Institutions. That's because diversity has been shown to drive business success.
Studies have shown people naturally create "in-groups" and "out-groups," based on similarities and differences. The more people perceive someone to be different, the less likely they are to feel comfortable with or trust that person, and they place the person in their out-group. This kind of categorization, while usually unconscious, can do significant damage in the workplace.

Too much focus on the past (depressing), and not enough on the future (motivational).

Unfortunately I think "diversity" has been both weaponized and conflated with other issues at this institution that it has actually created more problems that it purportedly addresses. "Educating ourselves" about diversity has led to finger-pointing, virtue signaling, fear of speaking up publically, and in some cases I suspect even cultivated anti-EDI sentiment among those who actually would otherwise really support the EDI initiatives – if they were carried out with an attitude/mindset of really desiring to understand what phenomena underlie racism, listening non-judgmentally and allowing people to open up, adopting a growth mindset and accepting that people (including ourselves) can actually change, and being okay with racism being overcome. Unfortunately EDI has become "the" reason for everything TCC does and has undermined our mission as an educational institution – which in my mind is one of the best ways to help those students we are really trying to reach.

unwillingness to change

Upper Administration.

We are reading and watching a lot of movies instead of taking concrete actions. Our EDI is filled with language that creates separation and gatekeeping - becoming co-conspirators and say Yaaasss and Folx. I feel like we are unintentionally creating confusion and separating the "in the know" people. I think most of us are dedicated to doing what is right and meeting people where they are, but we need action items.

Table 2.

We have ideological conformity at the college, and anyone who doesn't adhere to it would be shunned. We can't have true diversity until we accept that we can speak freely and as adults. That means that we will disagree from time to time. Maybe often. But we can do so in a respectful way without attributing the other some sort of nefarious motives. We don't have to engage in ad hominen attacks. We can do better, but if we don't have a true market place of ideas we won't make progress. Instead, opposing view points and called "trauma". Disagreeing with someone invokes instant labels like white supremacy. That isn't helpful. And so many of us are quiet instead.

We have made strong headway in hiring a more diverse leadership team but there are miles to go until our faculty is equally diverse, especially in the sciences. Unfortunately, this probably comes down to a matter of budgeting more for salaries in the sciences.

We need a more diverse faculty.

We need professional development and people to coordinate it. It would be helpful if we could say: Here are the skills/outcomes we need and then have our PD department procure the training for it. I've been seeking all kinds of PD and I've had meetings and then we lost everyone that does PD and not only are we not able to get the training we need but then coworkers are hostile at us for not being properly trained to do our jobs. It's a terrible conunudrum to be in and feels like we are just being set up for failure which is horribly discouraging, especially for academics who rarely get an F on anything in their life. Failure really hurts and it would be nice to be set up for success. Can we get a clear process for requesting PD training and a clear process for response to those requests?
We need better coordination among the different efforts or we need to centralize everything under OEDI. Also, there needs to be more course release for people to do this work or there needs to be more grace and that grace needs to be fostered everywhere because when people aren't being set up for success and then they aren't given grace, it becomes a very toxic work environment :'(

We seem to be over compensating in some areas and inadvertently causing exclusion with instructor hiring. Hire the most qualified and best candidate on skills and what they bring, don't hire based on ethnicity. Then that process is doing exactly what we are trying to prevent.

Table 2.

While no one person is reasonably expected to possess all the skillsets and knowledge bases they need to be effective at in their job roles, it is alarming that even as a collective, TCC's executive leadership does not possess the crucial tools needed to move forward EDI work on an institutional level. This work has instead typically been instigated and lead by passionate staff and faculty who devote time and labor on top of their existing duties (often without proper compensation and acknowledgement) to realize the college's vision. Collectively the team lacks effective facilitation skills, as well as deep applied and theoretical knowledge bases regarding how to identify, discuss and disrupt institutional oppression in its many forms. A failure to reconsider Exec. LT membership *and* better educate all Exec. LT members will be the biggest barriers to improving issues of EDI at TCC. As a result of leadership's collective lack of knowledge and know-how, TCC consistently rolls out slick-sounding, performative, and low-stakes efforts that dilute truly progressive efforts and further contribute to an inequitable and inhospitable environment for all.

White fragility

white people don't fit in.

White supremacy culture https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf pervades our institution (as it does our society, of course). We need to be more mindful about looking at *everything we do* and analyzing the effect WSC has on it.