

**Analysis of Qualitative Data from Post-Training Survey  
of Faculty, Staff, and Students**

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## Executive Summary

In January, St. Olaf College faculty, staff, and students participated in the “Building an Anti-Racist Campus Community” training led by the Washington Consulting Group. Participants then received an anonymous survey, and 316 faculty and staff and 330 students responded.

Our research team analyzed the qualitative responses to the survey’s open-ended questions regarding what they gained from the training, how the training could be improved, and what they would like to learn more about. The three survey questions were:

1. If you responded that you “agree” or “strongly agree” that this experience inspired action for you, please describe the action.
2. What, if anything, would have made this anti-racism engagement experience more impactful for you?
3. What is one thing you would like to learn more about, and/or have the opportunity to practice, as a result of this experience?

### **Highlights from *faculty and staff responses*:**

1. The most common actions inspired by the training included learning more about anti-racism, advocacy, allyship, and engaging in self-reflection.
2. The most common ideas for how to improve the training were to change the content (provide concrete examples and ideas for actions; create ongoing discussion groups) and change the organization and/or delivery of the training (organization of breakout rooms, distribution of time, and recognition of different levels of awareness regarding anti-racism).
3. The most common items faculty and staff would like to learn practice include general learning about racism and anti-racism, learning more about racism and anti-racism at St. Olaf College, and gaining skills such as identifying and responding to microaggressions.

### **Highlights from *student responses*:**

1. The most common actions inspired by the training were practicing self-reflection and self-monitoring and having new or improved conversations concerning race and racism.
2. The most common ideas for how to improve the training were to make it less basic and change the organization of the sessions (e.g., provide separate training for people who are just beginning to learn about anti-racism and those who have a deeper understanding).
3. The most common items students would like to learn more about or practice include specific actions to take to be anti-racist and more learning about race, racism, equity, and inclusion.

### **Highlights from our *recommendations for faculty and staff training*:**

1. Poll participants in advance to assess their levels of understanding of and commitment to anti-racism and then use that information to create separate training/discussion groups with goals fit those groups.
2. Use actual cases of racism at St. Olaf College (past/present) and include recommendations for actions to help the college become more diverse, equitable, and inclusive.
3. Provide more time for breakout room discussions, have small groups create self-designed action plans, and have these groups meet throughout the semester.
4. Organize groups (e.g., breakout rooms) in ways that address pre-existing power

dynamics (e.g., put senior and junior faculty in separate groups; do the same with supervisors and their employees; create spaces for only Black, Indigenous, and People of Color, or BIPOC participants).

5. Prepare white faculty and staff to talk about their own racial experiences and what their whiteness means for how they view St Olaf and ensure that BIPOC faculty and staff are not asked to be teachers to their white peers at these training sessions.

**Highlights from our *recommendations for student training*:**

1. Ensure that trainers are affiliated with St. Olaf and familiar with campus issues so they can address the racial history of the college and commit to supporting future anti-racism actions.
2. Have shorter training sessions (maybe two) and incentivize students to join ongoing training.
3. Create a group that centers and uplifts BIPOC voices while studying anti-racism and remove the pressure BIPOC students feel to be educators for white students.

**Table 1: Overview of main responses about and recommendations regarding faculty, staff, and student anti-racism training**

	<b>Faculty &amp; Staff</b>	<b>Students</b>
Participants' actions inspired by training	<p>Learning more about anti-racism, advocacy, allyship</p> <p>Engaging in self-reflection</p>	<p>Practicing self-reflection and self-monitoring</p> <p>Having new or improved conversations concerning race and racism</p>
Participants' ideas for how to improve training	<p>Change the content (provide concrete examples, provide ideas for actions, and create ongoing discussion groups)</p> <p>Change the organization and/or delivery of the training (organization of breakout rooms, distribution of time, and recognition of different levels of anti-racism awareness)</p>	<p>Make the training less basic</p> <p>Change the organization of the sessions (i.e. have separate training for people who are just beginning to learn about anti-racism and for those who already have a deeper understanding of anti-racism)</p>
Participants' desires for more learning or practice	<p>Learn more about racism and anti-racism generally</p> <p>Learn more about racism and anti-racism at St. Olaf College</p> <p>Gain anti-racism skills such as identifying and responding to microaggressions</p>	<p>Learn about specific actions to take to be anti-racist</p> <p>Learn more about race, racism, equity, and inclusion</p>
Recommendations based on analysis of these responses	<ol style="list-style-type: none"> <li><u>Poll participants in advance</u> (assess their anti-racism understanding) → <u>create separate training/discussion groups</u> whose goals fit that group</li> <li><u>Include actual cases of racism at St. Olaf College</u> → suggest <u>actions</u> to help the college improve</li> <li><u>Provide more time</u> for breakout room discussions and have small groups create self-designed action plans</li> <li>Have groups meet <u>ongoingly</u></li> <li>Organize groups in ways that address pre-existing <u>power dynamics</u> (e.g., put senior and junior faculty in separate groups; create BIPOC-only spaces)</li> <li><u>Prepare white faculty and staff</u> to talk about their racial experiences and whiteness; <u>ensure that BIPOC faculty and staff</u> are not asked to be their teachers</li> </ol>	<ol style="list-style-type: none"> <li><u>Ensure that trainers are affiliated and familiar with St. Olaf-specific issues</u> and can thus address the racial history of the college and commit to supporting future anti-racism actions</li> <li><u>Have shorter sessions</u> (maybe two)</li> <li>Incentivize students to join <u>ongoing</u> training</li> <li>Create a group that <u>centers and uplifts BIPOC voices</u> while studying the pedagogy of teaching anti-racism and <u>remove the pressure BIPOC students feel to be educators for white students</u></li> </ol>