

DRAFT EXECUTIVE SUMMARY: Why Do Some Students of Color Stay at Evergreen, and Why Do Some Leave Evergreen?

Focus groups with students of color, conducted in May, 2014 Diversity and Equity Standing Committee, The Evergreen State College

As a part of a larger effort to learn how better Evergreen can support the 25% students of color on the Evergreen campuses, four members of the Diversity and Equity Standing Committee conducted three 2-hour focus groups in May of 2014, with 21 students.

The topic of the focus group was why some students of color choose to leave Evergreen before finishing their degree, and why some stay. Three main questions were posed to students:

Why did you choose Evergreen and what keeps you here?

What have you heard from students of color about why they left Evergreen before graduation?

What recommendations do you have to support the retention of students of color?

The groups were led by Raquel Salinas, Coordinator of Student Support Programs, First Peoples Multicultural Advising Services, and Felix Braffith, Director of KEY Student Services. Students were recruited through email and personal contacts. Informed consent was obtained, and students were compensated with \$20 and pizza. Further details about how the focus groups were conducted, including the focus group guide, can be found in the full report. All students who identified as Students of color upon allocation to the college were invited to participate.

This Executive Summary is intended to highlight the students' main messages and recommendations. The full breadth and depth of the students' remarks are captured in the Full Report.

Analysis and contents of the focus groups

Four members of the Diversity and Equity Standing Committee (Raquel Salinas, Felix Braffith, Carolyn Prouty (Faculty) and Jennifer Rodriguez (Research Project Coordinator, Institutional Research) analyzed the focus groups. Each focus group was transcribed (removing names and other identifying information), and then read by 3 of the 4 members of the group. Major and minor themes, as well as illustrative quotes were identified.

Focus group data, in general, are intended to capture the breadth of viewpoints more than to quantify the extent to which more or fewer participants share those views. Thus this report conveys all comments that were made, in order to capture all of what was shared, and to honor their stories. The "Executive Summary" is shorter, but by no means short, and quotes that capture the essence of multiple students are noted; along with a tally of similar comments.

From this analysis, five major themes were found. These themes did not neatly answer the questions above, but as they do represent five areas of the college wherein action steps might be enacted, these themes were chosen as the best way to represent the data collected. The five themes, and sub-themes, are listed below; the data are divided by themes but not sub-themes. Included within each theme are BOTH:

- things that are working/things students like, and
- things that aren't working, and may be driving students away, and recommendations to address what isn't working.

1. Academic "fit" and physical structures: What fits my learning and what doesn't:

- seminar (*comments about seminar that are not related to faculty*)
- ILCs
- Housing

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2. Faculty

- Faculty training/development, need for it
- Specific things faculty do and don't do that support or undermine students, including in seminar
- Faculty hiring

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3. Connection to Campus:

- Academic and Support Services: First Peoples, TRiO, KEY, QuASR, Writing Center
- Student Activities
- Informal student activities, gathering places

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4. Cultural Sensitivity

- Experiences of students with racism, classism, other isms, and privilege, including micro aggressions,
- Pressure to assimilate, loss of identity
- Lack of cultural competency in faculty, staff, students, including myth of post-racial society
- Variations in identity development of students, staff, faculty
- Ally training, how allies have been helpful, not helpful

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5. Finances

- Financial aid as key to keeping students in school
- Barriers/aids in access
- Racism in hiring students of color on campus, in Olympia

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I: Academic “fit” and physical structures: What fits my learning and what doesn’t:

- seminar (*comments about seminar that are not related to faculty*)
- ILCs
- housing

ACADEMIC FIT: WHAT IS WORKING

Students reported that they appreciated the following about Evergreen’s academic and physical structures:

- Supportive of non-traditional students
- Academic freedom
- Local, large, green, wooded, beautiful campus
- Individual Learning Contracts and internships, and the flexibility therein, particularly working with faculty of color
- Interdisciplinary learning, narrative evaluations, lack of ‘requirements’
- Non-competitive atmosphere
- Seminars, depth of conversations in and out of classroom

I feel like a lot of really hard conversations happen here that are really hard to find in a lot of traditional public schools. So, I really appreciate that.

I wanted that change in environment and I like the idea that I can just go and study whatever I feel like I need to study or want to study without having to go around different obstacles.

I’m still here because I felt welcomed by a large community of people. And being in seminars and having my voice heard, and never feeling like I couldn’t speak out on anything that I felt was bothering me.

I really like the freedom to take different things that you’re interested in and combine them and create a study out of that, and I don’t think that -- a lot of the universities don’t offer that. And I feel like the conversations that we have inside of class and outside of class are really intentional and really intense.

Talking to other friends of mine at other institutions and the kind of experiences that I’m doing aren’t really comparable to them, and I think I’m gaining a lot more of the real world here than at another institution.

I found out I could do an independent learning contract, so I...took a whole quarter and...focused on [the] Palestine and Israel conflict and did an internship. Just being able to work outside of the community, but also get credit was really awesome and it really fueled me to continue going here because I kind of found a voice that I never really -- I had, but I just never felt like I could use.

I was looking at Evergreen because... with the Longhouse here is like a really important aspect to this school and how Native Peoples can -- there’s a visibility to these structures, but also like a sense of welcoming in that way as well.

Going through traditional classes at the community college, I learned how to play the game, so I wasn’t learning and I knew that, but I was still passing classes and that wasn’t making me happy.

In high school I knew which academic field I wanted to go to. I want to start like a political economy social justice thing, and especially I was told that like Olympia and Evergreen is a very politically and socially progressive area and school, so that’s something that really attracted me to this school.

I came to Evergreen because there are no grades and seminar. I also came because every quarter I was sweating what the GPA was. And also, because I was freshly released from being incarcerated after 14 years and I did not know how to acclimate to a school environment.
I love how small Evergreen is...I've been able to build really awesome communities here and I think the resources on campus help students build communities here... [Y]ou don't want to go to seminar if you didn't read a book because you're kind of like letting down the whole program. So, it's a motivator and it's inspiring to push yourself.
I love the conversations that happen at Evergreen because some people don't know what things are going on and I've taken a lot of outlaw, race, culture classes and it's just -- the conversations that go on are really intense and people learn and you build more community and it's really awesome to be able to walk through campus and see a lot of people that you know and recognize and you can smile. And it's comforting to be able to walk on campus and know people, not just be surrounded by a whole bunch of people who are trying to get straight A's.
I was attracted no grades because I wanted to be able to be evaluated and know what my strengths and weaknesses were in the classroom and be able to do internships and be able to just direct my own education and not feel like I had just hit all these bullet points that someone said I needed to do.
I think my favorite thing is the way some of the programs are structured, that those communities, that you work with the same people throughout your academic experience, which I think fosters a great [experience]. [A]lthough group work can always be difficult, I think at Evergreen, it's one of the more positive experiences I've had...
I think that's what saved me, is last year I did... the whole year [in] internships.
I wanted to study sustainability and I want do cultural studies as well, and a lot of traditional universities, you couldn't combine the two. I felt like it was -- I just felt like a lot of other schools didn't take into account why environmental science also needs to be -- like culture really needs to be taken into account.
I would have to say like the physical campus I really like it. I live on campus so it's like living in the woods...Yeah, it's really scenic and nice around here.
I would just say that the class structure of being smaller makes it so that you have more one-on-one time with your faculty and you can get more of a personalized education because they will specifically say stuff toward you based on what you want to do individually, instead of just saying -- just teaching you and lecturing you, you can kind of have more input.
I went through my first quarter at Evergreen and I had a program teacher that really took things...step-by-step and the program was really laid out well. It made me realize that I had learned a lot more in that one quarter than I had in a whole year at community college.
My favorite thing about Evergreen is how you are in charge of your own education here...Right now, I'm in science classes and it's probably the most difficult thing that I've done in college so far, and I've challenged myself and... kept on going at it and my program teachers have been very supportive and kept on urging me along and giving me that positive reinforcement that I'm doing ...exactly what I'm supposed to be doing.
My favorite thing about Evergreen is the environment, like it's small community, so in classes, I get to know the people that I'm in class with and I'll know the teachers better.
One of my other equally favorite things is just that you're not skimming the surface of topics. Instead of just being in a class and learning the basics, you're able to get really in-depth and look at it from variety of perspectives, so [you are] gaining knowledge and internalizing the

information as opposed to just learning it for a second and then taking a test.

I was really interested in learning how to express my artistic self in a very different way than the models that are already out there.

This seems like exactly what I need to find out what my academic capabilities really are and not have other people tell me what I can and cannot do.

When I came to the campus I noticed that people were making efforts to be a lot more inclusive. There just seemed a lot more progressive attitude at Evergreen, more so than other colleges I've been too. And I just really didn't get the vibe here that it was competitive, or that it was this sort of a frat culture or anything like that.

I really, really love the academics. I found that each of my programs, or like the way that I've gone through different programs has been like, they've built on each other really well. So yeah, I've been able to find programs that are connecting the things that I've been most interested in for a long time, but had I been in another institution I would've had to take like separate four course classes about it, and now I'm in a program that integrates them all the time.

Probably my favorite thing at Evergreen is the fact that it's exposed to me to so many different opinions and philosophies and different fields, more so outside of class than when I was in class.

I also really like that -- I really like that the professor to student ratios are really small for a public university, I think that's really amazing. Because you usually only see that in private schools, and the ability to actually get to know your professor and sit down and have lunch, see them on Red Square have a conversation.

I actually really like that we have evaluations instead of grades because I feel like it's more academically challenging than other traditional universities where it's not about just memorizing and passing your test and getting A's. It's about you have to be really actively present in your programs because you're going to get an evaluation written about yourself.

1. Academic "fit" and physical structures: What fits my learning and what doesn't

- seminar (*comments about seminar that are not related to faculty*)
- ILCs
- housing

ACADEMIC FIT: WHAT IS NOT WORKING & RECOMMENDATIONS

Students reported the following issues and problems with Evergreen's academic and physical structures:

- Lack of structure and unpredictable curriculum are challenging for some, can't find classes they're interested in
- Hard to find ILC and Internship faculty sponsors
- Struggle to find/keep identity as being 'forced' to gain new perspectives
- Gap between expectations for disciplines and courses and reality of more narrow offerings; sense of betrayal, as it is not the intellectual environment anticipated/promised
- Seminar has not been a good learning environment: isolating; unacknowledged privilege; students who have taken some anti-oppression training and feel they're done; forced to be the token for their identity; dealing with white students' comforting; scapegoated for disagreeing

- On-campus housing can be difficult: other students not experienced or knowledgeable, few/no RAs of color, lack of community in dorms, challenges dealing with bad roommate
- Challenging to get prerequisites filled:
 - makes it hard to get into the sciences;
 - being referred to SPSCC, which is a challenge itself
- Getting good academic advising is challenging—not required
- Lack of academic feedback makes students feel they’re doing it on their own
- CRC not welcoming to SOC
- Not academically rigorous enough (“haven for middle class white kids where you can dick around...”

And they made the following recommendations:

- Need more core classes/prerequisites offered
- Have RAs greet students of their same identity
- Acknowledge and accommodate the different levels of knowledge students have entering the program
- More bonding between faculty of color and students of color, especially looking toward ILCs
- Make credit breakdown for programs available before registration
- Require a ‘Writing 101’ course for everyone
- Summer programs that can be paid for with financial aid

For people who are really just trying to get out there and explore, I feel like the idea of being nontraditional in the sense that you get to choose what you want to do or there’s this kind of loose framework of what you’re going to learn doesn’t always help people. I feel like because of the limited options at Evergreen and how programs are offered three years in a row or one year in a row or here and there, I just feel like it’s really hard to get your footing right if you haven’t already stumbled and figured out what exactly works for you, what doesn’t work for you, and what you like or what you don’t like.

[Recruiting for Evergreen] ...Have like actual students that are of color and youth, like specifically youth because the ones that are going through it and currently in school and doing it...take them to...high schools and talk to those seniors...[so] they learn more about Evergreen. Whereas if they come here and they do a tour, they don’t learn as much. ...Then somebody’s like, “How many people are on my campus?” and you as a student of color could be like, “There’s not that many.” You could give them a truthful answer instead of giving them kind of like highlight reel of this is what you see, this is what you get to see, and this is what you don’t.

Seminar has felt like an isolating environment. I don’t feel like I generally learn very much from seminar.... I have spoken to people who have great seminar discussions, and I generally have dreaded seminar.

[Housing] As a student of color in the dorms, that was really difficult sometimes, especially because you’re just getting a lot of young students that haven’t had any sort of ...conversations about privilege or anything, and then even if they have, they’re interested in...a passing thing and looking like they’re friends.

Most of them [RAs] are white and most of them are at the end of their academic career. I know one African American RA. Yeah. So, I mean, Evergreen touts inclusiveness, but they’re not a [making a] practice of it.

My bigger issue would be like the catalog and how Evergreen was marketed like, "Oh, you can graduate in this and we give classes with this and this and this," and then I get here expecting this class to be available and it's not.

...With academic planning, it's very difficult to navigate sort of getting prerequisites for graduate school. [A]cademic advising is not a requirement, it's sort of like you have to be a proactive student to find the faculty.

I've approached every single faculty, and for example, in economics, I found a class that I needed and the response from almost every advisor was, "Take it as SPS," and no thought to their own, but that is a huge -- that is not okay for low income students because we don't have access to financial aid. I can't just drop \$800 for a class over at SPS because it's not offered here.

There's this idea that if I don't go to the academic fair and contact every single faculty member, that I'm not doing my job. And I don't know, yes, the education is in my hands, but I shouldn't have to constantly jump through leaps and bounds to -- just to meet my academic goals and needs.

Probably not a good idea to live on campus is what I would probably say...It is actually more expensive to live on campus than off of campus, too. ...With the amount of stuff that you would actually have to deal with, like living on campus as a person of color, ...I would recommend that you could probably find yourself a better place to live off of campus...[Y]ou're out in the community with other people of color because there are actually a lot of people of color in this community.

Another issue is the lack of part-time offerings...for some people, it works out better for them if they can take daytime classes. Also, it's difficult because the majority of offerings are fulltime programs and sometimes you want to gain some hard skills, such as you might want to learn GIS mapping, you might need to take prerequisites for the program, such as a precalculus, science prerequisites, and it's very, very difficult to combine part-time offerings with fulltime offerings.

I've done it several times before and generally fell flat on my face. That is just something which I really think Evergreen should offer way more support for, and especially because I originally intended to do the sciences and then I ended up focusing mostly on social justice issues and then I lacked a lot of prerequisites to enter into the sciences here, and so it was frustrating because it was so hard for me to -- I felt like I was kind of past the point where I could do that after sophomore year.

When you enter an institution, especially if you're going to the Mods or wherever, that the people that greet you should be representative of you. If there's a Native and an Asian, and a Black coming in, then there needs to be a Native and Asian and Black RA, even if they don't work in the building, to say, "Listen, I work on the seventh floor. You're welcome to come talk to me." Or someone to guide them to the community that they're seeking.

I was still relying on grades and that kind of feedback and when it wasn't present it was really difficult to navigate how I was doing in the class and -- it was beneficial, but also really challenging, I felt like I did it alone.

I don't think there's enough connection between on the upper campus services for students of color and housing.

I struggle with keeping a sense of my own identity in a way...I've seen a lot of people come here and they're kind of like forced into not being themselves, if that makes sense? ...I understand being challenging and trying to get you to ...get a new perspective in a positive way, but then...

when it gets to the point where you feel like it's forced upon you or else, you're kind of like even pushed out. So, I've seen a couple of the students leave because of that.

I think from other students of color that I've talked to as well, seminar has been a really important place in the sort of planting those seeds of wanting to not be at Evergreen...this neoliberal, multicultural place that's like, "We love everybody. Not really..."

And it's just really hard to navigate because -- especially in student government and things, I interact with a lot of students that pride themselves on their anti-oppression sort of work and framework, and then they use that as -- it's not a conversation. They're just kind of like, "Yeah, you know, I got it." And if [they] say something wrong, like it's not wrong, basically.

And so...once they have sort of done their dues...of anti-oppression training, then they're like, "Yeah, so then all people of color are now just people and I don't have to see their color because I know the history," and so this sort of positionality goes out the window and it gets really frustrating sometimes. I think that comes up in seminar.

The interdisciplinary, relationships with your professors, evaluations [] didn't turn out how I expected. I never really thought of leaving, but...I think some people come here with expectations of what Evergreen is about and when those aren't met..."Well, then I'm just going to leave," and they're confused about how they had this school marketed in a certain way and they felt like it was a lie.

Some people have years of experience, I didn't really have any. And so, you all start from a different place and at another school, you would have to be like you're going to take these three classes before you're in this class to prepare you. And so, if the teachers could say, "We realize you're all different stages and we're going to help you through that process, you have different writing and math and science, linguistic capabilities, all of that," I think that would be really helpful to have someone guide you starting from where you are. And some professors do that and some don't.

Need more of an accessible way to show that people can do ILCs, explaining what that means and explaining what people in the past have done...They're not saying enough to students of color that they can get involved with enriching their own cultural identity and get credit for that. That's amazing that you can do -- you can be part of organizations that are doing that, and then also get credit for that. ...It's almost you have to seek out the faculty to get sponsors and you have to really work hard to try to get information about it. So, more accessibility with that would be better.

I think some reasons why I've contemplated leaving, most the time I feel really confused about what I'm doing and I'm a junior...and I still feel really confused about what I'm doing. More like I know what I want to study, but I don't feel like I have enough academic guidance from someone who may have more experience to know what classes I should be taking or what. -- I feel like that would be really helpful for me.

I think students of color leave Evergreen with a sense of betrayal, almost. A lot of people have talked in here about how important family is to them, and I feel like for people of color and students of color especially, there's this need especially because our cultures are more statistically impoverished or not getting degrees in higher education, there's this need for us to go to college and get that degree and get a job and help our family and all of that kind of stuff.

In coming to Evergreen, which is...not a traditional school, it's this really weird model that's not necessarily going to be accepted when you graduate from Evergreen, you are taking a risk... You take this risk because of this promise of a more progressive student body and faculty where

you'll be accepted more and you have this intellectual conversation...horizontally with students and faculty, and **that's not what you get**. And you get here and you're in class and you're facing all of these problems that everyone's been talking about. If you're not going to be enjoying your time in that way and you're also missing out potentially success in the future because you're choosing to go to Evergreen, you're losing more than you are gaining, and I think that's why a lot of students decide to leave.

I think that there needs to be more bonding between students and faculty of color to go with sort of the idea of ILCs so that you actually know which professors are good and which -- for your future programs you should get into. And I agree with the idea of actively hiring more faculty of color just because... I've had a lot of white male professors who get oppression academically, but they're never going to get it in the real experience and I feel like that's a really valuable insight that a professor can give to their students.

I would echo some of the things with the CRC -- personal wellness is really important to me and it really helps ground me and be able to stay in school, and the **CRC is completely not a welcoming space for students of color**, the outdoor programs, not a welcome space for anybody who is not a tall white man. And it's really difficult to find extracurricular things to do that are welcoming to students of color that are accessible and not ridiculously expensive, too.

I've been forced to be the token Indian in class, like -- not so much by professors, sometimes they have good intentions, as people have said, but it still ends up in this really like, "Oh, God. Here it comes. Let's as [name], the Native American, how he feels and how his people feel about these..." But it happens more from students, I don't want to say fortunately, but it does happen from students more than it does from faculty.

I've kind of contemplated leaving Evergreen a few times...because sometimes, Evergreen feels like...a haven for middle class white kids to find themselves [laughter] and sometimes it manifests itself in Evergreen being kind of this fake school where you can kind of dick around and take as many classes in different areas as you want.

Credit breakdown: I think it's really a disservice that people, although they join a program, they don't know what the credit breakdown is so you can't really tell if you're going to get your prereqs for like a certain degree or for a master's program. To help people really realize what they're getting into before they join a program would be helpful.

My recommendations would be to have some kind of summer prep program for students...I think everyone should have a Writing 101...It's so required and necessary for so many different programs, and also, to write in this academic way that some of us don't have that language to be able to navigate that. It translates a lot to so many different programs and the kind of academic success that you're going to have.

it would be great to have...students have the option to be able to take summer programs. I think that financial aid for the summer needs to be really figured out. There's a lot of programs like the organic farm, the sustainable farming program, you do not see students of color in that program. Why? Because you do not get financial aid for the summer really, other than loans. So most of the students that are in there are privileged.

The political drama here is really, really big. If you happen to disagree with somebody's opinion, people often times won't listen to you, even if you have a critical point to make about it, you're just kind of labeled as -- you're scapegoated as a bad person if you disagree with something, even if you have reasons that you'd like to explain for disagreeing with it, or even if it's because you think that that person -- they do not have life experience along those lines and they're speaking more from a book and that became a big issue for me because I did get

offended at a lot of things people said because they seemed to not understand issues.

The faculty have no, no idea how to manage things. Last year, [in a program] with three super white faculty members, all really well-intended people, and had gone through some training, but still, missed the boat entirely. We actually had students of color...but we couldn't talk about Obama's race. There's people here...[who] have a lot of money..., and they can shut down conversations so fast. It's because they have a class distinction in the way that they talk and in the way that they have agency with the faculty. Like they're not afraid to talk to the faculty, they're not afraid of losing credits because their financial aid and their ticket to be here is -- it's not in question. So, they don't have to sit on their hands and kind of go, "Okay, am I going to point out fucked up this is?"

There's been a couple major things. One, being the only person of color in class a lot of time... I took a political economy [class] on race class and gender, and race would come up and I'd be the token in the class. I'd feel like I was speaking for my whole race rather than my individual experience in life, which was hard because a lot of white kids or whatever would come up to me like -- try to talk to me like they knew or something like that, or try to comfort me. And I'm like it's not a situation that you can comfort.

Evergreen's held as this place of inquiry, which it is...but sometimes, I feel like people don't have the ability to view themselves or to...step back and be like, "How am I applying this inquiry to people which I want something from them and they have this feeling of like, oh, I've been raised with this, therefore I know I can have it, so I'm going to approach you no matter what because I feel like I deserve this, I need to know this information because it's important to me to know." I'm like that doesn't roll well with students of color.

This quarter has been the hardest and I've been missing class and I've just been really burnt out because of my accumulation of stress over the years with how students of color are treated or viewed...As the forum says, 25% of the school is students of color, but then, that's a lot of whiteness around to have an impact on how you're -- you live in your space.

This week I finished class, I have an environmental advocacy class, and one of my classmates, he says after the class, "You know what? As a future old white guy, we have absolutely no one else -- since we're talking about issue environmental justice, we have no representation from anyone else but other currently old white guys. And me being one, it feels kind of irritating because I have no perspective on what else is going. It's just the same kind of community, and there's no extra knowledge or extra perspective brought to the table."

When I was a freshman, I think that it was hard at times to get involved with things on campus. I think, one of the main reasons I wanted to leave was I didn't really think I could talk to anybody about [a bad roommate situation] from the school. Eventually, I... did go to housing and talk to a resident director about it and they did give me a new room. But...I just didn't think that I was given enough support sometimes as a freshman. ...Especially in housing in the dorms, as person of color, I didn't feel like the RAs were reaching out to me enough, talking to me about that. I didn't really care about movie night, I'm trying to talk about race in the dorms and a lot of the freshmen coming into college, it was the first time they're talking about all these things that need to be get brought up, but I just didn't think they were brought up enough.

When you're in seminar and you are seminar with people from Boston and even Concrete, Washington, that haven't been exposed to African Americans or Natives or Mexicans, or just white privilege, they want to have a set of rules that oppress you because they're intimidated by what it is you're setting forth. And so, in those arenas, I've always had to -- so what? I spend \$21,000 to be here a year, and learning is challenging, it's painful, it's hurtful, and I want to be challenged and it is my duty to challenge you. So, I don't like the covenant thing where we're going to all stop you when we feel uncomfortable. Learning is uncomfortable, especially when you're learning outside of your arena and you're learning about things that have nothing to do with your life.

2. Faculty

- Faculty training/development, need for it
- Specific things faculty do and don't do that support or undermine students, including in seminar
- Faculty hiring

FACULTY: WHAT IS WORKING

Faculty have some specific practices that students find supportive and helpful:

- Take ILC and internship contracts for SOC
- Personal attention, being approachable, time with students
- Some white faculty are good at working on race and privilege, which is encouraging
- Specific, personalized feedback on academic performance, spoken and written

I have a really close friend who talks often about how they were really interested in leaving a lot, and then they say the thing that saved them were ILCs. Because specifically the seminar space was so unsafe. They were part of Gateways and they found that even in Gateways, there were a lot of students that were not up to par with their anti-oppression work. And so, they just kind of said no to programs for a while and did ILCs, working with faculty of color on ILCs.

I'd probably say one of my favorite things about Evergreen is how personable the faculty are, they're very approachable, and...they are very dedicated to peoples' success. So, they will take time out of their week outside of class to work with you.

My first professor towards the middle of winter quarter, we were talking about one of my papers and they had just said, "You are good at analyzing, you over-analyze a lot," and I was shocked because that's something that you have to get to know a person to know. And that means that they paid attention and they cared. Even through high school and through other experiences, professors, teachers, you don't often see them individually care about each of their students.

I've actually had the fortune...that for most of the white faculty I've had, they've been really good at knowing how to work within situations of race and privilege. For example, Zoltan Grossman, one of the best allies of Native people I've ever met in my life. He's like this new standard that you've got to get up there and you know he's had to work -- he's not perfect, but he knows how to work and be respectful within Native communities, and that is such a huge

thing. And so, to have him within my first year was really reassuring for how -- like okay, I'm not screwed if I get a white faculty all the time.

Here at Evergreen, I'm talking with my teacher pretty much every day, having conversations with him and learning from them while they're learning for me.

I had a midpoint evaluation and my teacher was talking to me, he's like -- and at the end of the conversation he said, "You are a bright young person. You should bring this out during seminar." And then after that, I started participating a lot more and brought out myself and started taking advantage of my education here at Evergreen. That really helped me.

My faculty know my name, and that -- I have a personal relationship with them because of the way the 16 credit programs are structured, I am able to have a lot of time [with them].

My favorite thing is the accessibility of the people that are teaching you, how you can go to their office, you can set up appointments with them.

FACULTY: WHAT IS NOT WORKING & RECOMMENDATIONS

Students had the following observations and experiences that caused dissatisfaction with their faculty:

- Faculty do not appreciate, or adequately acknowledge, the situations of their students; Students of color may not feel heard, supported, listened to
- Faculty do not interrupt oppressive behavior in seminar; faculty not recognizing or interrupting that people of color do not and should not have to be teachers.
- Students with class privileges exercise greater agency with faculty,
- Faculty act with unacknowledged power and privilege: "people who pride themselves on anti-oppression work, who are actually oppressive"
- Faculty expect strong preparation coming into introductory science classes, but do not recognize differential access, students not feeling supported
- Students uncomfortable with personal relationship necessary for good narrative evaluation
- If don't get along with faculty, still stuck for at least a quarter

Students made the following recommendations, regarding faculty training, behavior, and hiring:

- Training for faculty: cultural diversity training, identity development, how to address race and privilege and space and agency that students are using in the classroom
- "I think that this damn school needs to hire more faculty of color. "
- Survey programs about these issues in each program; faculty may not otherwise hear, and this feedback is important

I think that one of the biggest frustrations for me coming to this school was the lack of training from faculty. I think that as a necessary part of becoming faculty at Evergreen, they should have cultural diversity training, they should be trained about identity development, different stages people are at. They should be trained how to address race in a classroom and privilege in a classroom and how much space and agency people are taking up. Because it just makes me mad that people consistently take up more space than others in the classroom and they don't even realize it because that's what they've been doing their whole life, but the faculty have no idea how to address it, or maybe they don't even know that that's a problem and they just think that, "Oh, why are the people of color so quiet?" Well, maybe it's because they feel marginalized in the classroom.

...[W]hen you graduate from Evergreen, you are taking a risk and you take this risk because of this promise of a more progressive student body and faculty where you'll be accepted more and you have this intellectual conversation kind of horizontally with students and faculty, and that's not what you get. And you get here and you're in class and you're facing all of these problems that everyone's been talking about. If you're not going to be enjoying your time in that way and you're also missing out potentially success in the future because you're choosing to go to Evergreen, you're losing more than you are gaining, and I think that's why a lot of students decide to leave.

We had one gal, she didn't care if she was there in class or not, sometimes she'd just show up. She went on this tirade about how she felt about race and being white and how it was racism is so over and not a problem....The faculty just kind of did not stop it. They literally should have stood up and said, "You. Now out...This is actually in breach of social contract across this campus."

There was a program I left within the first day because faculty had some weird woo-woo things about Indians and I was like, "I can't do this," so I [got] out right away because it was going to be some weird thing for Halloween.

The faculty have no, no idea how to manage things. Last year, [in a program] with three super white faculty members, all really well-intended people, and had gone through some training, but still, missed the boat entirely. We actually had students of color...but we couldn't talk about Obama's race. There's people here...[who] have a lot of money..., and they can shut down conversations so fast. It's because they have a class distinction in the way that they talk and in the way that they have agency with the faculty. Like they're not afraid to talk to the faculty, they're not afraid of losing credits because their financial aid and their ticket to be here is -- it's not in question. So, they don't have to sit on their hands and kind of go, "Okay, am I going to point out fucked up this is?"

So, my teacher's really hard on me at times, but it's like he doesn't understand that I'm a freshman. It's more like, "Well, you're a student and you should understand this," but he kind of like puts me at a level and scale of everybody else, and I'm just like why are you scaling me to all these other people? These other people haven't done the same thing that I've done. They're not experiencing it the way that I'm experiencing because this is a new subject and it's different, and I'm really like, "Hey, this is hard." ...It's really oppressive because I'm the only student of color in my class.

For him to compare me to other people is just like you're comparing me to people that are like white and high upper class and have more material than I do. So, it's like basically saying I'm stuck with him because I'm a person of color and I can't really learn this and I can't do that...

[A white male faculty member] would always say, "Why are you always quiet in the classroom?" and I think...a huge degree of why is because at that point in my identity development, I wasn't comfortable speaking out against how uncomfortable I felt and how much people were making generalizations and stereotypes about people.

We had two instructors in winter, and one of them, a white woman, she's well-intended, but I think that ...taking her into a low income housing project and then having...a [potluck] or something would be really good for her because she doesn't quite get it. You don't talk back to a Black man... [S]he was fair skinned, blue eyed, blonde, smaller and there's sexism, right? So, ...there's no hierarchy, but there kind of is. If you're in a position of authority, if you're a white woman and you're shutting down a Black male student who has the audacity to talk about these things, you're in the wrong. And she was doing that.

My first year I also almost decided to transfer out or to just not come back and no transfer. My first quarter, I took an introductory science class and I just felt so lost.... The expectations of the professors were...that you already knew statistics or you in high school already had an introductory class to a lot of science classes that I didn't have access to...And so...I felt like I was being told that I wasn't smart, but I was like, "You're not looking at the social conditions of my schools and a lot of schools of communities of color and low income communities, they don't have resources and they don't have these classes." I just didn't feel supported. I had tutoring and I still, even with tutoring, I didn't feel -- I would go to class and still be really confused because the class kept speeding along and I was trying to catch up.

My first year at Evergreen I almost left. I just didn't feel supported, but I also didn't seek support....I was learning about different cultures and I was learning about race and I was learning about class disparities and classism, but within my classes, I was like the only Black person and I just didn't feel heard, I didn't feel listened to. So, I felt like my experiences didn't really matter. And I looked into going to schools back home in Ohio because I just wanted to go to the place where people understood where I was coming from.

Like with a lot of people, it's really easy to build relationships with faculty and people in your class, but for me, I'm used to my work explaining itself. I'm not used to having to like my teachers, talk to my teachers after class, feel like they know me and I know them. I'm used to going to class, doing what I'm supposed to do, turning in my work, having the feedback, and having that show. But I feel like because I'm not comfortable enough putting myself out there to my faculty, that reflects in my evaluation....Still, on paper, it's not reflecting who I am as a person.

...Because of the power differential, it's on the faculty, and it should only be on the faculty at the end of the day and to be like, "No," because who else is going to advocate? I can try and advocate because I'm older and I've been here longer and I kind of know that, yeah, if I lose funding, I'll figure out a way to come back maybe, or maybe not.... But for folks who are coming here as freshmen who are 17, 18, 19, to have white faculty members not protecting them is active institutional oppression. Out of that class, after that first quarter, there were two people of obvious color that maintained...those two that maintained and stayed were ballsy.

How the hell is anybody going to go up against a faculty member? It would be nice if there was some training for allies...if there was an anti-oppressive, how to become an ally course that says, "Hey, yeah. It sucks that you are the face of privilege, so how do you get beyond that hurt?" Because it's a really hurtful experience to find out you're a victimizer and that you want to be friends and can't be...People are reading Paulo Freire, Pedagogy of the Oppressed and that reads significantly different to white kids, and it's one of the reasons why our program was shut down, because I stood up and I said, "Paulo Freire is great. But what you guys are reading and what people of color are reading is completely different."

I would echo the subtle racism and discrimination at the school... I feel like a lot more prepared than when I first came to school to be able to navigate that. But it would be amazing if a white faculty could just step in and say, "Hey, that's not okay." Or just address it.... That spring quarter, I felt like my heart fell and I felt like I lost all of the positive energy and support that I had. I went from a class of like 18 students of color [in winter] to a class of 3, and I thought, "I don't know if I'm going to come back" that year. It was incredibly difficult.

What has made me feel like leaving is the repetitive micro aggressions that at that point aren't micro aggressions, it's like repetitive and constantly in these spaces where I should feel safe. When....going into seminar and you say, "Oh, this is going to be a safe space," that is really

controversial because it's like a safe space for whom?

And yeah, I think that that piece about people who pride themselves on anti-oppression work, who are actually oppressive, which is a lot of people here, that's probably one of the more disheartening things.

I think that this damn school needs to hire more faculty of color....Not just faculty of color, but look at where are the programs [are that need faculty of color]. We need other folks, too, that can have people when they come to campus say, "I see myself in this institution."

I think that there needs to be more bonding between students and faculty of color to go with sort of the idea of ILCs so that you actually know which professors are good and which -- for your future programs you should get into.

I think that would help if programs passed surveys around...just to feel ... how their students are doing. A lot of the times students feel like they can't speak about these issues...to the faculty and they say it to someone else...Maybe to have these surveys would help faculty better see how students are doing or how they're feeling about the way discussions are going.

I think a lack of cultural competency is a reason students may choose to leave. Well, not choose, but are forced to leave, I should say. That's a big common thing I've found with certain Native students who are struggling right now or are about to get kicked out based on the credit and ability to keep up on the program, or just community stresses. I know one student has so much going on at home with family on the Res and it's just really consuming. It's like they're straining to maintain themselves here, and so that starts affecting their academic work, their social life and things like that that keep them going on campus. And then when they go to talk to faculty about it, there's like not always such a firm understanding.

I have had faculty that are very careful, but it's still I find that every conversation about race and privilege we have at Evergreen is like an intro class so it doesn't get anywhere because I feel like people kind of do it and they're like, "Got it." And it's kind of frustrating.

I got tired of listening to people talk like they had experienced it... and that they were like the professor and they were trying to teach us, but not listen at the same time.

Definitely seminars in talking a lot about difficult conversations, and not feeling like faculty were able to do anything -- well, not that they weren't able to, that they weren't doing anything or like stepping in and saying, "What you're saying could be offensive to someone here." Or even at times saying, "We're not going to get personal when talking about race," and I'm obviously the only Black person in the room.

At the student level, being used as a person of color to -- in every class you take where there is that one Race 101 week to have to sit in seminar and tell students why you're being an asshole. It's tiring, and as a student of color, you shouldn't have to be the teacher every single quarter.

For a Day of Absence, for example, all the students of color in my class were...in class that day because...Day of Absence was mentioned, but you can't really miss a day because it's a lot of materials that they go over.

I've felt this in seminar, too, because a lot of times when I'm speaking, I'll be interrupted by somebody and I won't get to speak then on out. And it's usually somebody that's white privilege, I'm sorry to say, but it's true. Usually if I tried to stop them, they'd stop me immediately and I'll be like, "That's rude. Why are you stopping me? Why can't I go on with what I want to say when [you] can interrupt me to go on with what they were going to say?"

I've been here for about two and a half years and only experienced two black instructors. So, that's been really hard because I've seen friends of mine going through the woes, all types of struggles, maybe family struggles or just not being able to relate to some of the stuff that was being taught, and the instructor would be a white male, and my friends would be African Americans and you'd be like, "Man, you just don't know," and sometimes I don't want to write about this. You're bringing up stuff that people like us like to maybe not forget, but not it be brought up over and over and over and over, and us be the only ones in the room to talk about it and to talk about it with. And there not be places of real comfort for us to go to and speak with somebody, being the lack of African American instructors...or that been there, that could say I know what you mean.

3. Connection to Campus

- Academic and Support Services: First Peoples, TRiO, KEY, QuASR, Writing Center
- Student Activities
- Informal student activities, gathering places

CONNECTION TO CAMPUS: WHAT IS WORKING

Students consistently named their connections to campus communities as one of the most critical factors in why they stayed at Evergreen. They named these specific components as supportive of their sense of connection and community:

- Support from all of the campus support services: First People's Multicultural Advising, TRiO, KEY, SASS advisors, the Writing Center, and QuASR, and The Flaming Eggplant, as well as student groups such as MEChA.
- Media resources, and their availability outside of programs

What I like about Evergreen or why I'm still here is because I'm finding a community, but the only time that I can think of that I thought of leaving when was I didn't find that community.

I think that one of the reasons why I've stayed here is because I think I've really built my -- carved out my own community here. And I think different communities within the school have really helped me, made me feel like I'm valued, specifically First Peoples, getting to know people in that group, and just kind of feeling like every time I walk into the lounge, that having that presence and welcoming, and it definitely has helped me because outside of there, now I know those people and I can say hi, and have a conversation with them.

I joined MEChA and that's actually the reason why I stayed at Evergreen because I just found not only support from TRiO and First Peoples my first quarter, but then I found support from my fellow classmates who were also taking -- some of them were taking science classes, but we were also talking about social issues in our community and having that balance and it made me feel supported in all aspects.

The same thing with TRiO, if you've got a problem, they're scrambling to make it happen, to -- like if it's a book or you need a computer, or you just need advice or you need to decompress, there's somebody right there to say, "This is what's happening in traditional setting, you don't have that, you just need to press on.

I feel like I'm definitely staying because even if there are issues or problems or areas that I think could use improvement or advancement, I always find a type of community that's mixed with staff, faculty, and students that what to hear that opinion and can talk about it and ways to solve it, for myself and the community, if that's a bigger need.

I would strongly encourage them [a new student] to get involved in student government because it's very important to at least have your presence there because when other groups of color do -- like on the SNA Board, when other groups of color do approach, it's nice to have another person of color in the room to know -- it's much easier to have that presence. And having people on the GSU that are brown is really nice, just to kind of check it a bit and make your presence known.

Because of TRiO, I really feel like I turned my path of fall quarter to being like that kid that sat in his room and be like...there's not really people of color to hang out with to like that kid that's being proactive for himself. So, it's like necessarily, they don't have to go to TRiO, it's just like reminding them why they're really here. They're really here to get an education, and as dull as that sounds, that's the truth. You came here to get an education. [And] if hanging out with other people of color isn't necessarily your thing, just remind them that they're here to get their education and get what they want to do.

And I love student activities... I feel that I have a lot of agency as a student to get involved in institution-wide conversations, or really large conversations, and I think that's really special. I think the size also contributes to that a lot. Like you were saying, I feel like I can -- if I need support I can ask people.

My advice would be to go to the QUASAR, to go to the Writing Center, to seek out and ask who are the faculty who are...in solidarity with students of color and if you really want to be in a program with someone who maybe you know has -- other students of color have had problems with and to seek out a buddy maybe to be in that program with you or to drop into First Peoples if you need to decompress after a really rough seminar.

I would recommend that if they were going to come be a freshman, sign up for the First Peoples Scholars program because it gives you a great opportunity to prepare yourself for the work that you're going to get involved in, but it also builds that community that you will be able to rely on and be able to know. You'll have a head start, "I know these people on campus. I see them. I'll be supported. I'll be able to maintain myself and ourselves as a community," so really, find yourself within others.

I would really encourage them to seek out the Unity Lounge because that's a really amazing place and filled with amazing people. It's a space that a lot of people feel like it's a safe space.

I think one of the best things that we can do for other students of color is just shower them in community and support. First Peoples does that, different student organizations does that. When people are having a really hard time... I'll call him up and be like, "Hey, we're going to go meet, do this stuff together. Please come. Do know that we care about you and that we want you to be well and do well. If that means that you want to go downtown and get some food or -- at least get you out of your dorm, get out of there, it's suffocating."

I don't know how much power First Peoples has, but as an organization, a lot of what everyone was saying just remaining as a tight knit community and reaching out to everyone, and I don't know if you're the actual group that's able to try to push for other teachers to come in, that seems like a huge strength of the organization.... if you can get more support and keep on pushing it so that the upper administration has to listen to you, it seems a great way for you to make headway.

...These problems are happening and different instances of racism in seminar or not finding your seminar or not finding your community or all of these social aspects that they all kind of collide on a person. And I was really fortunate to be working at First Peoples and kind of have a community there that I could talk to these problems about, get advice about that. And I think that that's not true for all students, that that visibility and recognition isn't there, so those problems occur and they're like left alone. So, not being able to go out and talk about it, or seek any resolution, they fall through the cracks. I think what could help them stay is providing that chance, recognizing that those problems happen.

Go work at the QuASR, go work at the Writing Center because folks who do who are students of color are really strong peer mentors and that is a really huge kind of -- just leadership opportunity and just in general.

Don't be afraid to go to the Counseling Center. I think that a lot of students experience a lot of stigma around mental health and just wellness in general, so go to the CRC as messed up as it can be and go work out or seek out a workout buddy or something where you can go walk in the woods, even though a lot of people of color have issues with being in the woods.

The First Peoples, Longhouse, the student organizations, student activities, particularly the student groups of color have been a really strong network. Like when I first came, the Student of Color Union was a really visible and strong presence, and has kind of not been that since, hasn't been the same. But I think that's because of how certain people graduate and you lose these certain key folks that really held it together. But that doesn't mean I don't it's going to come back, but those are some of the things that really have been the best here.

I changed a lot of my major a whole bunch of times, and then after I had some more experience with talking about isms, like racism and classism..., I sought out more support and I looked into First Peoples and that has been another thing that is why I stay, is I've been able to articulate my experience and articulate these systems that oppress minorities and try to help other people understand them. I don't really know if that would have happened anywhere else. Maybe. Who knows? But that's why I'm still here.

My faculty know who I am. And also at Academic Advising, as well, I feel a personal relationship with academic advisors who I can trust to get advice from, and at schools in the past, I did not have that experience.

If had a chance to talk to some students of color, I'm going to be like, "Hey, really get involved with students groups that reflect what you want or what you need out of this space." It may come off as you're going to be really busy with your studies, which you will be, but you will find that there will be times where you need that space and that you can access that.

3. Connection to Campus:

- Academic and Support Services: First Peoples, TRiO, KEY, QuASR, Writing Center
- Student Activities
- Informal student activities, gathering places

CONNECTION TO CAMPUS: WHAT IS NOT WORKING & RECOMMENDATIONS

Similarly to what *is* working with connections and community, what is *not* working is a subject of much passion. Here are the students' main messages:

- One reason students of color, and LGBTQ students, left Evergreen, according to these students, was the general lack of diversity in the student body: the low number overall of students of color, corresponding to a lack of a robust enough community for the students who left.
- Knowledge of these student support organizations and resources was incomplete; some students felt that outreach had been inadequate; others surmised that the issue lay with the individual student who had to go seeking.
- Overworked, understaffed First People's and TRiO
- Challenges getting funding from student activities

Here are some recommendations students made, to increase connections and communication:

- Students need more and better support for being out in the world as well: career, employment, and graduate school.
- Bring these multicultural campus resources into the classroom more (like Rashida and Raquel's workshops.)
- Advocates for SOC who are encountering disciplinary actions from Police Services and/or others

And another friend of mine is leaving...because of lack of community of students of color. Because some days, we would see each other, but there's just not enough of us and then we ask the question why is there not enough students of color here at Evergreen? And we'd just sit on it, like we just don't know why.

I would not know about First Peoples if I wasn't a part of First Peoples Scholars beginning of the year...It was like if I didn't come and look for a multicultural office or whatever, I wouldn't have known about it.

I think too much emphasis is put back on the students. There's a power differential that has been addressed. I mean, it's great that there's so much, "Hey, students, get involved. Do this. You can change the world." But I think that the world is a vastly different place for students of color and that message is not the same. When you tell a student of color, "Hey, you don't see this on campus, go ahead and build it," you're telling them, "Take on more work when you're already overworked." Yeah, it shouldn't be all on a student coming in. It's another form of tokenism.

The beginning of this year, I had a problem with trying to get along with the other people as roommates...they're not trying to get to know you or anything. They just lock themselves in their own room and it's like where's the community at? I asked that. And that's one of the reasons why I would leave, too.

Evergreen really needs to step up and help students to find jobs and employment and be more active in that because there's this laissez-faire "Just go out and experience the world" sort of attitude and sometimes it's really unhelpful.

He left because he didn't like the social environment at this school, and I agree with him totally because the social environment was difficult for him for being a person who came from a different state to come into Washington...

I definitely think that in terms of just showing how much priority the institution puts on people of color feeling welcome at this school, it's like that's totally -- you can see that by the amount of funding that First Peoples gets and other support that are intended for students of color.

I have a friend who loves the education, loves her class and everything, but she hates it here. She hates the campus, the people and everything. ...I'm happy that she likes what she's learning, but I feel like -- because someone enjoying where you're living is important, too. But it's also part of it is she hasn't gone out of her comfort zone to meet other people that would relate to her. So, I think that's why if she went to leave, that would be a reason why she would leave, is because of that. I feel like if she took it upon herself to go out and find a community or something, then she'd feel more comfortable and she'd enjoy herself here.

I know two folks who happen to be queer students of color, one of them to left last year and one of them who is leaving this year who when you're facing multiple oppressions, it is even harder to be here at Evergreen. There is no queer student resource center for any kind of queer student, so that is a major disservice to students. I don't care what you say about Olympia and how liberal it is, LGBT students still need support here. But also, there's a certain level of class privilege that comes into play that I see certain students of color who are able to navigate the system who come from upper middle class backgrounds who exceedingly do well here. But lower income students of color here I see leave. They're the ones who really struggle in the class. They're the ones who, God help me if there wasn't like TRiO and First Peoples, like would not still be here. Those programs need to really be bigger and not just a tiny little room because we've outgrown First Peoples, there just is not enough space and for a lot of people, they don't even go in there because sometimes there's not even room for them.

I plan on leaving Evergreen just because I don't feel like I've made that connection socially or academically that would make me want to continue forking out my out-of-state tuition to stay here when I could go back somewhere closer to home and do better than I would do here. I just feel like I've had some really weird faculty experiences, and so, yeah, I think it's like a mixture of the social scene as well as the classes offered and the advice people get.

I think somehow getting these multicultural resources into classrooms would, for one, get these conversations maybe feeling like they're going somewhere at times, and also would help students of color who don't go out themselves to look for these resources, then they just -- like they're directly coming in to the classrooms that they're in...then possibly, that would produce more of a safe feeling or that they matter within classrooms.

I don't know where this 25% number is coming from because it sure as hell does not feel like 25% students of color at this school... because when I am in a classroom of 50, there's only 2 students of color in that classroom. So, that's where it really hurts and that's when it starts to get really overwhelming.

I think it might be good just for... more days like Day of Absence where students of color are getting together to talk more about the issues that they're facing on campus and addressing them and really just trying to be proactive about addressing those issues and actually coming up with coalitions and making change on campus.

I'm very involved in student activities and I'm constantly having to justify and explain the needs of student of color organizations and we got so much pushback from the board, and while there's a good amount of funding to do student activities, there's just always too many really messed up questions that the board will ask us, and so, it's very difficult to navigate that.

First Peoples and TRiO are like understaffed and overworked. There needs to be advocates or like some kind of liaison for these services, or any other kind of like disciplinary action where students of color should not walk into a room and -- you should not be there alone. I think that there should be some kind of advocate or someone so that these things -- more students are leaving and having problems with police services or having problems with disciplinary actions that there is someone with them there.

When you see events here that promote cultural diversity and awareness-- I feel like the institution itself makes the effort to support students and really promote diversity and inclusion actually. Like it's so student-driven and it's so tiring. It is so tiring to have to educate our peers all of the time when trainings could be offered for our faculty and they could be backing us up, they could be real allies or stand in solidarity with us because there are too few faculty that actually are....

I don't see as much future career support from Evergreen and I don't really like that. And I feel in my situation, because I've experienced being down and out, I want to have a more concrete lead to my future and more support in developing hard skills needed for the workplace and more connections from the college that I eventually graduate from

4. Cultural Sensitivity

- Experiences of students with racism, classism, other isms, and privilege, including micro aggressions,
- Pressure to assimilate, loss of identity
- Lack of cultural competency in faculty, staff, students, including myth of post-racial society
- Variations in identity development of students, staff, faculty
- Ally training, how allies have been helpful, not helpful

*THERE WERE ESSENTIALLY **NO** COMMENTS THAT NAMED WHAT IS WORKING WITHIN THIS THEME. A FEW POSITIVE COMMENTS WERE MADE WITHIN THE FACULTY THEME.*

CULTURAL SENSITIVITY: WHAT IS NOT WORKING/RECOMMENDATIONS

Students names many, many ways that cultural sensitivity is lacking on campus, and how it might be improved:

- [Privileged] students talking in seminar “who think they know” discrimination and oppression, teaching others about it, and “drowning out the voices of those who have experienced them.”
- “To be represented as something worth being instead of just like a color.” Students of color are asked to “represent” or otherwise feeling tokenized and stereotyped as “the Asian student” or the “Black student”.
- Lack of understanding of Reservation culture
- There is less diversity than was described to several students as they were being recruited, leaving a feeling of being “bamboozled”.
- Denial of current racism; “color-blindness”, particularly in this purportedly progressive community, which makes instances of racism more likely to be attributed to individuals than to institutions and systemic racism.
- Microaggressions: in seminar, in hiring at RAD, at the CRC, in housing
- Culture and race are not thought of adequately in many science programs and they should be; if “We’re learning about climate change, why are we not studying about the most impacted communities at the same time?”
- White students assuming a post-racial society, and so not checking their privilege

Recommendations for improvement:

- Anti-oppression training within all programs
- Combine some activities of TriO and First Peoples with athletics—lots of overlap.
- Hire more faculty of color
- Teach more advanced Spanish language classes for bilingual speakers that explore literature and have a purpose beyond teaching the Spanish language
- “All faculty and staff in Evergreen should have to take a mandatory anti-oppressive workshop at least twice a year and stages of identity workshop. I also think that would help if programs passed surveys around.” There are trainers who can be hired to help teach these skills.
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I like the idea of having anti-oppressions, even the 101's going into all different programs of different topics, definitely in the sciences. I know a lot of the science programs are majority white students, I would say more -- like 90% of the programs are usually white, and so, there's a lot of things that are triggering, there's a lot of things that are offensive, there's a lot of assumptions made in those classes, especially during seminar.

I definitely found that my life experience didn't really fit so well with the college campus and that there was a lack of understanding combined with a lot of students who think that they know all about these social issues and then kind of drown out the voices of those who have experienced them.

A lot of people come from really hard experiences and Reservations are just another form of that. But it's like there's an additional cultural layer. I feel like when the students come to Evergreen, either faculty, staff, or administrations may not understand those cultural ways most people live and interact, and I think that inability to translate those two causes people to - either causes conflict, misunderstanding, frustration, and in this case with this one student, I feel like they just couldn't -- they didn't have the energy to having to keep push through and explain -- like say, "I come from this family and [inaudible] come from a really, really hard experience and you don't understand all the intricacies of that and how this white institution is a visible face to other forms of oppression that have come before."

I think that it would be really cool for the athletic programs and the sort of, well, minority groups that are offered here, like TRiO and First Peoples to combine because I think that -- well, actually I know that the athletes are Black or some minority, but I know that we go and travel, we face extreme racism and discrimination. I think it would be really cool to get those together so you could use that to inform the rest of the population at Evergreen.

One of my classmates is Native American and she's the only one out of 38 of us and she feels like she's consistently being used as the token example during -- since again environmental justice it ends up coving a lot of Native American history ends up brining her along the conversation, and she finds it very upsetting and irritating.

I'm not going to say I was bamboozled into this, but it was like they told me, "Oh, yeah, it's a really good fit. There's students of diversity in every class, there's this, there's that," so basically, they're lying to me. I got to class and was like, "What is this?" I went to academic advising and was like, "I was lied to. I was told there would at least be like, what, five students of color.... I go in there and I'm the only one and I'm just like, no, this is not cool."

The advice that I would give to a new student coming here is be sure who you are and what you want because that's what keeps me driven.

I really felt that's why he left, he left because of the social scene and...the people here are not friendly to people of color. I feel like it's a really rude state.... I honestly feel like they are not friendly towards people of color because they haven't been taught properly how to be friendly towards people of color. ...To change this so that people can come...would be to properly teach any community, like anybody period...to properly teach everybody how to confront each other, whether it be color or whether it not be color. So, yeah, I wish that could change so he could have been here because I miss that guy a lot.

...It's not addressed because it's the age of color blindness. You put a Black man up there on a pedestal and now people forget and now all they want to talk about is, "You were once slaves and now you should be happy because you're not" -- but it's a new slavery and you can take us out of jail and give us a minimum wage job while motherfuckers is billionaires. [That's a lot] to say. And my people are leaving this school because they feel that way. You put a white man in front of us and it's the same damn thing. Take this education like we been feeding you for years and lose your identity.

So really, there's like 4% Blacks, 2% Asian, 1% -- like that, okay? And then they came up with a grand number to seem diverse. So, don't be fooled by the 24%.

...As soon as seminar gets split, you can feel it and they're like, "She's trouble." And I'll give you an example. We had a talk about Angela Davis and all the white girls are for her, she's wonderful and she did great things. Well, no, she didn't and if you really know her history, she was a patsy for the Panthers. She's the only one that was involved in the Panthers who had registered guns. And the white people went crazy. They were like, "How dare you desecrate her? You need to be watching what you're saying," and that split seminar.

Then you get all this other stuff put on your plate and you just like, "Dude, I already had this. This is already hard enough, just going through this and being like you're representing yourself." So, it's just like not only are you representing yourself here, you're representing your family, and then it's like when they disrespect you, you feel very disrespected because you feel like they're disrespecting your family.

They also promised students of color would be here, they would be represented here. They're represented, but not in the way that I would like them to be represented. I would like to be represented as human beings, not as the Black community, the Asian community, the this, the that. To me, to be represented as something worth being instead of just like a color. We're just labeled as a color instead of being labeled as a student of color. It was just like, "Oh, well, that's that Black kid who's kind of smart." Or, "That's that Asian kid who's really smart. He knows how to do this." Like lot of stereotypes are thrown around here, too.

Another thing I've heard of why students have left is feeling that Evergreen and Olympia and progressive in environmental, sustainability, and gender and queer rights, but that racism has been put as like a thing that we don't really have any more within these spaces, and it's still very much there. And so, they felt like when they had to call out someone or talk to someone that said something racist -- or had to tell someone about it, it was put in this private sphere of, "Oh, well, that person is that way," and not that it's like this collective systematic thing that's still very much present. So, they just didn't feel validated here, I guess.

...Because I look white and like your average white American male, when you're with other white looking people, you would be -- maybe you wouldn't be surprised to hear what people are saying. You're like, "That's really goddamn racist, you bastard." And you're like wow. Just because you don't know -- you just think just based on your perception, you say some of those jokes, you're really shocked, like, "Wow, that's really messed up."

But as soon as I come back here, I feel closed so I don't just -- like I'm from California or somewhere else because it's like the looks that people give you, you can just -- you feel this uneasy tension everywhere you go because you feel like everyone's looking at you, but they're really not. But it's just like you feel uneasy as a person of color, you feel like you're not safe, you feel like you can't speak your mind, you feel like you can't do any of that.

[Alice Nelson] leads the best seminars on micro aggressions I have ever -- she's so great. But I mean, still, right after that I had this girl come up to me and talk about, "I've had Black friends my whole life..." and it's just like, "You weren't listening." That kind of shit happens.

You have to remember that this is a scaled down model of the world and the racism that runs through it is concentrated because this is a scaled down model, but that doesn't mean it shouldn't be abolished and looked at and dealt with. So, I'm just -- and that's the things that should be taken to the people that work here and that can make the changes.

Definitely seminars and talking a lot about difficult conversations, and not feeling like faculty were able to do anything -- well, not that they weren't able to, that they weren't doing anything or like stepping in and saying, "What you're saying could be offensive to someone here." Or even at times saying, "We're not going to get personal when talking about race," and I'm obviously the only Black person in the room. It's things like that where I think I just left classes just feeling like what is the point if we're going to be presented with these conversations and then nothing actually gets resolved?

I also have had the experience where the faculty are not supportive of students of color. I feel like just my personality is like if you're not giving me what I want, I'm going to bother you until you get -- because that's your job. But for somebody that doesn't have that inclination, which is totally understandable, I don't think that the faculty take into consideration positionality because they're like, "We're all in a place of higher learning, so we're all the same."

I don't know how to explain it. It's just a feeling, more like the feeling of just coming here to kind of like be an individual and -- I don't know, like be proud of yourself as an individual and proud of yourself as a member of a minority culture, but then you feel like you get kind of, in a way, like assimilated into a different subculture. I don't know. I feel like just kind of losing your sense of identity as a person.

I feel like culture and race is not really even thought about in a lot of science programs and it should be.

I know I don't know what you're talking about because I've never experienced it. You can talk to me about and educate me about if you were willing to, but that doesn't mean I understand it. And that half-assed, "Oh, I understand where you're coming from" thing and this is not just some racist thing, it's in all sorts of discussions, when someone half-ass talks about, "I understand what you're talking about," that's one of the most infuriating things possible. "I understand how you feel." No, you don't. No, you don't.

You were saying about you being compared with others students, it's like for a lot of us, especially if you're coming from an inner city high school or community college, this might be the first time that you're in a classroom where the majority of students are white. And that was very difficult and I feel like I don't know what can be done... Maybe some more support to prepare students for that, just to literally mentally get ready for that and maybe to have some kind of cohort....

I think -- I don't really know how this could be done otherwise, but I think students are sort of required to go into these diversity conversations and the diversity panel, I think it's good that they go, but I don't know if it's as effective as it -- because they are not given option or... So, I feel like it just leaves this attitude where race is always a burden to talk about and so, when people of color in the classroom bring it up, it's like they're the angry ones and they shouldn't bring it up. And so, I feel like people who may feel marginalized in the classroom would leave for that reason, just because they're always being tokenized or looked on as the angry one.

I think a lack of cultural competency is a reason students may choose to leave. Well, not choose, but are forced to leave, I should say. That's a big common thing I've found with certain Native students who are struggling right now or are about to get kicked out based on the credit and ability to keep up on the program, or just community stresses.

I think all faculty and staff in Evergreen should have to take a mandatory anti-oppressive workshop at least twice a year and stages of identity workshop. I also think that would help if programs passed surveys around. When you have three quarters of just in those beginning and after, just to feel -- or maybe beginning, middle, after to feel how their students are doing. A lot of the times students feel like they can't speak about these issues that they have, I mean like to the faculty and they say it to someone else.

I think that Evergreen has a low key thread of racism that runs through it, and it's practiced in a way that you're like, "Did that just happen? Did I just hear that?" But it's consistently so that you know it happens, not so much the professors, but the things that are set forth in the classroom by other students and different committees around here. Example, the Diversity Committee: two people could give the same application, but because somebody on the committee might have had a run-in with you, their application doesn't get the same consideration, that's not what they proposed themselves to be. It's supposed to be equal and inclusive.

I think that there isn't a lot of training for folks who work there. I used to work for an outdoor program that was entirely centered around multicultural leadership and diversity inclusion, and so they specifically would have trainings for educators of color. That's just one example of folks who do that, so I feel like if they were to have some more training or to partner with First Peoples or something, or actively -- like you were saying, if there were more people who worked there at the CRC that reflected the community, then that would be more -- that would also help, too.

Back to dealing with white students having this authority to feel they deserve this information, they have this right to it, that I feel like along with what other folks said, Evergreen is this space for white, middle class people to come and be like, "[Inaudible] we have this freedom, it's like a hippy college, we get to the end of this" -- the first year I came here, we had people -- the student group was formed about of the principle of appropriating cultures because they felt it'd be so enlightening to them. So, they're taking everything from everyone, and one of the most visible things was visible Native culture or whatever that means to them or what it -- which is going to be more Plainsian style. Yeah, we all live in Teepees and shit.

The first thing that happened at Evergreen that really threw me back was the freshmen diversity orientation thing. The whole setup of it was just very bizarre and I was like, "Is this what Evergreen is about?" Like that was just what it thought it was like. To point out groups of people individually and have to say you are welcomed makes it seem like before we said it, we didn't like those people, we didn't mess with those people, it wasn't okay. And then, to get to African Americans and say, "What tribe in Africa are you from? What tribe do you belong to? What country are you from?"

I'm not obviously a person of color. I'm a bit Native and that has been a lot of my identity, but because I look white, I hear a lot of the other stuff that's going on and it's really hard when I'm in experiencing -- and last year, because our president is Black, it seems like it's opened the door, people feel comfortable talking about the racism in a way that would never have been [inaudible] in the past. But because I'm invisible, I hear these things that I think is actually pretty valuable, but I don't know how to translate it. There's a lot of white man's burden stuff going on couched in humor that is completely atrocious. People are guarded when there's at least one person of visible minority status and so, things are said that are awkward, that are painful, that aren't authentic at times. So, like when somebody is sitting there and being visible, the conversation is stilted and really hard to bear.

I think it might be good just for more days -- it might not be called this, but more days like Day of Absence where students of color are getting together to talk more about the issues that they're facing on campus and addressing them and really just trying to be proactive about addressing those issues and actually coming up with coalitions and making change on campus, being more official than just a couple days and then it kind of gets -- it seems like it kind of gets dropped.

I've also experienced some students of color expressing feeling isolated from other students of color on campus. That's mostly been mixed race students, I want to say, and there's definitely differing experiences that people have. But also, the feeling of being very isolated on campus, feeling of not being listened to and also just -- there are also a lot of people from areas which are not ethnically diverse at all.

I've also felt like it's been also kind of good, though, because I've had a fair amount of Native faculty, and so that's a different experience for me. I know that's not the same all around because I know there's other faculty color that aren't represented on this school as well. But back to my point about how I feel like Native folks don't always fit something into people of color category, we all have -- everyone has internalized oppression in some way, or dealing with these things. And so, I've been also excluded from [POC] spaces just kind of based on how I view my people's history and things like that, that there can even be ways in which people of color can marginalize Native folks in regards to space.

I've been forced to be the token Indian in class, like -- not so much by professors, sometimes they have good intentions, as people have said, but it still ends up in this really like, "Oh, God. Here it comes. Let's as [name], the Native American, how he feels and how his people feel about these..." But it happens more from students, I don't want to say fortunately, but it does happen from students more than it does from faculty.

One thing that I've heard recently this idea that I think there's this huge assumption made at Evergreen that we're in this post-racial society, that we can talk about race in a way that maybe this idea of like hipster racism where people make these really weird and unnecessary jokes about racism because they know about history and they think that they're in this post-racial society so they can make jokes about it now. They don't realize the impact of their words. So, yeah, I think that this assumption that's made on the campus makes it so people feel like they have the agency to kind of just speak freely about it without really checking themselves and checking their privilege. So, I think that makes it a really hard environment for people of color to thrive in.

It's really hard to where it's like I want to take science classes, but I also don't want to ignore all the real conditions inside the communities that make these sciences unreachable, or sometimes it's like if we're learning about climate change, why are we not studying about the most impacted communities at the same time?

Some specific instances are how I hang out with our students of color versus students that are not of color and how I have to change my attitude or change the way I talk, and I don't want to have to change that. I want to be able to continue to be me instead of changing myself so then it's like me being afraid to [inaudible] these people or need to right to these people.

draft

5. Finances

- Financial aid as key to keeping students in school
- Barriers/aids in access
- Racism in hiring students of color on campus, in Olympia

FINANCES: WHAT IS WORKING

Finances are obviously a key part of making an education possible—or impossible. Here are the experiences and thoughts of the students:

- Help and support from the folks at Financial Aid, as well as from TriO and other Evergreen staff, are gratefully accepted by students, and named as very important in their retention at Evergreen.
- Evergreen's relatively low tuition, compared to other state public schools—and others—is an attraction for some students.

You just have to advocate for yourself and you have to be a self-advocator. Even the lady in the scholarship office, she said, "Listen, you've wrote 10 scholarships, 7 of them are wrong. So, this is what you need to do." And she sat there with me until I got the outline and could write the scholarship.

I wouldn't say that the Evergreen tuition is at all affordable, but I think as a low income out-of-state student, it is more affordable than most other options for students, especially considering the unique sort of model that Evergreen has to offer.

Without the TRiO grant, the scholarship, and the foundation grant in the original financial aid package that they gave me to begin with, I don't know if I could have did it.

FINANCES: WHAT IS NOT WORKING & RECOMMENDATIONS

Similarly, financial barriers to school are sometime the most significant in causing students to leave. This was mentioned along with, and interacting with, other factors that combined to make it 'not worth it' to stay.

- Living on campus was noted as an unwelcome expense, given that there was a feeling of it possibly being an unwelcome environment for some students of color.

It was way too expensive and I did find that it was an unwelcoming environment living on campus because there was -- well I just -- as a nontraditional student in general going to school, I felt very unwelcome most the time and I don't know if it's partially because I appear younger, so people don't really -- I get to be accepted and treated as a traditional aged student, but I'm not and I just generally didn't disclose my age because I didn't really want to be isolated for being a non-trad student and I think that part of that has been that I have been disregarded in a lot of ways because I have life experience that people don't really count me to have.

I've had students of color say that they don't feel like they have time to get residency and it only takes six credits and so they felt like they needed to go home, so I guess finances is definitely one.

I think that also one of the frustrating that I've encountered from some students is with how work study is awarded. I think it would be helpful to perhaps have a system that is slightly different. Now, it's just first come, first serve, but I think that if it were changed to where -- you know how if there's a large program, they'll just usually have 25% of the seats reserved for freshmen? Well, if you had -- say, First Peoples had the ability to award a few people work study and if you had maybe an application process for work study after the first awards had been made, if, say, there was a reserve of 25% to 10% of the school's total work study and then that was given out to different support services, partially, and then also, maybe there was a more competitive process to get it? Like not in a negative way, but a way where people could tell about their situation, why they need it because I've encountered so many people who really need it, could really use it, they're like working mothers, two kids, they go to school. I don't know. They go to school fulltime and it's just ridiculous that they aren't able to get it because of some weird kind of petty reason. I think that that would be helpful.

I know that finances are a huge struggle because financial aid is really particular, like picky about how they help you. I know that when I've gone to maybe ask a question, it's almost like a hurry up and, "Okay, did I answer it? Okay, let's go." I've figured that with a lot of the sort of groups that are supposed to help that that is often the case, like you're going, you're in a line, it's a long line and you're waiting, and you get there and your question's hurried and you leave feeling like you're not really sure still. Yeah. I would say that's a huge reason why people are leaving.

I just haven't contemplated on leaving because otherwise I'll end up homeless.

I did also encounter issues with housing because while you're a student, it can be difficult to search for housing here and it can be hard to find affordable housing around Olympia. I don't think the school offers enough support with it, in fact, the listing of apartments that housing gives out is specifically made so that they can say, "Oh, look. It's so much cheaper to live on campus." But that's from my observation, of course that's an opinion. But I have looked it over and... it's ridiculous.

The frustrations that I've heard from other students include -- financial is definitely one of them. I think that also some students didn't really get the help that they needed in order to get through the hoops of financial aid or other things, or they just took what they heard as, "Oh, crap. This is the end of the line."

I think that financial help and help finding jobs is really important for people of color and I don't think that -- like Evergreen, it's nice, it's chill, it can be really -- I don't know. But sometimes you feel like people just don't address some of the critical issues that need to be addressed and one of those we need help for students financially, and I know that the economy is on a downturn, but that just means that we have to try even harder.

But I definitely have found many students who haven't really found the support that they need or don't have the right answers in front of them, don't know maybe how to find the resources or the resources are limited. I mean, 75% of Evergreen students receive some form of financial aid. The issue, I think, is because we don't have -- we have a lot of people who need financial aid, but we don't have enough of it and so, example the work study program is really based on first come, first served, which is why I didn't get it my first year because I had to submit paperwork to be independent.

Just to be very honest, I would not still be here if I had not gotten scholarship paid. So, similarly, tuition awards and the TRiO tuition waiver was -- I would have dropped out this year if I hadn't gotten extra financial aid. It's just not enough to get full tuition and it's just not enough to have to rely on work study to feed yourself and pay for rent and other things.

I'm also an out-of-state student, so finances are -- almost every year -- I've actually take a year off because I couldn't afford to stay here. So, this is my year coming back and I was working -- I have work study, so I was working before I left and I'm working again and I'm working two jobs this year, and it's just really hard to balance both paying out-of-state tuition where it's financial aid doesn't cover everything, so at Week 1, I owe over \$1,000 and I have no idea how I'm going to get it. And then, still taking classes that are -- for me, they're really difficult and at the same time, being confused and I have less than a year left, but that has been for me throughout my whole time here is like what should I be taking or -- I don't know. It's just really confusing. I feel really confused at Evergreen.

Diversity and Equity Standing Committee Focus Group Guide

Why Do Some Students of Color Stay at Evergreen, and Why Do Some Leave Evergreen?

(90 minutes total)

[Note: This script and set of instructions are intended as a guide for the focus group moderators. Moderators discretion in phrasing, using probes and additional questions or explanation may be necessary to accommodate the group dynamics. Focus groups necessarily have a conversational aspect, and will almost always diverge at some points from a script.]

WELCOME

FB: Thank you for coming today. We are members of the Diversity and Equity Standing Committee and work in the Student Affairs Division at Evergreen. My name is Felix Braffith and I am the Director of TRiO programs and my colleague is Raquel Salinas. She is the Coordinator of First Peoples Advising located in Student and Academic Support Services.

FB: Today we've brought you together to discuss why some students of color choose to leave Evergreen before finishing their degree. This particular focus group is part of a larger needs assessment process that Evergreen is conducting to support the 25% students of color on campus. The institution is actively recruiting more students of color would like to know the reasons why some stay while others decide to leave before graduation. Your responses will be shared only in summary along with with other focus groups summaries we gather the next two weeks. We pledge that no one outside this room will ever know that you said a particular comment. There are no right or wrong answers to anything we are asking today - and both positive and negative comments are valuable to the discussion. Given the diversity of positions represented here, some questions may bring up very different perspectives on the same topic. It is important to us to hear a variety of opinions, so please speak up especially if you have something to say that is different from what you have heard so far.

FB: We want to audio-record the discussion so that we have an accurate record. The researchers will keep the recordings in a locked file cabinet in our research office. We will transcribe the focus group tape within 3 weeks of the focus group, at which point the audiotapes will be destroyed. Transcripts from the focus groups will not identify the source (names of individuals and institutions will be omitted) of any statement, but will only transcribe what is stated, with no names or identifiers. Statements that could identify individuals will be revised so that identifiable information is deleted.

FB: Before we begin, I'd like to review a few important points:

FOCUS GROUP LOGISTICS

- The focus group should take ~90 minutes
- Bathroom locations
- Water/food if available
- What to do if they need to leave
- Cell phones/pagers

FOCUS GROUP GROUND RULES

1. Please say exactly what you think/feel. Don't worry about what I think or what your peers think.
 2. Talk about your experiences/feelings and what you've heard others say about this issue.
 3. This is an open, safe forum. Express your opinions, and respect opinions of others.
 4. Please speak one person at a time.
 5. This discussion is being recorded, so please speak up and speak clearly.
 6. Again, please keep what you hear today confidential. In order to protect your confidentiality and the confidentiality and that of the other participants, please refrain from repeating anything said in the focus group outside of that setting.
- TG: We're going to begin recording now. [Begin recording at this point.]

INTRODUCTION

RS: You are a self selected group of students that have stepped forward to talk about the reasons why students of color you know have left Evergreen before graduation. We are also very interested to learn about the concrete ways you have succeeded at Evergreen. Lastly, we would like to hear your suggestions that would enhance support for students of color. Please think about identifying ways academic programs, support services, residential life and/or student organizations can incorporate your suggestions into future programming.

RS: During this focus group we will ask questions and facilitate a conversation about how Evergreen might be able to achieve a higher level of success for students of color. Please keep in mind that there are no "right" or "wrong" answers to any of the questions we will ask. The purpose is to stimulate conversation and hear the experiences and suggestions of everyone in the room. We hope you will be comfortable speaking honestly and sharing your ideas with us.

Does anyone have any questions at this point: about the focus group or about the study in general?

DISCUSSION QUESTIONS

RS: Let's begin with some general questions.

1. Why did you come to Evergreen?
2. What is your favorite thing about Evergreen?
- 3a. Why are you still at Evergreen?
- 3b. What has happened during your time at a Evergreen that has made you contemplate leaving?
- 4a. Why are students of color leaving?
- 4b. What are some of the reasons you have heard over the years?
- 5a. What could have helped them stay?
- 6a. What recommendations do you have to improve the experience of students of color at Evergreen?
- 6b. What advice would you give a new student of color at Evergreen?

FB: Now, if you haven't already, I'd like to give you the opportunity to share any experiences would benefit the conversation. Possible follow up questions:

- How do you think the conversation went?

- What were the major challenges?
- What communication strategies did you use?
- What do you think could have improved this conversation?

CLOSING

FB: I want to thank you again for sharing your time and insights with us. We truly appreciate your contributions. Just a reminder, in order to maintain confidentiality, we ask that you not share any specifics of what was discussed here with anyone from outside this group. If you have any further thoughts to share after tonight's discussion, please feel free to contact myself or Raquel at the email address or phone number listed on your consent form.

Thank you again!_____