

Spokane Community College

Faculty, Staff, and Student DEI Listening and Feedback Sessions

**Qualitative Research Study Results Report
Study Fielding May 2023**



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Project Summary

In May 2023, teams at Spokane Community College (SCC) and specific SCC subcommittees dedicated to the Diversity, Equity, and Inclusion (DEI) initiative, partnered with Strategic Research Associates to conduct a qualitative listening and feedback collection project to evaluate current lived experiences among faculty, staff, and students about racism, diversity, ethnicity, and equity topics experienced through their engagement with the college.

The college has been specifically tasked with conducting this research due to the requirements it faces in meeting the needs of Washington Senate Bill (SB) 5227 which requires annual listening and feedback sessions on DEI to be conducted annually at institutions of higher education (IHE).

Our key focus of these listening sessions was to create a safe space to collect and learn from the lived experiences of faculty, staff, and students and their interactions with SCC, exploring the following themes among the separate segments.

- SCC's Commitment to DEI
 - Does SCC have a strong commitment to DEI?
 - Does SCC put too much emphasis on issues of diversity, equity, and inclusion?
 - Should improving diversity and inclusion be a priority for SCC?
 - Is the use of diversity and inclusion targets at SCC supported?
- Hiring and retention of a diverse faculty and staff
 - How important is it for you to learn from faculty from diverse ethnicities/a similar ethnicity to your own?
 - How important is it to have an advisor of the same ethnicity as yours?
 - People of all ages, cultural backgrounds, genders, races, religions, etc. have an equitable chance of getting hired at SCC?
 - Does SCC provide sufficient programs and resources to foster the success of a diverse faculty?
- Experience of discrimination based on race
 - Have you experienced racism at the college?
 - Have you witnessed discriminatory events at SCC because of someone else's racial or ethnic identity?
 - Have you ever seen an SCC instructor or staff member push back on racist acts or speech?

- Have you experienced discriminatory events at SCC because of your racial or ethnic identity?
- Have you witnessed discriminatory events at SCC because of someone else's racial or ethnic identity?
- Culture of belonging
 - Can you be yourself on campus or at work? (code-switching)
 - Have you ever considered leaving SCC or switching jobs because you feel unwelcomed (based on race)?
 - Have you found a community at SCC where you feel you belong?
 - Do you think the culture of SCC is biased based on race?
 - Do you think the culture of SCC is racist?

Our qualitative research study methodology for this project involved inviting individuals from randomized lists of targets provided by the college. These individuals were selected randomly to ensure no bias was included in the invitation process.

A total of 42 "White" faculty and staff, 46 "BIPOC" faculty and staff, 172 "White" students, and 171 "BIPOC" students were provided to the Strategic Research team for invitation purposes to the listening sessions. All of these individuals were invited to participate in the sessions via email, leveraging Calendly for self-selection and affirmation of attendance. Students, due to low registration rates, were also called by Strategic Research staff encouraging them to join the sessions.

Session participants were provided with meals as a thank you for sharing, and students, in addition to meals, were provided a \$25 gift card to offset time and travel costs. Sessions were held at Strategic Research's offices in Downtown Spokane. Transportation from campus to the site was provided at no cost to negate any potential travel burdens.

Due to low participation rates in the student groups, a 5th session was added and conducted using a mixed-mode approach, participants chose to join virtually via Zoom or in person on campus in a meeting room.

Joanne Vega of Strategic Research Associates, as well as Karen Cash of Aspire - Diversity, Equity, Inclusion, and Belonging Consulting Services, moderated the sessions. Each participant was asked to join the session in person, and some (students) were offered the option to connect to the sessions remotely using their phones or computers. Sessions were recorded for report development purposes only and were used to develop this summary report.

Total participation can be summarized as follows, 10 faculty and staff, and 17 students, broken down as follows:

- A total of four individuals identified as “White” faculty and staff accepted the invitation to participate; three attended and participated in the session held at the Strategic Research offices on May 16, 2023.
- A total of seven individuals identified as “BIPOC” faculty and staff accepted the invitation to participate; all seven attended and participated in the session held at the Strategic Research offices on May 16, 2023.
- A total of 10 individuals identified as “BIPOC” students accepted the invitation to participate; two attended and participated in the session held at the Strategic Research offices on May 17, 2023.
- A total of six individuals identified as “White” and/or “BIPOC” students accepted the invitation to participate; no students attended the session held at the Strategic Research offices on May 17, 2023. This session was canceled.
- A total of 25 individuals identified as “BIPOC” students accepted the invitation to participate; five attended in person on campus, and 10 joined the session via Zoom that was held on May 24th. A total of 15 participated in this mixed-mode session.

Qualitative analysis, by nature, is designed to gain deep insights from a small group of people, unlike quantitative research (surveys), which often collects feedback from larger groups of people.

The findings within this report represent the feelings of those who participated in the study.

While these opinions can be applied to many, they must also be used carefully given the total sample size.

Executive Summary

Our research included feedback from current SCC students (online students, on campus students, and remote campus students), SCC employed staff, and SCC employed faculty.

The invitation process and participation rate was one of our greatest challenges in conducting this research, which can be indicative of either a lack of cultural support for DEI discussions, or a lack of engagement in DEI topics among these groups. BIPOC community groups and BIPOC community members were much more willing to register and attend the listening session than those identified as White.

The discussions that ensued were immensely valuable to participants and observers. Participants were open, engaged, and shared deeply personal stories with the group and moderators that reflected their lived experiences at SCC.

For privacy reasons, we will not share the details of these stories in this report, but the themes contained within them are highlighted in the following segment narratives.

Faculty and Staff

Listening session participants share that SCC has taken a strong commitment and position on DEI. They reference it as “EDI” due to educational programs, certifications, badges, and other achievements throughout campus to engage the staff and faculty in DEI tenants. (Note: “DEI” instead of “EDI” will be used for consistency with the SB 5227 terminology.)

Many shared that there is significant emphasis on issues of diversity, equity, and inclusion at SCC. But they also share that **this emphasis is not necessarily met with real-world action.**

Many shared that they feel DEI topics are talked about, yet the actions they see among their peers do not reflect true inclusivity and equity actions. Stories shared include stories of feeling belittled due to status, tenure, sex, gender, and race when asked of opinions and also when being considered for promotions and hiring opportunities.

Session participants did not share any specific concerns that DEI programs were inappropriate, too much, or poorly acted upon. Participants shared that they felt improvements could be made throughout the hiring and retention process.

Some, more often those representing minority groups, **felt that not all people have an equitable chance of getting hired at SCC.** They feel that more education and training can be done for those on hiring committees to help them better understand how to evaluate those from different backgrounds in the hiring process to ensure equity is part of the hiring process.

They shared that **SCC could provide more programs and resources to foster a diverse faculty and staff.** Current rules on hiring, minimum requirements, and tenure requirements are seen as barriers to equitable and inclusive hiring. Some also shared that they are so overworked or feel like they cannot leave their work positions to participate in inclusivity events on campus,

nor feel like they are given the space to be part of any community group where they may feel more accepted or feel like they can be part of a social group.

Many racial minorities have experienced discriminatory events at SCC due to their race or ethnic identity. Additionally, those who are not of a minority have either witnessed or experienced similar events on campus or through their employment. Inclusivity issues are not relegated to just minorities but are often experienced by all.

Code-switching is common among staff and also faculty session participants. Many feel they have to act or be a certain way to be successful in the workplace and have a deep seeded fear of retribution. **They feel like they cannot bring concerns to their supervisors, regardless of their racial or ethnic background.**

While session participants do not necessarily express that the issues they share and observe with acceptance and equitability in the workplace are driven by SCC's policies, they are more likely to suggest that these issues are driven by the personalities of specific individuals who may have a longer relationship with SCC than themselves.

One common suggestion is to look to hiring people from outside the SCC community, either outside hires or new hires that may be from communities not part of the long-standing employee pool. Thinking of hiring past students, as they are already likely part of the growing higher diverse generation was a pointed example that surfaced within the groups as a way to seek out diversity and equitability in hiring.

We asked session participants what they would like to see come from these discussions and most shared that they would like to see less talk about DEI topics and more action. Many feel that their thoughts and concerns are often heard, but they are not taken to heart or acted upon. They shared that there are significant opportunities for leadership to create inclusivity programs that allow for better acceptance and better incentives for hiring that can build a culture of acceptance at SCC.

Staff and faculty felt the online DEI training and badges were ineffective and empty rhetoric. Many saw the training as ineffective for three key reasons. First, the training modules could be played, and credit for "watching" the video was given, even if the person did not stay and watch the video in its entirety. Second, felt like the videos were a "check the box" fulfillment because there were no knowledge tests to ensure the content was consumed. Finally, the badges and display holders were viewed as a waste of money and did not provide motivation or empowerment for employees.

Students

Students shared less knowledge of SCC's DEI programs than Faculty and Staff session participants. They did not specifically share stories of feeling targeted or out of place. This shouldn't imply that it does not happen, but more imply that the culture among the student body is reflective of the population, a group of individuals caught in a balance of working towards specific achievements and meeting the requirements of those they see as leaders, regardless of that leaders race or ethnicity.

The **BIPOC students that suggested while it may be “nice” to have staff, faculty, or counselors who are like them, they do not expect it nor are they seeking it out.** As long as they have not experienced a situation where they felt out of place, they did not see a need for this to be addressed as an active issue. If English was not a student’s first language, the students appreciated and craved talking to faculty and staff that spoke their primary language (i.e. Spanish).

We could not surface any stories from session participants about instances of feeling out of place or marginalized. Some who had experience with on-campus programs shared delight in some of the interactions they have with groups at the CID (Center for Inclusivity and Diversity) as well as with specific inclusivity groups. **Many expressed that they were very focused on their educational outcomes and have little desire to proactively look into and seek out community involvement programs on campus or within the classroom.**

Access to counselors is a specific pain point for students. While many suggested that the need for counselors was for their educational guidance, when we asked them to think about situations where they may want to share or report a DEI-related issue, they also suggested that they would want to bring these issues to a counselor-type individual.

Online students were noticeably more disconnected from programs, counselors, and issues than those who participated in on-campus courses.

Inclusivity issues surfaced during our discussion reached beyond racial inclusivity and more towards economic inclusivity. Many expressed concerns with struggles reaching their educational goals while still balancing work and families. They felt like they were lacking support from SCC to help them achieve these goals. Access to technology, library, computers, and the internet were all specific challenges to those with economic insecurities.

Findings and Recommendations

The focus group research reinforced assumptions and underlined opportunities for improvement on DEI topics within SCC moving forward. Please note the themes below are based exclusively on the comments and feedback collected during the listening sessions.

DEI is more than statements we readily sign off on.

Many expressed experiences with DEI concepts at SCC where they felt their fellow students, faculty, and staff might appear on the surface to agree and accept the tenants of the college's programs and plans but felt that many of these people's actions are not reflective of an inclusive environment.

Some implied that the topics receive a lot of "lip-service," but there is little enforcement or encouragement of taking on DEI topics.

They suggest and ask to see more action being taken in the form of stopping hate speech, as well as encouraging those from outside groups to consider joining the college.

Among faculty and staff populations, equity, diversity, and inclusivity are relevant to race, sex, and gender, while students see different barriers.

Staff and faculty participants from all walks of life share recent experiences where they felt judged, held back, or belittled due to their race, ethnicity, sex, and/or gender. Students had much fewer experiences of this but rather expressed that they found difficulty in access to educational materials and the opportunity to succeed.

"Getting lost in the educational process" can be an issue specific to students who may have experienced problems testing successfully or having time to complete homework assignments while still balancing life. The knowledge of and acceptance of the student body as a working-studying population is important when thinking of acceptance and inclusivity among this group.

Faculty and staff suffer from a greater hierarchical caste system that has been well established within both the union and non-union groups that is driven by the unwritten actions of people in leadership positions throughout the college.

Consider the following steps to address DEI concerns:

- Create a DEI Action Committee and Advisory Board to develop a multi-year DEI roadmap and begin implementation
- Conduct a pay equity analysis for SCC faculty and staff
- Conduct a tenure analysis
- Provide demographic information to SCC personnel and students
- Research offering bilingual faculty and staff more annual pay than single-language faculty and staff
- Invest in the “invisible forces” such as employee engagement, cognitive diversity, and psychological safety
- Reassess business practices and workplace systems with a DEI lens (i.e. supplier diversity, sourcing talent, onboarding, performance reviews, feedback loops, etc.)
- Provide relevant and SCC-specific DEI training with competency expectations

How can there be issues if there is nowhere to go and no one to report it to?

Students did not share any knowledge about how to report equity or inclusivity issues they may experience to anyone at SCC. They have ideas and assume that processes are in place for reporting, but they are not aware of how to go about sharing any of their experiences with SCC personnel.

Even faculty and staff mentioned the formal complaint process is buried on the SCC website and not easily accessible or well known.

Consider providing Onboarding sessions with students throughout the year for them to learn about the CID, on-campus offerings (i.e. bakery, greenhouse, automotive, etc.), and learn processes and procedures (i.e. how to meet a counselor, how to file a complaint, etc.).

Faculty and staff share that they do not feel safe sharing issues with co-workers with their superiors due to a fear of retribution. There is a desire to talk and continue these DEI-related conversations in a safe environment.

Consider creating Talking Circles or establishing Employee Resource Groups/Affinity Groups for employees.

Faculty and staff acknowledge that there is no transparent formal reporting process for students. They all want to and strive to do the right thing when a student comes to them. Still, they feel helpless as they may not be empowered or have the power to rectify a situation if it were to occur whether it be student to student, or student to staff, or student to faculty.

Some staff mentioned they were told to “stay in their lane” and not within their job description when they tried to assist students that approached them with concern.

We have included additional analysis and comments by market segment through the narrative on the following pages.

Segment Summaries, Notes, and Themes

SCC FACULTY AND STAFF

When discussing with faculty and staff participants what a diverse work environment feels like to them, they describe it as a place that can reach all students with what it is offering, through topics, meeting their educational needs, etc. It is one that employs a wide variety of people, people of different ages and backgrounds. It is a workplace that features people of different nationalities, gender identities, and economic status.

“It’s about having a workplace that features folks of different nationalities and ethnicities, as well as different sexuality and gender identities, and people of different backgrounds and income levels. It is about representing that workplace, and also given the students we serve, it is important for the students to see themselves in the people that are hired. It’s not just like hires like, it’s not just white cis-gender straight people; there is a wide variety of people represented in the staff. Without going out of the way by doing performative hiring just to fill these diversity quotas.” Staff/Faculty participant

Many struggled with the thoughts about how inclusivity and diversity may change and be accepted throughout campus and through campus policies. Some, especially those representing the BIPOC communities, express that while they feel things have changed, they still feel as if they are marginalized.

“From my perspective, it has gotten better. I mean, I wasn't there when it was [implied different] ... I've been there 12 years. I still don't feel that I have much of a voice, to be honest. I feel like I have to fit into what the dominant culture and the way they do things. I don't think it's this place where people would feel especially like people of color would feel like a sense of belonging unless you're here, you know, like we're here we feel that. But I think it's kind of shocking too or it's hard to feel like my voice is being heard.” Staff/Faculty participant

Faculty and staff feel that students see themselves in their instructors, advisors, counselors, and staff. Variety is important. They see the college as a technology school, which attracts students who are looking for a certificate program. They feel these types of students are more diverse than the staff and faculty population is, and as well as more diverse than the local Spokane population is.

Younger staff and those heavily involved in DEI projects were more articulate in the sessions about these issues and shared their thoughts aligned with documented goals and needs.

Some shared their inequitable experiences due to job tasks and hiring practices to meet educational requirements, i.e., not having a degree in a certain field makes them to feel “less than” others and not promoted or offered opportunities for advancement at the same rate or

at all, when compared to others with a degree. This feeling carries over to faculty who expressed stories of experiences during tenure applications where they may have had different educational and experiential histories due to their background or racial identity which has made them feel as if they were not given the same opportunities as others or not judged the same way as others during tenure evaluations.

"When I did try to voice my concerns about another employee who was being treated differently due to their education, I was heard, but nothing was done about it. When I tried to get the union involved, I was the one who got in trouble." Staff/Faculty participant

"You're a guest on that ship. So like, if you say something that's counteractive to what they're saying ... don't rock the boat too much! There's a lot of white feathers around." Staff/Faculty participant

"For me, I just had an experience where I don't know, I think this person is a Dean, but they asked for my opinion on something. But then someone higher than me walked by, and they were like, what's your opinion on this? And I'm like, you called me out of my office for no reason? Yeah, this person didn't even consider, like, I was disregarded as soon as that person walked by. And that was just frustrating because I'm not only new to SCC but now new in this role. And I'm like we talk so much about building a specific culture, but it's like little stuff like that that makes me feel like I don't want to be here, you know so well. And it's just that a continual like small micro stuff that you know will hit you certain days and while other days you're graceful with it." Staff/Faculty participant

"Like, you know, I don't know why that feels so, like, huge. Just to be visible is a big statement on campus. To have an opinion, to say you care about equity, that's a big thing on campus. You're revolutionary in that system itself, you know. And it's nice that we have allies, and we have each other, you know, but it shouldn't be that hard. Sometimes it's not a weight to carry." Staff/Faculty participant

"You mentioned specifically the fact that BIPOC faculty and women as well, get systemically lower student evaluations. Yeah. Has there ever been a training for tenure committees for the board of trustees who reviews tenure packets? Nobody who has the power to make decisions? We can say we know these things, but most people don't, and it just makes it go away. But where's the training? Why don't we train? If we say we care about this and we want to give people an equal chance in terms of support, especially on screening committees, tenure committees, and board of trustees, yet we don't follow through with any of those ideas that would actually make a difference or at least start to make a difference, because I know it takes a long time for that to, you know, to impact things. But yeah, it's just, it's just different, you know, and when you're going into leadership positions, it gets a little tougher." Staff/Faculty participant

Some classified staff in the sessions feel they have no leadership to go to with concerns, as their supervisors and managers are faculty, and their concerns do not get acted upon due to issues with unions, as well as seeing caring thoughts and feedback being turned into action. Many expressed that they do not feel comfortable sharing their feelings, etc., on campus. The environment and culture they feel are not conducive to open conversations. They feel that

there are groups with hateful points of view who are very vocal and oppressive and are allowed to put others in uncomfortable positions due to their popular beliefs. Those with minority opinions felt minimalized and feared administrative backlash when expressing their thoughts, opinions, and lived experiences.

Acceptance and buy-in of the tenants of SCC and its DEI programs are assumed to be supported by everyone. Still, many express a disconnect to the acceptance of the goals and written direction, its "stated stance," and the actions they see among others as well as leadership. Some share it is alarming the comments they can hear from others about how individuals may present, share, or express themselves and that these comments do not align with the tenants of DEI at SCC. They do not feel that there is any recourse or action done against bad actors.

Faculty and staff from all walks of life shared experiences of feeling attacked due to their identity in the listening sessions. Each had a personal experience due to religion, gender, work requirements, education, race, income, etc.

"The problem is it shouldn't matter [beliefs]; why can't we have these discussions in the workplace? When you break it down, ultimately at the core of your feelings and experiences they are the same; these experiences are both unfortunate and not okay; we should be able to have an open conversation about our beliefs in the workplace. This doesn't mean we have to accept them, but we respect them. Just because we are in the workplace does not mean we have to fear that others feel that certain populations should not be here or may be persecuted for their beliefs. It's not okay." Staff/Faculty participant

Session participants suggest DEI could be improved through better recruiting, recruiting, and attracting the right people. They suggest looking for hires who are representative of the student population and possibly people with different experiences that may not be perfectly qualified. It may be important to look at hiring from existing students, as they see the student population as being much more diverse than the recruiting and hiring pool that is available.

Some suggest there are opportunities for improvement with the onboarding process, both in training new hires and connecting new hires and onboarding them to appropriate groups to ensure they feel included in the culture and SCC community.

"And there and so where I'm going with this is like the onboarding process for our new hires. Hopefully, our HR office can kind of wrap-around that a little bit because that would be nice for them to say. Here is who we can connect you to and here are some resources for you and have dedicated ambassadors to reach out to these new employees to provide that support and just so you know, they're not on their own. And you know, because I can't give that to them. I have a department to run. And yes, I am here for you if you need to talk to me. But I also know that I'm not fulfilling that for you." Staff/Faculty participant

Some suggest and push for outside hires; they see outside hires as an opportunity to add new ideas, new beliefs, and new diversity to the staff and faculty population. Many staff share that the pay rates are less than competitive, which drives high turnover and additional stress on staff through continuous training and improvement. Some suggest the hiring process has inequities built into it as well.

"The hiring process is highly political; it's not about what you know, but who you know. You must be willing to play the game and leverage all your contacts." Staff/Faculty participant

"I feel like you must work a little harder to prove yourself. Yeah, absolutely. And sometimes, you get spread too thin, right? You know, you need them to want that representative or representation in hiring, but for myself, just personally speaking, I felt taken advantage of or used in the least used as tokenism when I first was hired." Staff/Faculty participant

Incentives can support programs and policies, yet these do not need to be monetary incentives. Inclusive non-monetary incentives are also good. An important incentive suggested by participants may be in offering and supporting the ability for staff to participate in campus programs and events, like bakery events, family group events, or programs at the Center of Inclusivity and Diversity that engage students. Many expressed concerns about not having the bandwidth to leave work to participate in these things, nor were they encouraged by their supervisors to be part of the community or any committees or action groups.

Both sessions spoke to the reporting process, or lack of a formal reporting process when students, staff, or faculty feel they would like to share an experience they had with someone else at SCC. Staff and faculty expressed concerns that even if they were to share their complaints, they would not be acted on or that they feared retribution.

"If you don't trust the system, how are they even going to say, 'Oh yeah, this is a great process, you could do this or that.' It takes so much mental energy to report somebody that's doing that [anything one would report them for] to you. I mean it's just so much that it's almost like I give up. I throw the towel in; it's easier. I've seen all my siblings do it through the education system here. It's just it's not a good system, and it's not just SCC specifically; this reporting issue is throughout K through 12 in general." Staff/Faculty participant

Participants in both sessions shared a universal understanding of SCC's goals with DEI programs, inclusivity, and diversity tenants as well as support for the intent of the programs, goals, and statutes set in place.

SCC STUDENTS

To SCC students, higher education means an opportunity. An opportunity for a future, a career. It also represents a step towards adulthood. Working on their undergraduate degree is a significant opportunity to move forward in their lives.

Many shared that when considering SCC for their education, they started with the website as they considered programs and looked into the enrollment process. SCC students come from various backgrounds, from those who are just out of high school to those who may be looking to change careers or start a new career after being in the workforce for a period of time, as well as many who are taking extended learning classes as adults, like English as a Second Language.

"I was able to look at the program and look at the opportunities and stuff, and he [father] always told me that if you could cook, you know there are many job opportunities, and being 30 years old and getting older, I'm realizing you know I had worked a lot of jobs and I had experience here and experience there and stuff like that. But I think it would be, I was thinking you know maybe get something solid that hopefully I'll be able to have work or be able to work a job so." Student participant

Some shared that the process of applying, the process of attending classes, finding time for courses, and acquiring technology can be a burden. Utilizing friends and family as references and guides have helped them along the way. Some shared that SCC counselors are quite busy and that finding access to an appropriate counselor can be a challenge.

"If I hadn't had a sister who had already gone to this college and like known how to enroll and everything, I would say it is very, it's pretty hard to get an actual counselor to sit down with you just because they're so overrun. I feel like, down there. So to get help set on the right path with like all my classes in order is kind of a struggle." Student participant

"What we feel is like having a family and then trying to save time and go to classes is already a big challenge, you know. So when the library was offering us hot spots, but we need to bring it back and forth every day, we don't even have time to use it to take our online classes." Student participant

Having access to counselors like them, say among the BIPOC community was of little importance to those we had in our listening sessions. Many expressed not finding any situations where they felt out of place on campus or in the classroom, and they felt accepted for who they are.

"I think it's more like they do such a good job in terms of like, you know, doing their job is it doesn't feel like I don't need to have this other connection. I feel like if they would lack in some aspect of the job and they'd be like, yeah, it would be nice if they were like Latino, understanding my situation, but no, they do a pretty good job." Student participant

"I mean, so I haven't had a person of color or, you know, I'm saying like an instructor. They were, they were all white. But it didn't bother me. For me, it's like as long as they're good instructors, you know, I don't really care if they're Asian or Black or something, you know,

if they're good instructors and if they're going to treat me, you know what I'm saying, Like, fairly. I don't really care. Yeah." Student participant

Students in our listening sessions felt that if they found themselves in a situation where they wanted to report someone for treating them differently, they would reach out to a counselor and/or reach out to the person who participated in the treatment with them directly. They suggested that if they did not get an immediate resolution, they might look for other reporting means.

"No, because that's like for the most part for me, like school when I first started, even a bit now it's like it doesn't feel like, you know, part of the community. It just feels like people give me a task to do and I do it so and I feel like it, it treats me well. But if there was an incident where someone did say something, if it was a student, I'd report to teacher. If it was a teacher, I wouldn't know what to do personally, but I would probably just go to the guidance counselor and be like, hey, I have a situation. You know, teacher and he, I hope he would help me guide me through like the steps. But I'm pretty sure there is also the online aspect where I can go online and go to their policies and stuff like that and go see what the process is to report the teacher. But you as students have never been told, here's the complaint process or where you can turn in your comments even anonymously, right?" Student participant

Student participants in our listening sessions shared two points of view about being involved in programs on campus; many were not involved in much at all nor expressed a desire to be involved. Those that did participate in programs mostly found those programs and shared positive experiences of inclusivity with programs they participated with on campus at the Center for Inclusivity and Diversity (CID). Online students shared little desire to participate in programs and had no experience or knowledge of programs or the CID.

"I mean, they have those events, they have those things going on. So anytime you hear about it, and it's like, hey, International Week, you always know that you could pop in and grab a box and try some of the food and get some of what's going on. So you see yourself staying in touch that way."

"There are events where like former students that work in that program, like, oh, I know that we should go to that. Yeah, yeah. Because my sister, when she graduated, she would always something like you go to haircut and I'm not around, you can just go to the school and ask them about when the haircut day is. ... But I think, like, that would be nice if you're in the area. But I think if you're far away from Spokane, I think it would be more of a thing like, oh, I know the bakery. Let me just, like, go in there and get something and just, you know, because I'm not here for a long time." Student participant

Appendix I

Supporting Documentation, Moderators Guides, Participant Lists, Transcripts, Archival Videos, etc.

Qualitative Research Study Results Report Study Fielding May 2023

Please note that any transcriptions are raw and have not been reviewed for proper terminology and will contain errors due to naturally occurring errors with the AI in our transcription tools.

View/Download Files Using the Following Links

Moderators Guide - Faculty and Staff -

<https://strategicresearchassociates.sharepoint.com/:w:/g/Een2cQvjp0dGk2OvL-u7dqYBTg4XLy70InYsltbpuzpwCQ?e=P4wEpy>

Moderators Guide - Students -

https://strategicresearchassociates.sharepoint.com/:w:/g/EY-bPc2PCoZAu5WEeowL5UwBYp4D4MAsJXlc2XCd_6Efdw?e=XOUgoU

Participant Profiles -

<https://strategicresearchassociates.sharepoint.com/:x:/g/EWiqVT7GeEtJj8yNebKhBk8BXovgtndi8hsQIsRLXothAw?e=GilXA3>