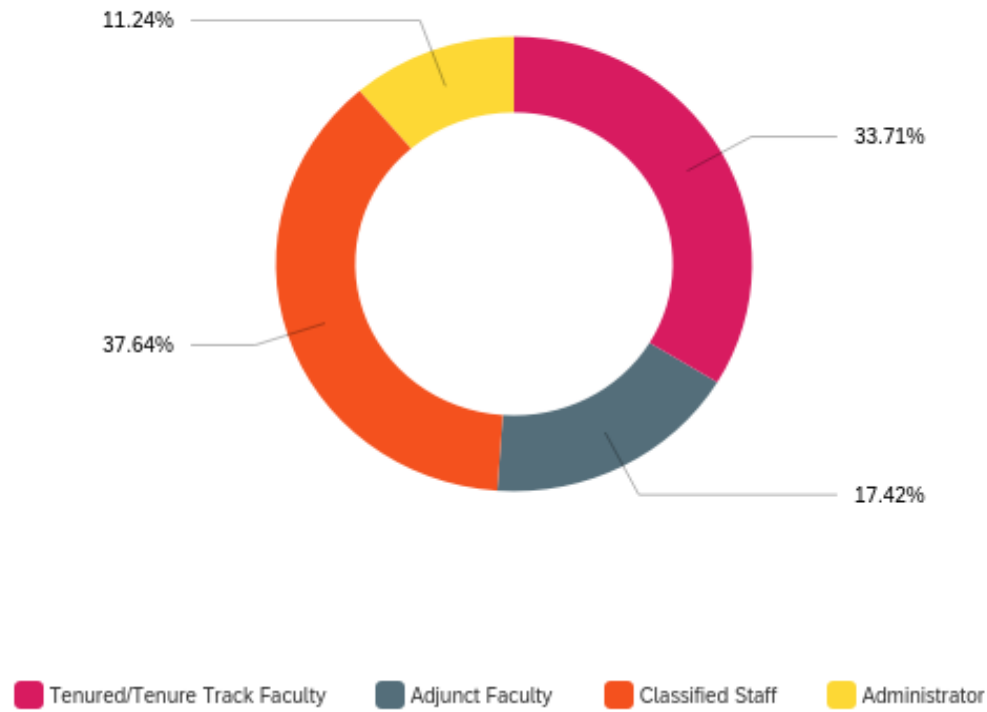


DRAFT CSM Antiracism Climate Survey Results

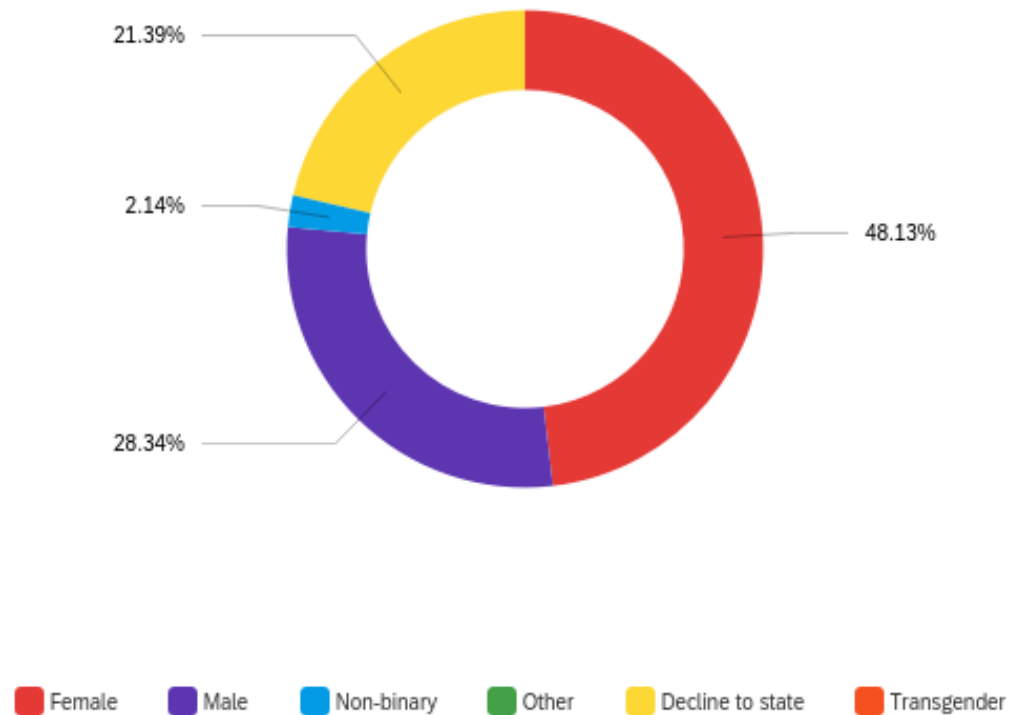
Fall 2020

Survey responses

- 242 responses (20% return rate)
- Roles



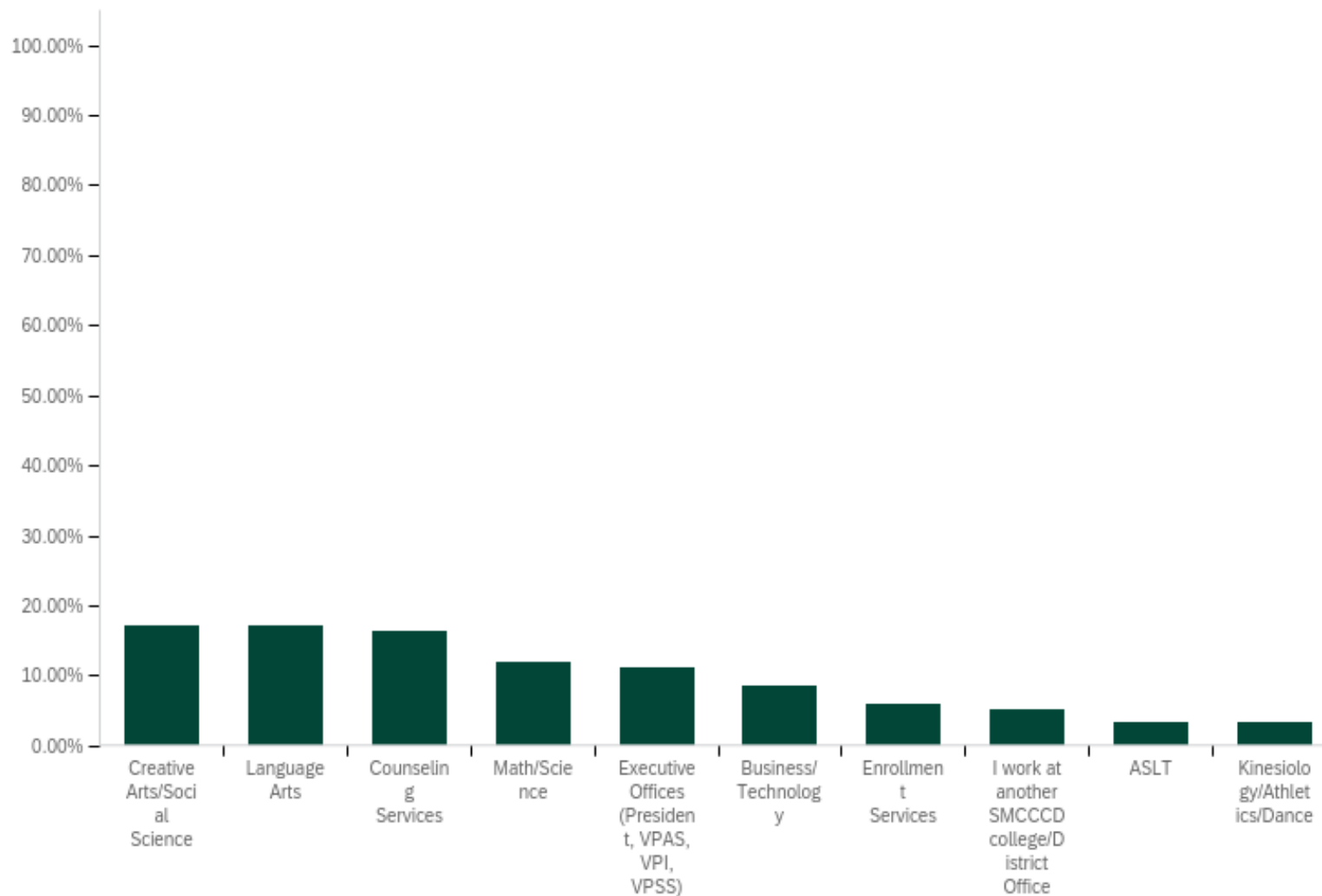
Gender



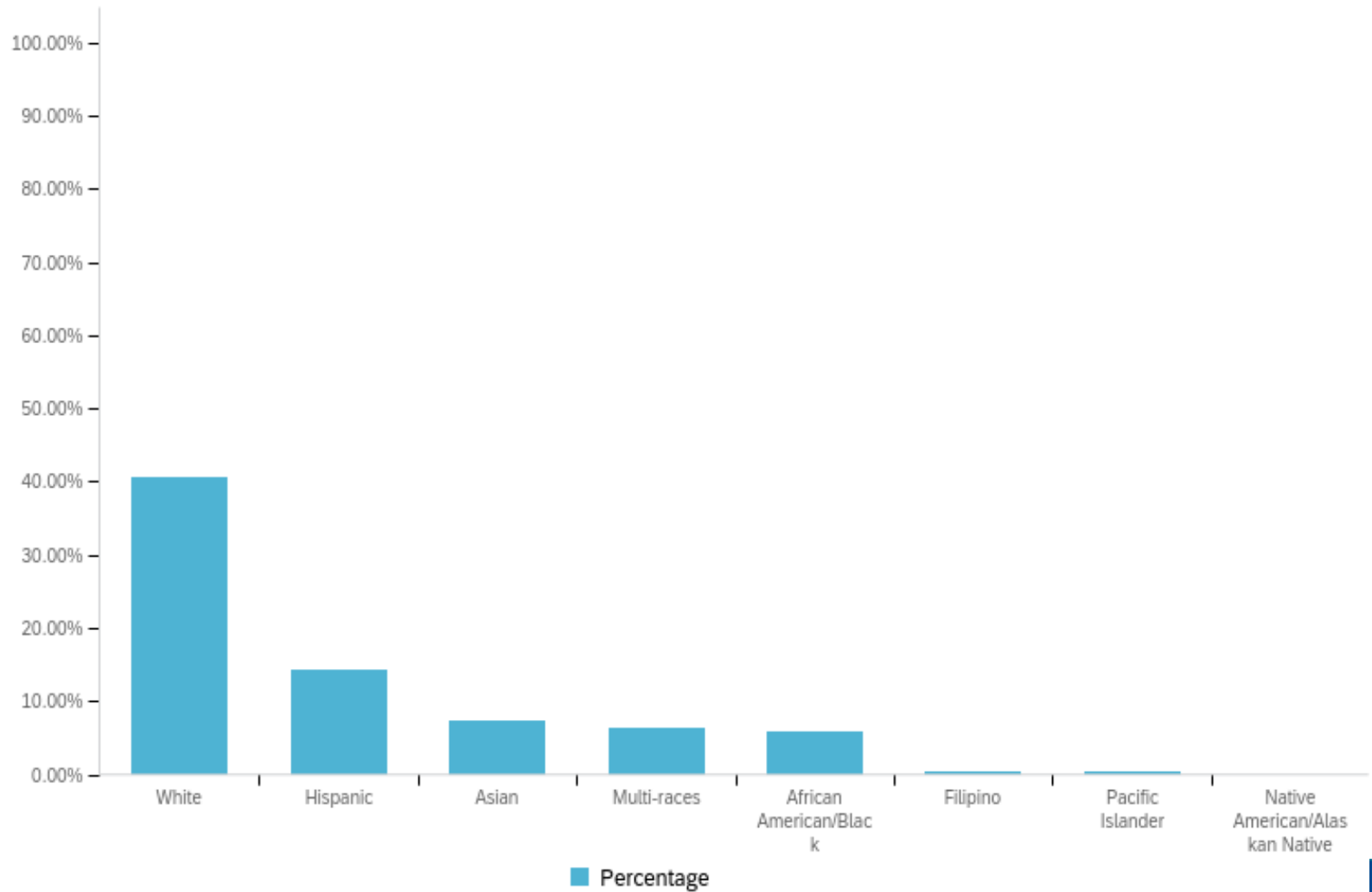
Gender

	Survey Responses	CSM Faculty and Staff
Female	48.13	60.7
Male	28.34	39.3
Non Binary	2.14	
Decline to state	21.39	

Division



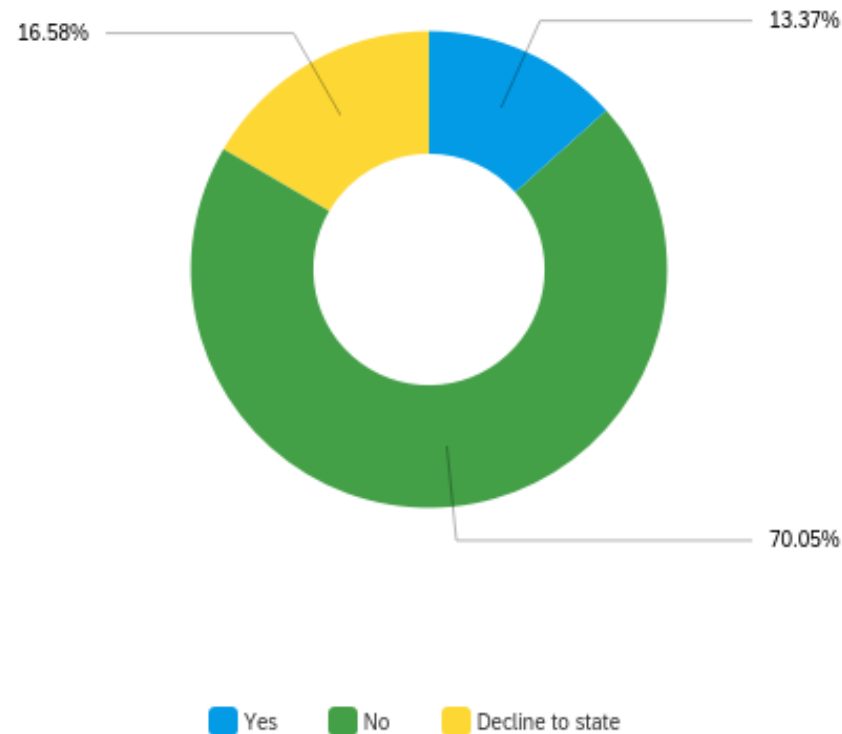
Race/Ethnicity



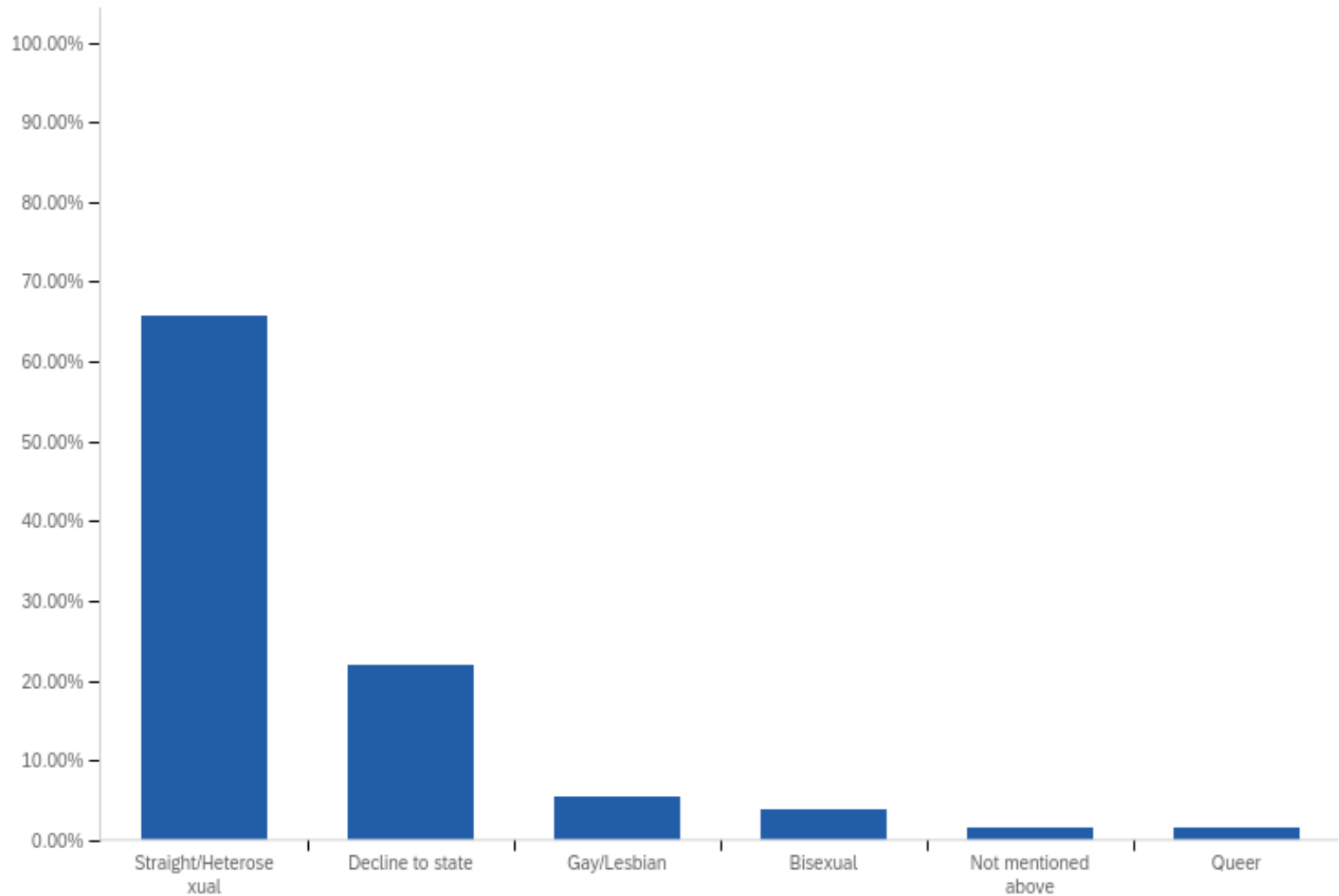
Ethnicity

	CSM Faculty/Staff	Survey Respondents
Alaskan Native/American Indian	0.2	0
Asian/Pacific Islander	12.6	8.56
Black	3.6	5.88
Hispanic	7.4	14.44
Race/Ethnicity Unknown or Decline to State	34.9	24.06
Multi races	-	6.42
White	41.3	40.64
Total	100.0	100

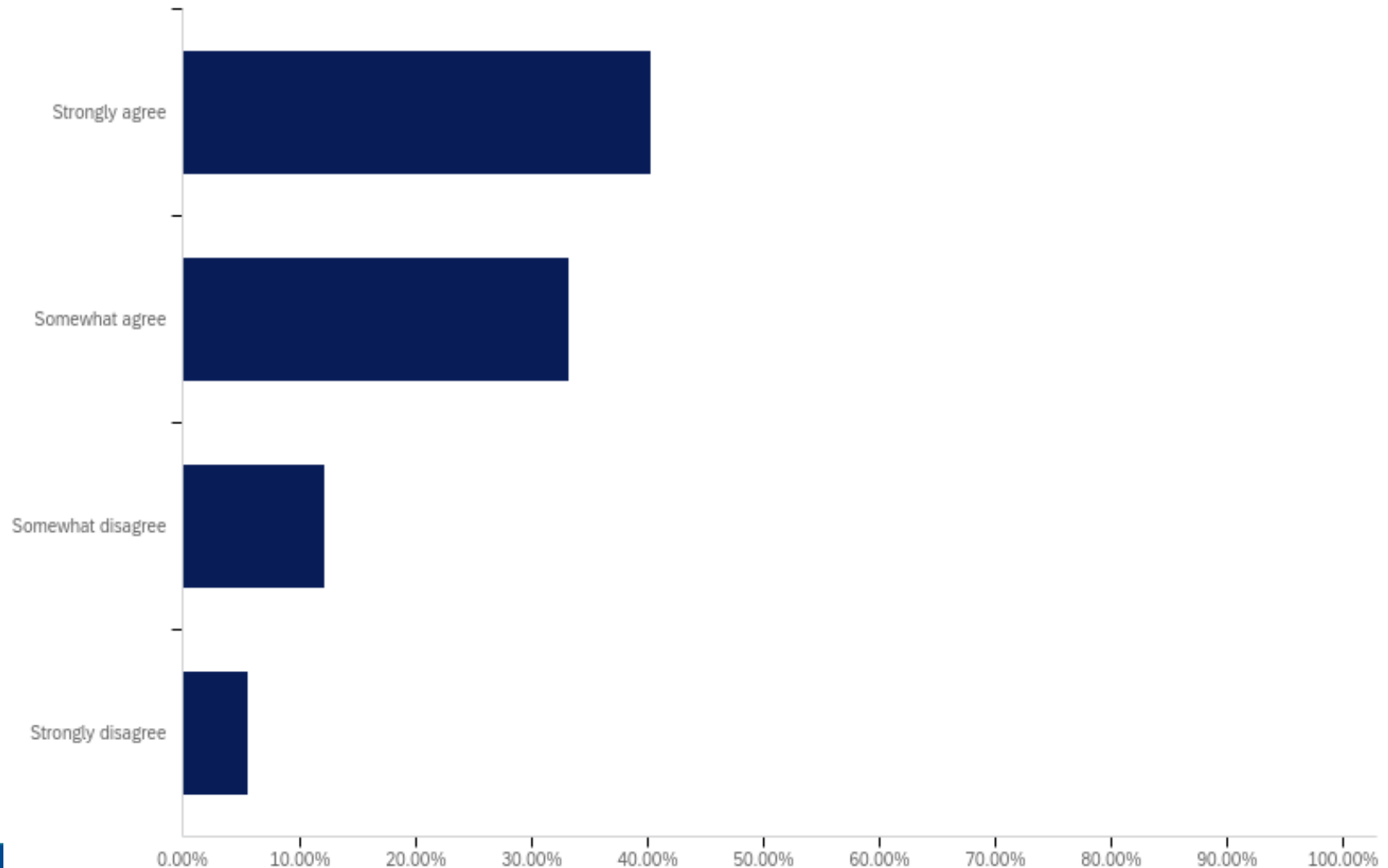
Do you consider yourself a member of the Lesbian, Gay, Bisexual, Transgender, and/or Queer (LGBTQ+) community?



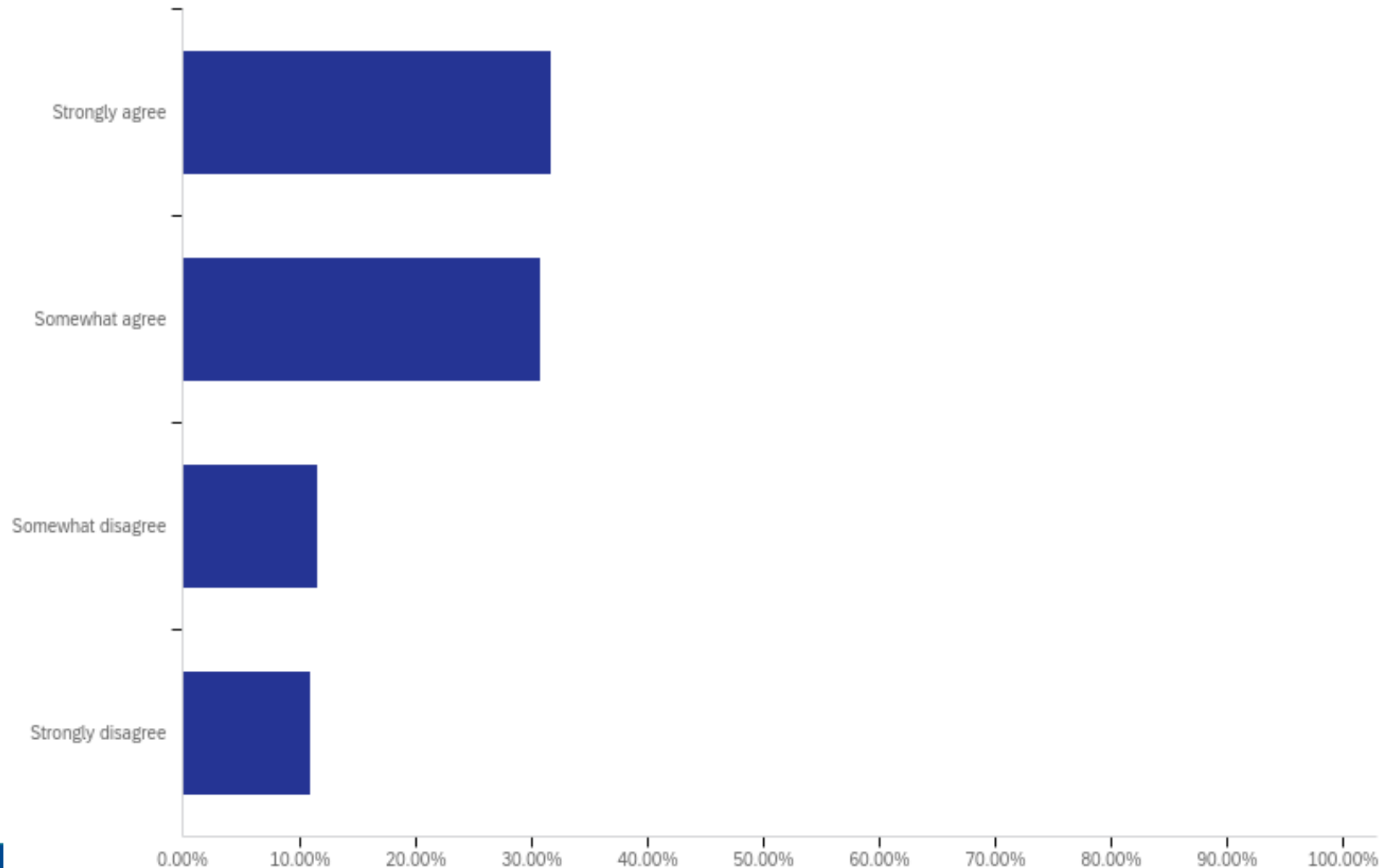
Sexual Orientation



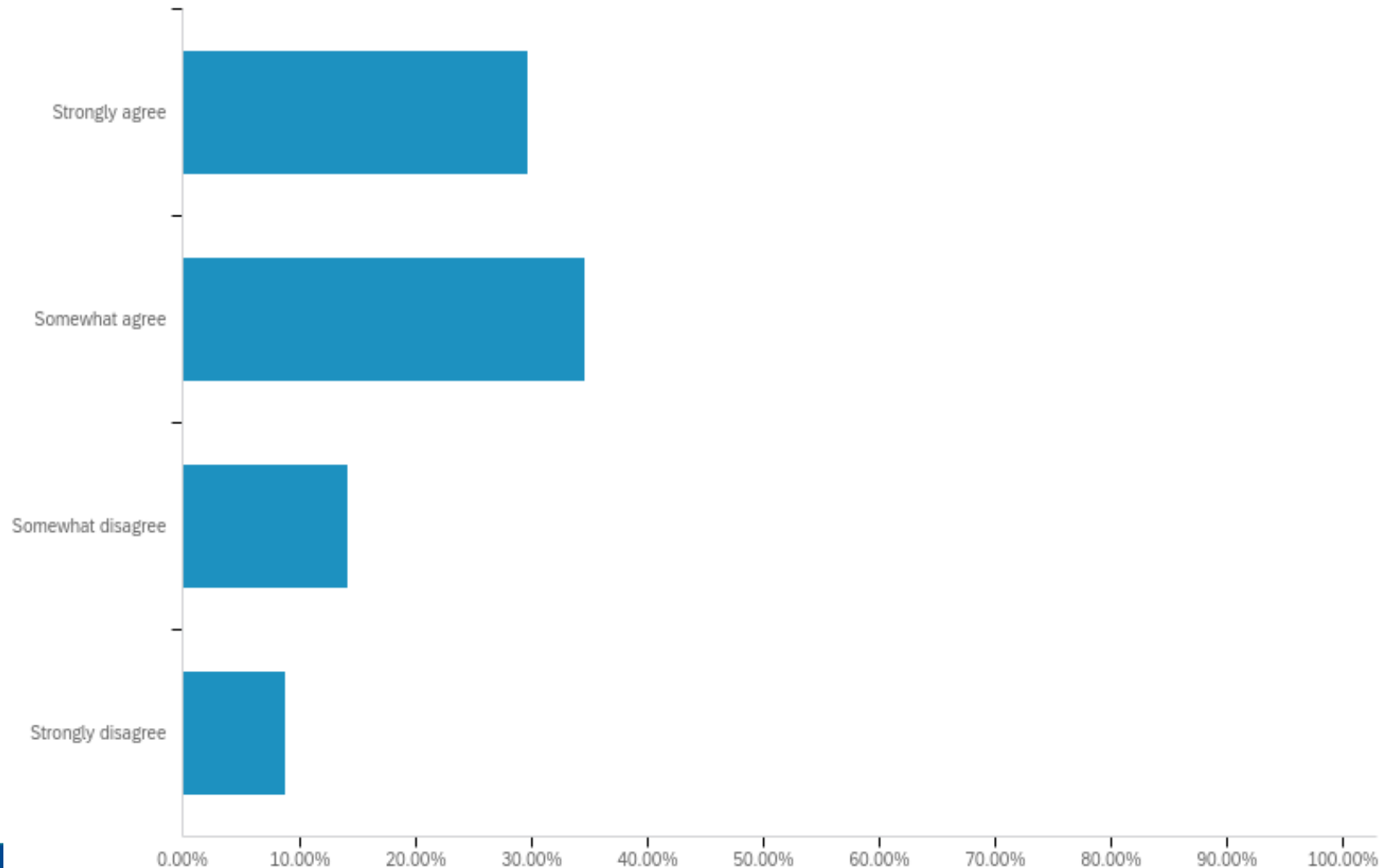
CSM encourages me to continuously investigate the efficacy of my instructional/professional equity and antiracist practices.



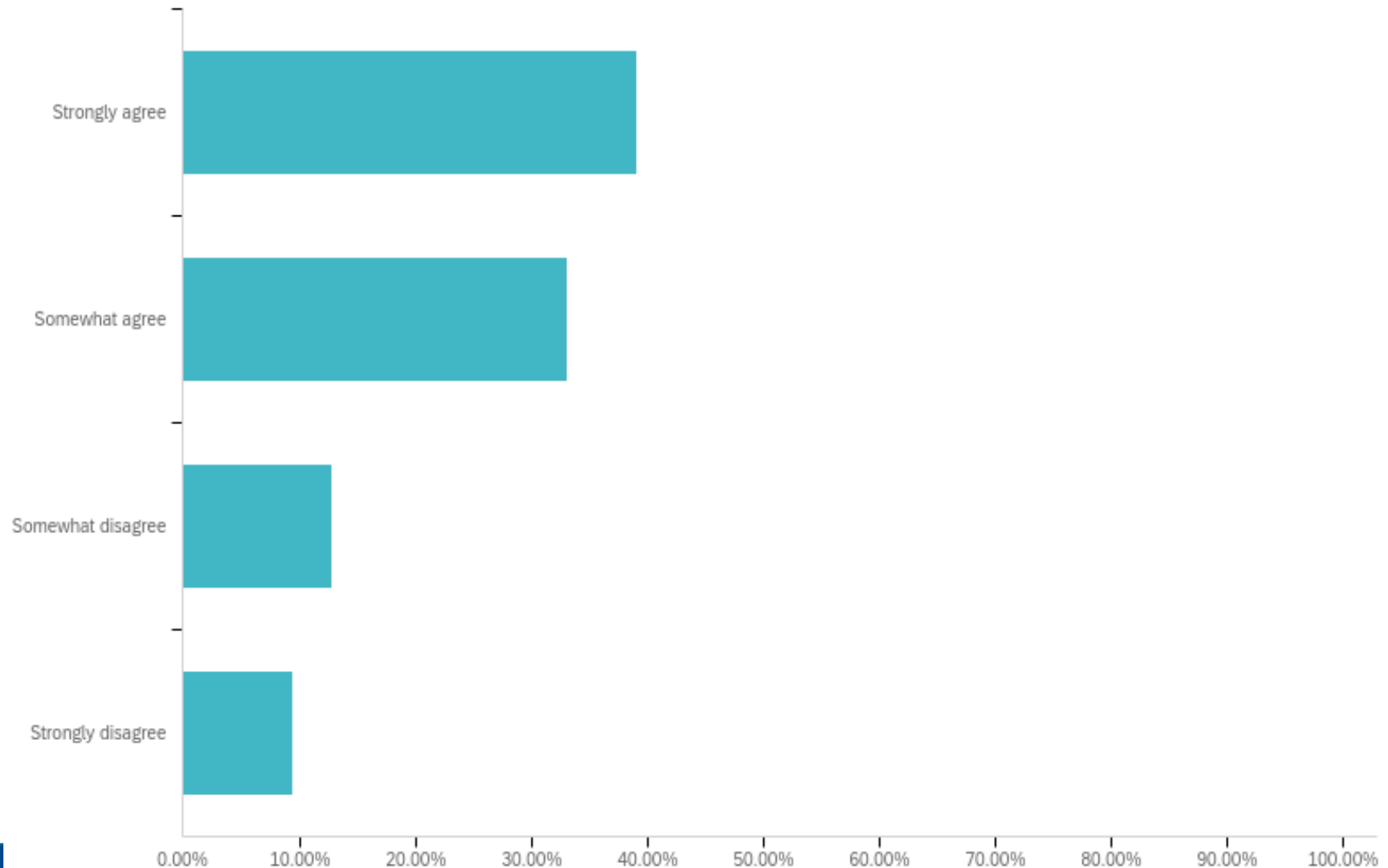
CSM follows hiring procedures and policies that are antiracist and equitable.



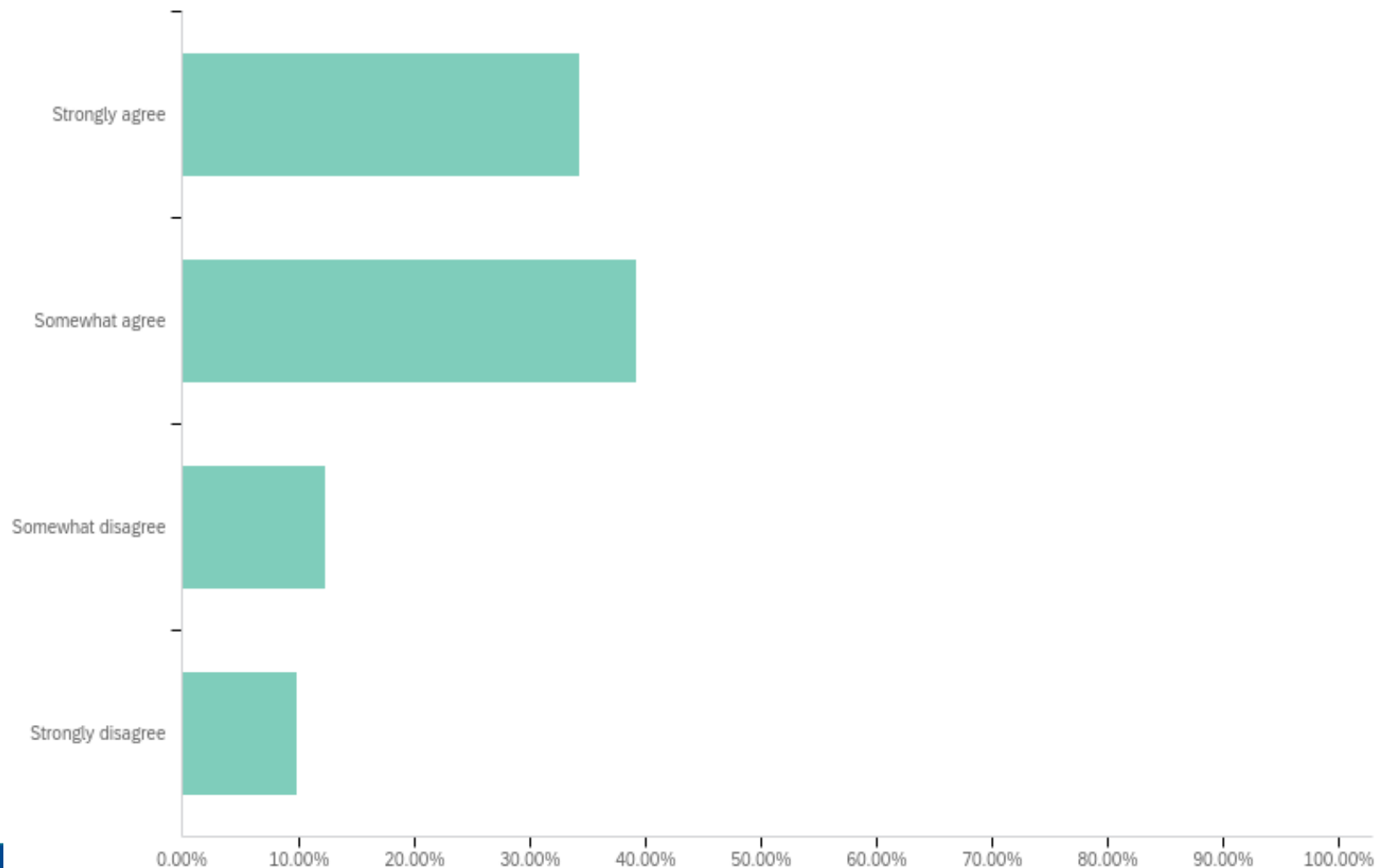
CSM offers constructive avenues for addressing racism and inequities.



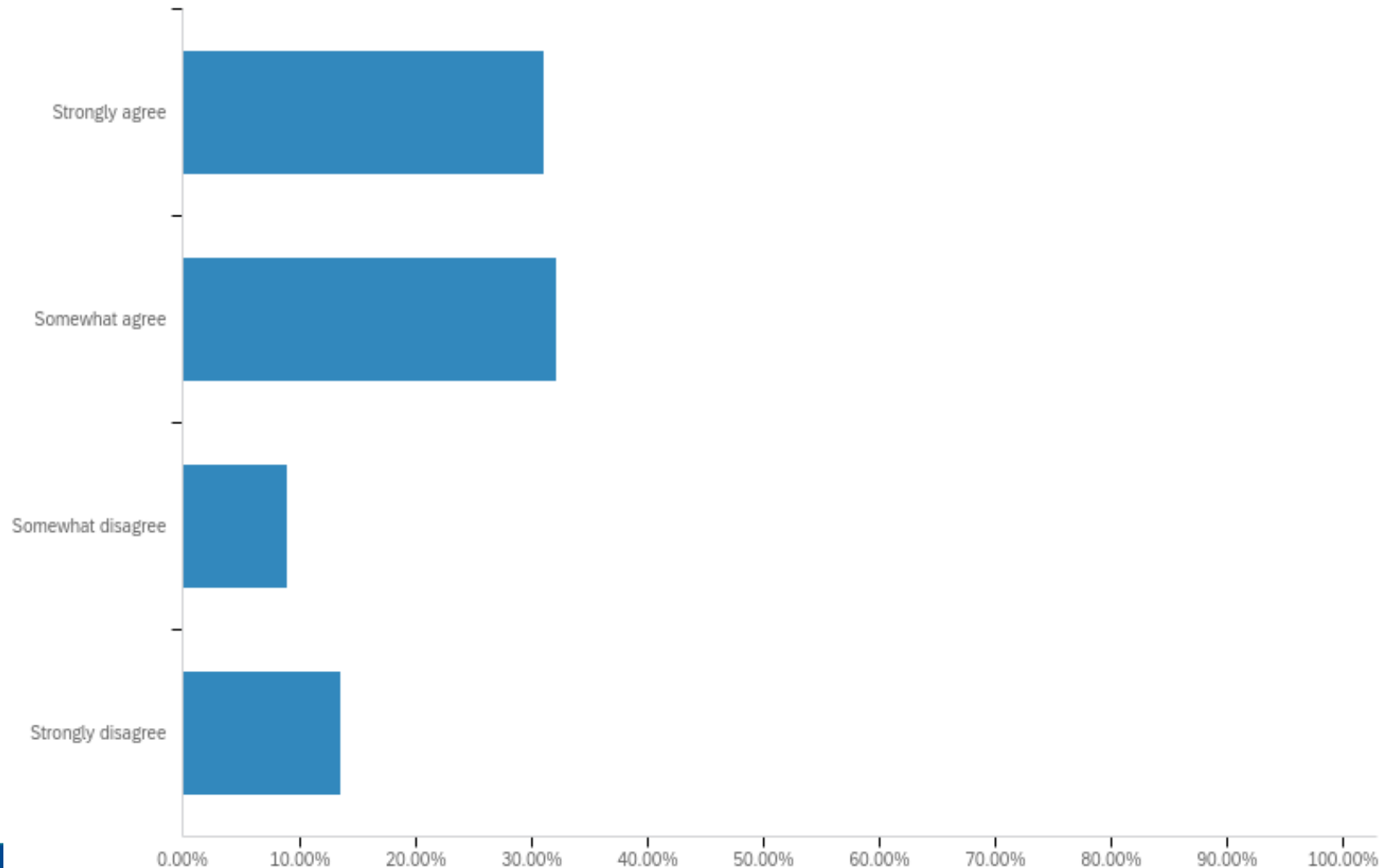
CSM encourages the free and open discussion of racism and inequity.



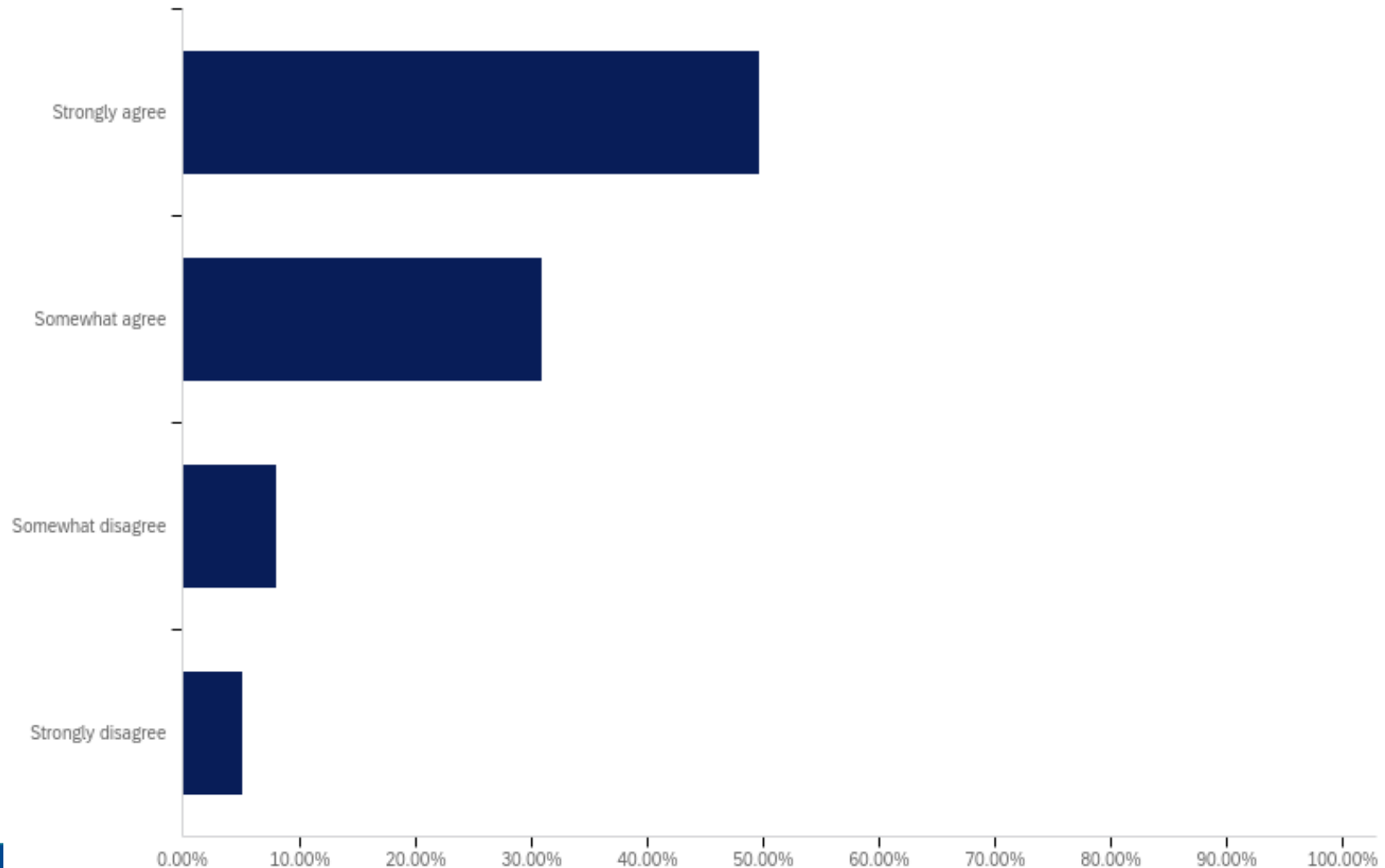
I feel comfortable to engage in antiracist discussions with my coworkers.



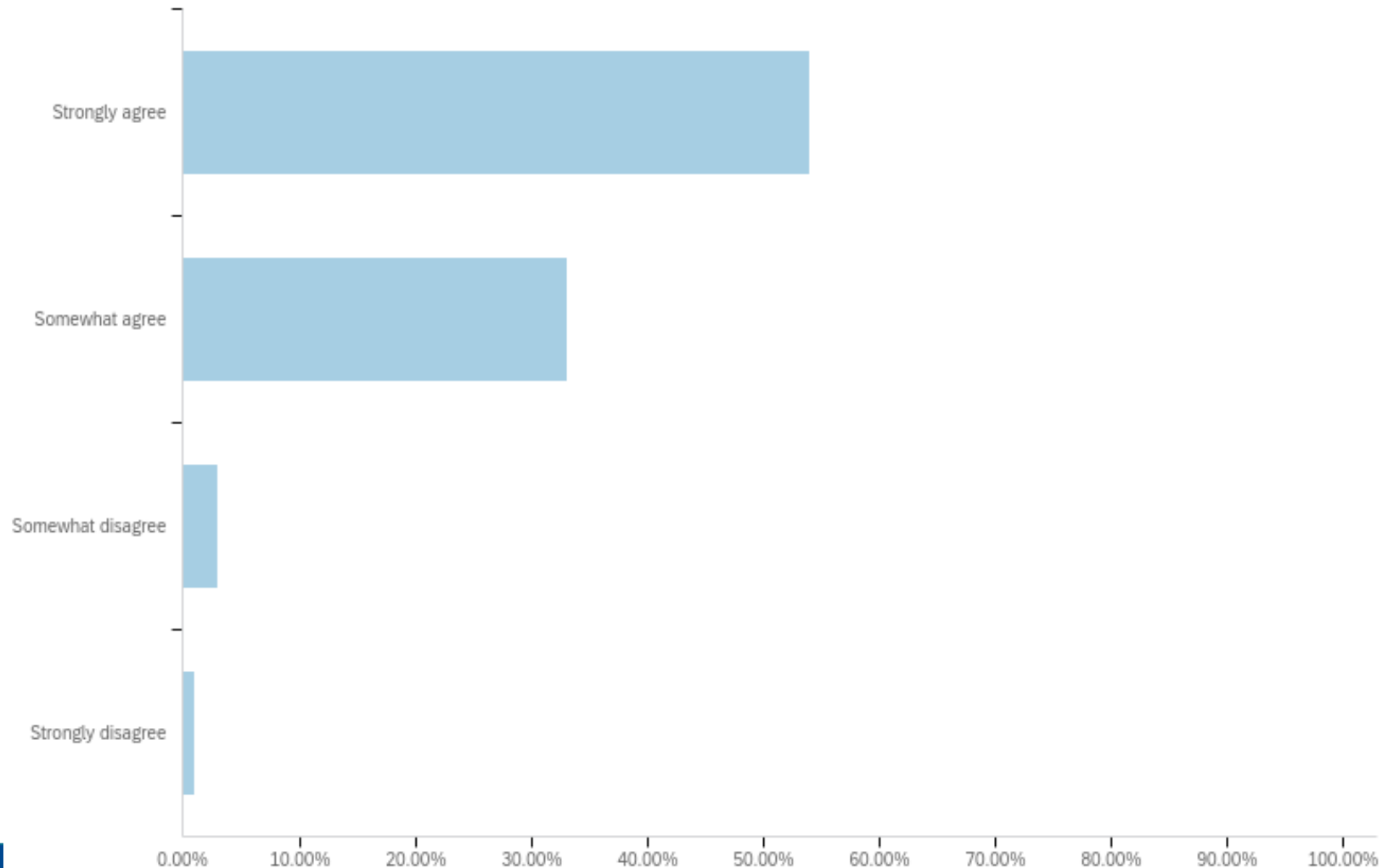
I regularly wrestle with and confront my own privilege in my teaching/work.



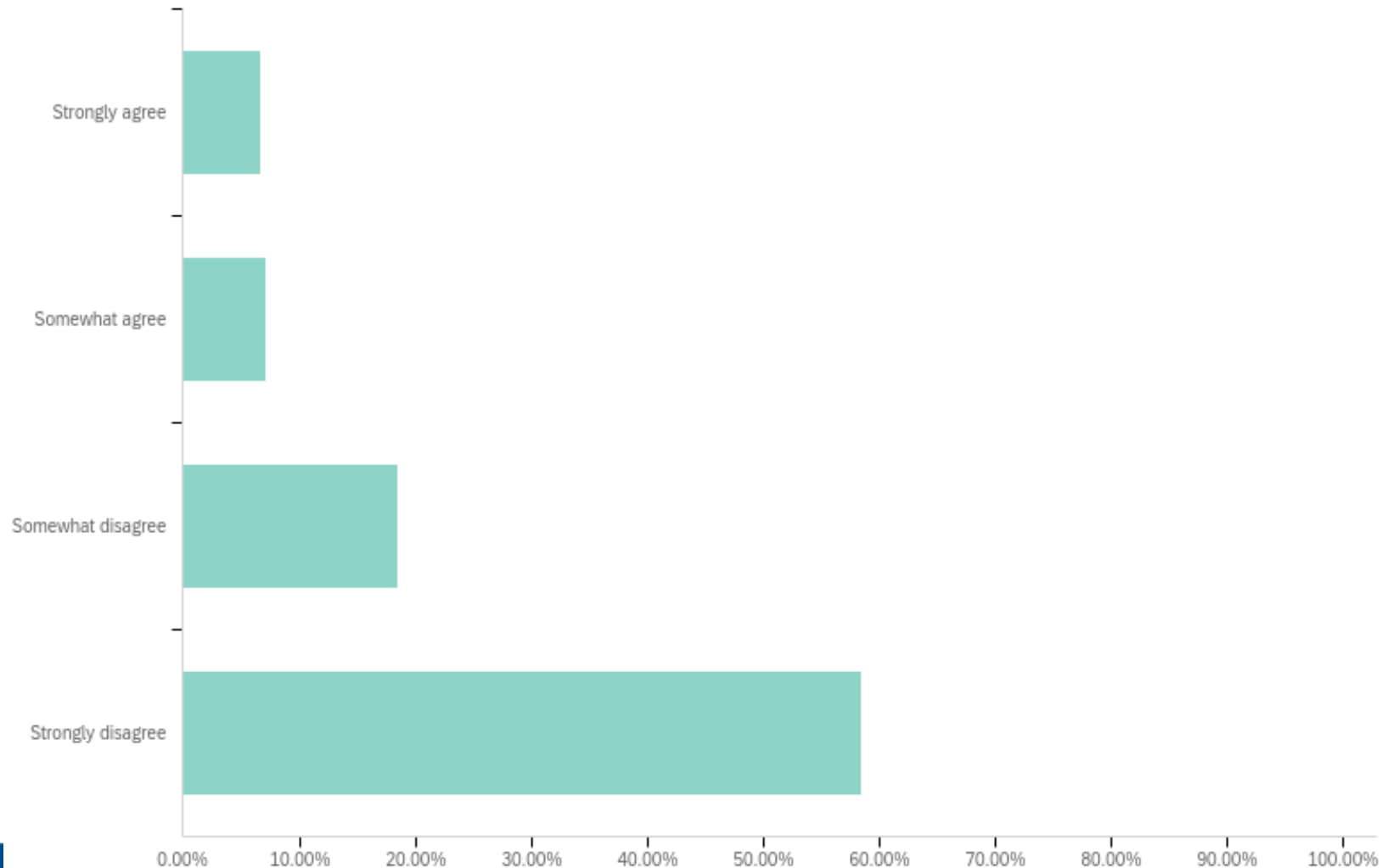
I consider my ethnic/gendered/socio-economic positionality when thinking through the ways I interact with students.



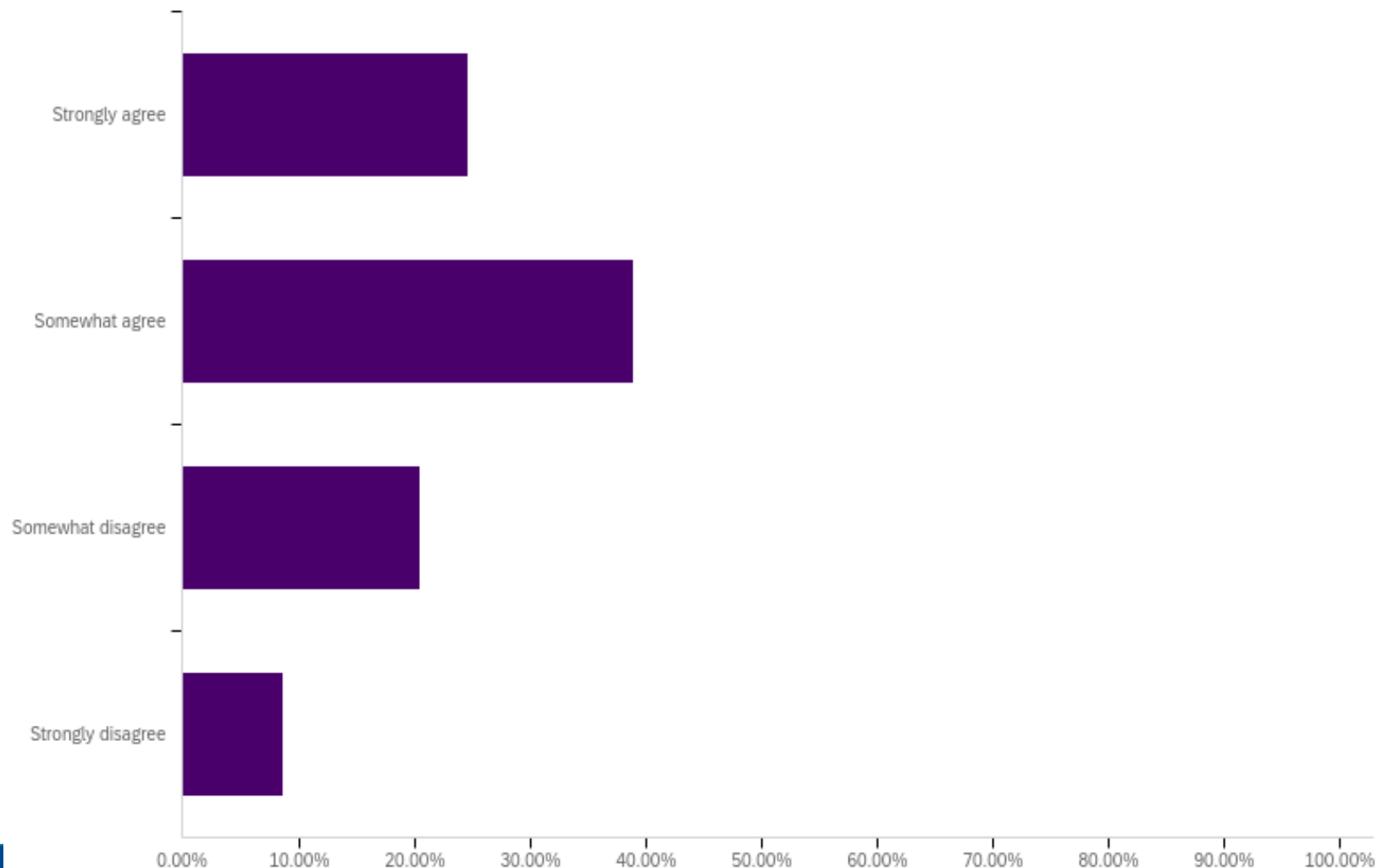
I integrate antiracist and equity practices in my teaching/work.



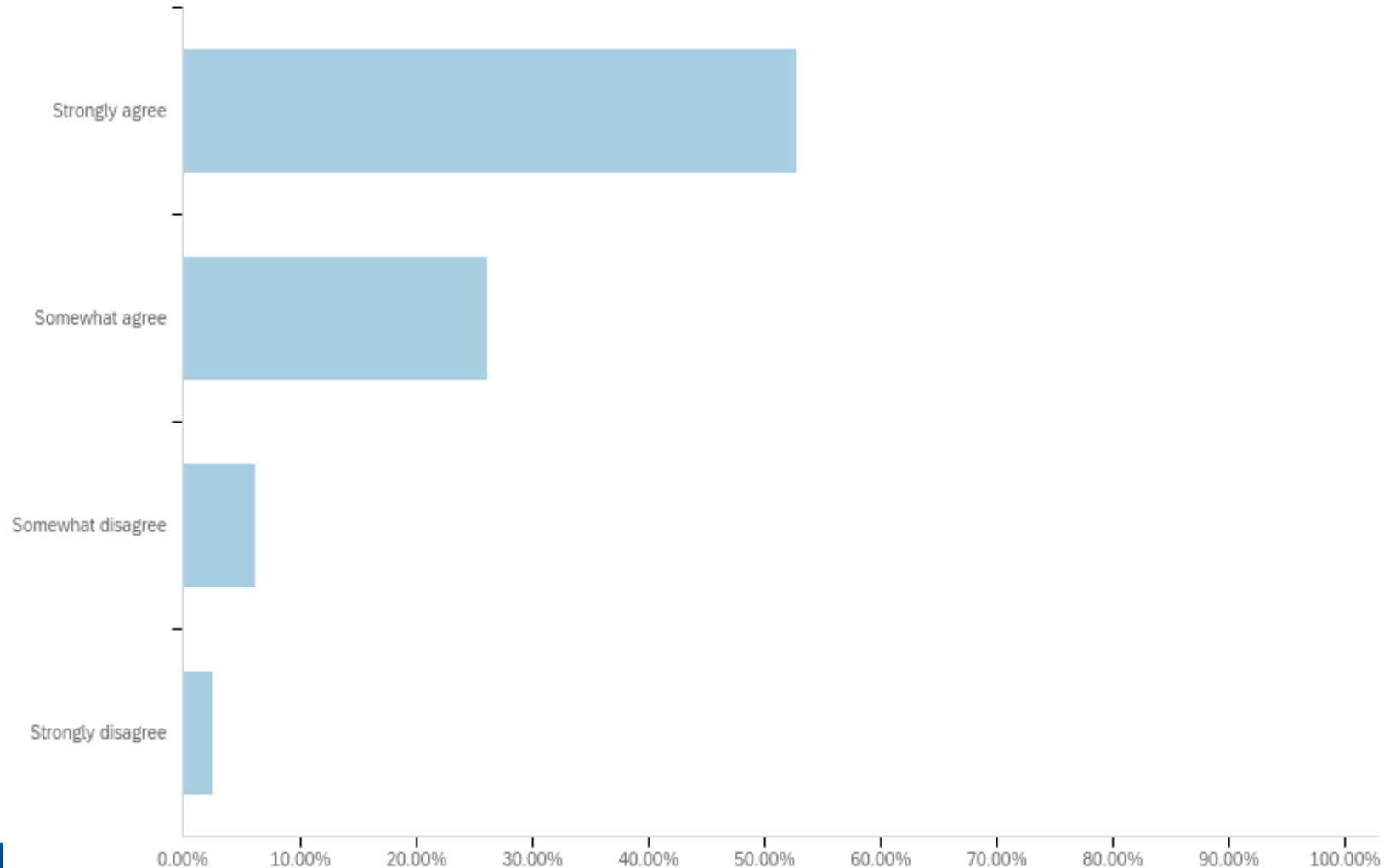
Equity and race don't play a role in my daily work.



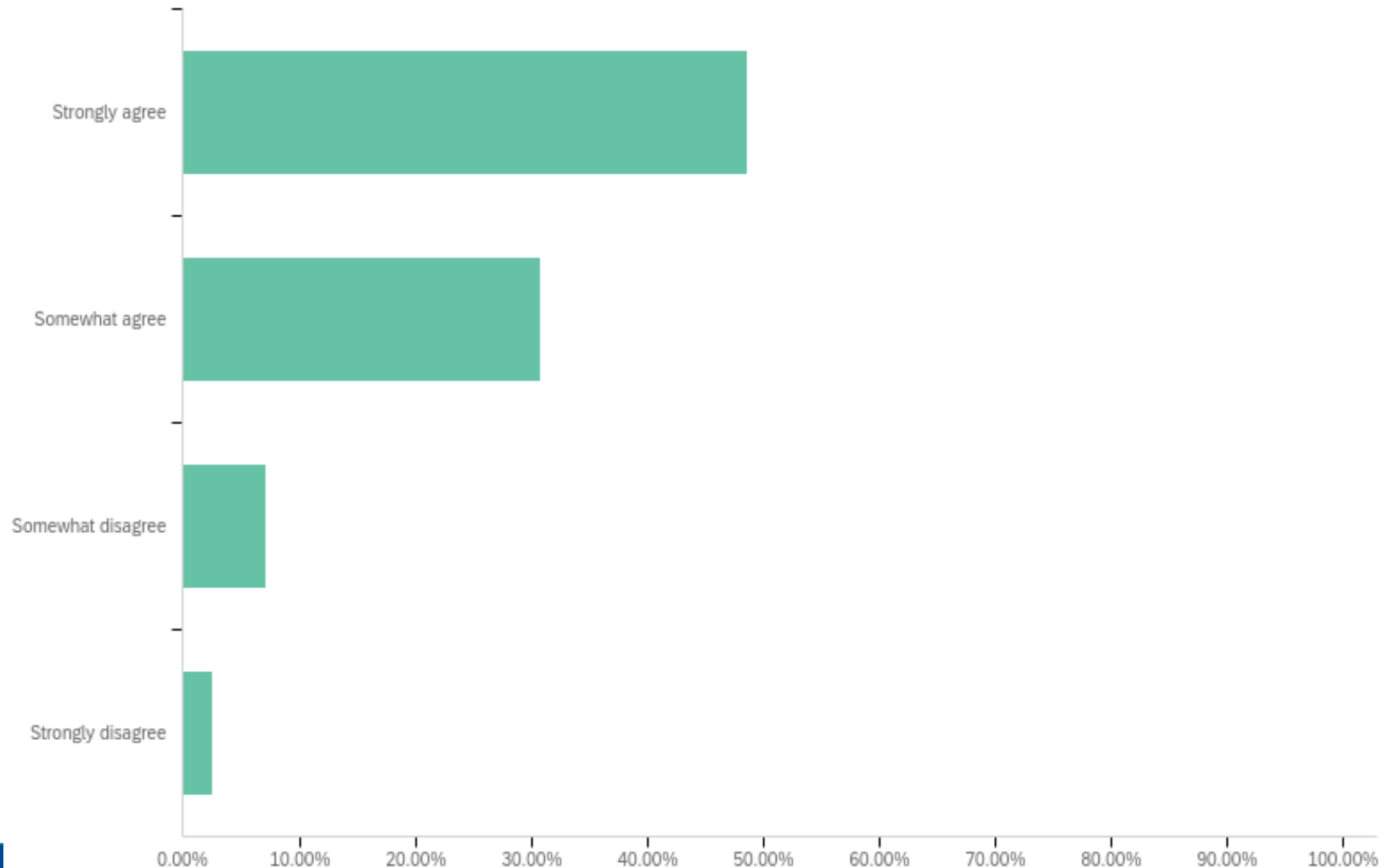
The voices of traditionally marginalized students, faculty, and staff are heard and acknowledged.



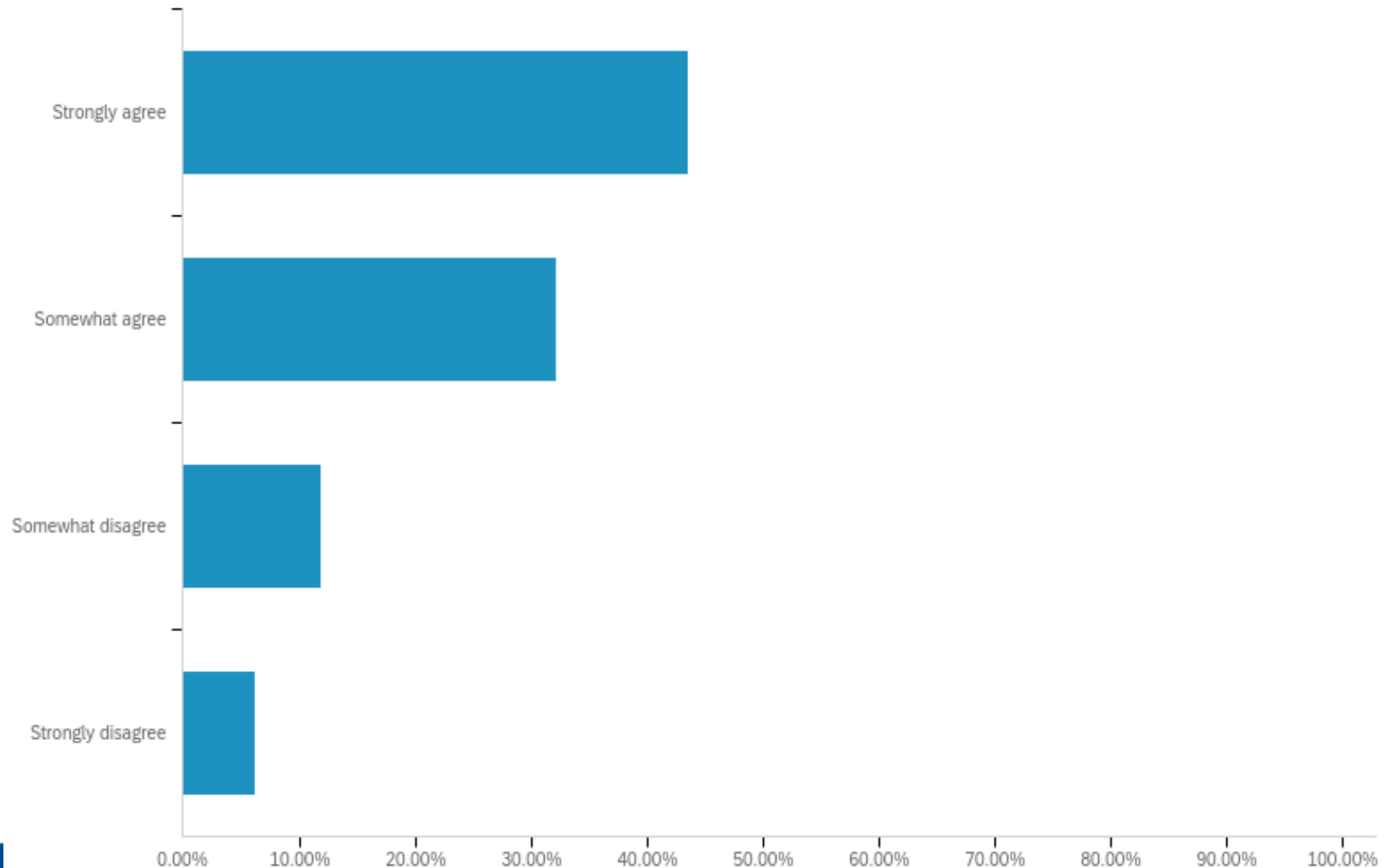
I can count on my supervisor's support when I challenge racist and inequitable policies, practices, and interpretations.



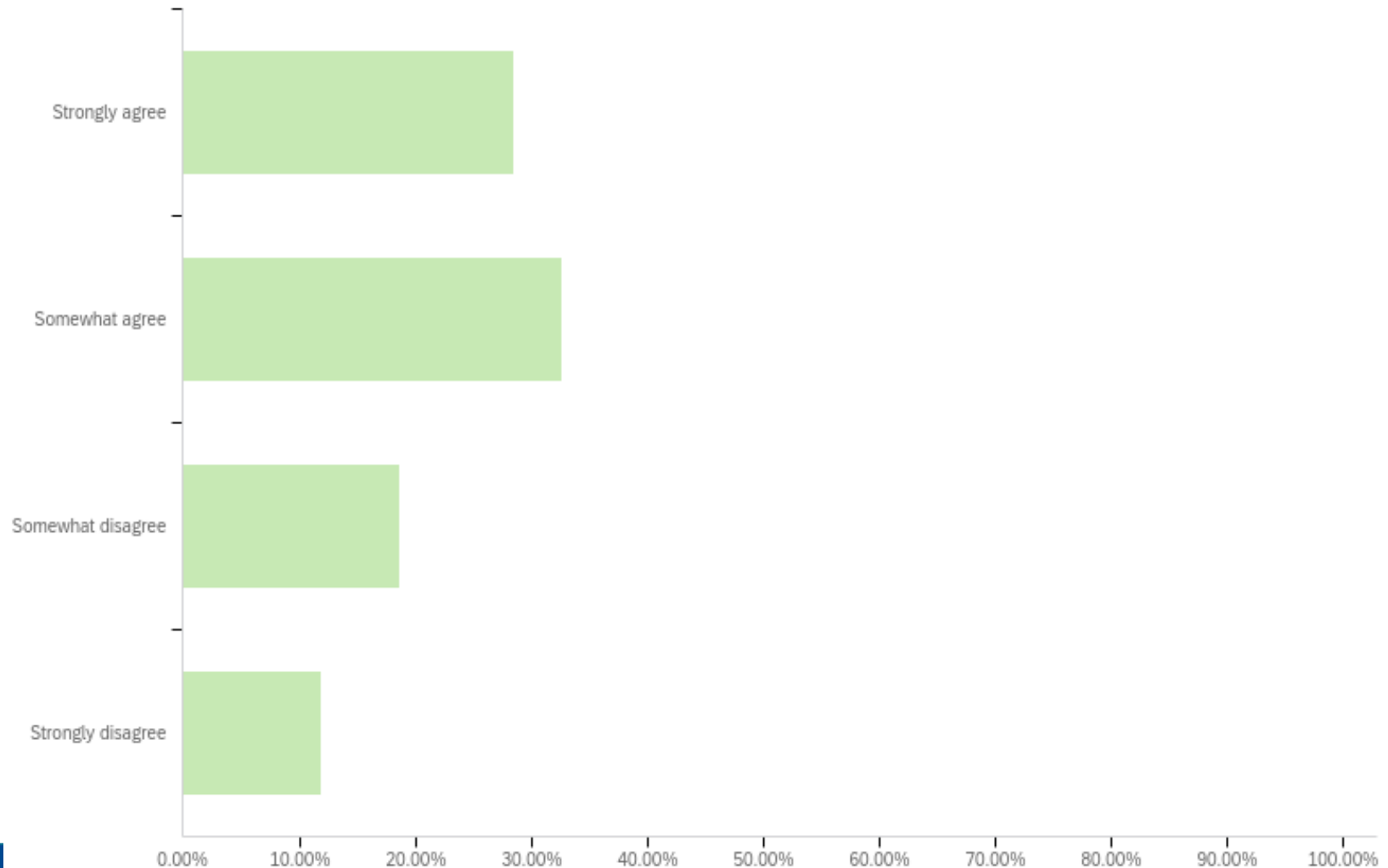
I can count on my supervisor to challenge racist and inequitable policies, practices, and interpretations.



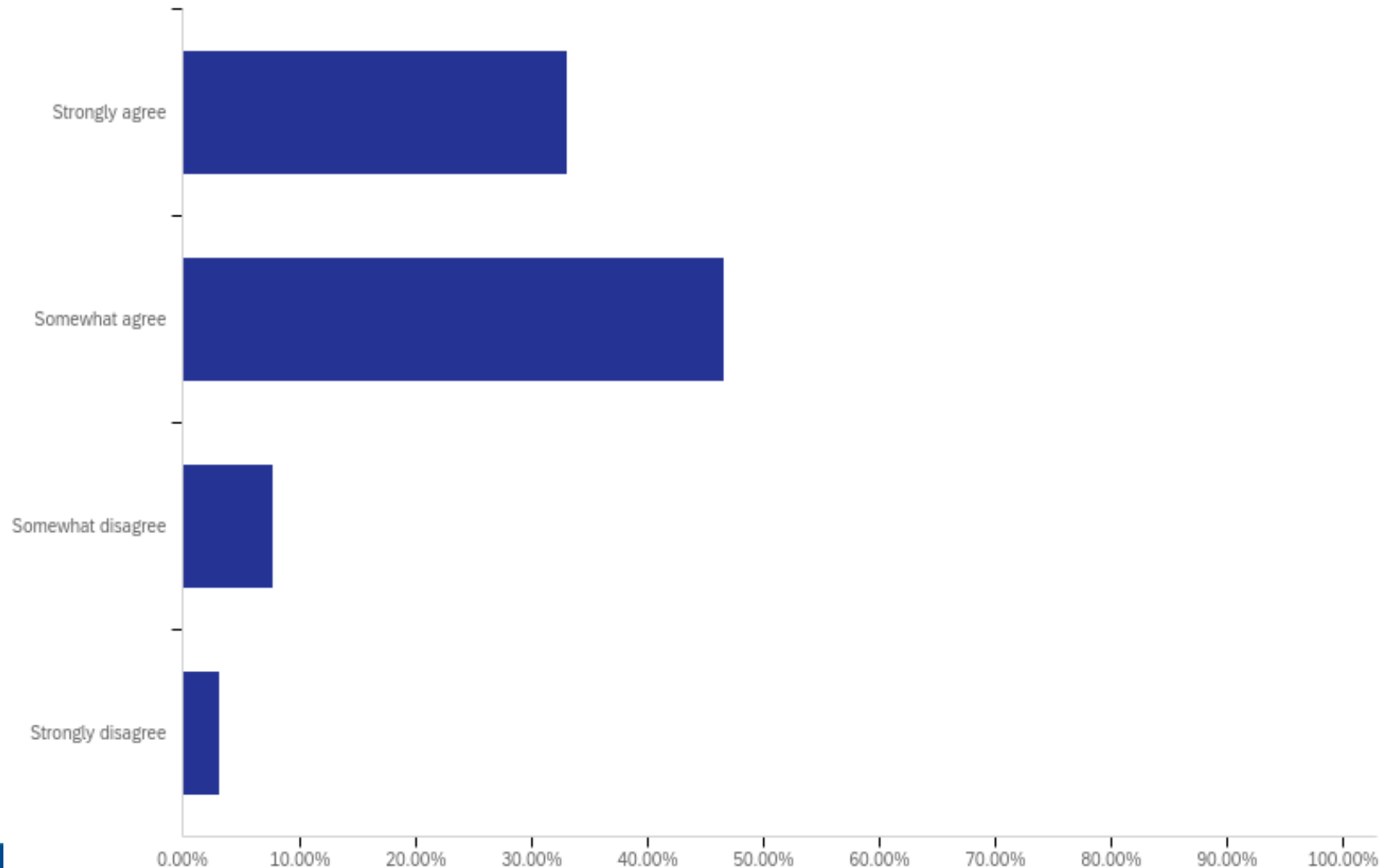
I would benefit from more conversations and/or training in antiracism and cultural competence.



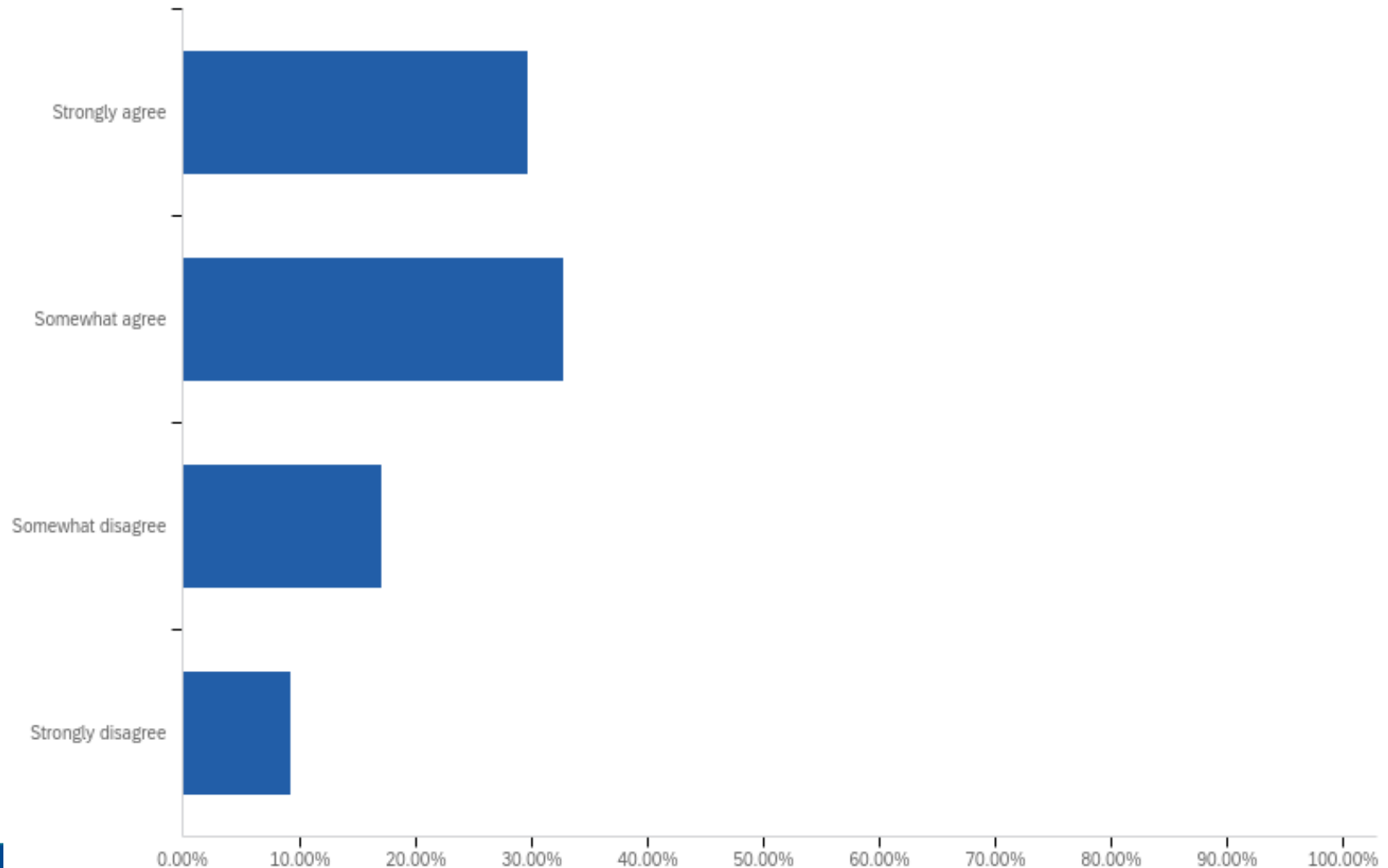
I have received high quality training or professional development on antiracism and/or cultural competence.



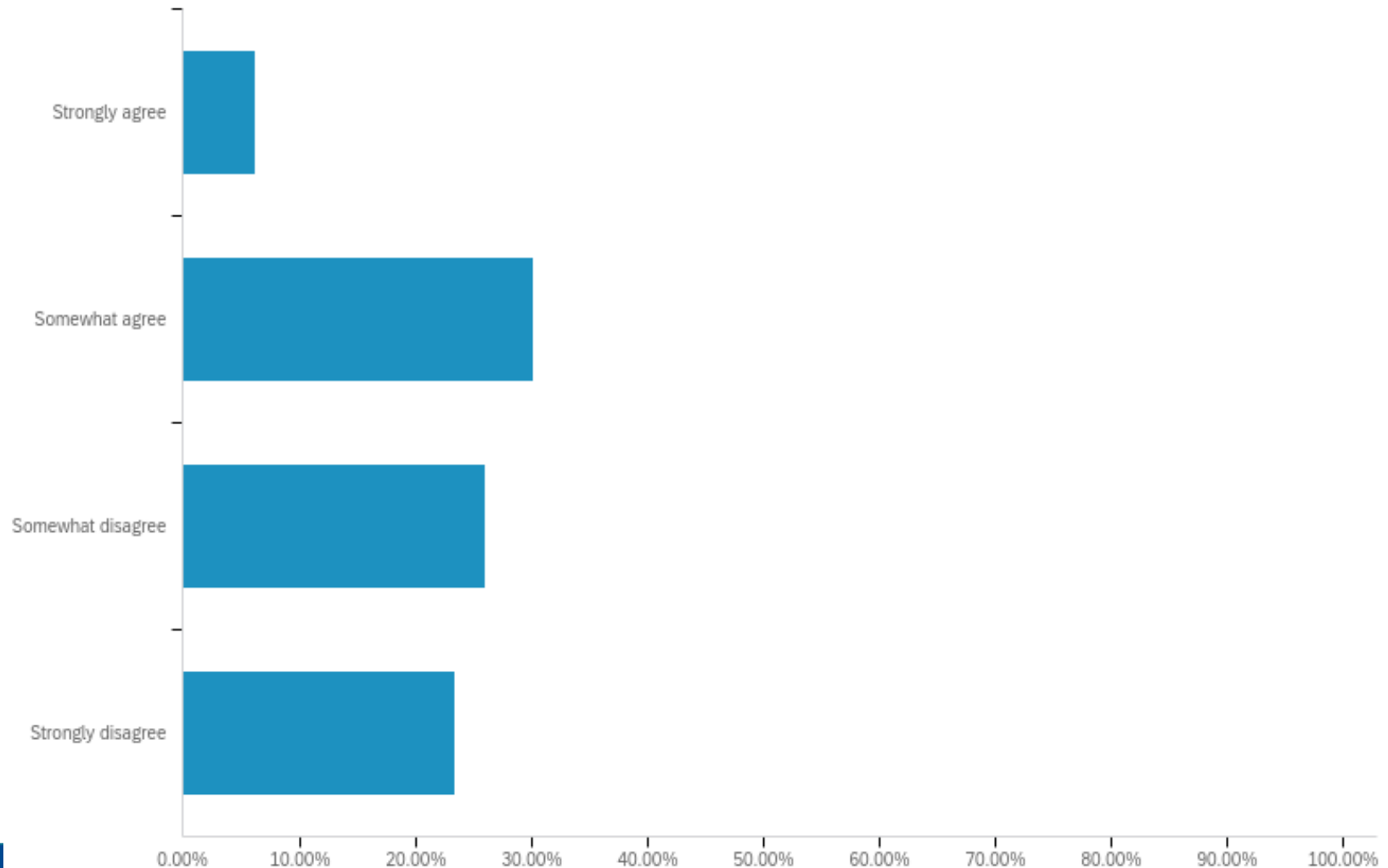
I am confident in my ability to enact antiracist practices/pedagogy.



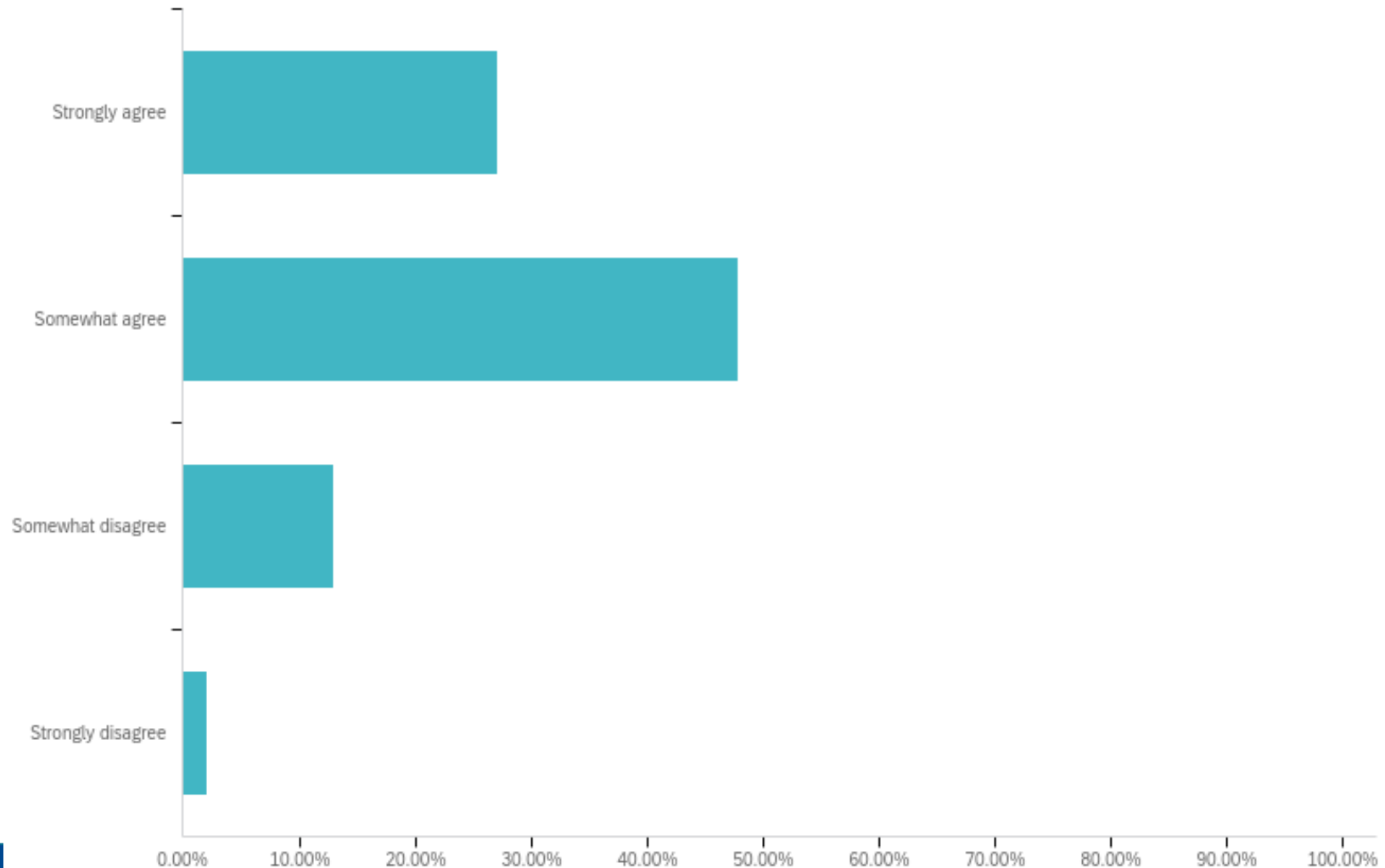
CSM continually explores and implements interventions against all forms of social oppression.



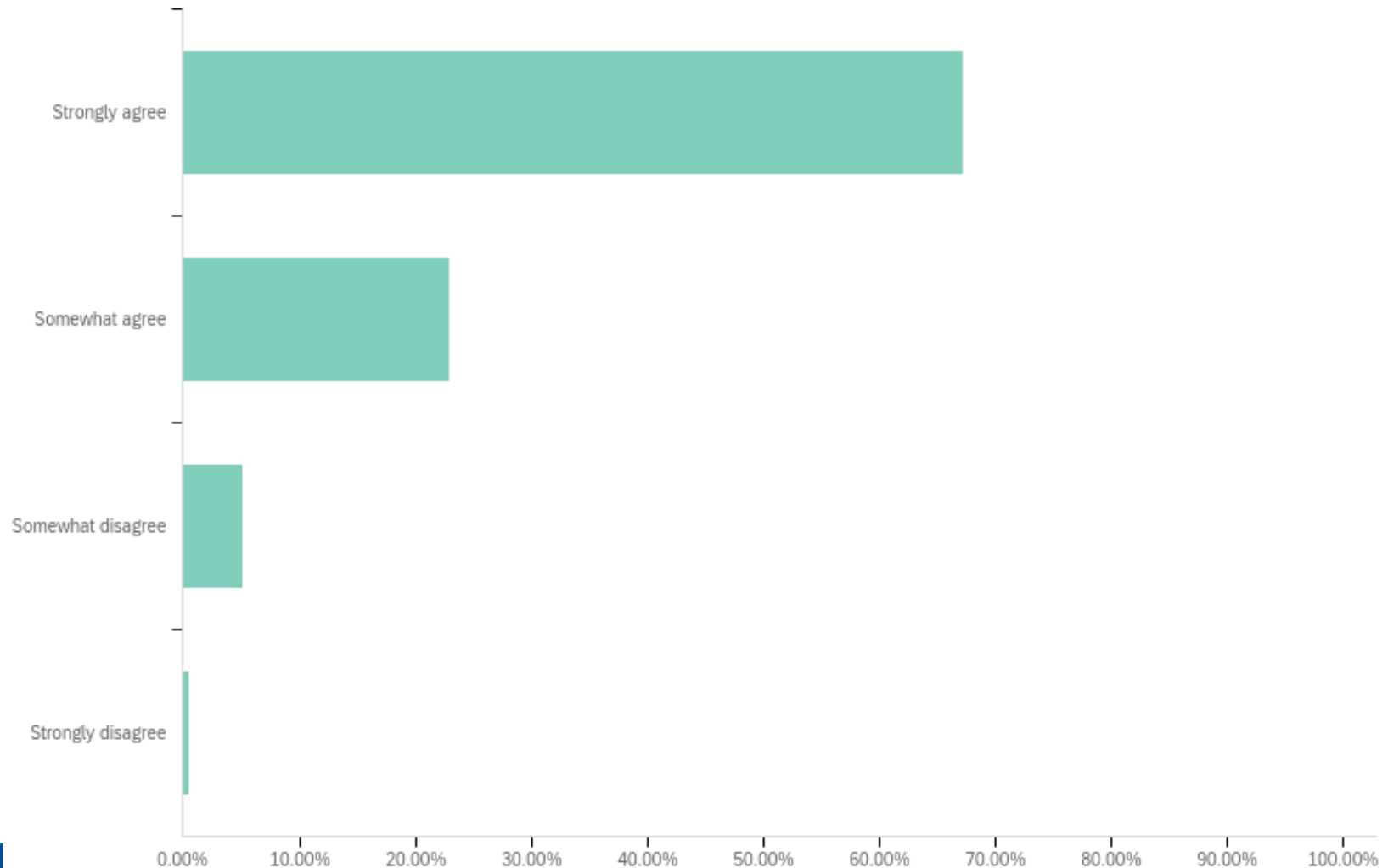
I perceive racial or ethnic tensions on campus.



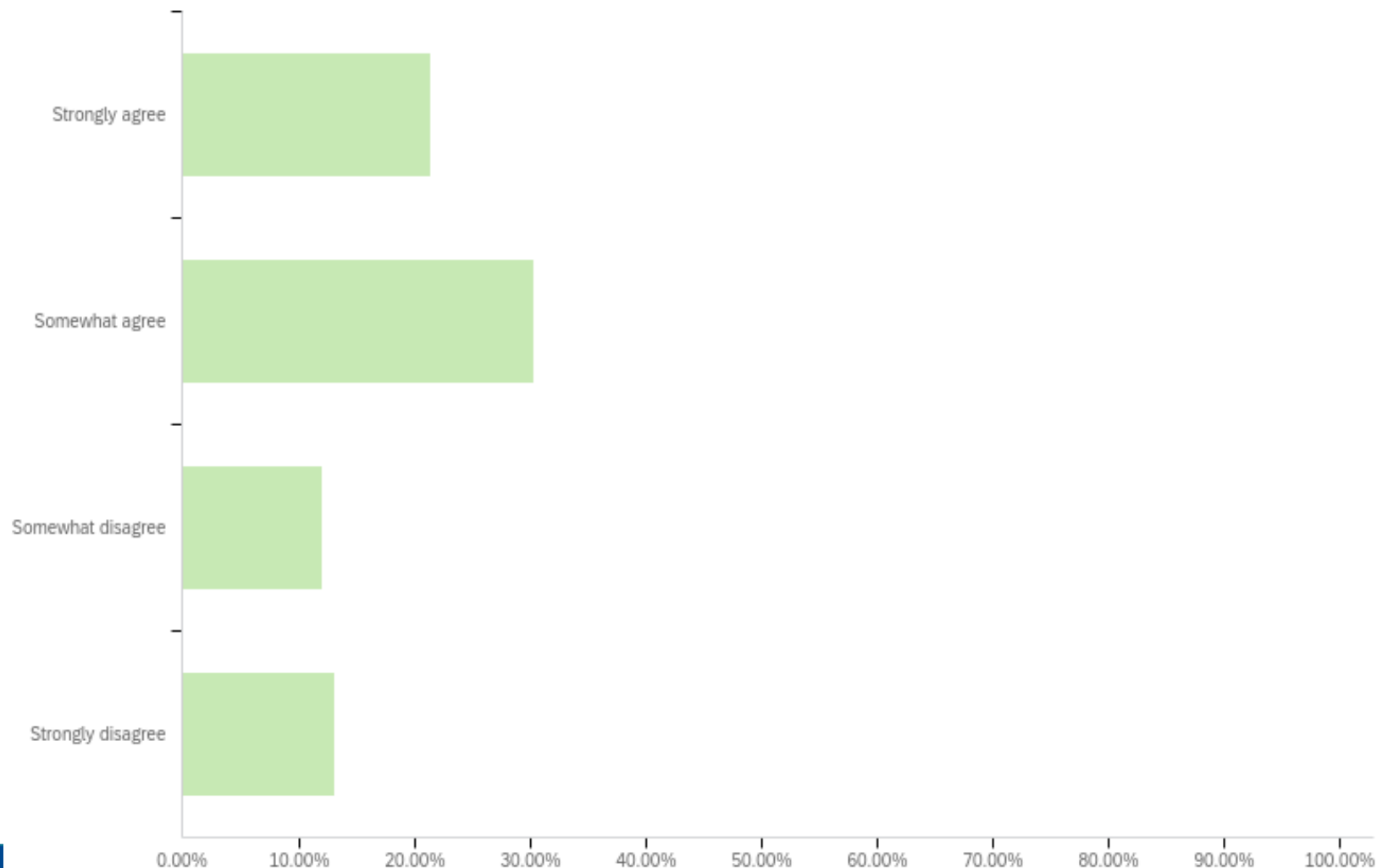
I am confident in my ability to address and mitigate the negative effects of stereotype threat in my teaching/work.



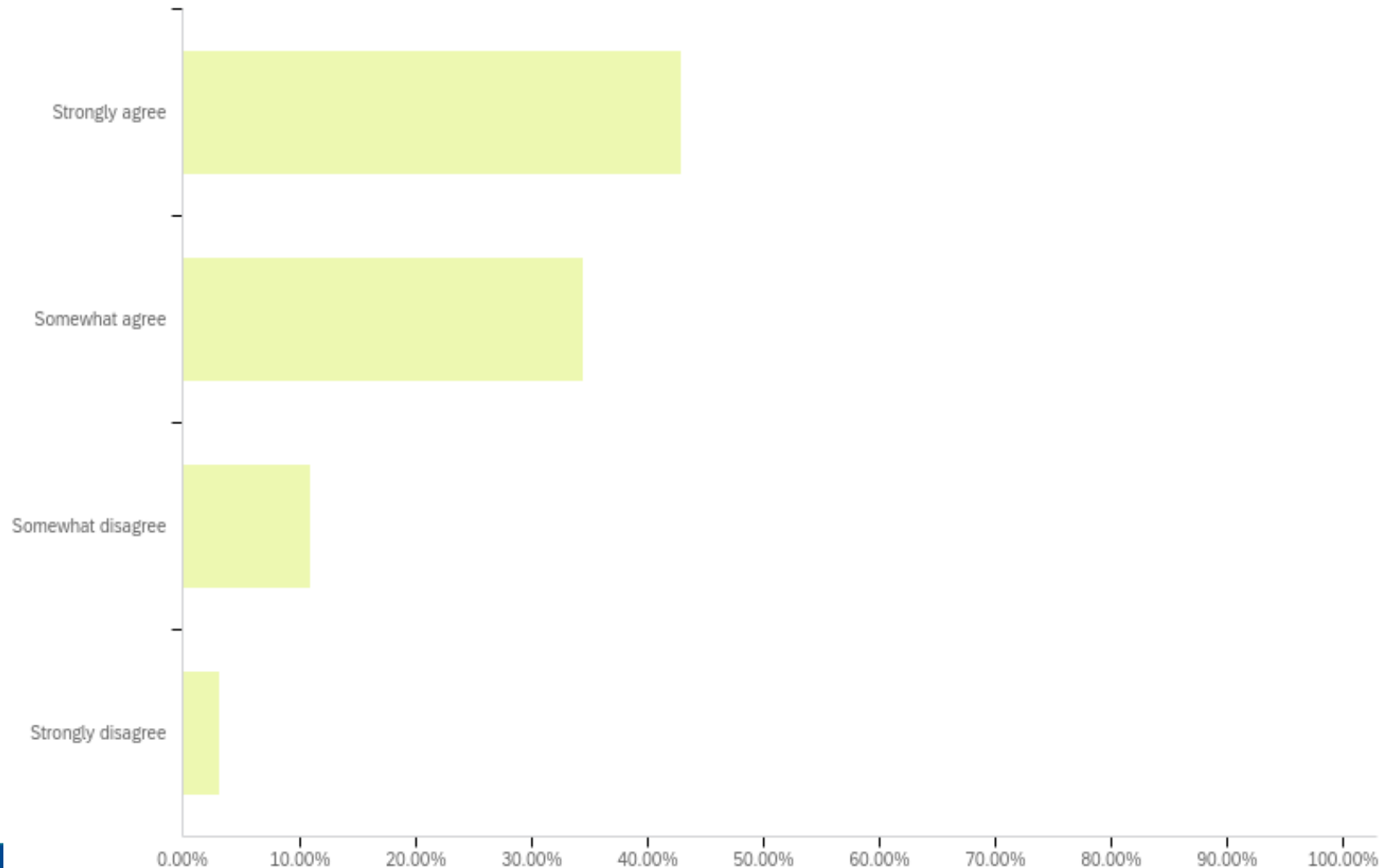
Cultural competency/fluency is integral to do my job effectively.



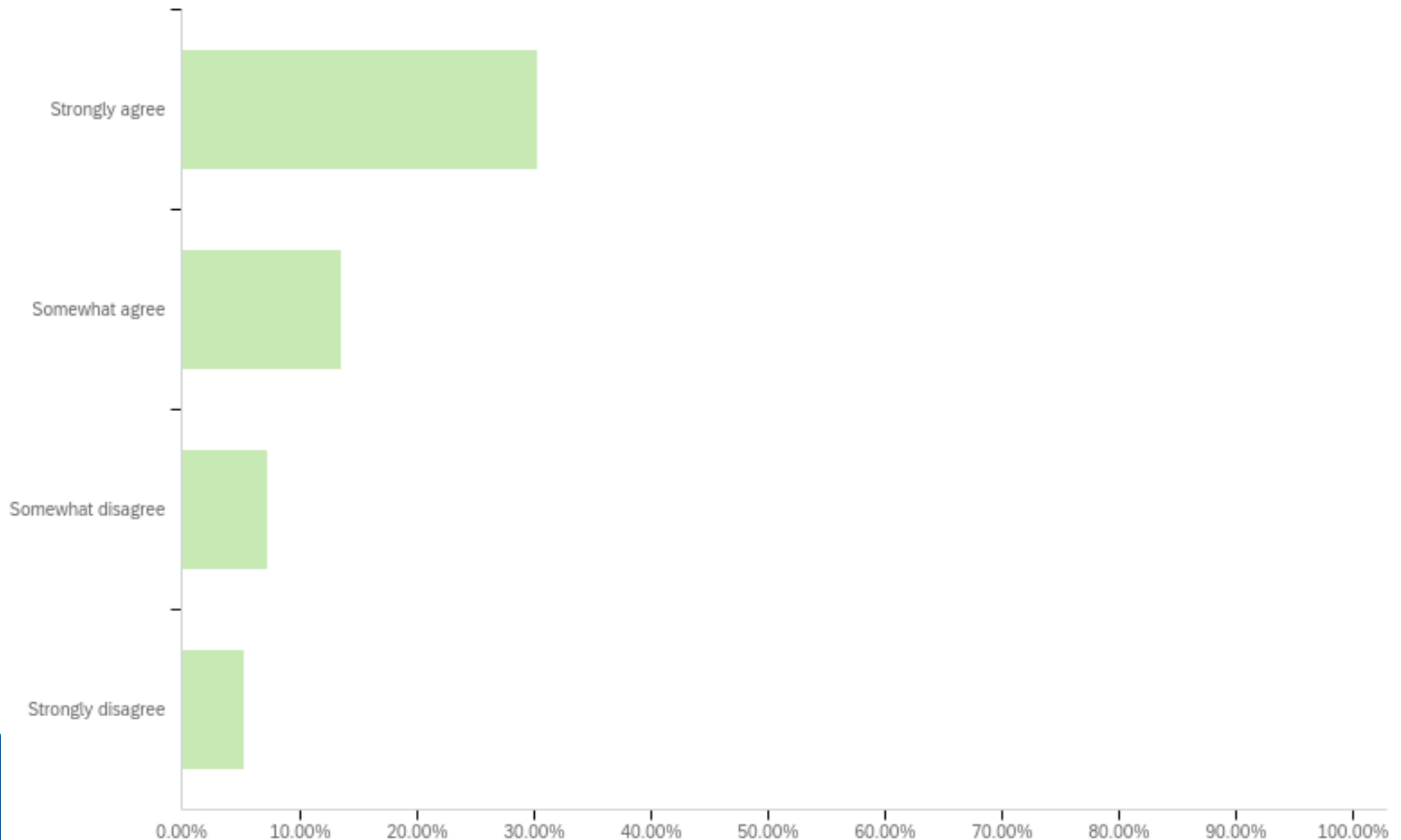
CSM has a culturally diverse curriculum that reflects the diversity of the community it serves.



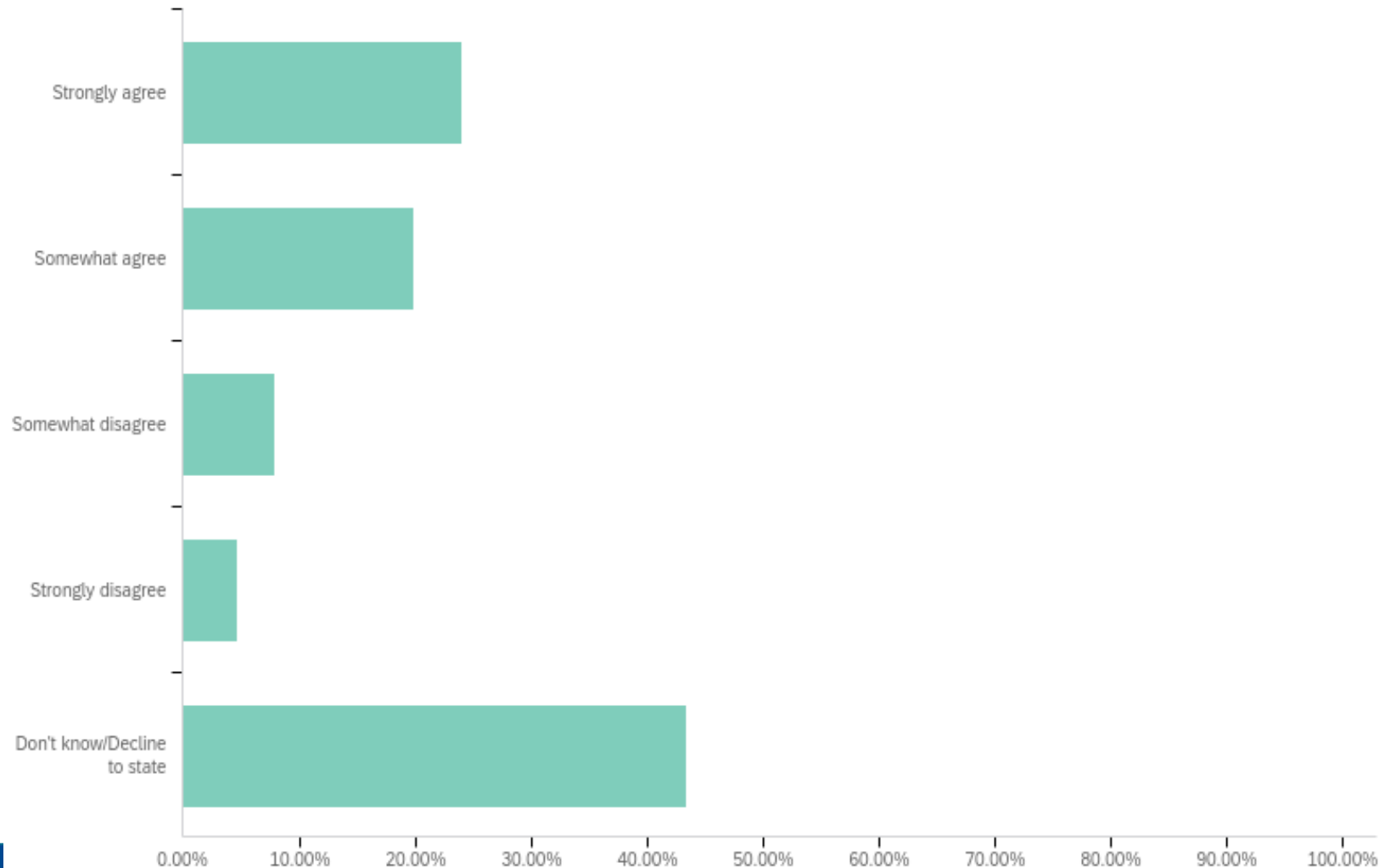
The campus is a safe place for traditionally marginalized populations.



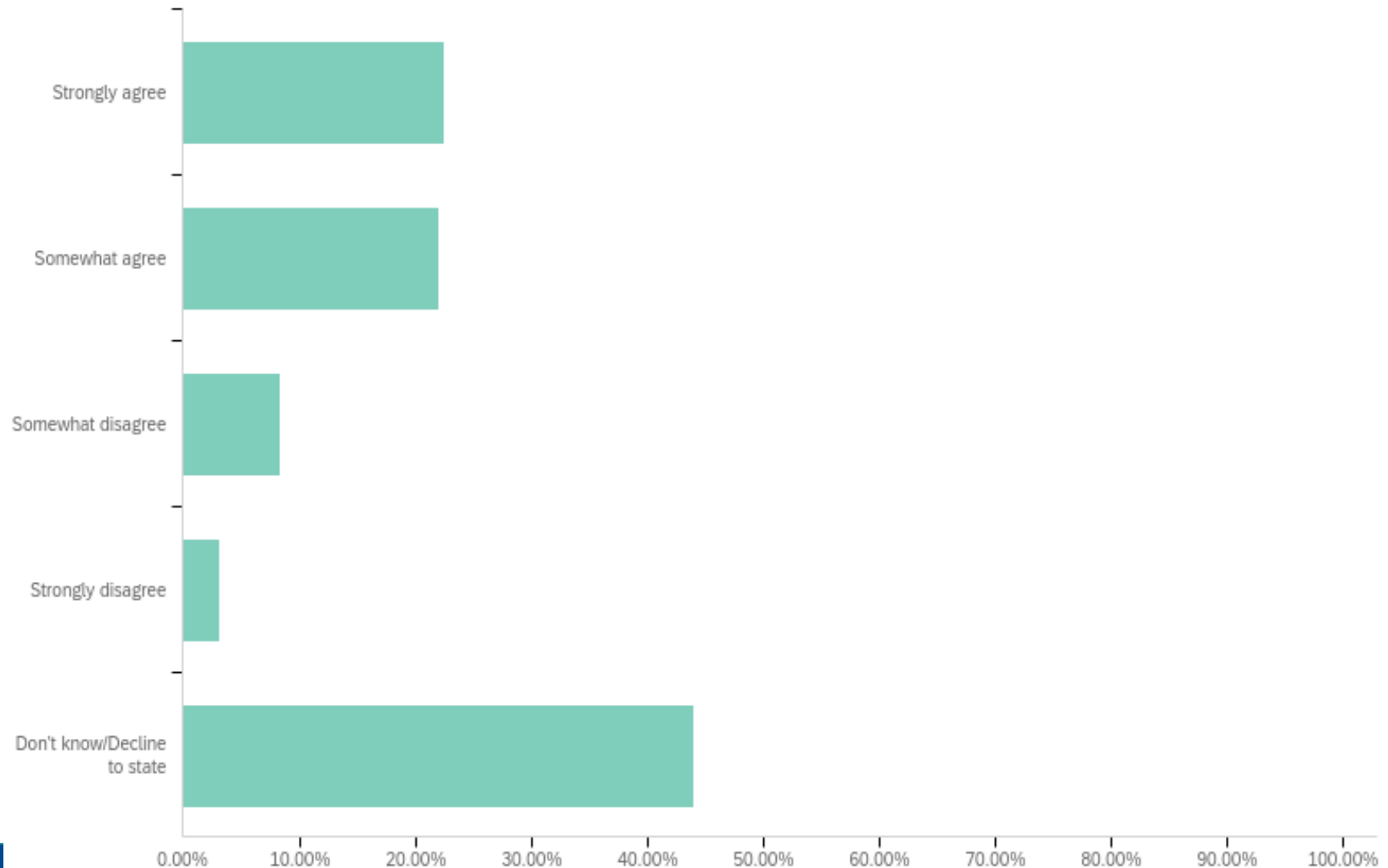
The Public Safety Department treats students, faculty, staff, and community equally, irrespective of race, ethnicity, gender, or sexual orientation.



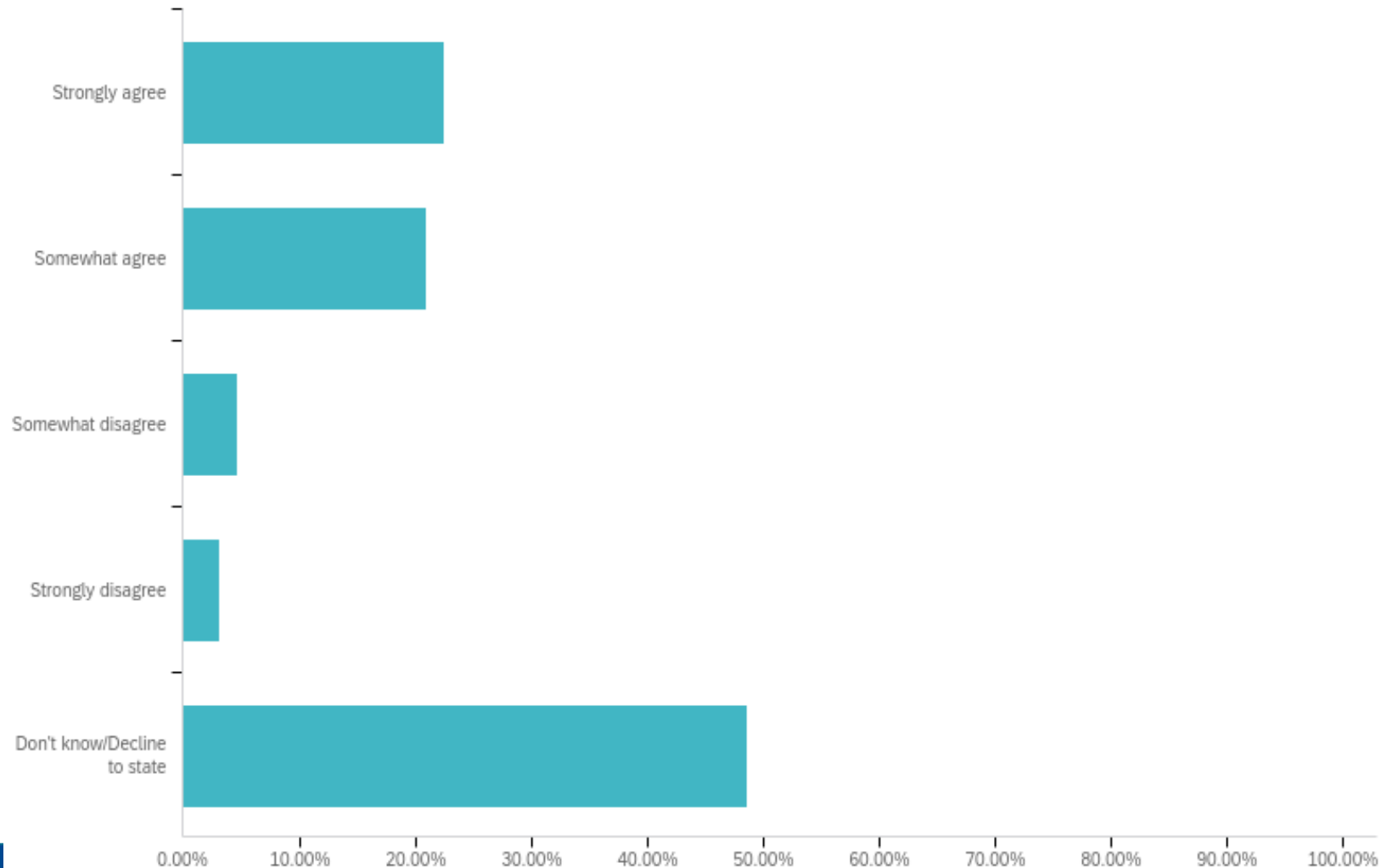
Student Services programs are assessed, reviewed, and modified regularly to ensure equity.



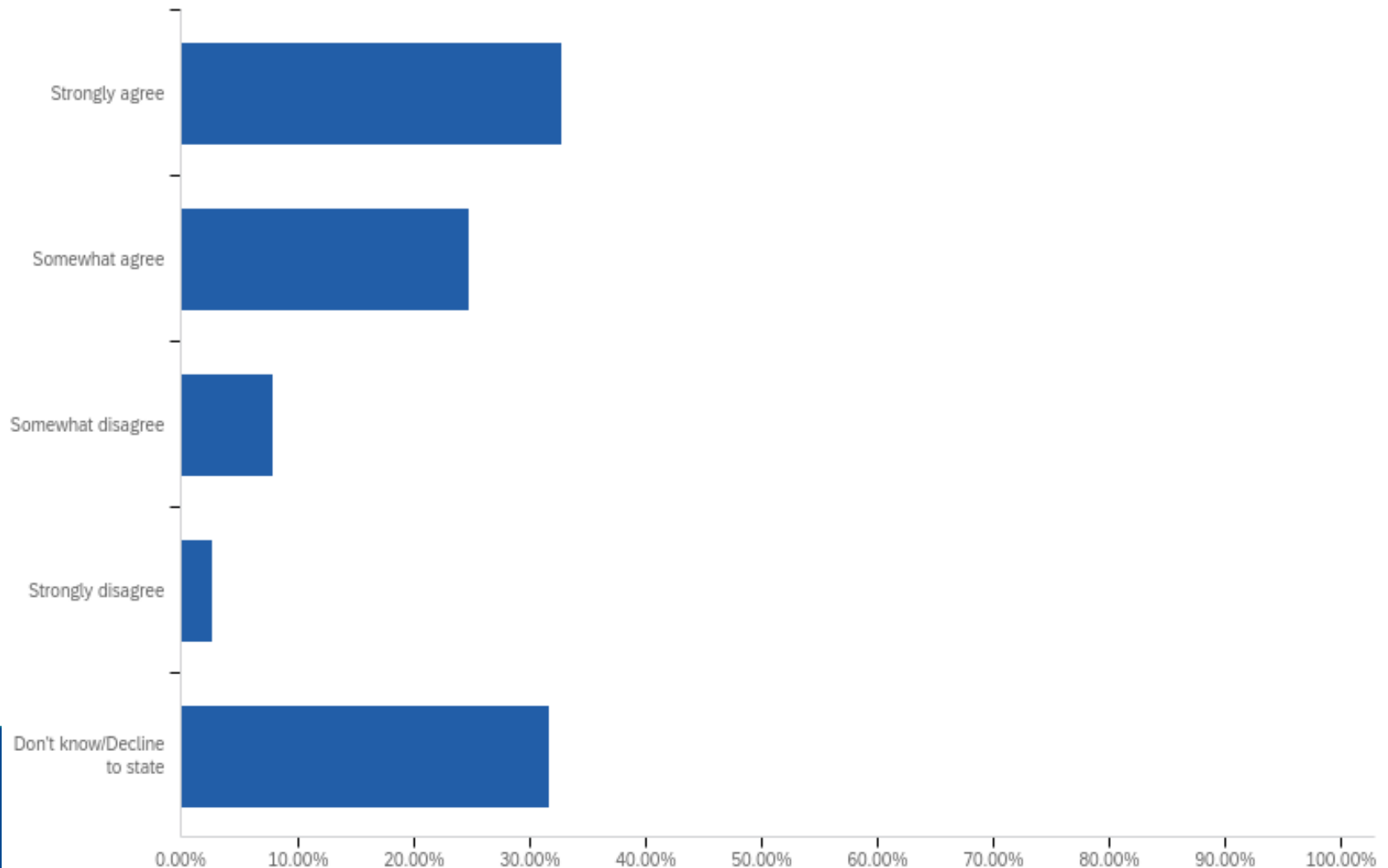
CSM provides culturally competent academic counseling that addresses the needs of traditionally marginalized populations.



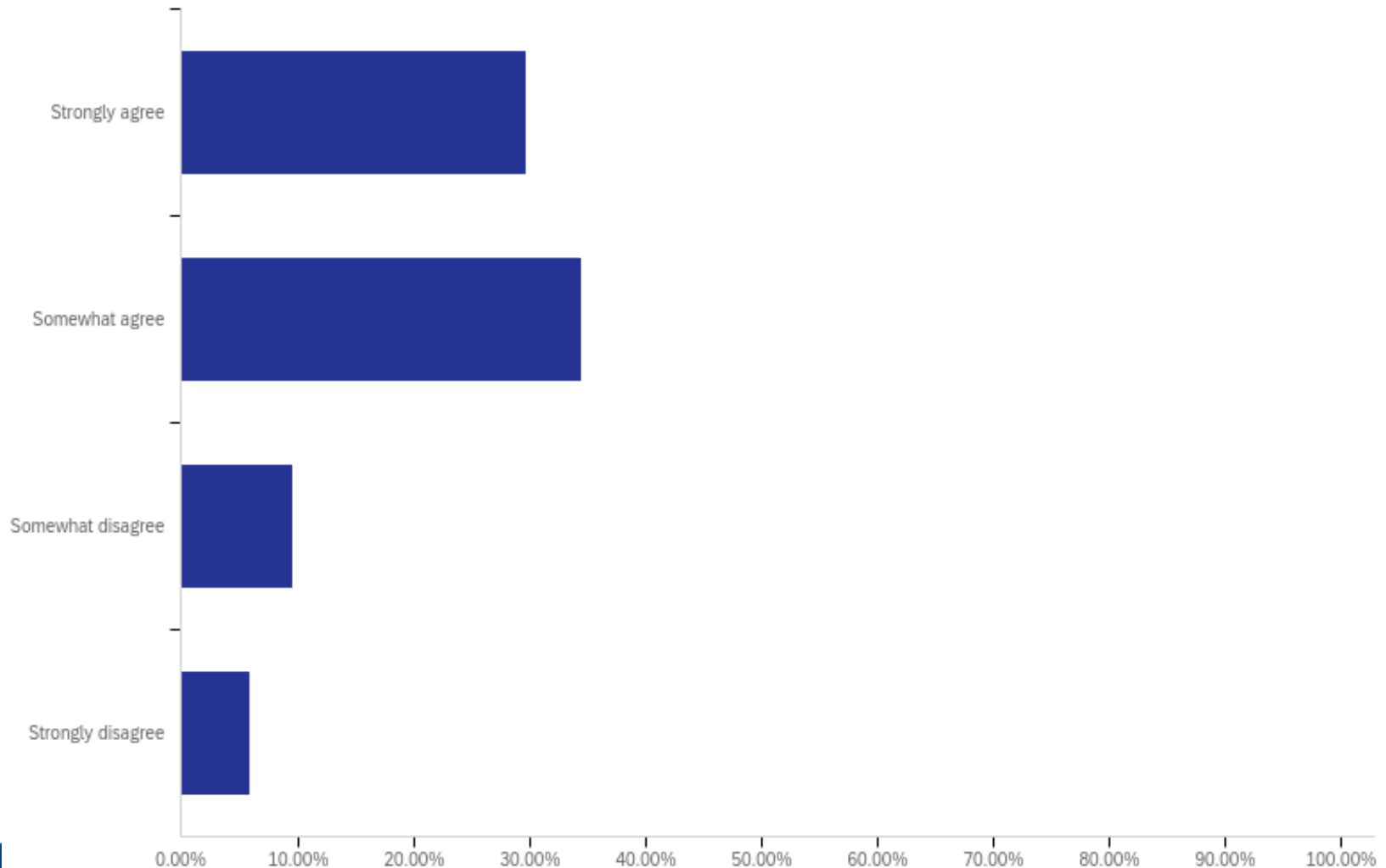
CSM provides culturally competent personal counseling that addresses the needs of traditionally marginalized populations.



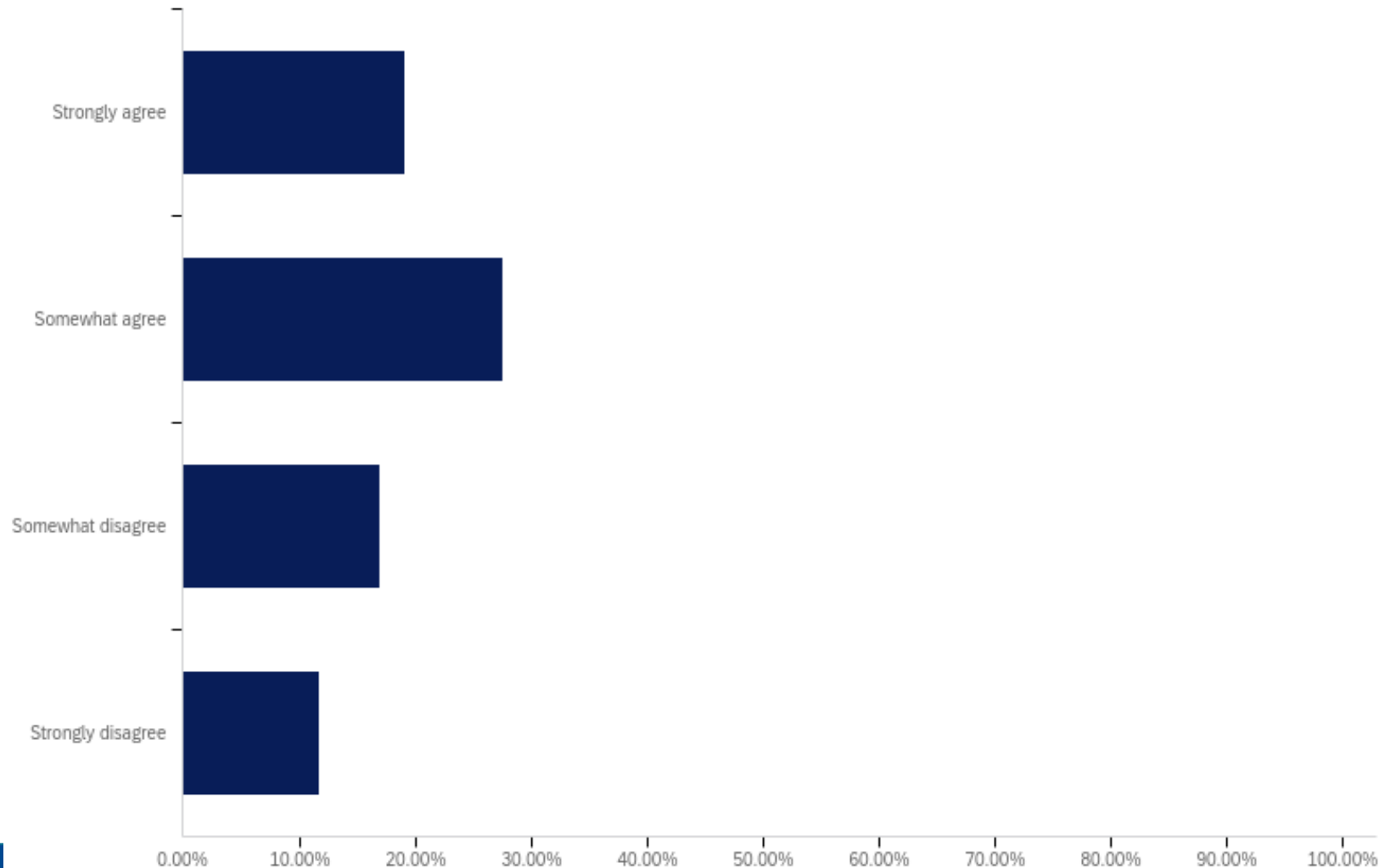
CSM provides culturally competent non-counseling supports (health and wellness, financial, technology, nutrition, etc.) that address the needs of traditionally marginalized populations.



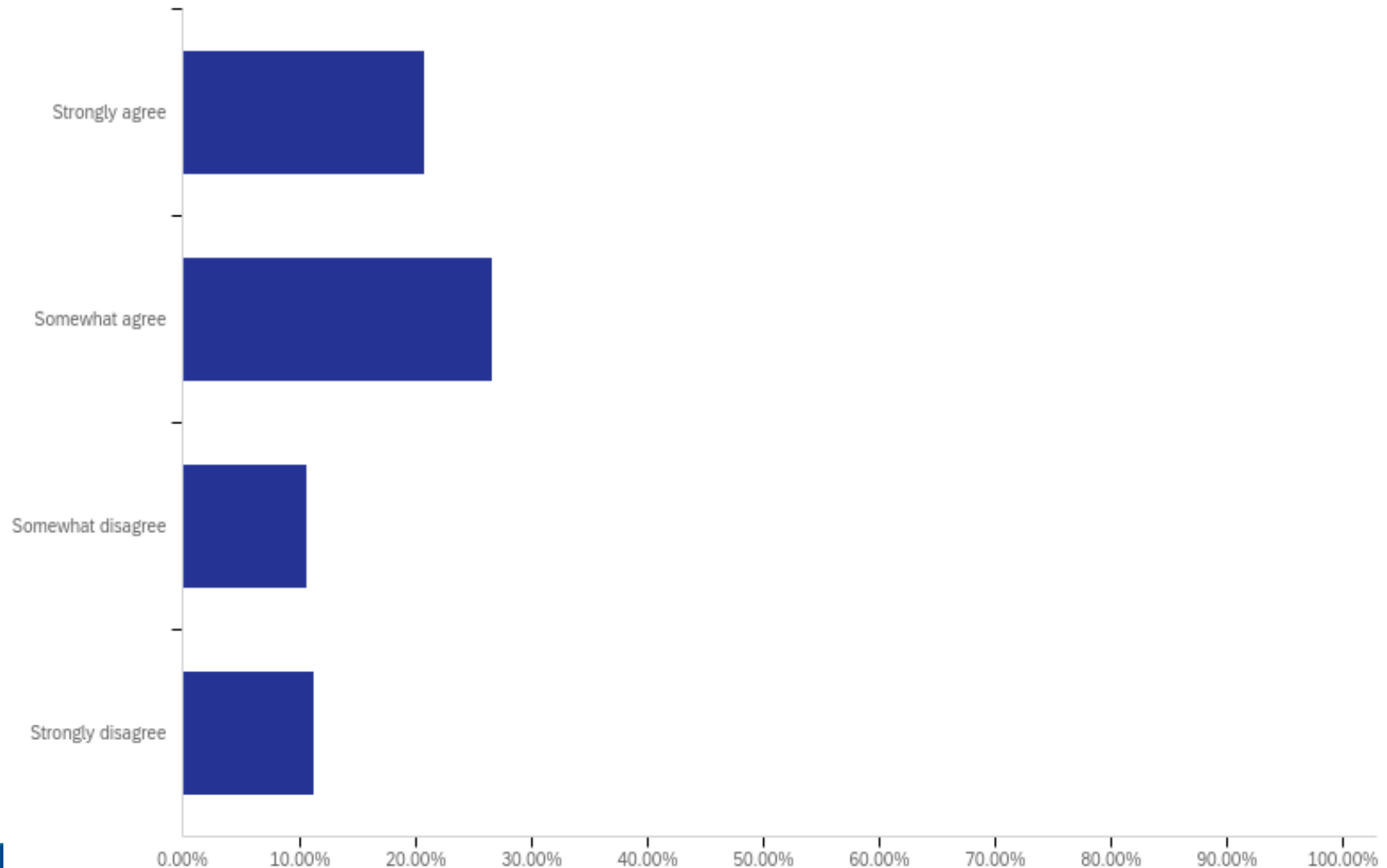
CSM services meet the diverse accessibility needs of its students.



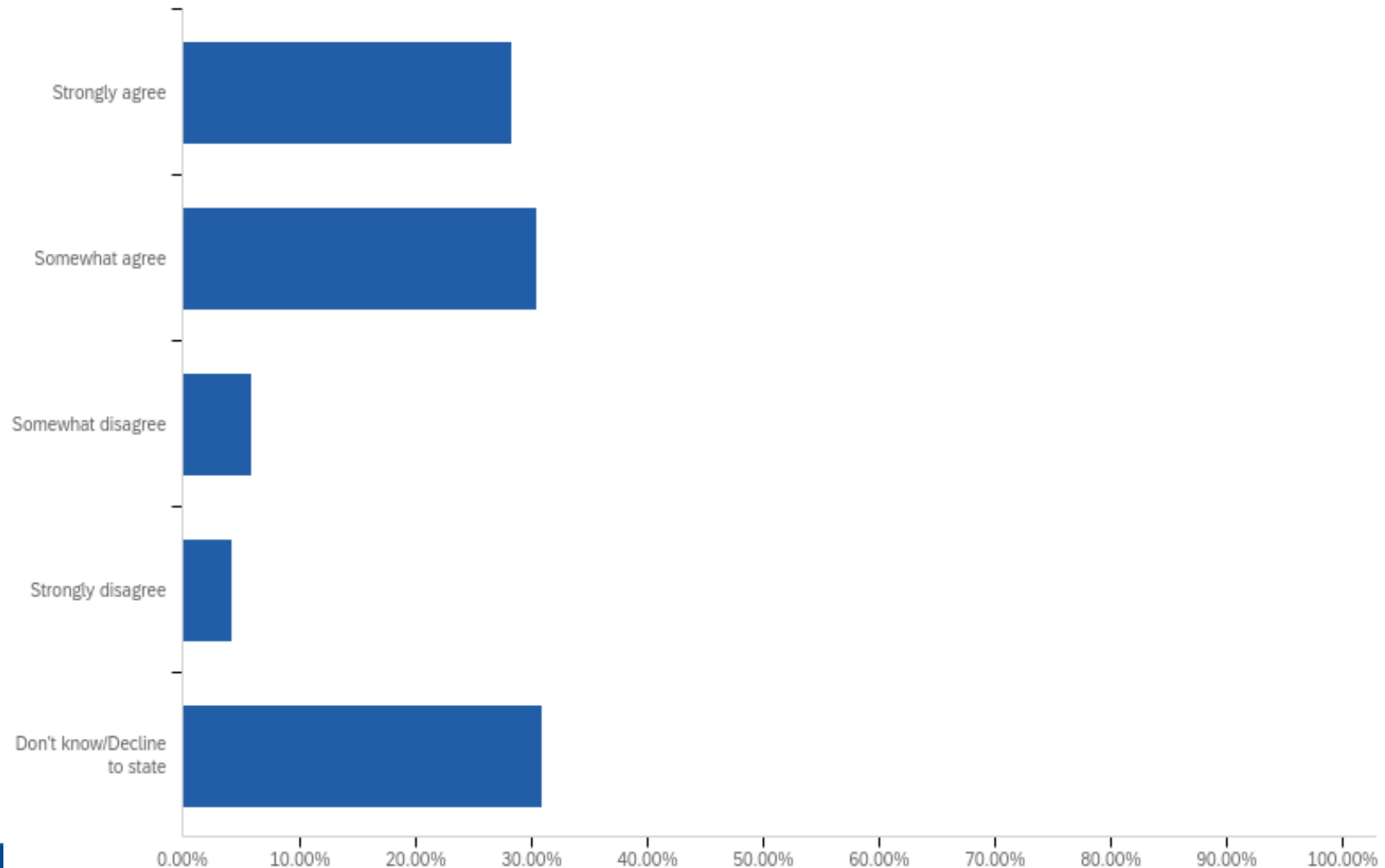
CSM ensures that faculty and administration consider the ethnic/gendered/socio-economic positionality of the curriculum.



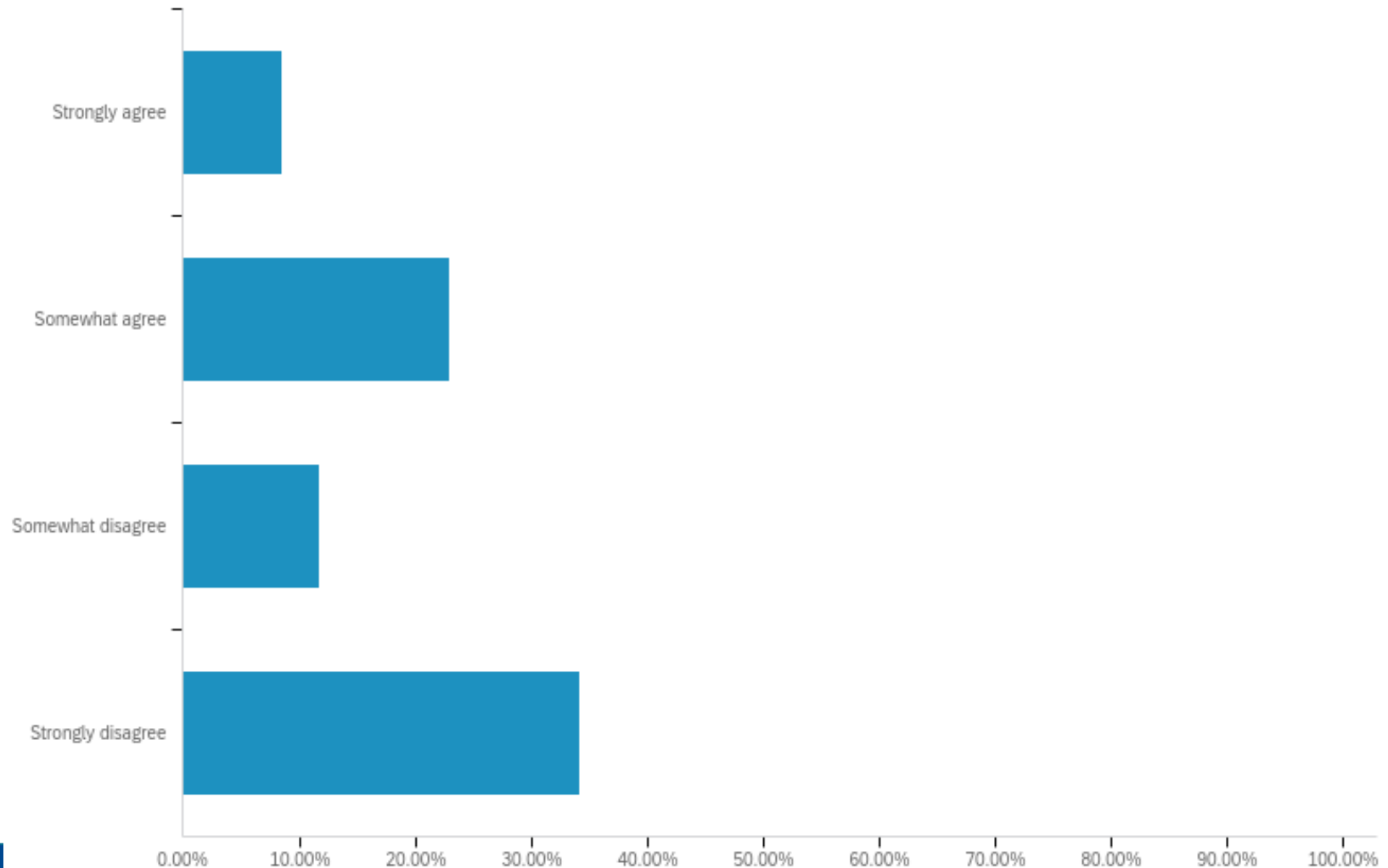
Instructional programs are assessed, reviewed, and modified regularly to ensure equity.



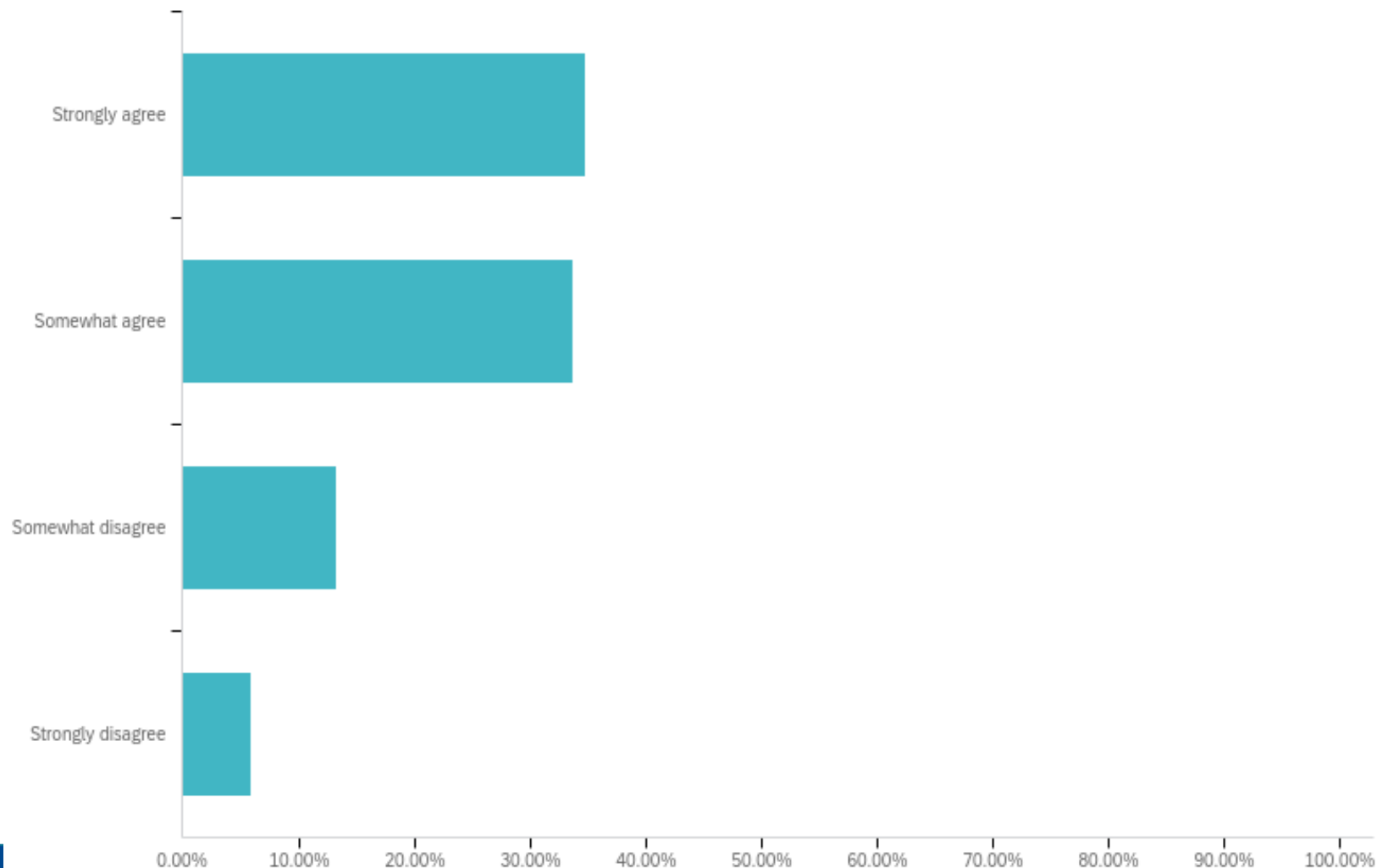
The college provides career services that help students access careers with social and economic mobility.



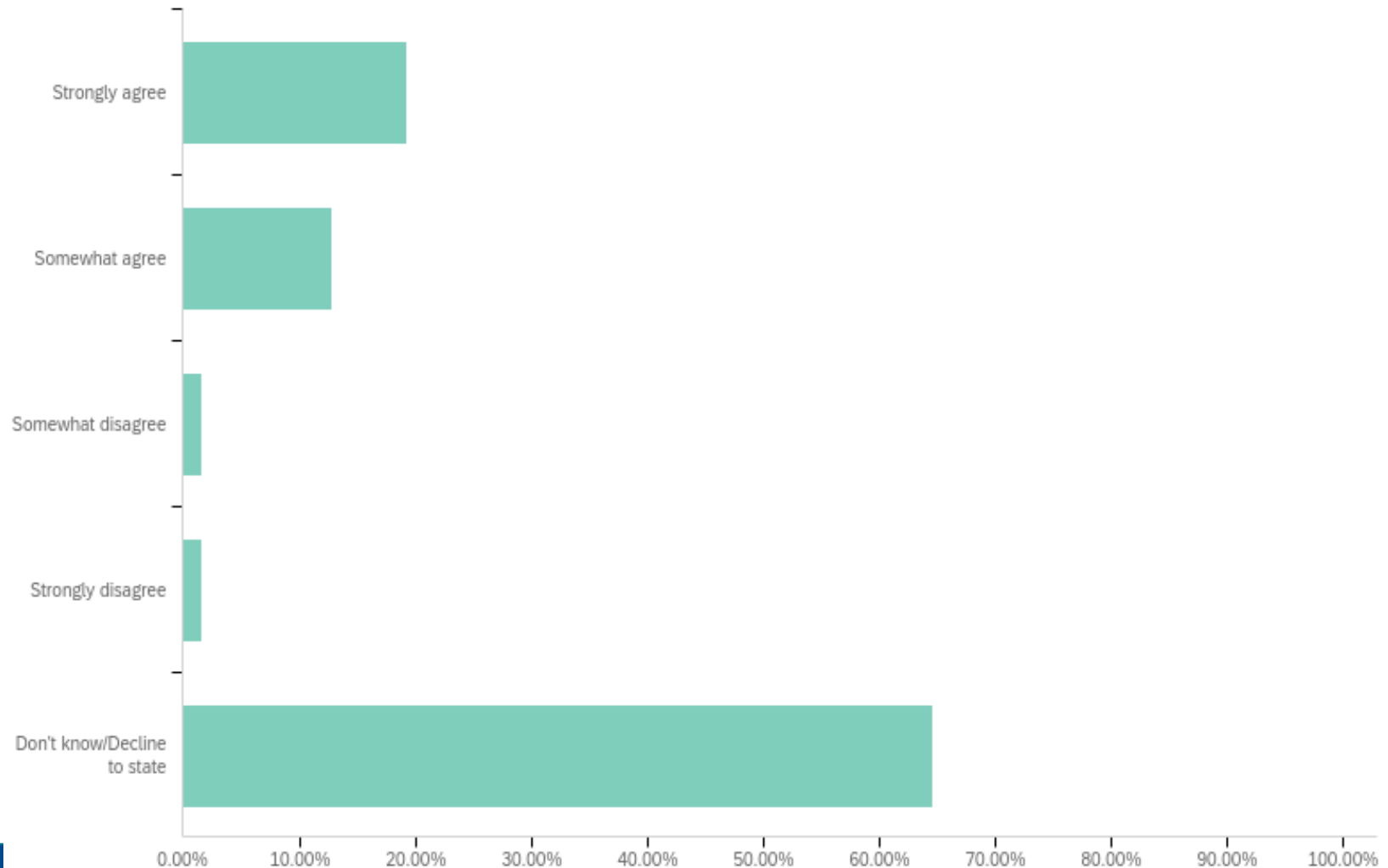
Some students are treated differently by my colleagues based on their appearance.



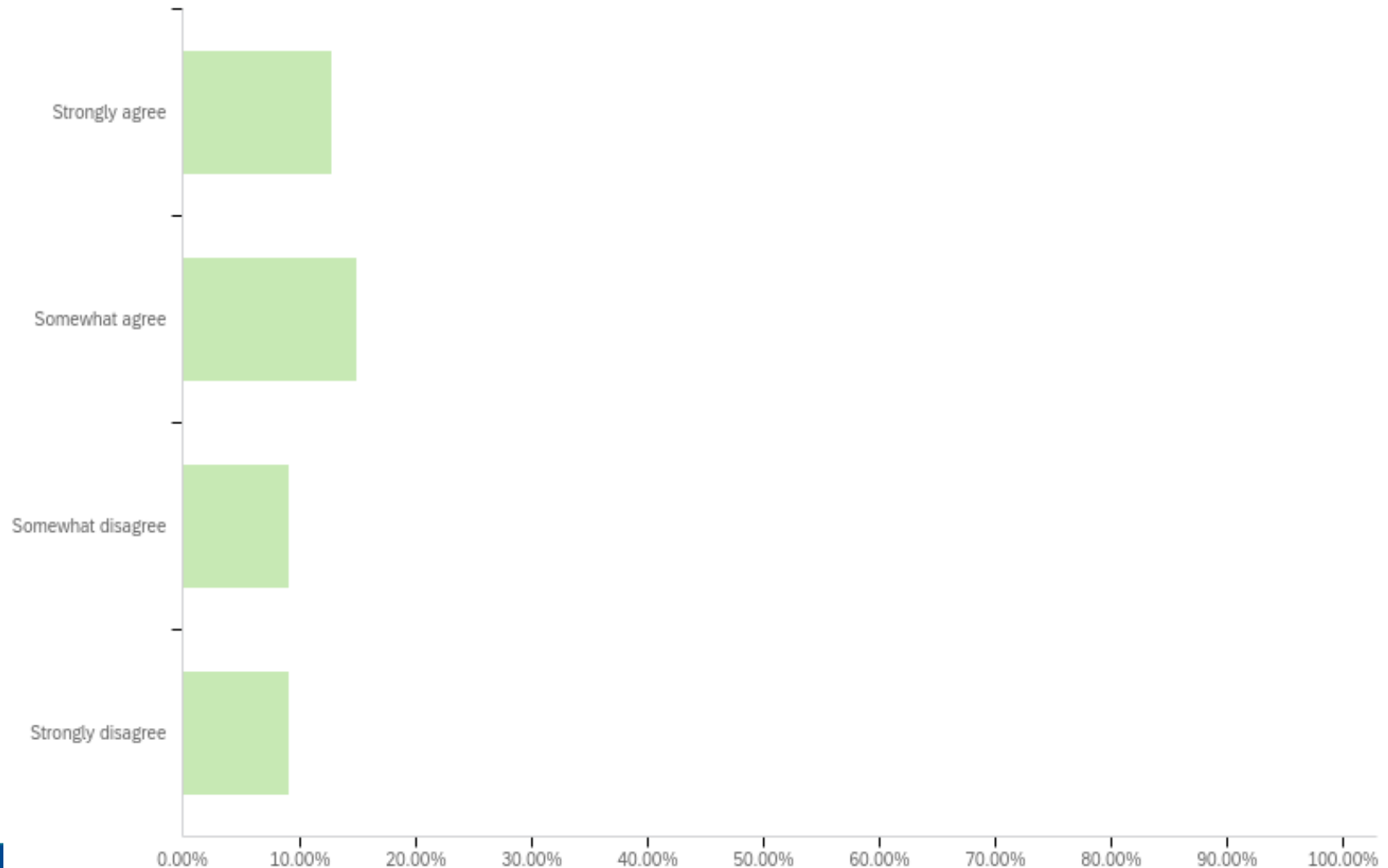
Students are served equitably, irrespective of race, ethnicity, gender, or sexual orientation.



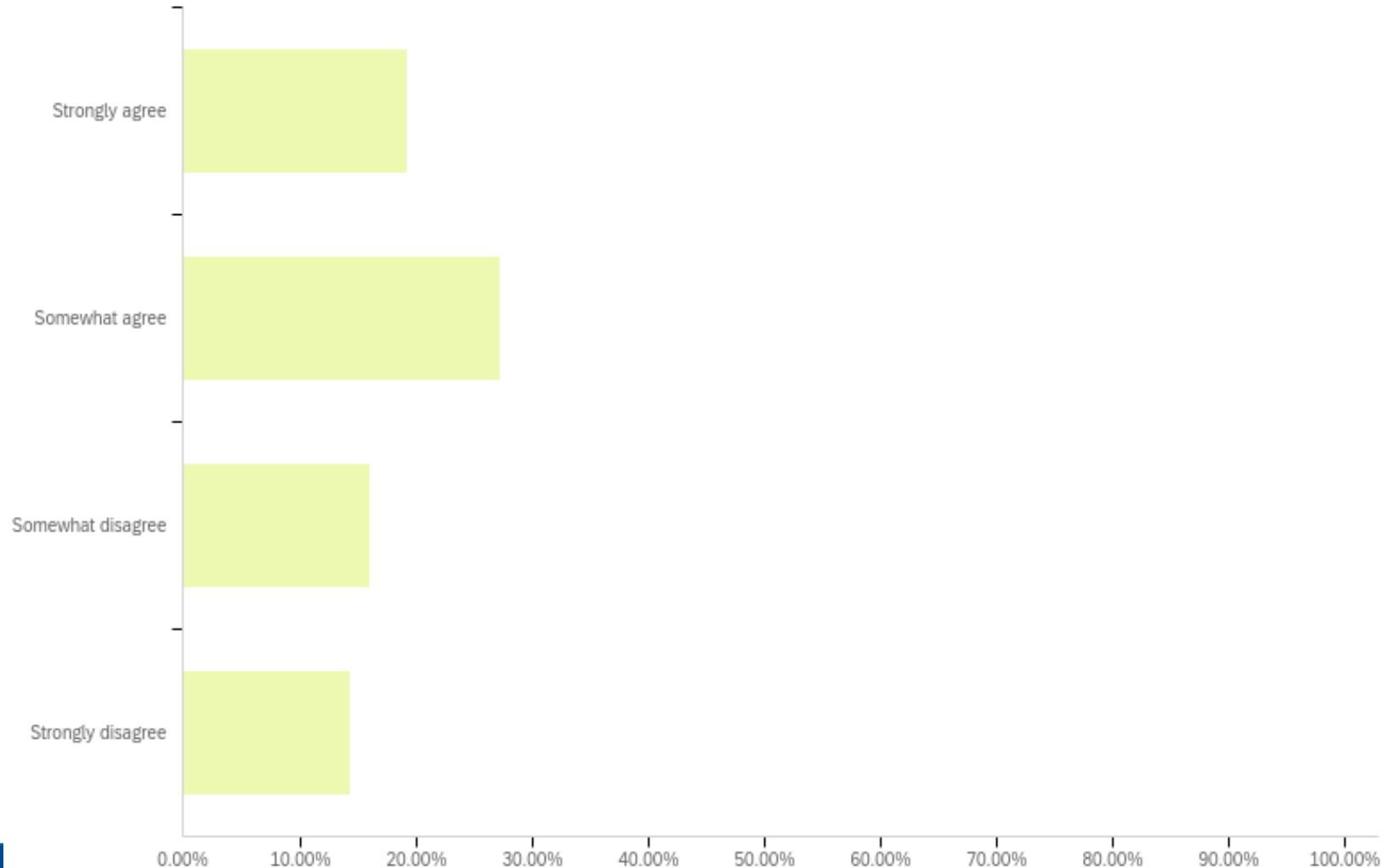
The library collection (books, periodicals, and online resources) includes works by and for traditionally marginalized populations.



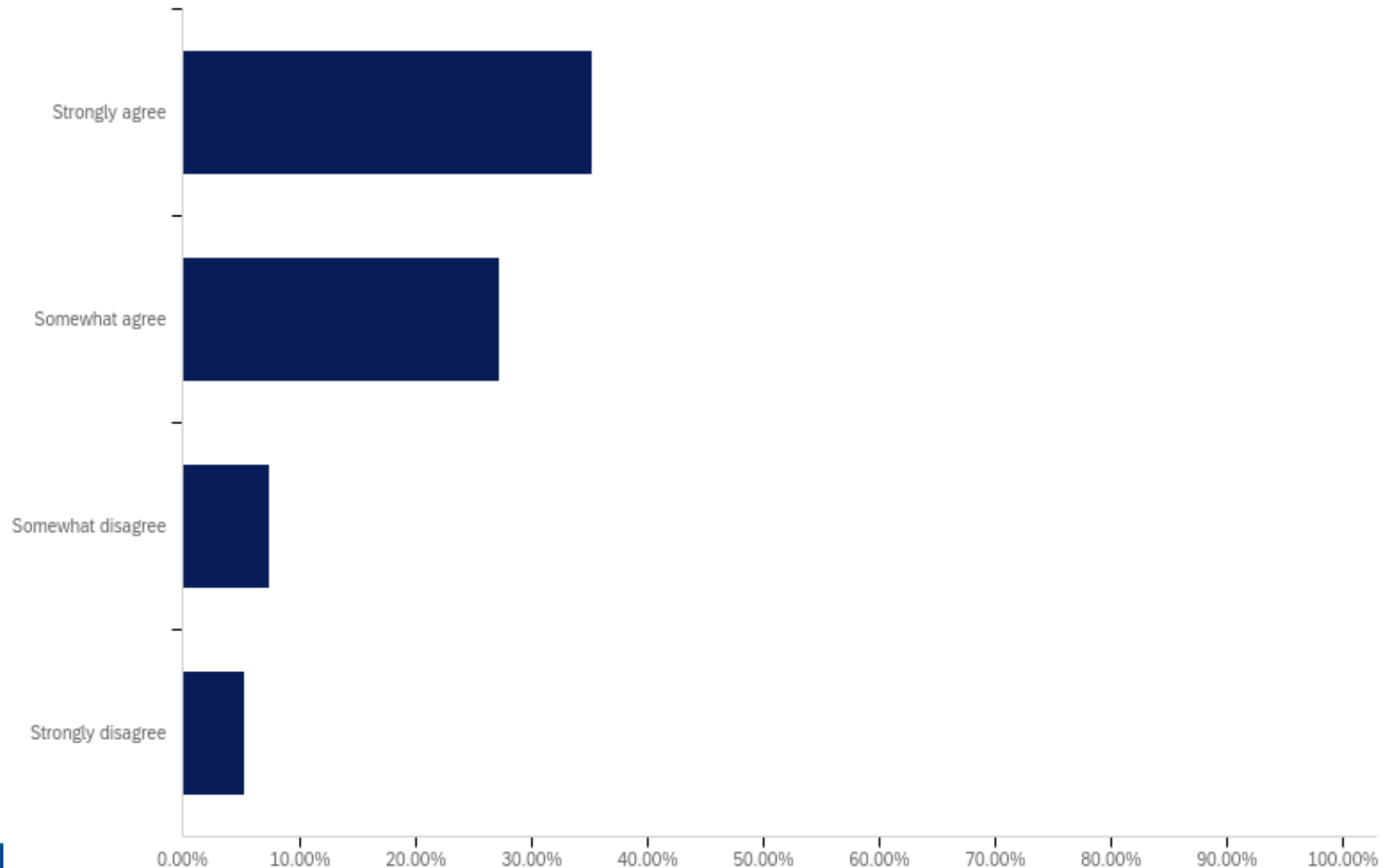
Equity is integrated in the development of financial plans and budgets.



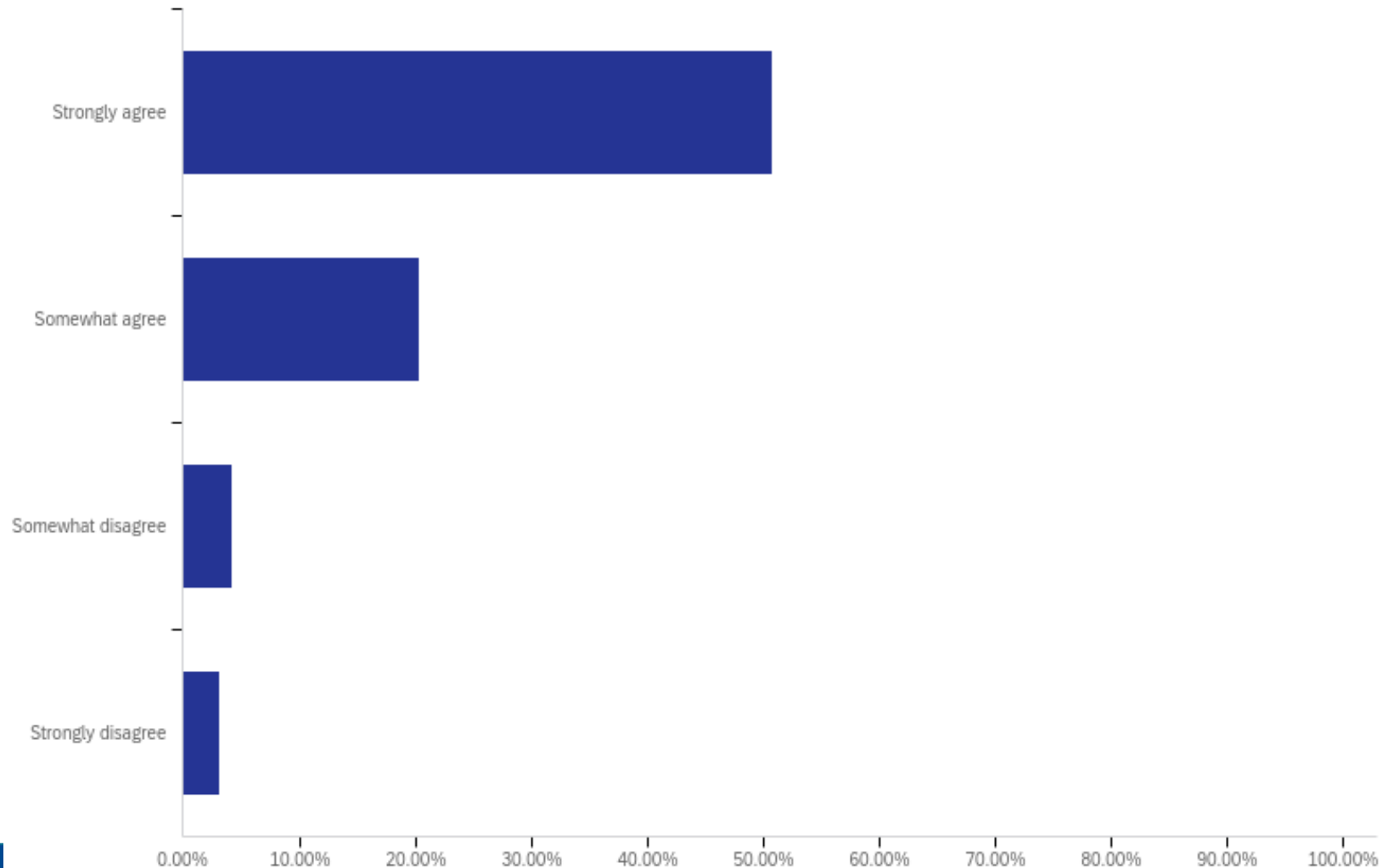
CSM has diverse representation of students, faculty, and staff on all governance committees.



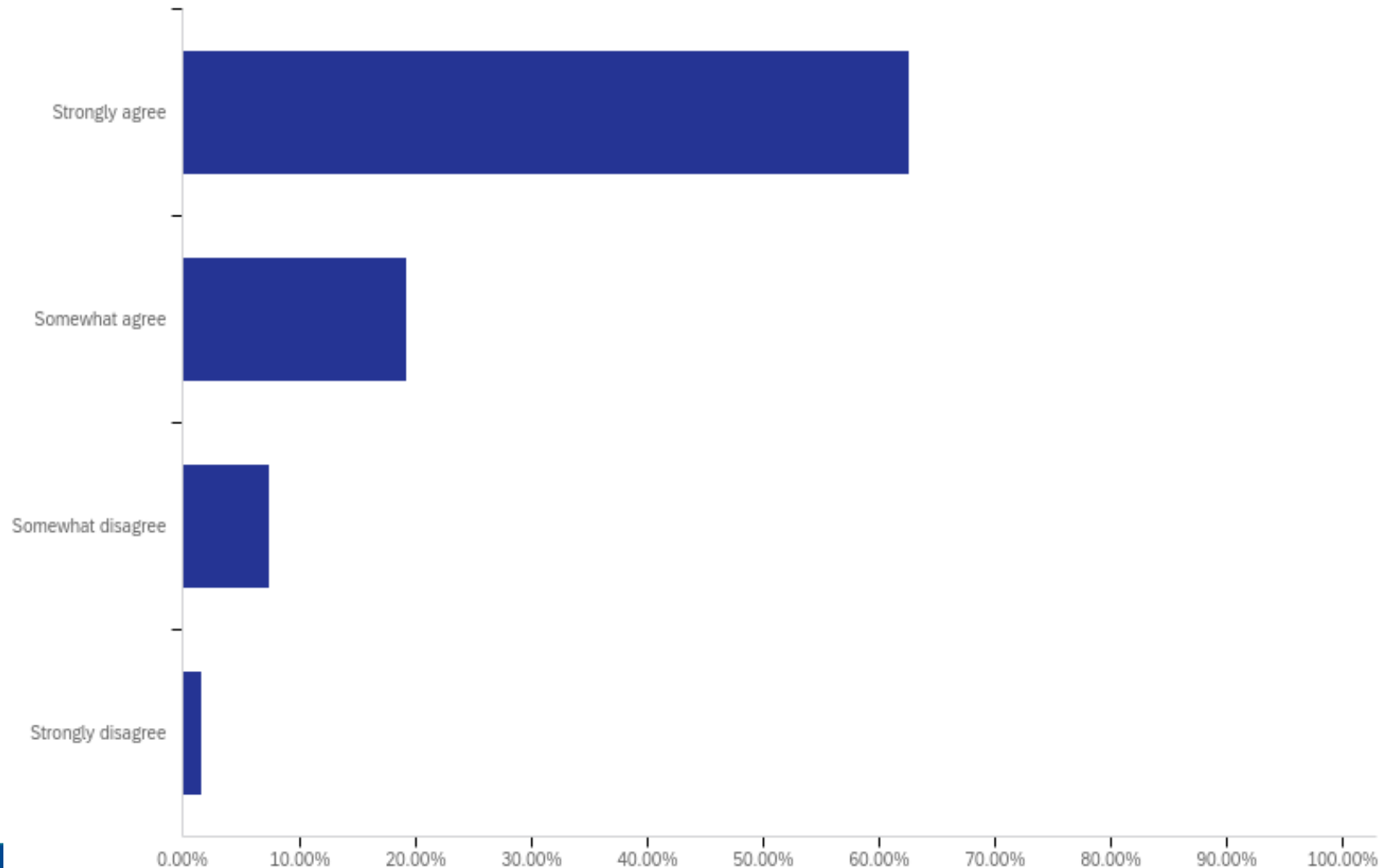
College administrators listen and respond to the antiracism concerns of students, faculty, and staff.



CSM's leadership takes swift action against racist acts and postings.



CSM's leadership publicly condemns racist occurrences that impact the college community.





Observations

- Overall, faculty and staff feel that CSM is a culturally responsive campus, yet we can do better
- Incongruity between what people believe and do at CSM
 - 42.5% of the respondents perceive racial and ethnic tension on campus
 - 40.7% of respondents say they notice students being treated differently by coworkers based on appearance
 - 39.6% Respondents felt that equity is not included in financial planning
 - 39.6% of respondents felt that committees do not have diverse representation
- Does our low response rate of 20% indicate lack of interest, safety, or distraction?

Our call to action

- CSM is ready for additional antiracist conversation and education
 - Free and open discussion of racism and inequity
 - Our campus would like to increase comfort levels to engage in antiracist discussions
 - CSM faculty and staff need assistance to mitigate the negative effects of stereotype threat in teaching/work
 - Strategies and programs to diffuse racial/ethnic tension on campus
 - Faculty and staff need help to recognize and act against racist and inequitable acts they witness on campus
 - What are we currently doing that works?
 - Build awareness around CSM anti-racist programs, practices, materials, and opportunities
 - Cross campus promotion about antiracist activities and works are needed

Proposed next steps

- Student town Hall discussion series
 - Capture student ideas
 - Provide updates on equity programs/initiative
- Bi-weekly conversation about impact grid implementation
 - Operationalize the impact grid in peer review groups
 - Promote successful stories about use of the impact grid and anti-racist practices
- Regional racial justice training forum
 - September 23rd - Dr. Kendi
 - October 30th - Dr. Knatoke Ford
 - November 20th - Dr. Pedro Noguera
 - December 11th - Dr. Angela Davis
- College redesign/EMP implementation updates for equity
- Additional campus climate surveys
 - Student antiracism survey (includes student input) end of October
 - Faculty curriculum and instruction survey TBD

Breakout group discussion #1

- What are your thoughts about the implications of our survey results?
 - Breakout rooms are NOT recorded, so please feel free to speak openly
 - Summarize your groups reactions/thoughts in the chat after breakout discussions

Breakout group discussion #2

- What are the main challenges for CSM to enact antiracism practices?
 - Breakout rooms are NOT recorded, so please feel free to speak openly
 - Summarize your groups reactions/thoughts in the chat after breakout discussions

Call to Action

- We need you!
- How will you get involved?