



NACCC Staff Survey

NATIONAL ASSESSMENT OF COLLEGIATE CAMPUS CLIMATES



NACCC Summary Report St. Olaf College

SPRING 2022 Administration

NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate the extent to which they feel they matter at their institutions and also to campus community groups. They indicate how much support they receive from their supervisor/unit leader, how often they experience disrespectful behavior in the workplace, and the degree to which their perspective is valued in workplace decision-making processes.

Key topics include:

- >> Perceptions of mattering at institution
- >> Level of comfort in engaging in the workplace
- >> Personal sense of well-being
- >> Feelings of support and respect in the workplace



63%

of White staff indicated their perspective is mostly or strongly valued in decision-making processes at the workplace

47%

of staff of color indicated their perspective is mostly or strongly valued in decision-making processes at the workplace

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

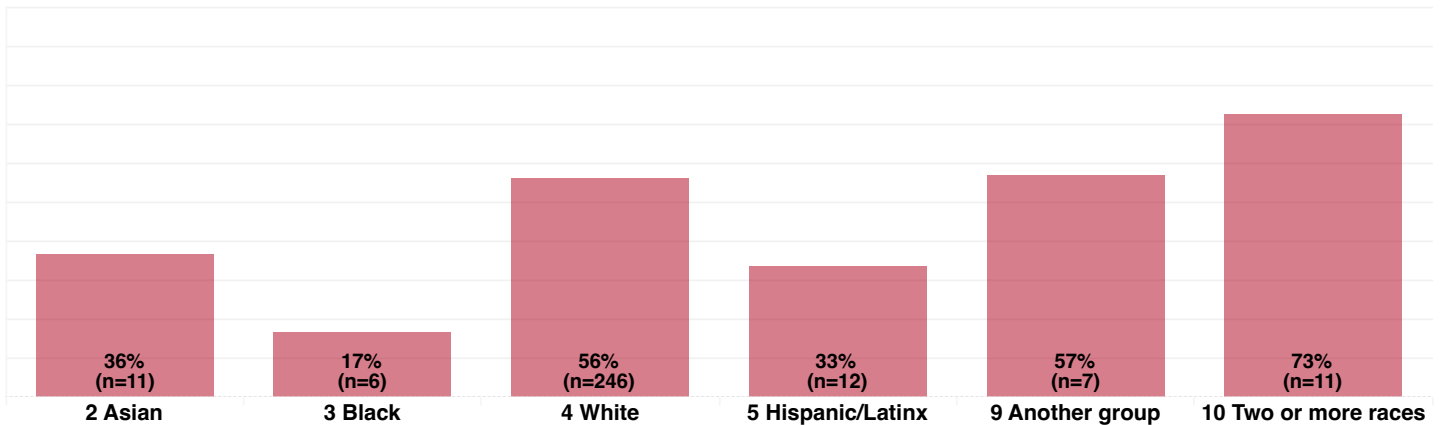
KEY GOALS IN THIS CONTENT AREA

- >> Encourage a culture of support and respect where all staff, regardless of their racial and ethnic background can feel safe and comfortable to engage in their workplace.
- >> Prepare college and university leaders to create a respectful and culturally sustaining environment in which staff, including racially minoritized staff, believe they matter.

In the NACCC survey, mattering is defined as others noticing and caring about what you think, want, and have to say.

WORKPLACE MATTERING

% of staff who reported they mostly or strongly matter at St. Olaf College



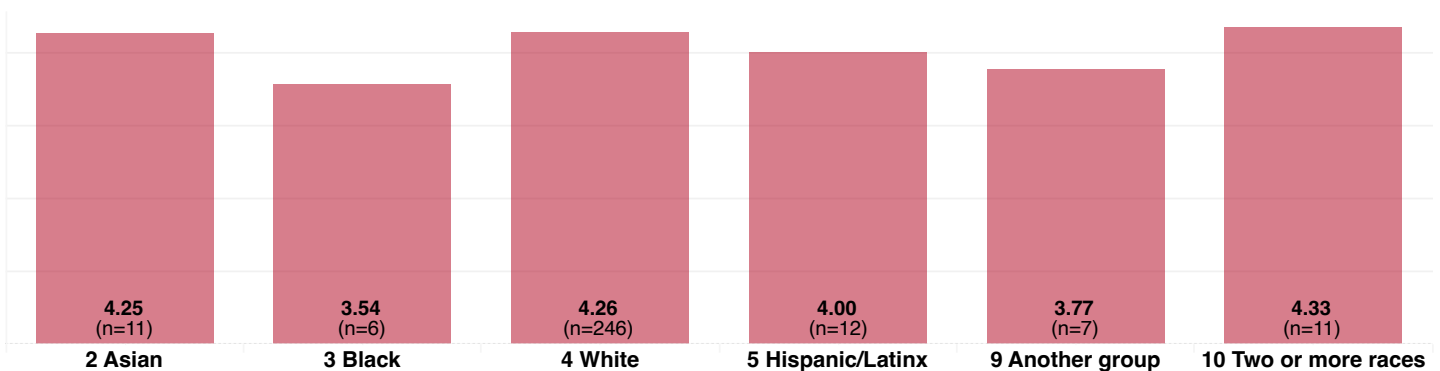
Why This Matters: National data indicates that Whites represented the majority of all non-instructional staff positions on campus (National Center for Education Statistics, 2020). We must provide all employees with a safe space to voice their concerns and ensure that racially minoritized employees' perspectives and experiences are represented and heard. The goal is to ensure all employees feel seen, heard, and cared for in the workplace.

Care and Support from Supervisor or Unit Leader

Mean Factor Score on a Scale of 1 (strongly disagree) to 5 (strongly agree)

Staff rated their supervisor/unit leader on the following statements:

- (1) cares about my professional growth; (2) cares about my work-life balance; (3) values and appreciates my work;
- (4) acknowledges the challenges of my work; (5) listens to my needs; (6) gives me time-off or resources for my self-care;
- (7) cares about my physical health; (8) cares about my mental health.



NACCC CONTENT AREA DESCRIPTION

NACCC respondents consider the ways in which they learn about race in the workplace. They also indicate their knowledge related to workplace racism policies and report their knowledge of workplace diversity, equity, and inclusion (DEI) practices. Additionally, they report on the frequency of their conversations regarding racial inequity and injustice with campus community groups. They also indicate their satisfaction with DEI-related training received from their institution.

Key topics include:

- >> The sources of racial learning
- >> Frequency of talking about racial inequity and injustice
- >> Knowledge of creating an environment that supports racially minoritized groups



63%

of White staff were satisfied with the overall quality of the racial equity, diversity, and inclusion training from St. Olaf College

48%

of staff of color were satisfied with the overall quality of the racial equity, diversity, and inclusion training from St. Olaf College

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KEY GOALS IN THIS CONTENT AREA

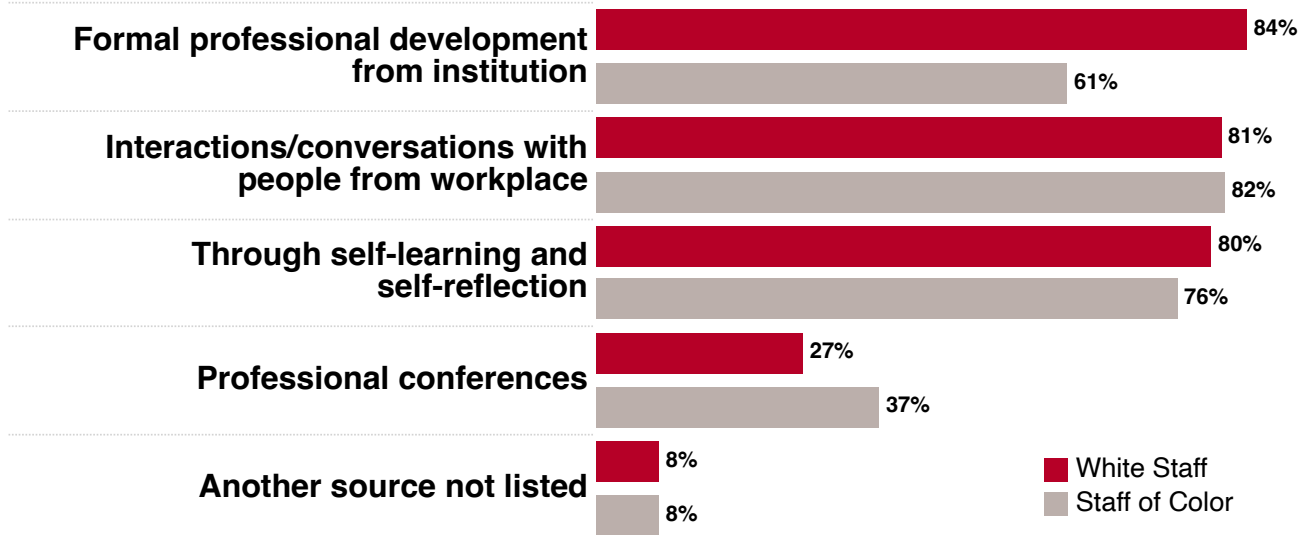
- >> Improve staff's understanding of the historical, social, institutional, and systemic relationships of power - specifically related to race and racism - in the United States.
- >> Develop and nurture staff's abilities to create an environment where people of all races and ethnicities can thrive.
- >> Lessen the cultural labor experienced by racially minoritized staff by improving racial literacy and racial competency among all employees.

In the NACCC survey, racial diversity is defined as the extent to which a variety of different racial groups are represented.

RACIAL LEARNING AND LITERACY

Sources of Racial Learning

% of staff who reported they have learned about race from the following sources



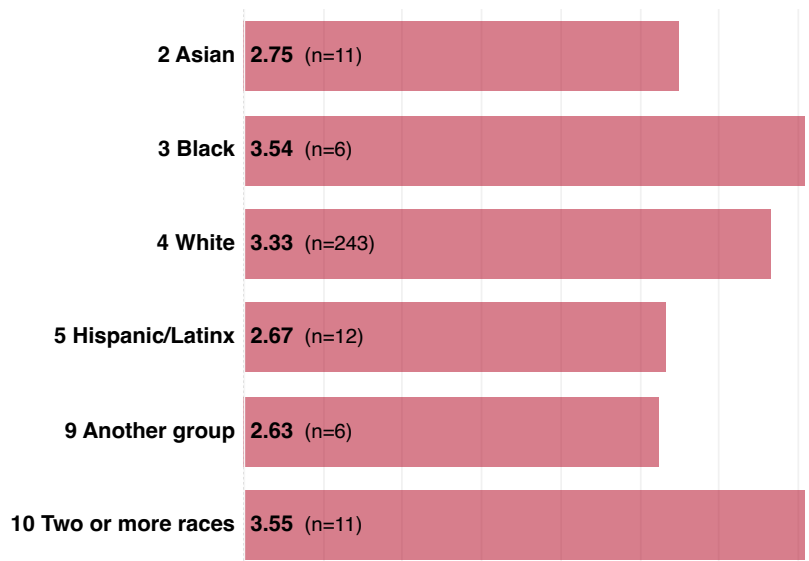
Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country’s racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, it is important to prepare employees for campuses reflecting this shift and equip them with knowledge and skills to promote racial equity.

Knowledge of Responding to Racism: Policies and Resources

Mean Factor Score

Staff rated on a scale of 1-5, how knowledgeable they are about the following policies or resources at St. Olaf College: 1=not at all; 2=slightly; 3=somewhat; 4=very; 5=extremely knowledgeable.

- (1) How racism is defined at St. Olaf College;
- (2) How to respond to or act against a racist incident at work;
- (3) Where to find resources if you or a colleague experienced a racist incident at work;
- (4) Where to make a report of a racist incident at work.



ENCOUNTERS WITH RACIAL STRESS

NACCC CONTENT AREA DESCRIPTION

NACCC respondents identify campus encounters they have experienced as racist, ranging from microaggressions and racial stereotyping to more overt acts of racial harassment and violence. They also indicate the impact of these encounters on their personal well-being. Additionally, they report the degree to which racism is a problem at their institutions as well as in the immediate work environment.

Key topics include:

- >> Experiences with various racist incidents
- >> Frequency of experiencing racism and impact on personal well-being
- >> Frequency of experiencing racism from campus community groups and non-institutional affiliated work correspondents



7%

of White staff reported ever experienced racism at St. Olaf College

40%

of staff of color reported ever experienced racism at St. Olaf College

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KEY GOALS IN THIS CONTENT AREA

>> Significantly reduce, if not entirely eliminate, the frequency with which employees experience racial stress by disrupting oppressive practices and providing support for those on the margins.

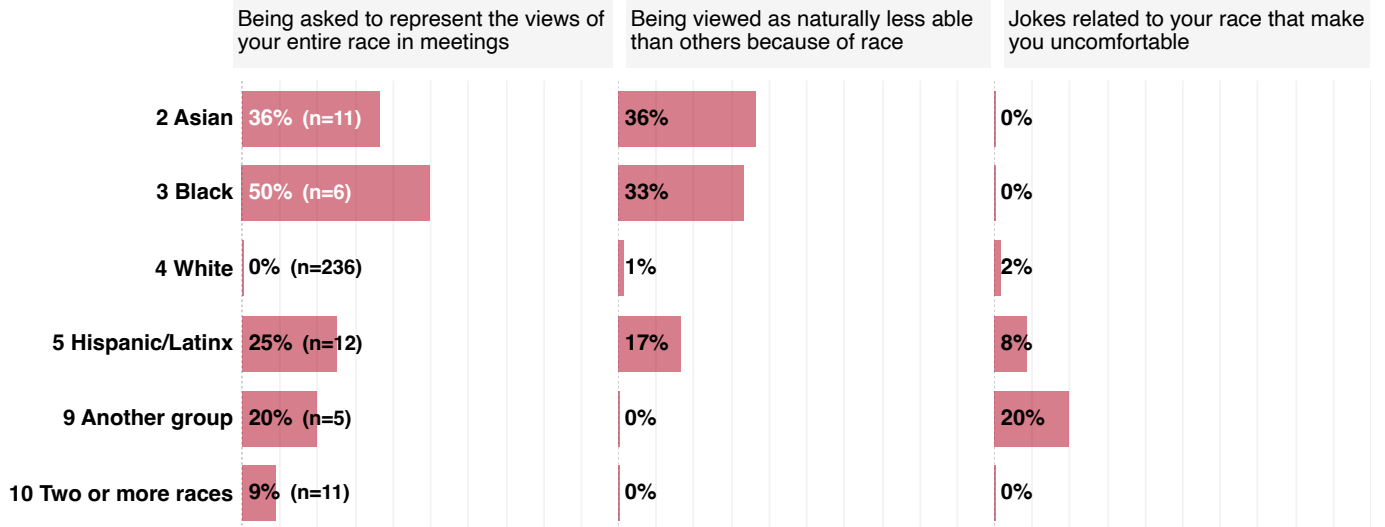
>> Provide sustainable resources for employees to address mental and emotional health concerns related to encounters with racial stress.

In the NACCC survey, racism is defined as specific harmful acts, behaviors, or attitudes directed at people based on their race.

ENCOUNTERS WITH RACIAL STRESS

Prevalence of Racial Microaggressions

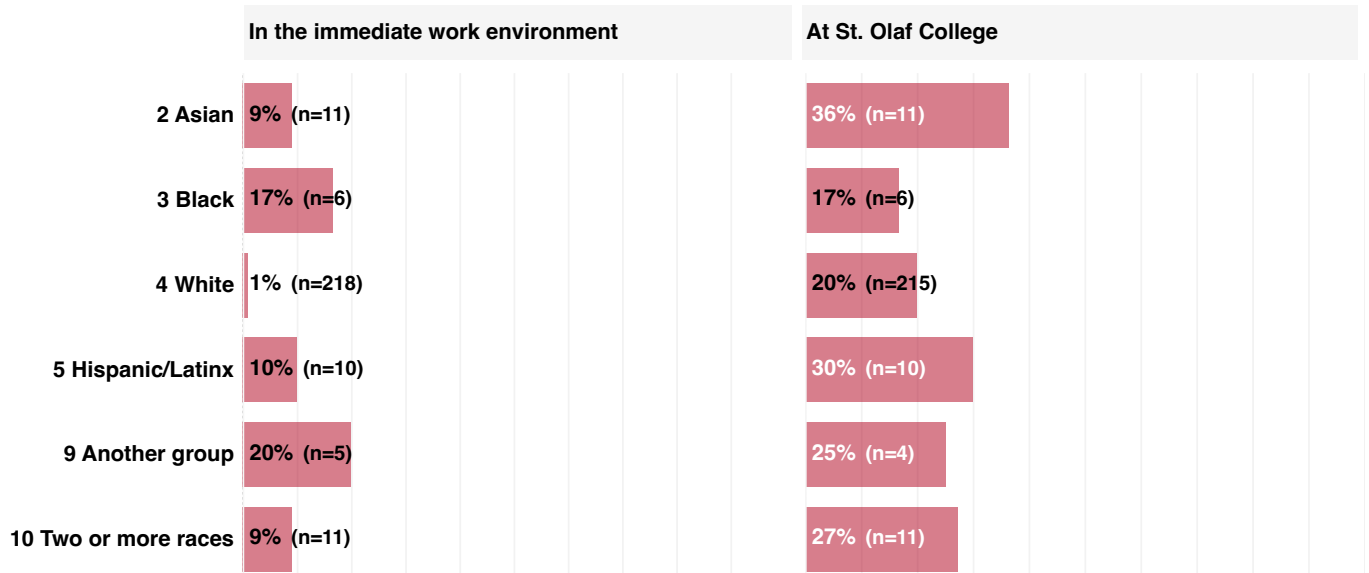
% of staff who reported they have ever experienced the following on campus



Why This Matters: Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, it is a key factor among employees of color for whom encounters with racist incidents increasingly contribute to feelings of loneliness, isolation, and a lack of community.

Problem Awareness

% of staff who reported racism is **mostly or completely** a problem in the following locations



NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate their personal experience with discrimination based on their demographic characteristics (e.g., race, gender, age, sexual orientation). They report their experience receiving support for career success and advancement. Additionally, they report how accessible and transparent their institution's policies are related to promotion and tenure.

Key topics include:

- >> Frequency of experiencing discrimination based on demographic characteristics
- >> Level of support for career success and advancement
- >> Accessibility and transparency of institutional policies related to promotion and tenure



29%

of White staff somewhat or strongly agreed that promotions or tenure are given based on employee performance

21%

of staff of color somewhat or strongly agreed that promotions or tenure are given based on employee performance

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>> Create a more equitable workplace by eliminating discrimination stemming from age, disability status, gender, national origin, race, religion, sexual orientation, or other individual characteristics.

>> Account for identity-based power dynamics within the institutional context in which workplace equity is hindered.

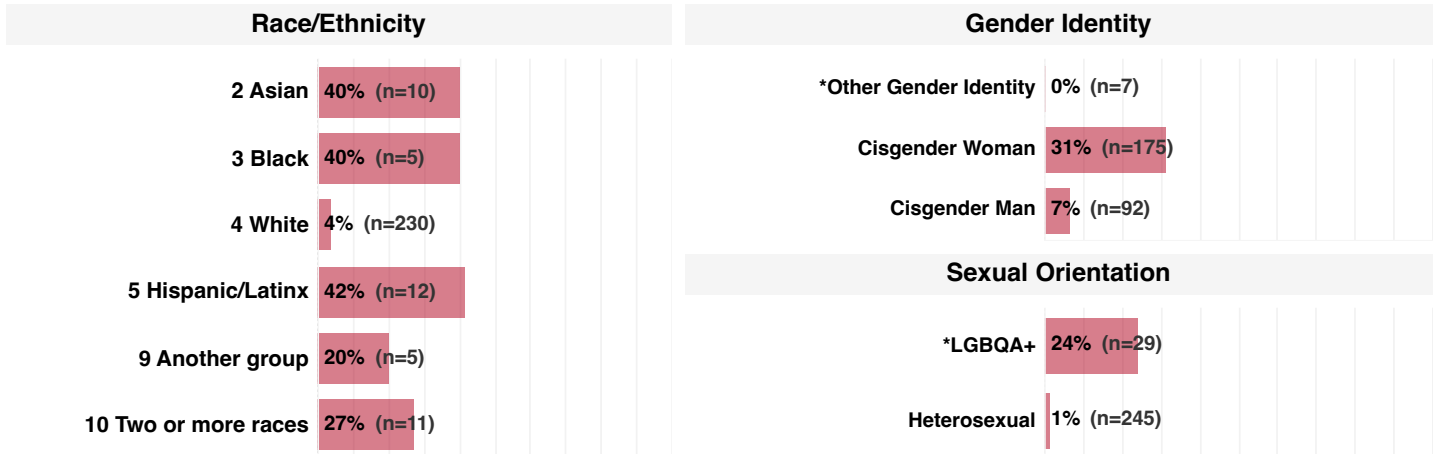
>> Provide resources to support an environment that centers employee health and wellness.

In the NACCC survey, respondents are asked how often they have personally experienced discrimination at their institution.

WORKPLACE EQUITY

Discrimination in the Workplace

% of staff who reported they have ever experienced discrimination based on the following identities

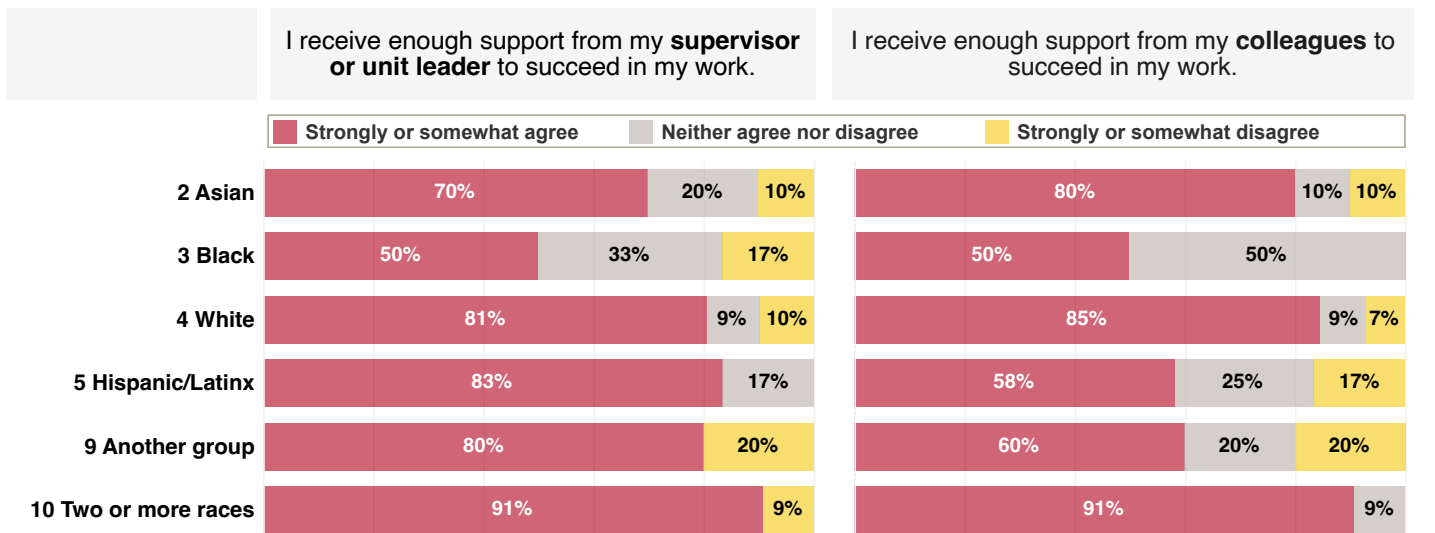


*Other Gender Identity includes: transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed. || *LGBQA+ includes: lesbian, gay, bisexual, queer, questioning, asexual, pansexual, demisexual, two or more sexual orientations, or an orientation not listed. || Please refer to the data tables accompanying this report to view results by all identities surveyed.

Why This Matters: Discrimination experienced in the workplace stemming from gender, race, and other individual characteristics is one of the major reasons as to why someone leaves their organization. In order to recruit and retain more professionals with diverse backgrounds, we need to first understand the different types of identity-based discriminations and pay proactive attention to eliminating the exclusion and/or silencing of historically marginalized groups.

A Supportive Workplace

How much do you agree or disagree with the following statements?



*Percentages may not sum to 100 due to rounding.

NACCC CONTENT AREA DESCRIPTION

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. They also assess institutional leaders' responses to racial problems on campus.

Key topics include:

- >> Rating of campus racial diversity
- >> Rating of how campus administration deals with racism or racist incidents
- >> Rating of administration's commitment to campus racial equity and diversity



25%

of White staff believed campus administration dealt with racism or racist incidents **very effectively** or **extremely effectively**

17%

of staff of color believed campus administration dealt with racism or racist incidents **very effectively** or **extremely effectively**

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KEY GOALS IN THIS CONTENT AREA

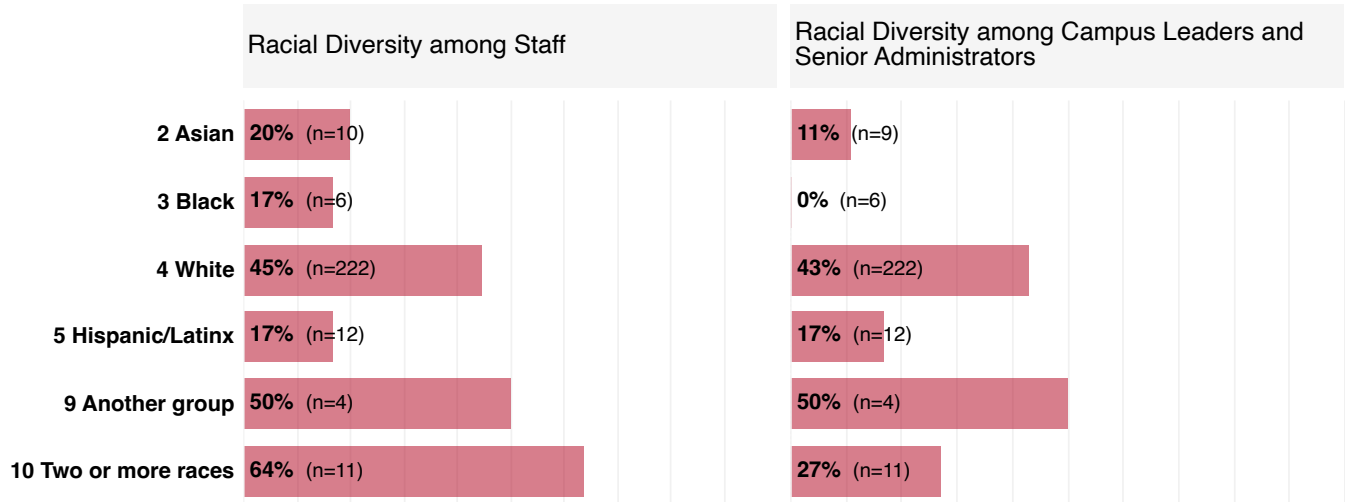
- >> Achieve parity in the racial composition of college and university employees that mirrors student racial demographics, but recognize that changes in culture and climate, in step with demographic change, are also essential.
- >> Be accountable for and immediately responsive to incidents of racism, racial violence, and racial terror on-campus.
- >> Demonstrate proactive efforts to decrease likelihood of incidents of racism, racial violence, and racial terror.

In the NACCC survey, respondents are asked whether they believe campus leadership deals with racism and racist incidents effectively, and has a long-term DEI commitment.

APPRAISALS OF INSTITUTIONAL COMMITMENT

Institutional Commitment to Equity and Diversity

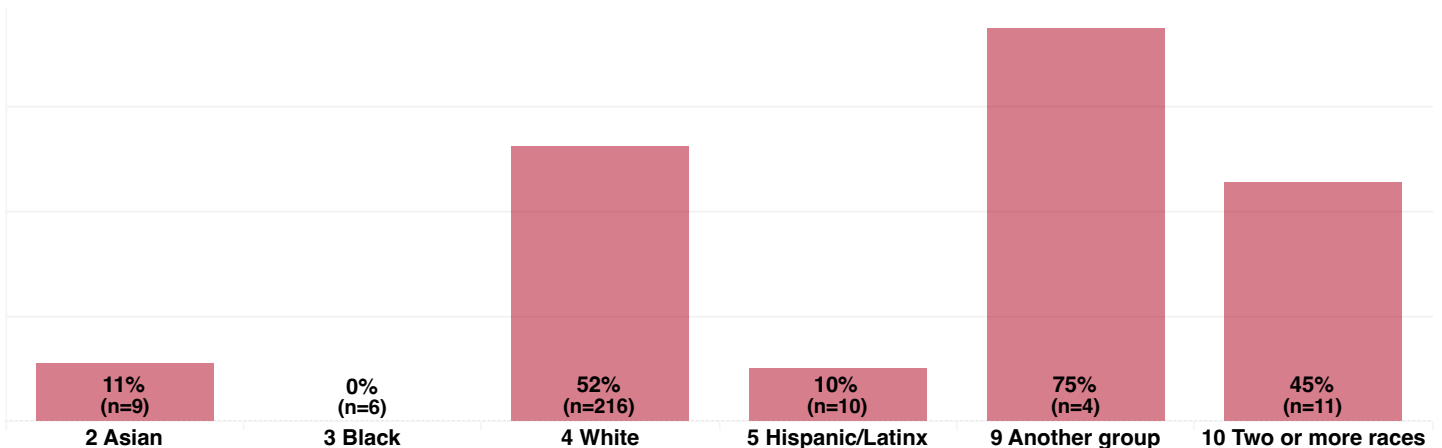
% of staff who believe St. Olaf College is **mostly or strongly committed** to the following



Why This Matters: The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's employees as well as senior leaders fails to reflect the racial and ethnic diversity of the students it serves.

Long-Term Commitment to DEI

% of staff who are **very or extremely confident** that St. Olaf College has a long-term commitment to racial diversity, equity, and inclusion in the workplace



NACCC CONTENT AREA DESCRIPTION

NACCC respondents reflect on their sense of well-being in the neighborhood surrounding their campuses. They report their encounters with racism or racist incidents in those areas and in online and social environments. They also indicate the extent to which current sociopolitical issues are considered problematic.

Key topics include:

- >> Feelings of personal well-being in neighborhood surrounding campus
- >> Experiences of racism in external environments
- >> Acknowledgement of current race-related sociopolitical topics



93%

of White staff felt moderately or completely welcome in the neighborhood surrounding campus

62%

of staff of color felt moderately or completely welcome in the neighborhood surrounding campus

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KEY GOALS IN THIS CONTENT AREA

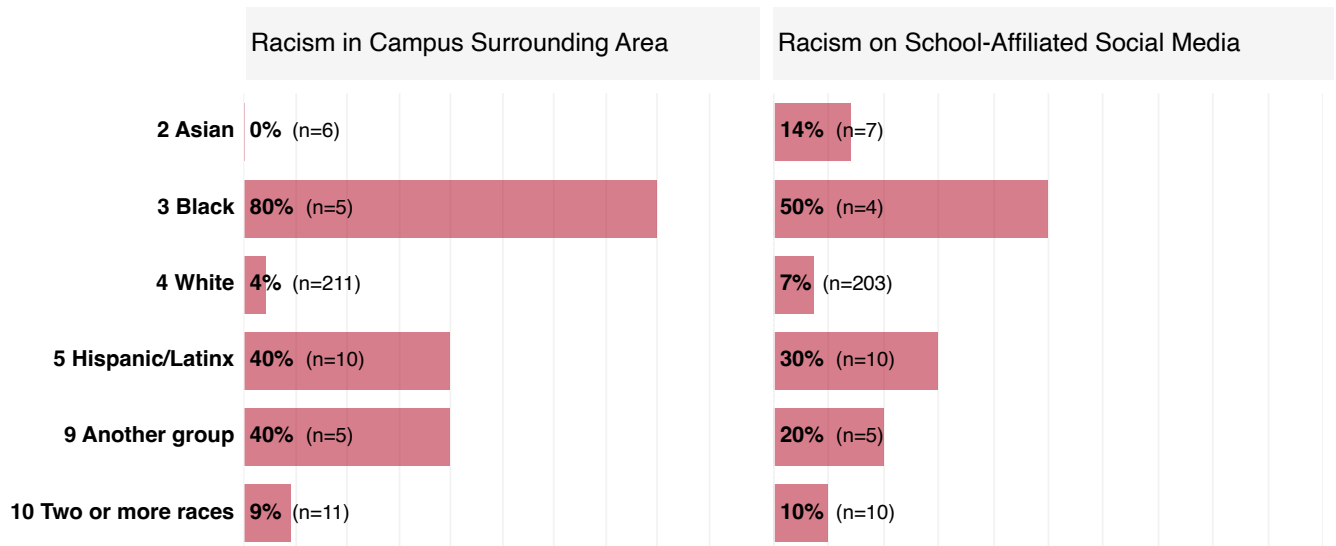
- >> Build a safe, welcoming, and inclusive community from within the campus and the neighborhood surrounding the campus.
- >> Improve the collection of racism data, analyze external incidents of racism and racial violence, and improve the safety practices in the area surrounding the campus.
- >> Acknowledge and monitor social trends related to race and racism and be proactive about their potential impacts on staff's perception and experiences of safety, welcomeness and inclusion outside of campus.

In the NACCC survey, respondents are asked about their attitudes toward current national sociopolitical issues related to race and racism.

IMPACT OF EXTERNAL ENVIRONMENTS

Prevalence of Off-Campus Racism

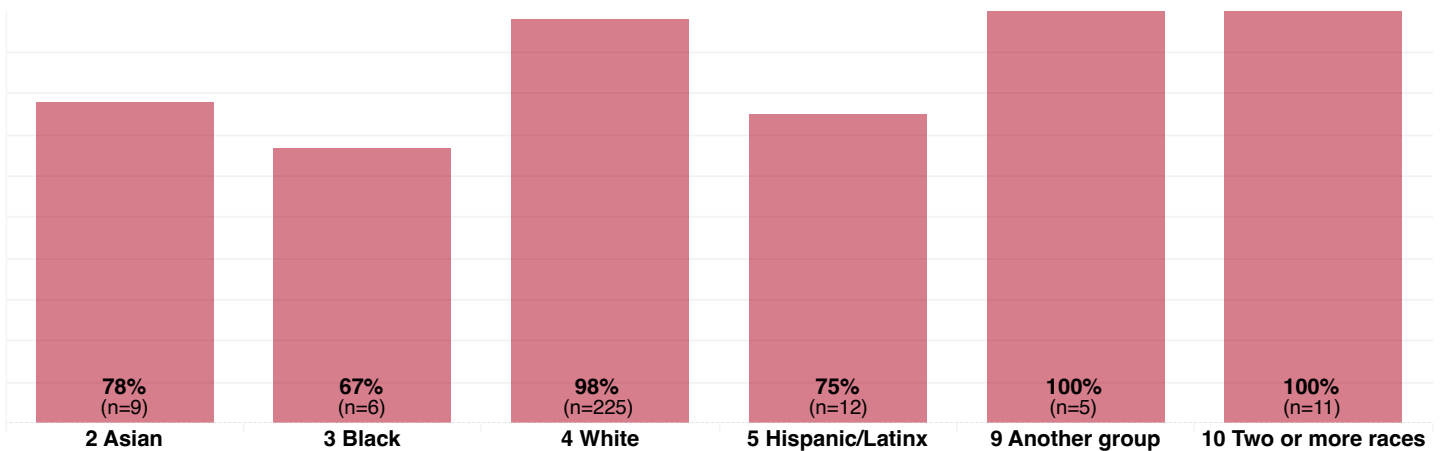
% of staff who reported they have ever experienced racism in the following spaces



Why This Matters: Staff come from different backgrounds and are continually exposed to environments with differing levels of racial stress and violence. It is important to acknowledge the different racial realities the staff live off-campus and understand their impact on personal well-being and workplace success.

Off-Campus Safety

% of staff who felt **moderately or completely safe** in the neighborhood surrounding their campus



RESPONDENT DEMOGRAPHICS

All St. Olaf College staff (N=495) were invited to participate in the NACCC survey in Spring 2022. In total, 295 staff responded to the survey for a response rate of 59.60%.

*Respondents who completed at least the Workplace Matterings section of the survey (1st content area section) were included in the report.

Racial/Ethnic Identity

2 Asian	11 (03.73%)
3 Black	6 (02.03%)
4 White	246 (83.39%)
5 Hispanic or Latinx	12 (04.07%)
7 Native American/Alaska Native	1 (00.34%)
8 Native Hawaiian/Pacific Islander	1 (00.34%)
9 Another group not listed	7 (02.37%)
10 Two or more races	11 (03.73%)

*Findings are not reported for race/ethnic group sizes under five.

Gender Identity

Cisgender Woman	185 (62.71%)
Cisgender Man	99 (33.56%)
Other Gender (transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed)	10 (03.39%)
Missing	1 (00.34%)

Sexual Orientation

Heterosexual	262 (88.81%)
LGBQA+ (lesbian, gay, bisexual, queer, questioning, asexual, pansexual, demisexual, two or more sexual orientations, or an orientation not listed)	32 (10.85%)
Missing	1 (00.34%)

Age

18-34	62 (21.02%)
35-44	72 (24.41%)
45-54	72 (24.41%)
55-64	53 (17.97%)
65 and older	12 (04.07%)
Missing	24 (08.14%)

Years of Service

2 years or less	75 (25.42%)
3-5 years	65 (22.03%)
6-10 years	60 (20.34%)
11-20 years	35 (11.86%)
21-30 years	27 (09.15%)
More than 30 years	12 (04.07%)
Missing	21 (07.12%)