



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

Section 1: Executive Summary

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

Centralia College (CC) is facing significant challenges in creating a truly inclusive environment for marginalized communities, including Black, Brown, Indigenous, People of Color, 2SLGBTQIA+, and neurodivergent individuals. Despite commitments to Justice, Equity, Diversity, Inclusion, and Accessibility (JEDIA), a gap exists between stated goals and actual practices. This summary highlights key themes, pertinent issues, and actionable recommendations to bridge this gap and create a more equitable institution.

Key Themes and Issues

- 1. Inadequate Support for Marginalized Communities**
 - BBIPOGM, 2SLGBTQIA+, and people with disabilities and neurodivergence often feel excluded from JEDIA initiatives.
 - We want more participation from these groups, but that means that the administration needs to confront issues such as tokenization and daily discomfort in positions of leadership.

- There is an urgent need for more affinity spaces and liberatory and inclusive policies at every level.
2. **Tolerance for Harmful Behavior**
 - High tolerance for victim shaming and gossip undermines trust in HR and discourages reporting of issues.
 - Sexual harassment is often mishandled, with a culture that blames victims rather than holding perpetrators accountable.
 3. **Resistance to Change and Defensiveness**
 - Faculty and staff resist changes that promote equity, fearing new policies like the civility policy will suppress dissent and maintain the status quo.
 - Concerns about the enforcement of such policies potentially upholding existing power structures.
 4. **Structural and Institutional Issues**
 - CC operates with a corporate focus on enrollment over education, privileging white faculty and lacking accountability.
 - There is an apparent disparity between the college's stated values and actual practices, requiring concrete, actionable measures to support marginalized groups.
 5. **Need for Action and Accountability**
 - Calls for leadership to deliver on promises and support marginalized staff and students.
 - There is a need for leadership transparency and commitment to closing the gap between stated goals and actions.

Actionable Recommendations

1. **Listening and Acting Upon Feedback**
 - Establish more frequent and accessible affinity spaces.
 - Ensure inclusion and belonging through equitable actions and policies at all levels.
 - Enhance the institution's online presence to reflect inclusive values.
2. **Leadership as Exemplars of Progress**
 - Differentiate between management and leadership; leaders should guide and inspire.
 - Align stated goals with practices through intentional actions and accountability.
 - Conduct regular audits and assessments to ensure policies promote equity, justice, and accessibility.
 - Increase visible investment from leadership in JEDIA initiatives.
3. **Meaningful Cultural Change**

- Commit to ongoing and pervasive justice work led by diverse groups across all areas.
 - Implement policies and procedures that integrate into daily conduct and interactions.
 - Address the needs of Indigenous communities and support neurodiversity through specific policies.
- 4. Community Building and Engagement**
- Foster more significant participation in JEDIA activities and address the disconnection between different campuses.
 - Value and integrate transitional studies and provide professional development opportunities focused on equity, justice, and access.
 - Create safe spaces for reporting issues, ensuring transparency and accountability.
- 5. Hiring and Retention Process**
- Improve faculty diversity and representation through transparent HR processes.
 - Acknowledge the legitimacy of all academic disciplines, including transitional studies.
- 6. Effective Communication and Transparency**
- Ensure accountability for listening sessions and communicate changes transparently.
 - Engage leadership in JEDIA work openly and collaboratively, avoiding top-down decisions.

Positive Existing Efforts to Continue

- Maintain and expand effective support programs like Trio, Upward Bound, and the Writing Center.
- Continue progress in acceptance and inclusivity since 2014.
- Promote positive and inclusive events regularly and across various spaces.
- Recognize and support faculty autonomy and the positive contributions of the JEDIA director.

RECAP

For CC to embody its stated values of justice and equity, it must emphasize accountability, transparency, and continuous, widespread justice efforts. By actively listening to marginalized voices and implementing meaningful changes, CC can build an inclusive, supportive, and equitable environment for all its members.

This summary aims to provide a clear and actionable roadmap for Centralia College to address systemic inequities and effectively support marginalized communities. By centering those furthest from justice and ensuring leadership accountability, CC can make significant strides toward its equity and inclusion goals.

Section 2: Themes across Students, Faculty, and Staff

Subsection A: Centralia College should stop...

When asked what Centralia should stop doing, many of the participants' statements were not in the form of “stop doing this,” but instead, “we would like to see...”

CC faces significant challenges in supporting marginalized communities, particularly Black, Brown, Indigenous, all People of Color, 2SLGBTQIA+, and those with neurodivergence who feel excluded from initiatives like JEDIA. This lack of inclusivity is made worse by a high tolerance for harmful behaviors, including victim shaming and a pervasive culture of gossip, which undermines trust in HR and discourages reporting of issues. There is strong resistance and defensiveness from faculty and staff towards proactive, equitable changes that transform policies and systems. Concerns around the civility policy could uphold the status quo and not bring justice and equity. The institution's corporate focus on enrollment numbers over education creates dysfunctional hierarchies, particularly privileging white faculty with little accountability. Despite stated commitments to justice and equity, there is a stark disparity between these statements and actual practices, with calls for more concrete, actionable measures to genuinely support BBIPOGM, 2SLGBTQIA+, and other marginalized and minoritized groups and deliver on promises.

Themes and Descriptions

1. **Inadequate Support for Black, Brown, Indigenous, People of the Global Majority (BBIPOGM), 2SLGBTQIA+, people with disabilities and neurodivergence, and Other Marginalized Communities:**
 - Centralia needs to better address the communities it is helping to build by creating more belonging and centering the experiences of BBIPOGM and 2SLGBTQIA+ people.
 - Lack of attention to 2SLGBTQIA+ issues
 - “We also have a big problem with accommodating disabilities. I have seen many ADA door buttons that don’t work as well as students being frustrated because they can’t get accommodations for things like lack of sight or lack of hearing.”
 - Tokenization and discomfort for BBIPOGM persons in leadership positions.
2. **Tolerance for Harmful Behavior:**
 - There is a high tolerance for harmful behaviors, including victim shaming in cases of sexual harassment and a pervasive culture of gossip.
 - High tolerance for behavior causing harm.
 - Victim shaming and lack of accountability for sexual harassment.

- Culture of gossip and concerns about confidentiality in HR.
3. **Resistance to Change and Defensiveness:**
 - Faculty and staff show defensiveness towards changes, and there is fear that new policies like the civility policy may suppress dissent and maintain the status quo.
 - Defensiveness among faculty and staff against changes in classroom and institutional policies.
 - Concerns about the enforcement and implications of the civility policy.
 4. **Structural and Institutional Issues:**
 - The institution operates more like a corporation focused on numbers than education, with problematic hierarchies and a need for more accountability.
 - Hierarchies and lack of accountability, particularly among white faculty.
 - Disparity between stated values and actual practices.
 - Lack of transparency and fear of retaliation.
 5. **Need for Action and Accountability:**
 - There needs to be more clarity between the institution's stated goals and actions, and more concrete and actionable measures are called for.
 - Calls for actionable courses of action and detailed guidelines in JEDIA initiatives.
 - Concerns about the sustainability of offered degrees and career pathways.
 - Need for leadership to deliver on promises and support marginalized staff and students.

Pertinent Quotes

1. "Maybe not be on trend on everything; you don't need to do things that are 'trending.' They did men's mental health awareness but jumped over 2SLGBTQIA+."
2. "The college has high tolerance for behavior that causes harm."
3. "Get rid of our mascot. It visually perpetuates white supremacy."
4. "Stop victim shaming. Stop giving excuses. Sexual harassment - putting it on the victim to stop it."
5. "There's a defensiveness that no one should tell me what to do in my classroom. How do we shift that? Convince people that these changes are good and important."
6. "Culture of gossip. We are in the process of the 'civility policy' making gossip punishable and that could be weaponized and that's worrisome."
7. "Fear that the civility policy is that it will keep us from calling out injustice. It will maintain the status quo."
8. "JEDIA has lost a lot of POC participation and that speaks to what's happening there. How to make JEDIA a more inclusive space."
9. "Disparity between what we say and what we do. Incidents when I had to go with the dominant culture: 'We need to do the right thing.'"
10. "Stop being about the photo-op. Deliver what you promised. Give access. Your responsibility isn't absolved."

Subsection B: Centralia College should start...

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

Themes and Descriptions

1. Listening and Acting Upon Feedback from Minoritized and Marginalized Communities – Center those furthest from justice

- **Affinity spaces and networking:**
 - Participants noted that the affinity spaces provided during the data collection were needed more frequently on campus.
 - "Providing more affinity spaces, to be among like-minded people, networking amongst us."
- **Inclusion in policies and actions:**
 - Inclusion and belonging are brought about through actions and equity throughout policy at every level. "Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard." *Liz Fosslein & Mollie West Duffy*
 - "Embedding and honoring diversity beyond advertisement, instead in everything we do."
- **Inclusive Online Presence**
 - The institution's website should reflect its inclusive values, showcase the diversity of its community, and make inclusive design choices.
 - *Example Quote:* "Be more intentional around our website. Be more inclusive on the website and show who is here."

2. Leadership as Exemplars of Progress

- **Management vs. Leadership**
 - Clarifying the distinction between management and leadership is essential for effective governance. Leadership involves guiding and inspiring, whereas management focuses on organizing and controlling.

- *Example Quote:* "As an institution, we must define Management vs. Leadership."
- **Bridging the Say-Do Gap**
 - There needs to be a concerted effort to align the institution's stated goals with actual practices. This requires intentional actions and accountability.
 - *Example Quote:* "Close the gap between what we say we want to do and what we do."
- **Examples of progress:**
 - Leaders need to be transparent and provide clear examples of equity and the progress being made in the college.
 - "Our leaders need to be an example of progress."
- **Audits and assessments & Implementation of policies:**
 - Auditing policy at every organizational level for equity, justice, and accessibility is needed. Participants also wanted to follow through on the fact that these changes were being made.
 - "Implementation of policies, of procedures, needs to go beyond announcement, make it our work, how we conduct ourselves with one another."
 - "Do an audit or assessment process. Ask the people we are possibly excluding - do desks fit folks? That kind of thing."
- **Visible investment from leadership:**
 - Students, faculty, and staff need to see the investment, and transparency needs to be an ongoing process.
 - "More visible investment from leadership in the college in JEDIA. I don't see it well reflected in leadership being vocal or showing up, I'd like to see more action around a lot of issues, and it needs to come from leadership."
- **Transparency and trust:**
 - Participants expressed concern about gossip and rumors, which can damage the experience of belonging. They stated that with more leadership transparency, a gossip culture would decrease.
 - "If we are more transparent, the gossip will slow down."
- **Closing the gap between words and actions:**
 - Actions must align with words. Accountability must be built into all work around equity, justice, and accessibility.
 - "Close the gap between what we say we want to do and what we do."

3. Meaningful Cultural Change

- Overall, participants asked for leadership to make meaningful changes. They wanted to see more equity and justice work that impacted those closest to harm. Participants asked that leadership be more intentional, vocal, and aligned with their words and the critical overall work of justice.

- **“Fixing the culture:”**
 - What can we do that will result in meaningful action and change?
- **Involvement and participation:**
 - We need more people engaged in JEDIA work in a meaningful way
- **Implementation of Policies and Procedures**
 - Policies and procedures must go beyond mere announcements and be deeply integrated into the daily conduct and interactions within the institution.
 - *Example Quote:* "Implementation of policies, of procedures, needs to go beyond the announcement, make it our work, how we conduct ourselves with one another."
- **Real JEDIA work:**
 - Leadership is more vocal and more intentional.
 - Let's stop being performative and make meaningful changes.
- **Addressing Indigenous communities:**
 - We need to create access and equitable means of education to bring parity to education for Indigenous peoples
 - What are we doing regarding our relationship with tribes and our positionality within the ongoing control of stolen lands?
- **Support for Neurodiversity**
 - Participants expressed concern about ableism and, in particular, neurodiversity. Some shared that they have heard folks say that neurodiversity is not the work of JEDIA's focus.
- **Policies for neurodiversity:**
 - "More policies for neurodiversity; it is defeating to hear that focusing on neurodiversity is not the work we should be doing here."

4. Community Building and Engagement

- Participants shared that they wanted to see more participation in JEDIA activities and felt discouraged that the same folks always participated with no growth.
- **More people in JEDIA sessions (what would it take on the part of leadership):**
 - "We need more people in Circle and more in JEDIA."
- **Connecting campuses:**
 - Equity concerns arose around the disconnect between the Morton and the main campus.
- **Valuing Transitional Studies:**

- Stop devaluing transitional studies. Many participants noted the importance of the transitional studies department in terms of returning students and non-traditional students. Folks have heard denigrating remarks about students and that there should not be classes offered that were not “college level.”
- "Value and integrate the transitional studies department more. No one knows we exist; there is room for growth; I have heard some staff say that we shouldn't be offering those classes, that we should only have college-level classes."
- **Professional development:**
 - Participants asked for professional development opportunities for equity, justice, and access.
- **Safe space for reporting issues:**
 - There should be more safe spaces and ways to report concerns that maintain confidentiality and are transparent and accountable. Participants noted a need for more trust in HR. They said it was a problem for the JEDIA Professional to be located in the HR department.
 - "Safe space for reporting harm/issues that are going on. Not much trust in HR. There are no other places to bring up issues."
- **Confronting and addressing interpersonal inequities:**
 - Participants expressed hearing racist, homophobic, sexist, ableist, cissexist, and xenophobia without seeing much response to these concerns. Folks wanted a culture in which individuals took responsibility for the culture they were helping to create by doing nothing.
 - "Addressing something when you hear it - because I don't have trust in HR. If me confronting someone I don't feel comfortable going to HR, so I just keep quiet."

5. Hiring & Retention Process - Hiring and Representation

- **Hiring**
 - Improving the diversity of faculty and staff was of importance. Folks mentioned workgroups being formed to transform HR processes but needed to know if anything happened or if there were any results. This leads back to the importance of transparency.
 - Improve faculty diversity
 - Diverse faculty hiring
 - Acknowledging marginalized faculties
 - Participants described some faculty being marginalized based on teaching transitional studies (elitism). They shared that it seems as if the implication is that you aren't a “real educator” if you teach in transitional studies rather than it being understood as a legitimate academic discipline.

6. Effective Communication and Transparency

- **Transparency in reporting sessions:**

- What is the accountability for these listening sessions? Will the campus population be given the results and the steps to address them?
- **Communicating changes:**
 - Participants want more transparency. Participants shared that sometimes expressing a dissenting point of view has led to being reprimanded.
- **Engaging leadership in JEDIA work:**
 - Participants wanted leadership to open up instead of handing down executive decisions. They wanted more transparency. They also wanted to get buy-in from faculty, staff, students, and the community instead of behind closed doors.

Summary

The themes outlined above highlight the need for active listening, building the skills and resources necessary for genuine belonging to emerge, and taking meaningful actions to address systemic inequities within the institution. Leadership is crucial in driving these changes by setting examples, investing in justice initiatives, and modeling transparent communication. Creating structural supports, culturally relative processes, and supportive environments for faculty, staff, and students, centering those furthest from justice is essential for building an equitable institution.

Example Quotes

1. "Listening and acting by putting in place the suggestions given by people of color."
2. "Providing more affinity spaces, to be among like-minded people, networking amongst us."
3. "Our leaders need to be an example of progress."
4. "Embedding and honoring diversity beyond advertisement, instead in everything we do."
5. "Implementation of policies, of procedures, needs to go beyond the announcement, make it our work, how we conduct ourselves with one another."
6. "Reach out to indigenous communities. Working with native communities for access and to gain parity with white counterparts. Centralia is on stolen lands."
7. "More transparency. There have been different things going on where people have been reprimanded for expressing a dissenting point of view."
8. "More policies for neurodiversity; it is defeating to hear that focusing on neurodiversity is not the work we should be doing here."

Subsection C: Centralia College should keep...

CC shows strength in its effective policies and support programs, successfully resolving issues and providing essential services like Trio, Upward Bound, and the Writing Center. There has been significant progress in acceptance and inclusivity since 2014, and the community emphasizes the importance of maintaining and expanding these efforts. Supportive faculty &

staff provide understanding and support, particularly for students balancing work and mental health challenges. Ongoing discussions on justice and equity are important, and ensuring inclusivity without hierarchical dominance is needed. Staff and faculty should be held accountable to JEDIA through education. Positive JEDIA events help create a welcoming environment, and expanding these efforts across different spaces is desired. Participants expressed appreciation for their autonomy. Lastly, many shared they appreciated the JEDIA Director.

Themes and Descriptions

1. Effective Policies and Programs:

- The expectation for justice within the institution is clear: training is only enough with accountability. Leadership must demonstrate commitment by being accountable for providing all staff and faculty with ongoing professional development. Leadership is responsible for setting the tone of justice and equity in every aspect of campus.
- The institution has a history of implementing effective policies that resolve issues when they arise. Regular awareness events, such as those for suicide awareness, are seen as beneficial and should continue to be a focus.
- The institution has effective policies that successfully resolve issues when they arise.
- Awareness events on topics like suicide awareness are appreciated and should continue.

2. Acceptance and Progress:

- Justice work must be ongoing and pervasive, not confined to the same spaces or people. It should be led by diverse groups and occur across all areas of the institution.
- Since 2014, there has been notable progress in acceptance and inclusivity. The community recognizes this improvement and emphasizes the importance of advancing these efforts.
- There has been significant progress in acceptance and inclusivity since 2014, with a call to maintain and build on this momentum.

3. Successful Support Programs:

- The community highly values various support programs, including Trio, Upward Bound, the Writing Center, the Job Center, and the Food Pantry. These programs provide crucial support and are seen as models to be expanded to benefit more individuals.
- Advisory services, Trio, Upward Bound, Writing Center, Job Center, and Food Pantry are highly valued and are effective support programs.
- There is a desire to expand these programs to reach more people.

4. Supportive Faculty:

- Specific faculty members were recognized for their flexibility and understanding, particularly in accommodating students' varying circumstances, including work

commitments and neurodivergence. This support is crucial for student success and well-being and should be more universal.

- Faculty members are praised for their commitment to student success, particularly those balancing full-time work or mental health challenges. There is also a call to extend Trio-like support to those exceeding income eligibility.
- Faculty members are commended for their understanding and support, especially for students who work full-time or need mental health breaks.
- There's a suggestion to extend Trio support to individuals who currently don't qualify due to income thresholds.

5. Commitment to Justice and Equity:

- Justice work must be ongoing and pervasive, not confined to the same spaces or people. It should be led by diverse groups and occur across all areas of the institution.
- The institution engages in meaningful discussions and actions about justice and equity, aiming to create an inclusive culture. However, these efforts must avoid hierarchical dominance and ensure accountability through training and leadership expectations.
- Ongoing discussions and actions related to justice and equity are essential, but we must ensure these efforts are inclusive and not dominated by hierarchical structures.
- Training and accountability for staff are crucial, with expectations for participation set by leadership.

6. Positive and Inclusive Events:

- One-off events are significant, but participants asked for more consistency in conversations and celebrations of all CC's communities. These events should be spread across different times and spaces to ensure broad participation.
- Events celebrating diversity and promoting a positive, inclusive environment are crucial for the community. Expanding these events to different spaces and involving a broader range of participants is desired.
- Events that celebrate communities and cultures that help build a welcoming and inclusive environment are highly valued.
- There is a desire to see these positive programming efforts expanded to various spaces and led by different groups, including leadership and the JEDIA council.

7. Autonomy and Leadership:

- Faculty members value their autonomy, which allows them to support students effectively. The JEDIA director is recognized for their positive contributions to the institution's culture.
- Faculty members appreciate the autonomy they have in their roles.
- The JEDIA director is recognized for their efforts positively.

Summary

Centralia works towards justice and equity through training, inclusive programming, and supportive resources. To more deeply embody these values, CC must emphasize accountability and continuous, widespread justice efforts. Community and cultural celebrations should be regular events varied in place, time, and collaboration. Participants called for more communication to know about events. Faculty play a crucial role by being flexible and supportive, particularly for students with unique challenges. Expanding existing support programs to be more inclusive would further strengthen the institution's commitment to justice and equity.

Pertinent Quotes

1. "Good policies - had policies issues with people and they've been resolved."
2. "They do awareness events for people, what's going on, suicide awareness month, things like that, keep doing that."
3. "Acceptance - doing way better since 2014. Keep going on that!"
4. "All the good programs you are already doing but try to make it bigger."
5. "We have a great advisor; Brian is great. Trio and Upward Bound are awesome. Writing Center is awesome. Job Center. Food Pantry is good."
6. "Faculty have been great working with someone who works full time - they are committed to helping me succeed given the circumstances I'm dealing with."
7. "Faculty who say it is okay to take a break from their course and come back later when you are mentally prepared."
8. "Talking against what we see as wrong. Discussion going about justice, equity but without hierarchy (newly assigned authorities, cabinet sponsor/arbitrator – white) 'that's not what we mean.'"
9. "When we have events that celebrate diversity, the more positive programming, that facilitates a more welcoming and inclusive and happy environment."
10. "Keep Circle! Keep JEDIA."
11. "I have a lot of autonomy as a faculty member so I can do it on my own."
12. "JEDIA director is great."

Conclusion

Centralia College faces significant challenges in fostering an inclusive environment for marginalized communities. Despite stated commitments to Justice, Equity, Diversity, Inclusion, and Accessibility (JEDIA), there is a gap between goals and practices. The institution must prioritize concrete actions to support Black, Brown, Indigenous, People of Color, 2SLGBTQIA+, and neurodivergent individuals. Critical areas for improvement include creating more affinity spaces, addressing harmful behaviors, overcoming resistance to change, and promoting leadership accountability. Additionally, meaningful cultural change, effective community engagement, improved hiring processes, and transparent communication are

essential. By listening to marginalized voices and implementing actionable measures, CC can build an equitable and supportive environment for all its members.