

ANTIRACISM TRAINING ASSESSMENT SURVEY RESULTS

The Antiracism Training Assessment Survey was developed by the CEDI Leadership Board and Institutional Research and Assessment. The survey was deployed during Spring Term 2021, following completion of Carleton College's Antiracism Training.

The 28 item survey contained 3 demographic, 22 Likert scaled items, and 3 open response questions. An anonymous link to the survey was distributed through email to nearly 850 employees with 535 (63%) electing to participate in the survey.

The purpose of the survey was to assess the training, gather feedback from participants, and as one of a number of tools used to plan for future professional development in inclusion, diversity, and equity work at Carleton.

SUMMARY OF FINDINGS:

- 78% agreed that it was important for Carleton to conduct antiracism training
- 50% agreed that the training was a valuable experience
- 33% indicated an increase in their level of expertise with respect to antiracism principles
- 64% (44% "Strongly...") supported mandatory training
- 63% (40% "Strongly...") supported mixed faculty/staff discussion groups
 - Support for mixed faculty/staff discussion groups varied by employee group
 - Exempt 77% (57% "Strongly...")
 - Non-exempt 75% (38% "Strongly...")
 - Faculty 61% (34% "Strongly...")
 - Employees who did not indicate group 35% (12% "Strongly...")
 - Union 30% (20% "Strongly...")
- 45% (22% "Strongly...") supported affinity groups based on racial identity
 - Support for dividing affinity groups according to racial identities varied by racial identity
 - BIPOC 65% (44% "Strongly ...")
 - Multiple racial identities 65% (36% "Strongly ...")
 - White 48% (23% "Strongly ...")
 - Employees who did not indicate racial identity 21% (9% "Strongly...")
- About 45% agreed and 23% disagreed that the right amount of time was devoted to community wide sessions, and affinity group discussions
- Participants were split on whether the trainers were effective in their approach with 35% agreeing, and 38% disagreeing
- Participants were also split on whether training met their expectations with 37% agreeing, and 34% disagreeing
- There were 705 comments on the 3 open response questions. The representative themes of these comments are as follows:
 - Additional comments (285 comments):
 - Remarks about training ranged from saying training was a waste of time or harmful to respondents expressing a sincere appreciation for making antiracism a priority, taking on a difficult topic, and viewing this effort as a good start

- Effectively organizing discussion groups (218 comments):
 - Use trained facilitators, keep the same structure, in-person only, and maintaining consistent group that can get to know each other
- Other IDE topics to be addressed (202 comments):
 - Class and power at Carleton, guidance on attracting and retaining diverse employees, requests to use Carleton examples, and provide practical strategies

DEMOGRAPHICS

To aid the analysis and to reduce the likelihood of identifying individuals, race and ethnicity identity groups were combined into **BIPOC** (includes the federal identifiers of American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander), **Multiple racial identities, Not indicated/not listed** (includes those who indicated another race, did not respond, or international), and **White**.

Combined Race/ethnicity		
	N	%
BIPOC	43	8.0%
Multiple racial identities	14	2.6%
Not indicated*/not listed/international	138	25.8%
White	340	63.6%

**Due to the large number of employees who did not respond (131), it is difficult to know with certainty how well the respondents represent the racial and ethnic distribution of the College.*

There were 4 affinity group configurations, BIPOC, Open to All Racial Identities, and White. Employees could attend more than one affinity group, and 118 employees indicated that they did indeed attended more than one affinity group. In addition, 59 survey participants did not respond to the affinity group inquiry.

Affinity Group(s)		
	N	%
BIPOC	33	6.2%
More than one group	118	22.1%
Not indicated	59	11.0%
Open to all racial identities	46	8.6%
White	279	52.1%

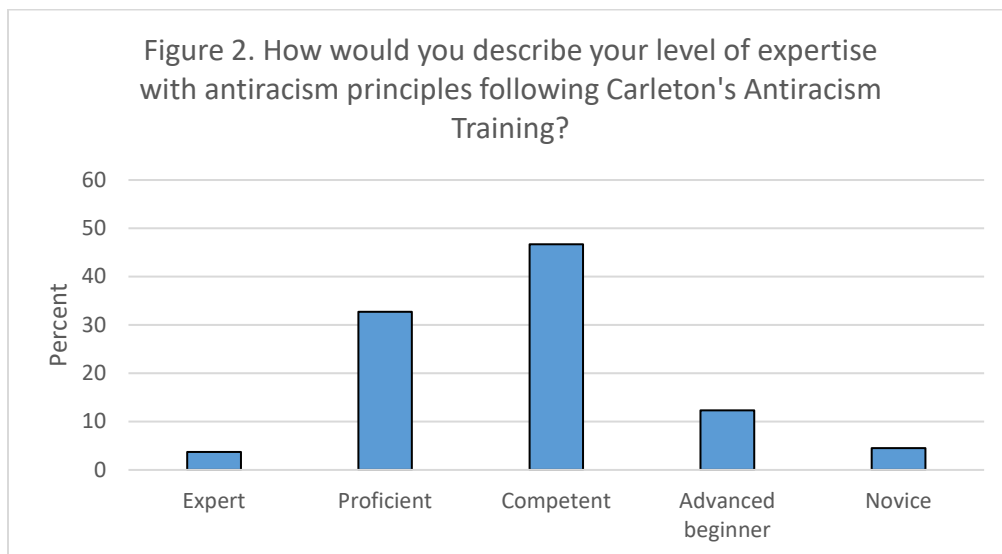
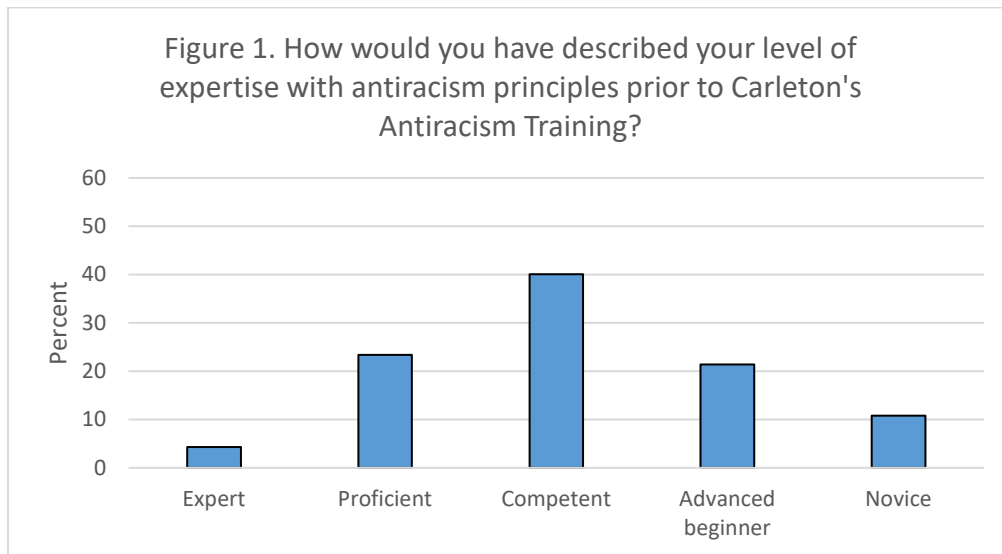
Participants were asked to indicate their primary employment relationship with Carleton. Faculty, and Exempt staff accounted for nearly 60% of all respondents. Nearly one fourth of employees (129) did not respond to the question.

What is your primary employment relationship with Carleton?

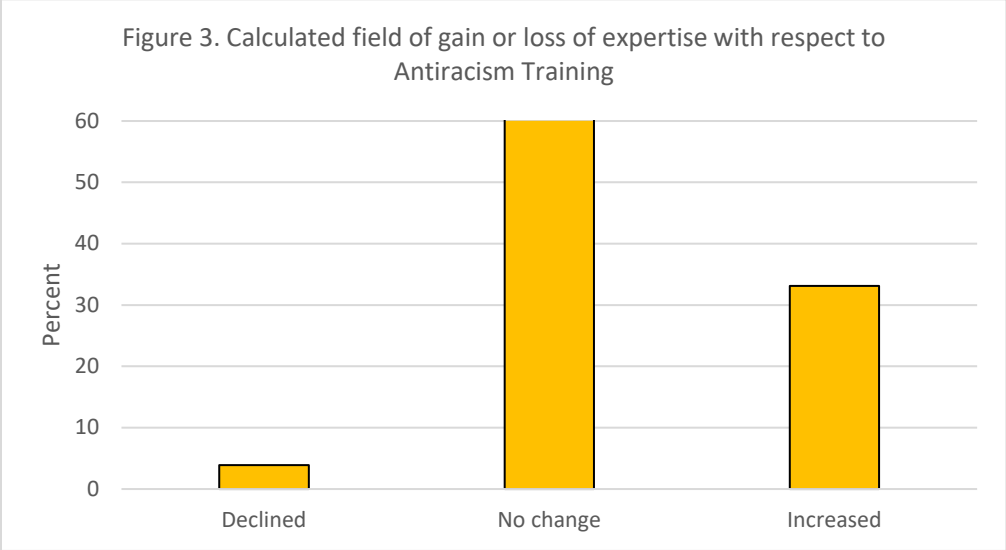
	N	%
Faculty	154	28.8%
Non-exempt staff	78	14.6%
Union staff	20	3.7%
Exempt staff	153	28.6%
Contract (including Bon Appétit and Barnes & Noble)	1	0.2%
Prefer to not answer	67	12.5%
Missing	8	1.5%
System	54	10.1%

LIKERT SCALED ITEMS

Likert scaled items were analyzed by examining percent response frequencies with histogram charts.



Far from an assessment of actual skills or knowledge gained, a simple calculated variable was created from two questions asking about prior- and post-training perceived expertise of antiracism principles. One third of respondents indicated an increased level expertise.



TRAINING EFFECT

Participants were asked 11 questions about what effect they thought Carleton's Antiracism Training would have on them personally.

When examining results pertaining to various training effects, readers might think they are looking at the same charts time and again. The only item where more than 20% of the participants thought there would be a "Significant effect" was "My openness to receive feedback when my language or behaviors are experienced as microaggressions."

The typical pattern is 10% "Significant effect," 40% "Moderate effect," 30% "Limited effect," and 15%-20% "No effect." These individual items could probably be taken together as an overall training effect that could be represented by the following chart.

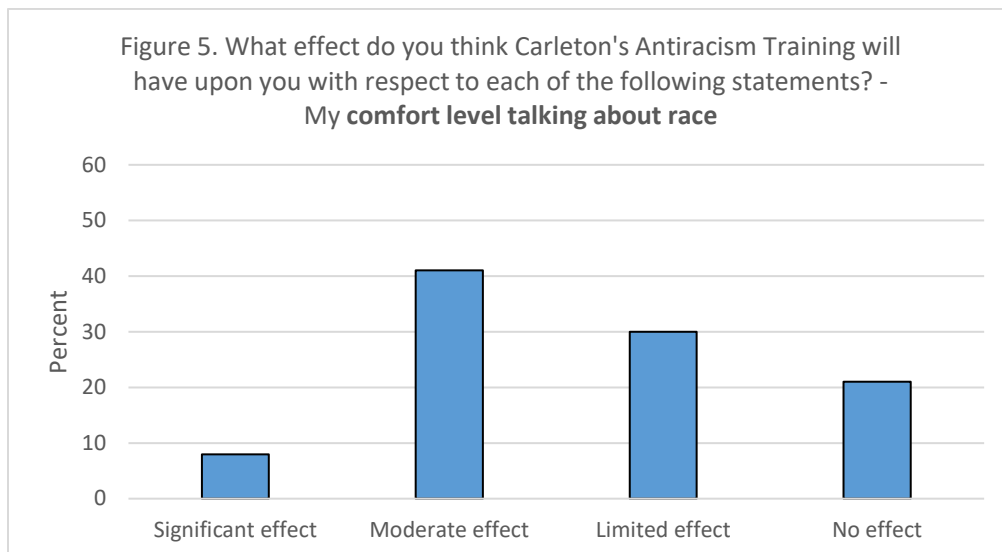
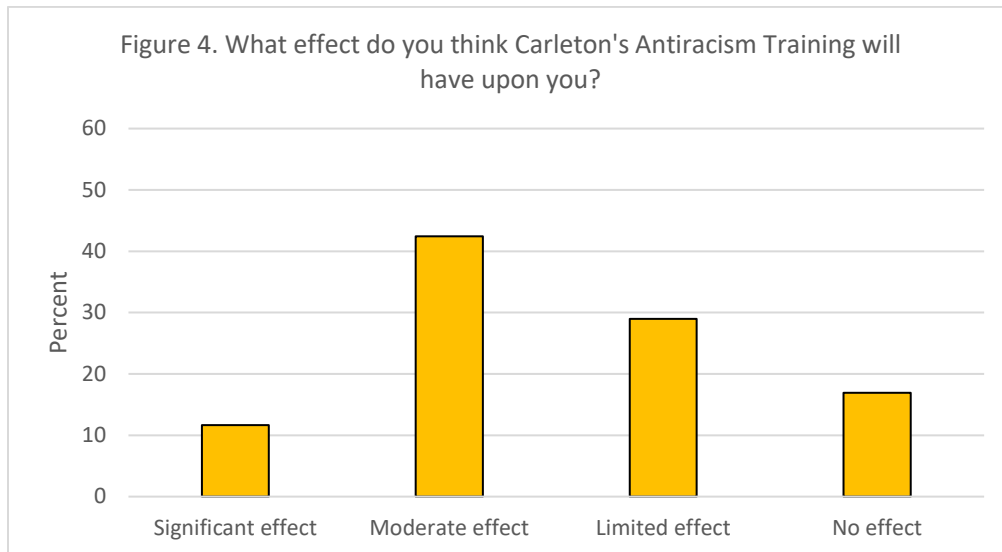


Figure 6. What effect do you think Carleton's Antiracism Training will have upon you with respect to the following statement? - My use of a **common vocabulary** when talking about race

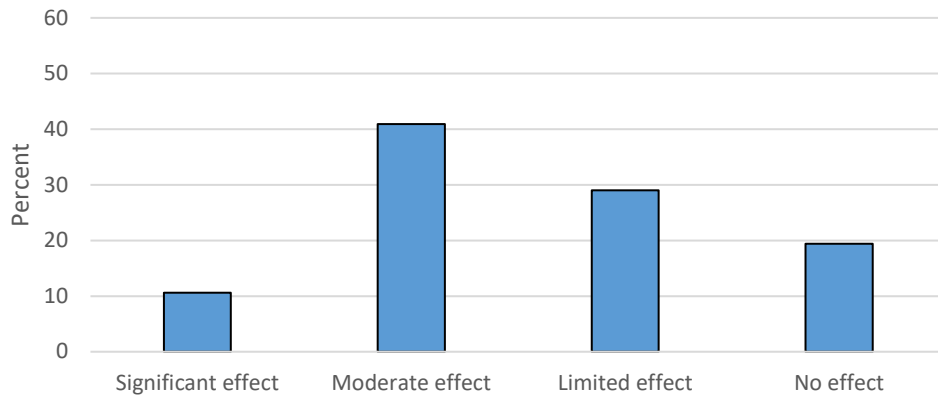


Figure 7. What effect do you think Carleton's Antiracism Training will have upon you with respect to the following statement? - My **understanding of white privilege**

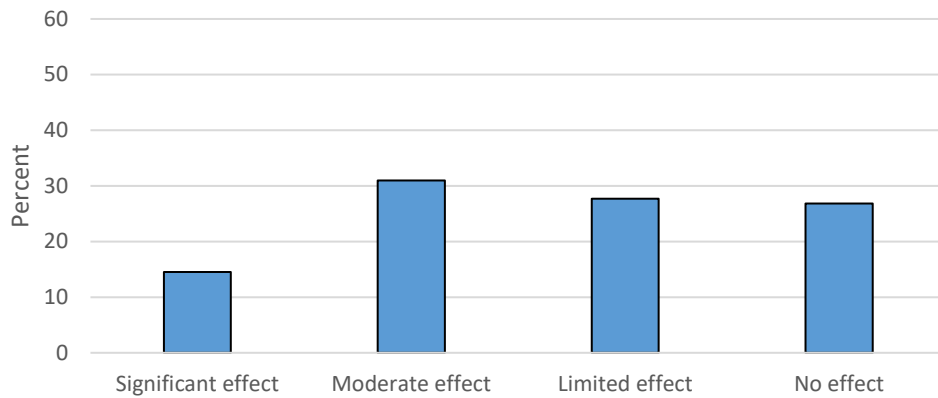


Figure 8. What effect do you think Carleton's Antiracism Training will have upon you with respect to the following statement? - My **recognition of systemic racism**

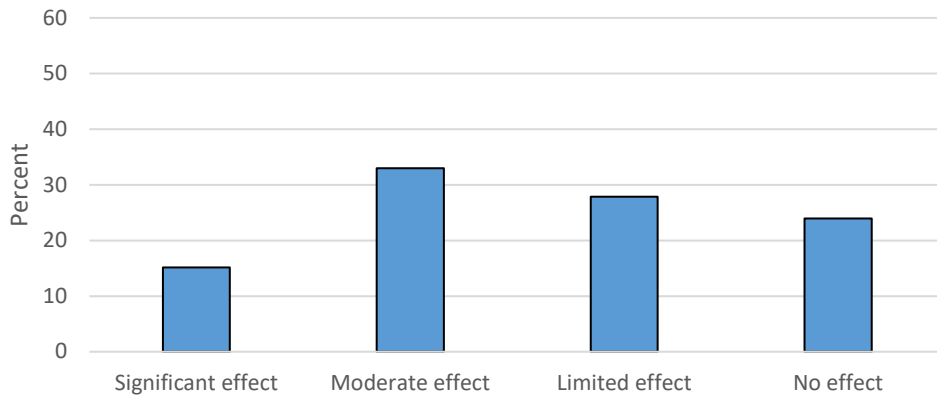


Figure 9. What effect do you think Carleton's Antiracism Training will have upon you with respect to the following statement? - My **willingness to respond to racial inequality in my office or department**

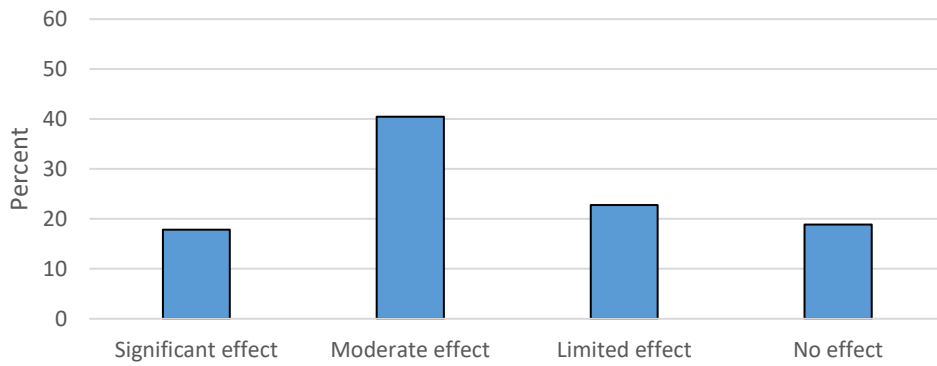
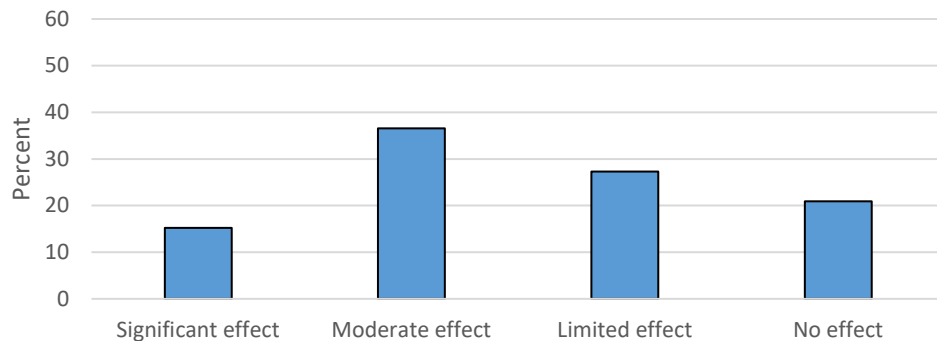
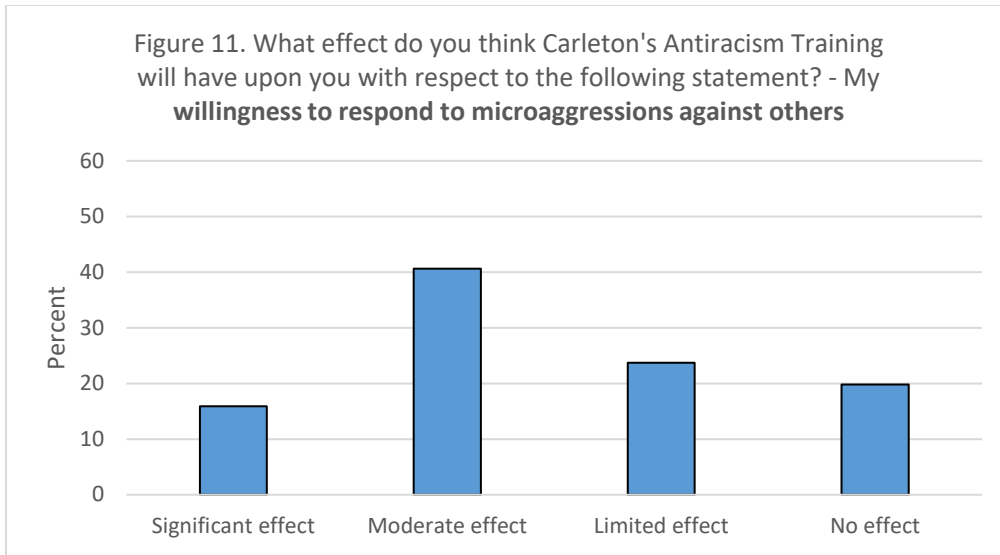


Figure 10. What effect do you think Carleton's Antiracism Training will have upon you with respect to the following statement? - My **awareness of microaggressions**





Openness to receiving feedback about how one’s language or behaviors are experienced as microaggressions was the he only item where more than 20%, 25.7% to be exact, thought there would be a “Significant effect.”

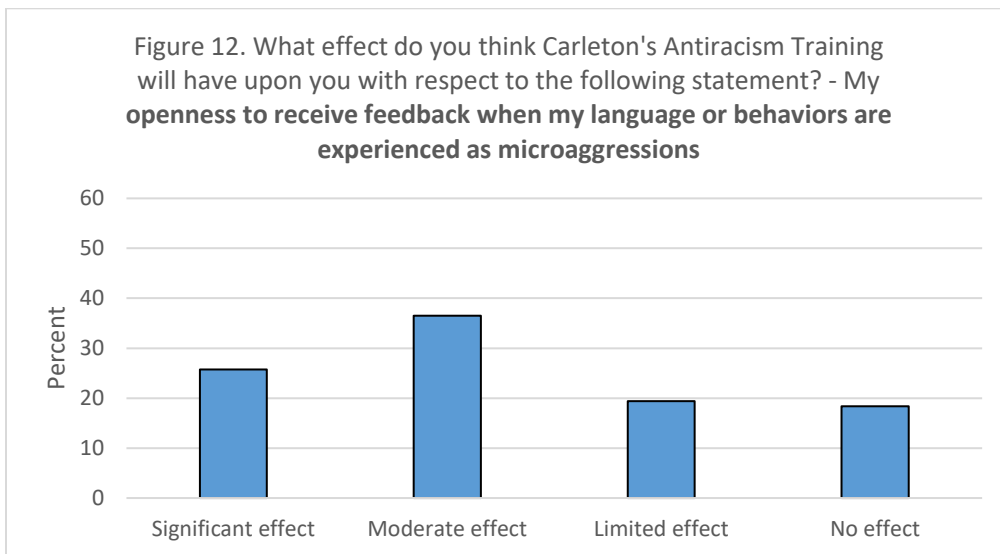


Figure 13. What effect do you think Carleton's Antiracism Training will have upon you with respect to the following statement? - My understanding of what it means to be an ally

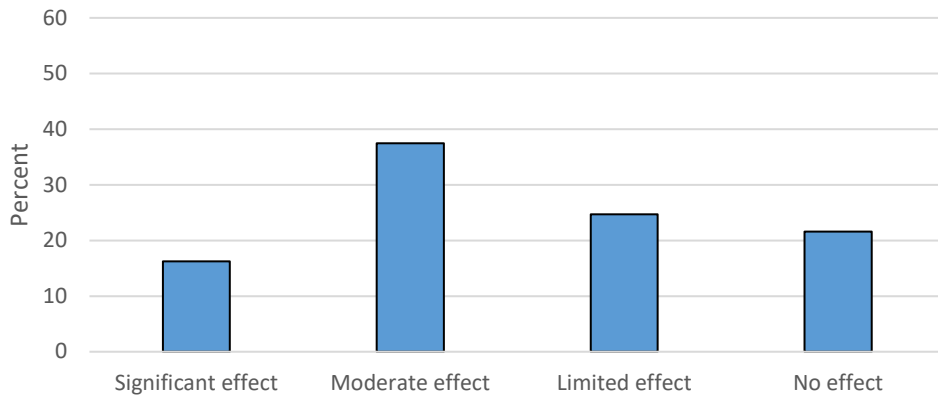
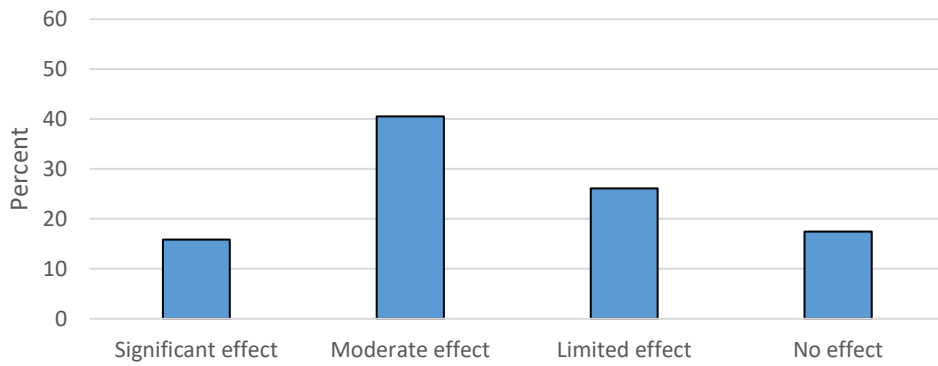
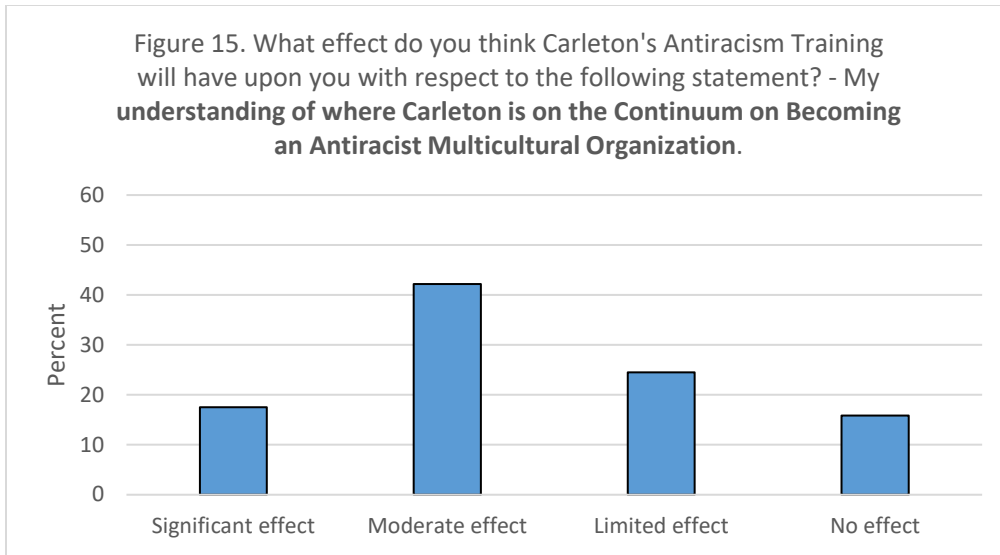


Figure 14. What effect do you think Carleton's Antiracism Training will have upon you with respect to the following statement? - My awareness of what it means for Carleton to become an antiracist institution



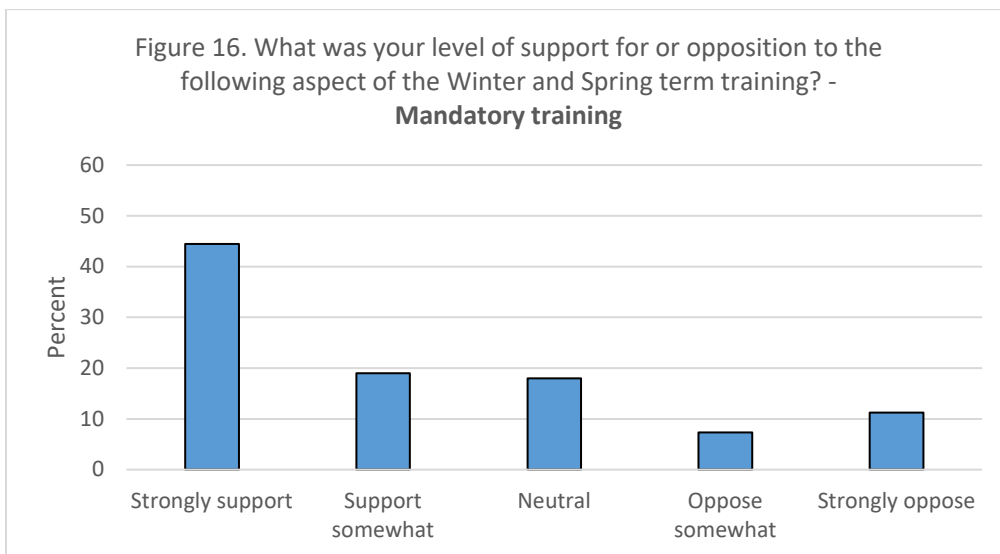


SUPPORT/OPPOSITION

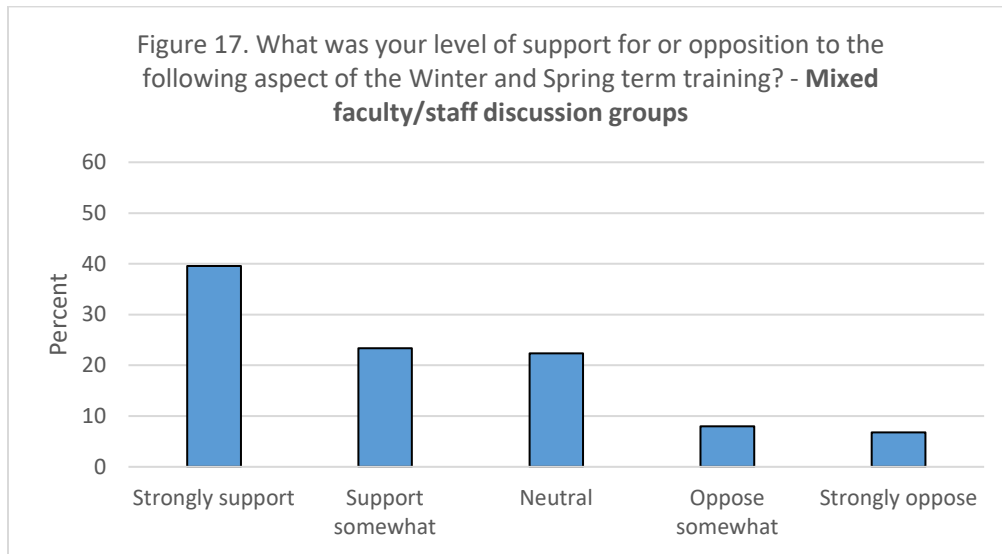
Participants were next asked about their level of support for or opposition to aspects of the training.

Mandatory training

Participants were generally supportive of mandatory training, and mixed faculty/staff discussion groups but less supportive of dividing groups according to racial identity.



Mixed faculty/staff discussion groups



When examined by employee group, exempt staff are the group most supportive of mixed faculty/staff discussion groups followed by non-exempt staff, faculty, those who preferred not to answer, and union employees who were more strongly opposed.

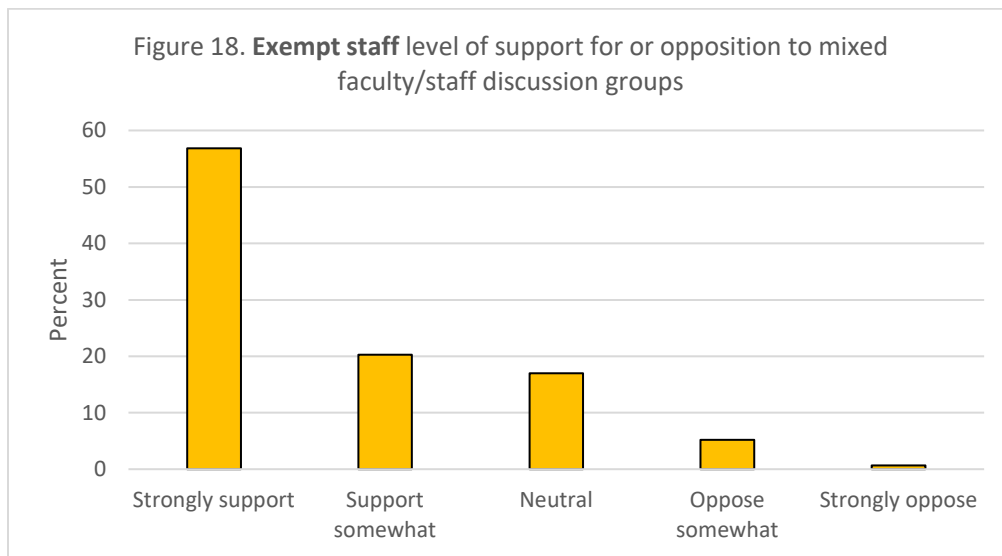


Figure 19. **Non-exempt staff** level of support for or opposition to mixed faculty/staff discussion groups

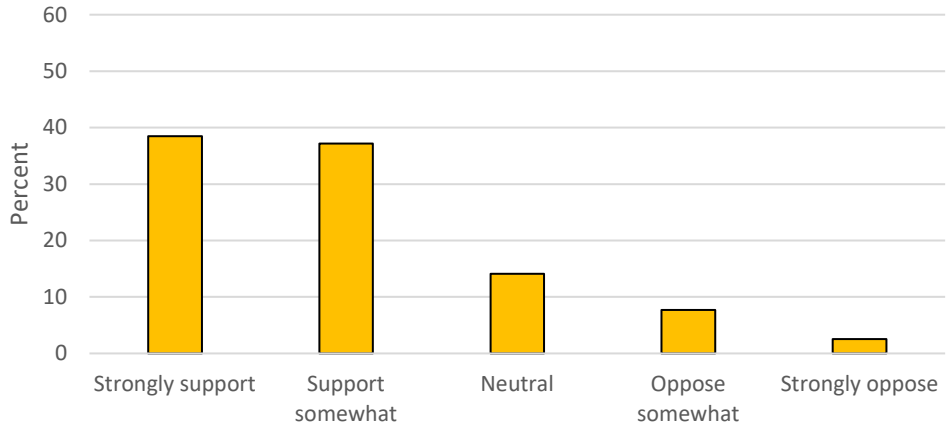


Figure 20. **Faculty** level of support for or opposition to mixed faculty/staff discussion groups

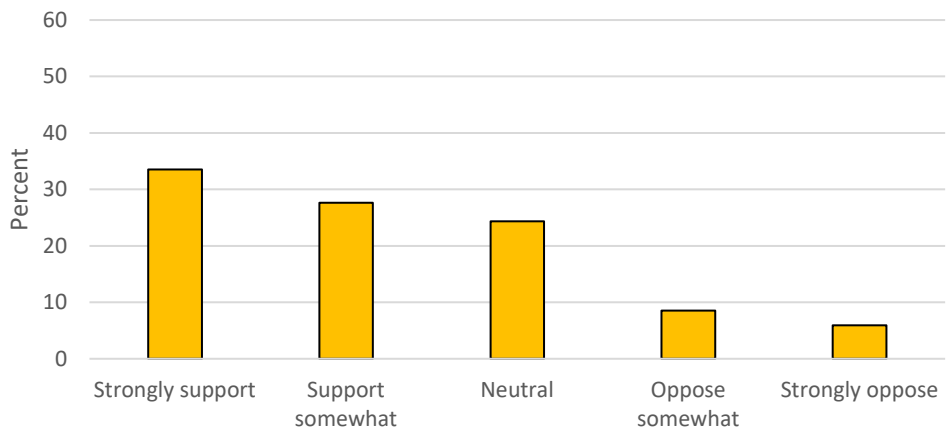
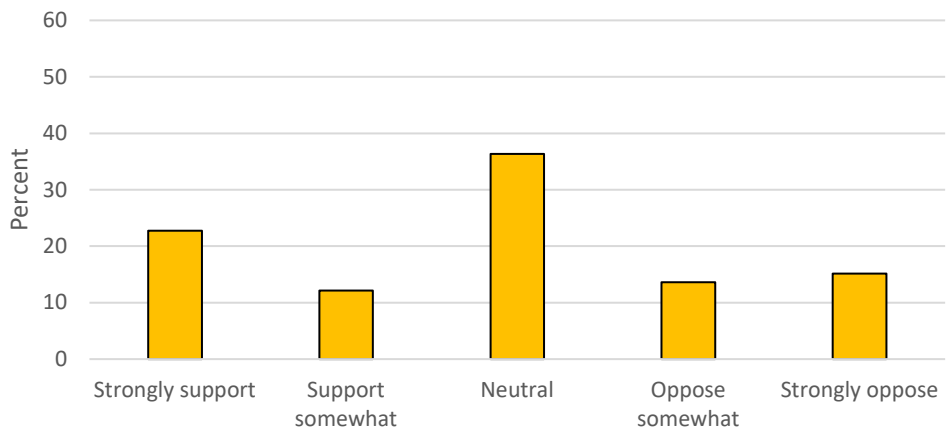
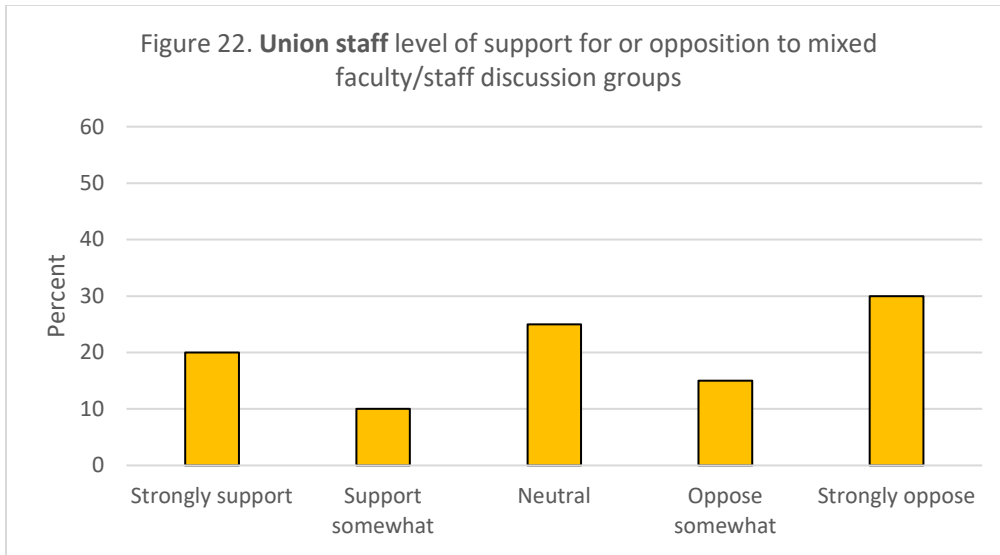
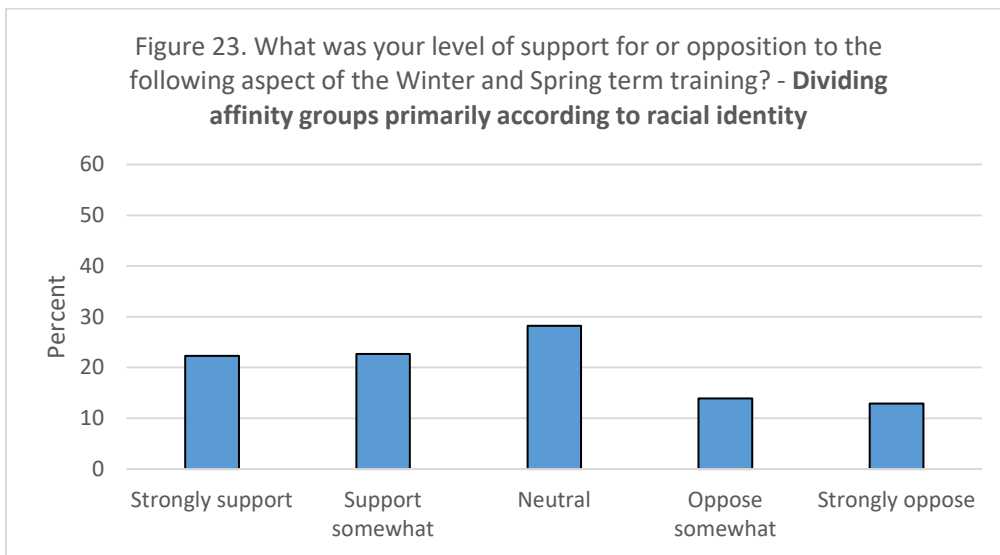


Figure 21. Level of support for or opposition to mixed faculty/staff discussion groups among those who **preferred to not answer**.





Affinity groups divided according to racial identity



When examined by racial identity, those who indicated BIPOC, and multiple racial identities were more supportive of dividing affinity groups according to racial identity while those who did not indicate a racial identity were more opposed. Employees who identified as white were generally supportive, but more neutral and mixed in their response.

Figure 24. Level of support for or opposition to dividing affinity groups primarily according to racial identity among those who indicated **BIPOC** racial identities.

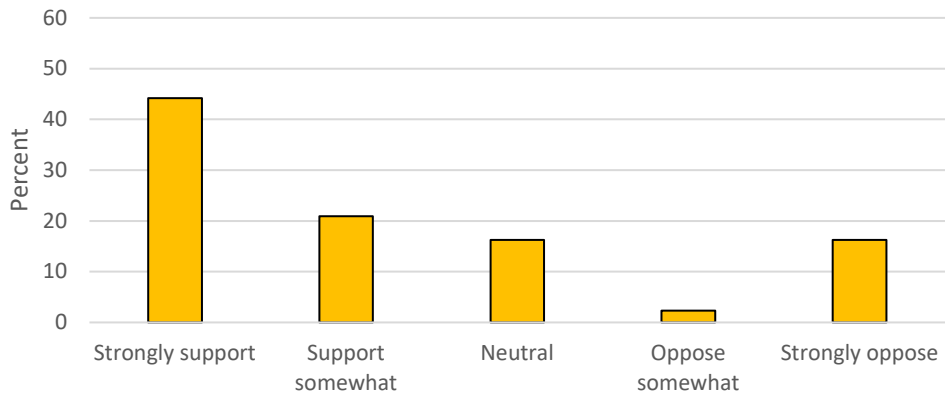


Figure 25. Level of support for or opposition to dividing affinity groups primarily according to racial identity among those who **multiple racial identities**.

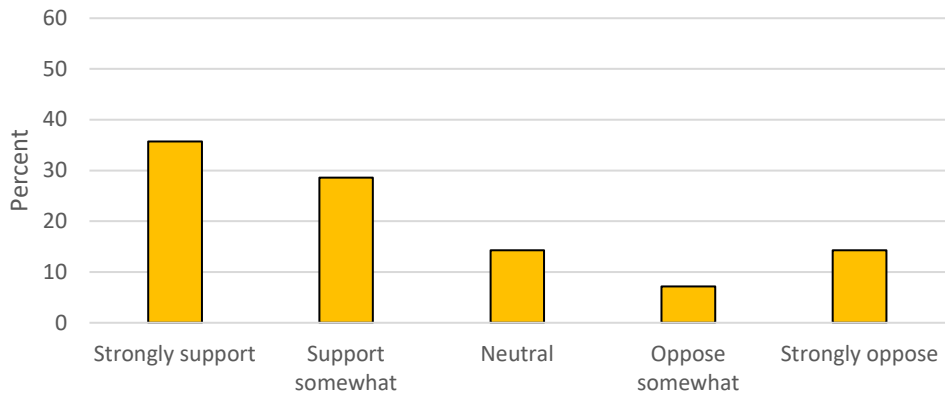
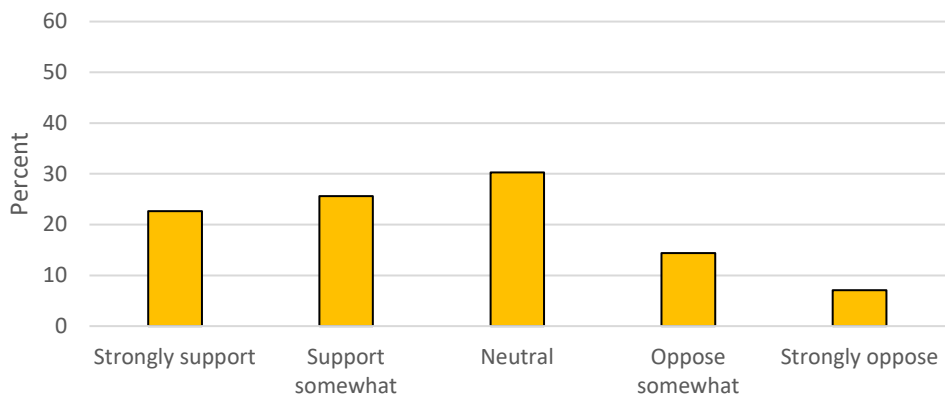
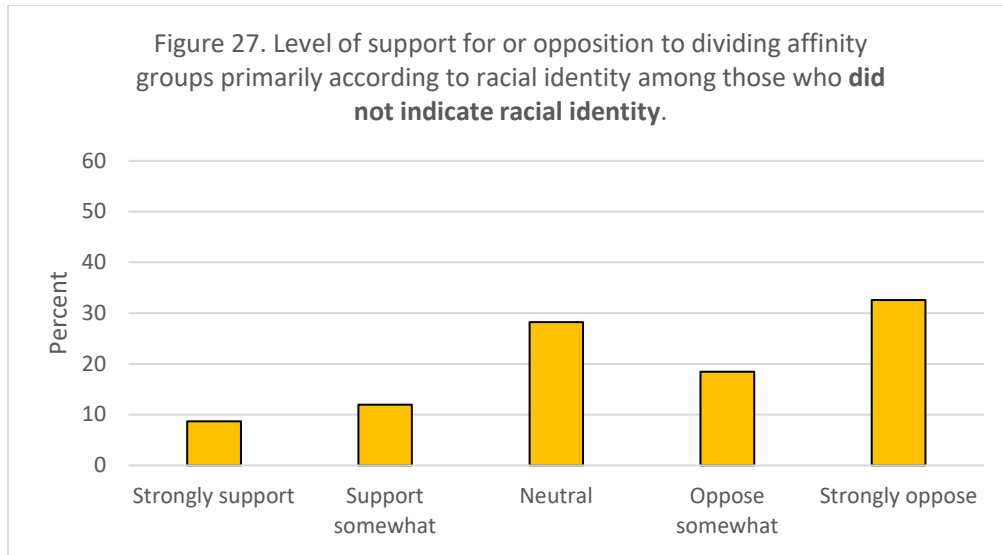


Figure 26. Level of support for or opposition to dividing affinity groups primarily according to racial identity among those who identified as **white**.

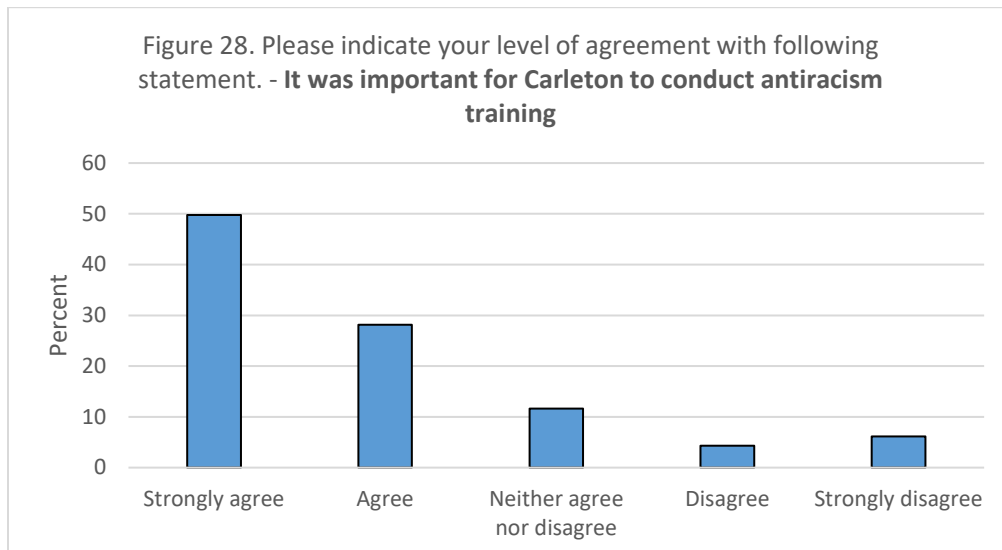




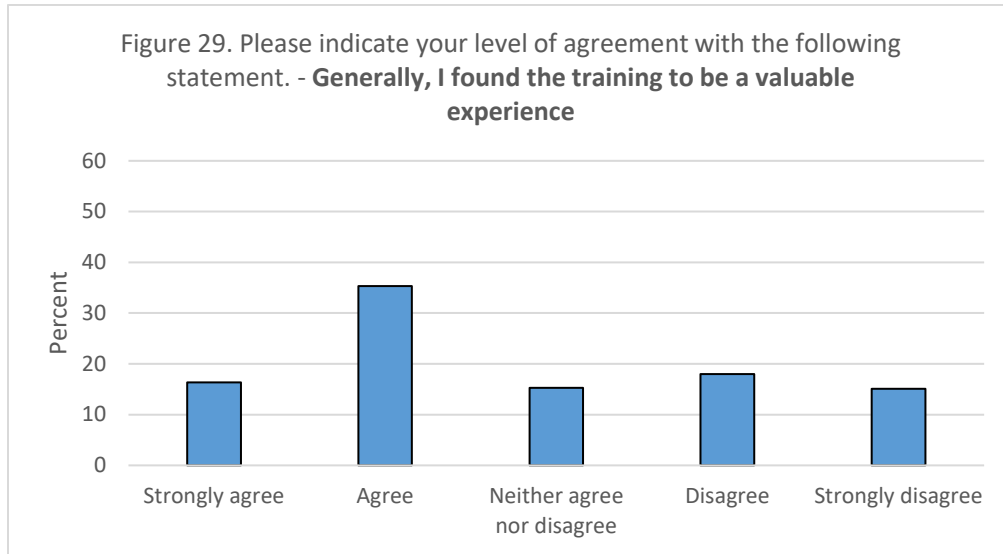
LEVEL OF AGREEMENT

Participants were asked their level of agreement with a series of 6 statements regarding importance of training, the value of the experience, and time devoted to certain aspects of training, the trainers' approach, and the training content.

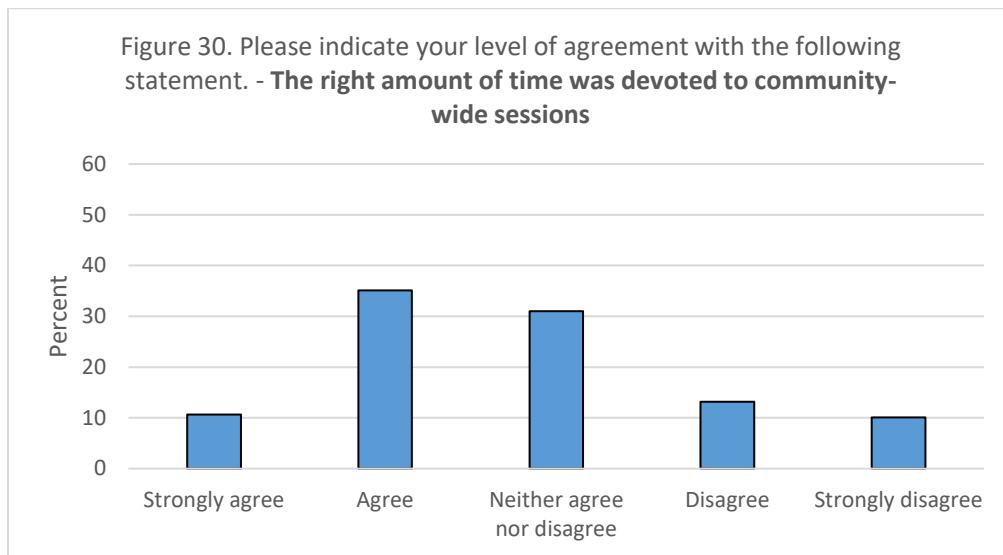
While participants agreed that it was important for Carleton to conduct antiracism training, nearly 80% selected "Agree" or "Strongly agree," the responses were mixed about the actual training. We'll find later in the analysis of open response items that this corroborates with comments coded as "Important but..."

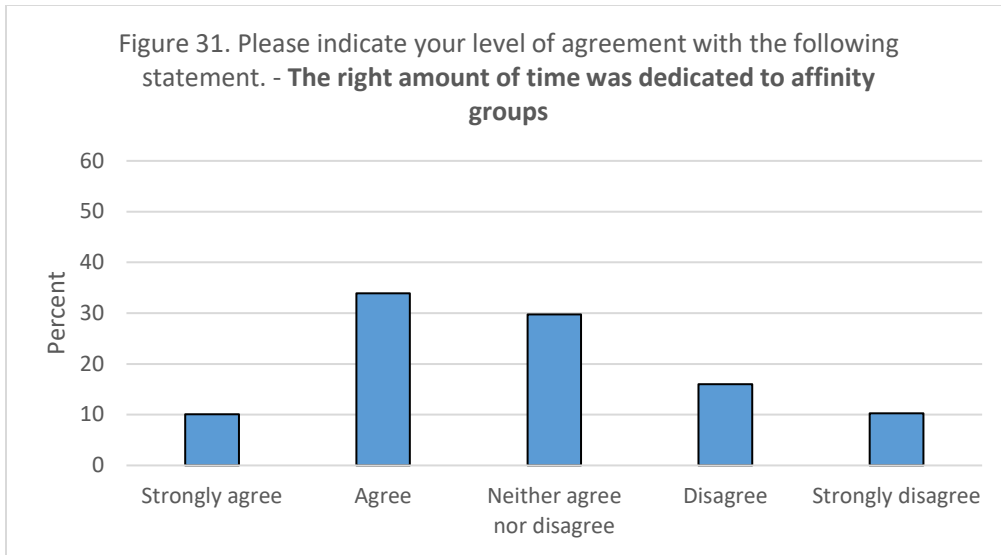


Slightly over 50% of participants “Agree” or “Strongly agree” that they found the training to be a valuable experience.

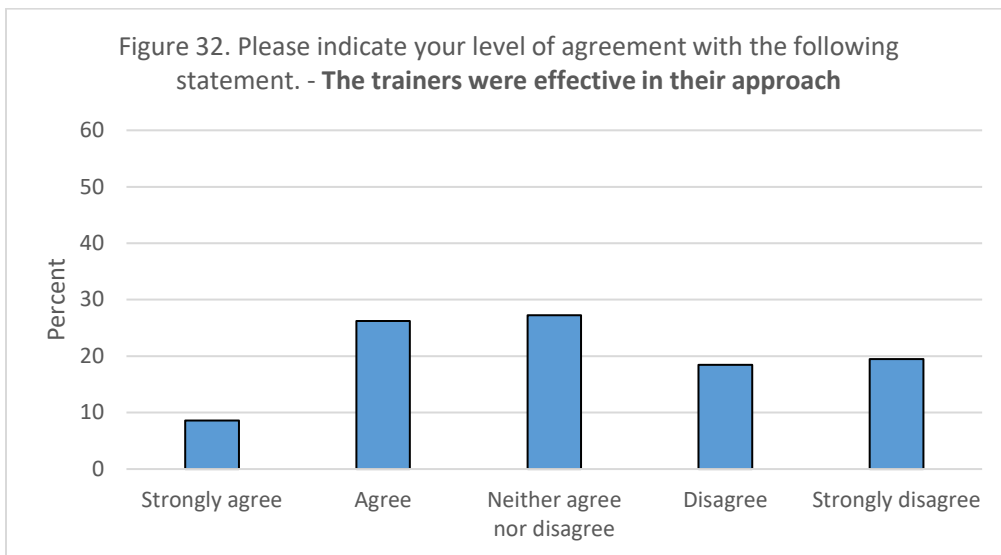


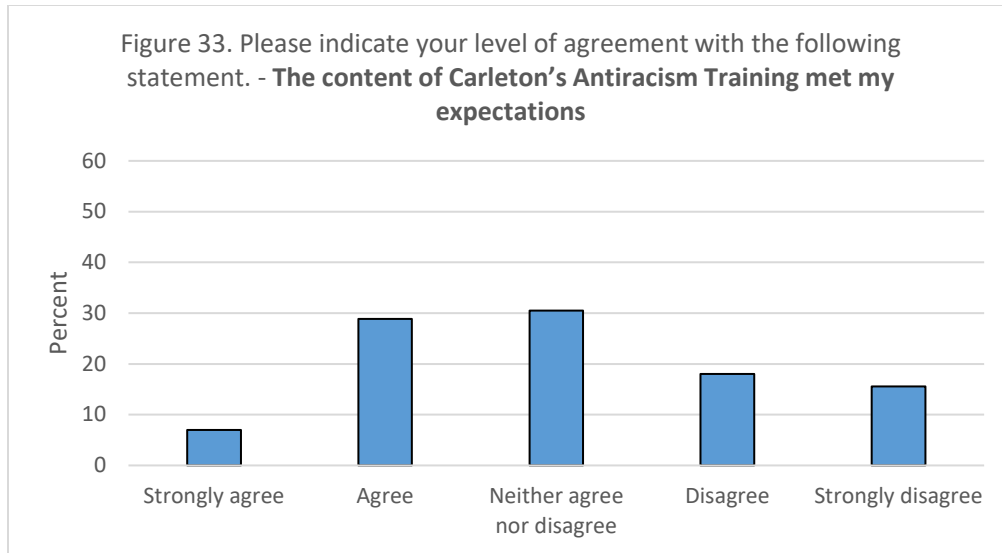
About one third of the participants who responded “Agree” or “Strongly agree” with statements about the right amount of time devoted to community wide sessions and affinity groups, as well as the effectiveness of the trainers’ approach and the training meeting their expectations.





Survey participants were split on whether the trainers were effective in their approach.





OPEN-ENDED RESPONSES

There were 3 open response items asking for additional comments about the training, thoughts about effectively organizing discussion groups in the future, and antiracism or other inclusion, diversity, and equity topics to address in college initiatives. The responses to each of the open ended items were examined for the most common themes.

Please make additional comments about Carleton's Antiracism Training this past Winter and Spring terms. (285 comments)

There were 285 comments with the following themes most commonly expressed in descending order:

- Waste of time (62)
- Harmful (43)
 - Some felt improperly blamed for systemic and structural racism
 - Pushing Critical Race Theory
 - Concerned more about white comfort than confronting racism
 - Unsafe space
- Important but . . . (30) For the most part, these comments were not negative but acknowledged a difficult task that is nearly impossible to get right.
 - Difficult in remote setting
 - Trainers were not prepared for Carleton
 - Could be more tailored to Carleton w/specific examples
 - Wide variation in competencies
 - Difficult to generate discussion without skilled facilitators

- Appreciation for the effort (24)
 - Taking on the topic
 - Making antiracism a priority
 - Providing a place to talk
- Good start/first step (24)
- Affinity groups were good (12)

Please share your thoughts about how discussion groups might be most effectively organized in the future.

There were 218 comments with the following themes being the most commonly expressed in descending order:

- Use trained facilitators (21)
- Keep as is (21)
- In person (18)
- Maintain consistent groups (12)
- Don't segregate by race (10)
- Create a safe space (8)

Moving forward, what are some antiracism or other inclusion, diversity, and equity topics that you would like to see addressed in college initiatives? (202 comments)

There were 202 comments with the following themes being the most commonly expressed in descending order:

- Socioeconomic status/class/social stratification/power dynamics at Carleton (19)
- Guidance on recruiting, hiring, retaining a diverse workforce (15)
- Practical strategies, action steps, Carleton Examples (13)
- White supremacy, privilege, comfort (5)
- Intersection of gender, class, and race (4)
- Gender issues (4)
- Vocabulary training, using appropriate language (3)
- Do what SARA did (3)
- Intercultural Development Inventory/competencies (3)
- Allyship (3)

Please note that even though these have been coded into categories of responses, the remarks pertaining to antiracism and inclusion, diversity, and equity should be considered individually. The unedited responses will be shared with those who will be developing future materials and professional development experiences for the campus community.