

LACRELA

Skidmore College joined the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA) as a founding member in 2020, in order to assess and address shared experiences involving racial climate on campus.

Each year, all LACRELA colleges participate in a National Assessment of Collegiate Campus Climates (NACCC) Survey, allowing students, faculty, and staff to provide input on racial campus climate. This presentation provides an overview of the student results.

6 Areas

1. Cross-racial engagement
2. Racial learning and literacy
3. Mattering and affirmation
4. Encounters with racial stress
5. Appraisals of institutional commitment
6. Impact of external environments

Additional information- comparison to
LACRELA institutions

Skidmore- Student 2021

Methodology

When Survey Administered

All Skidmore College undergraduate students (N=2,490) were invited to participate in the NACCC survey in Spring 2021).

Response Rate

In total, 1,323 undergraduate students responded to the survey for a response rate of 53%. The overall average LACRELA response rate is 30%.

Notes

59% of survey respondents identified as Cisgender Women. 32% identified as Cisgender Men. 8% identified as Other Gender Identity. The sample is representative across class years.

Why This Matters

Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. Students of color are overwhelmingly burdened with educating their White peers about race, thus becoming involuntary spokespersons.

Goal

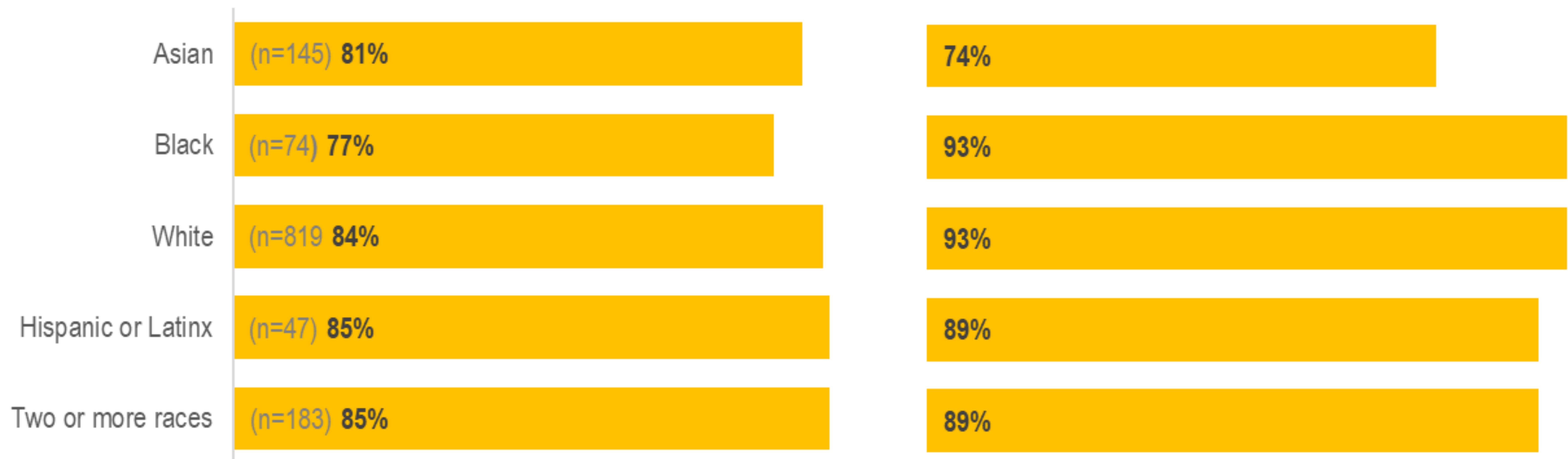
Facilitate meaningful dialogues inside and outside of classroom discussion that center racially minoritized students' perspectives and experiences.

Talk about Race

% of students who had conversations about the following racial topics with peers

Anti-Asian Hate Crimes and Harassment

Black Lives Matter Movement

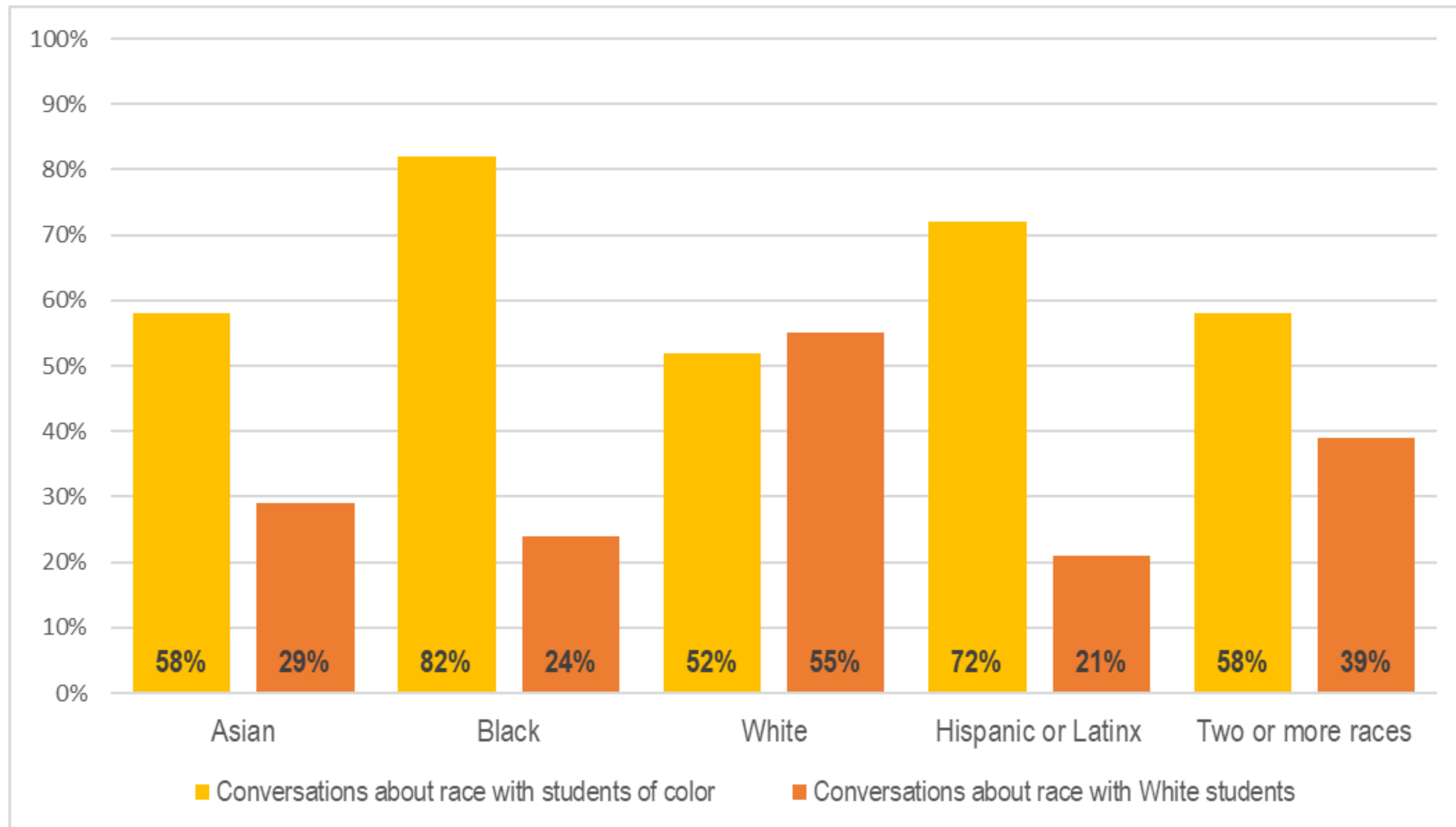


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Cross-Racial Engagement

Students of color feel more open when talking about race with students of color than with White students

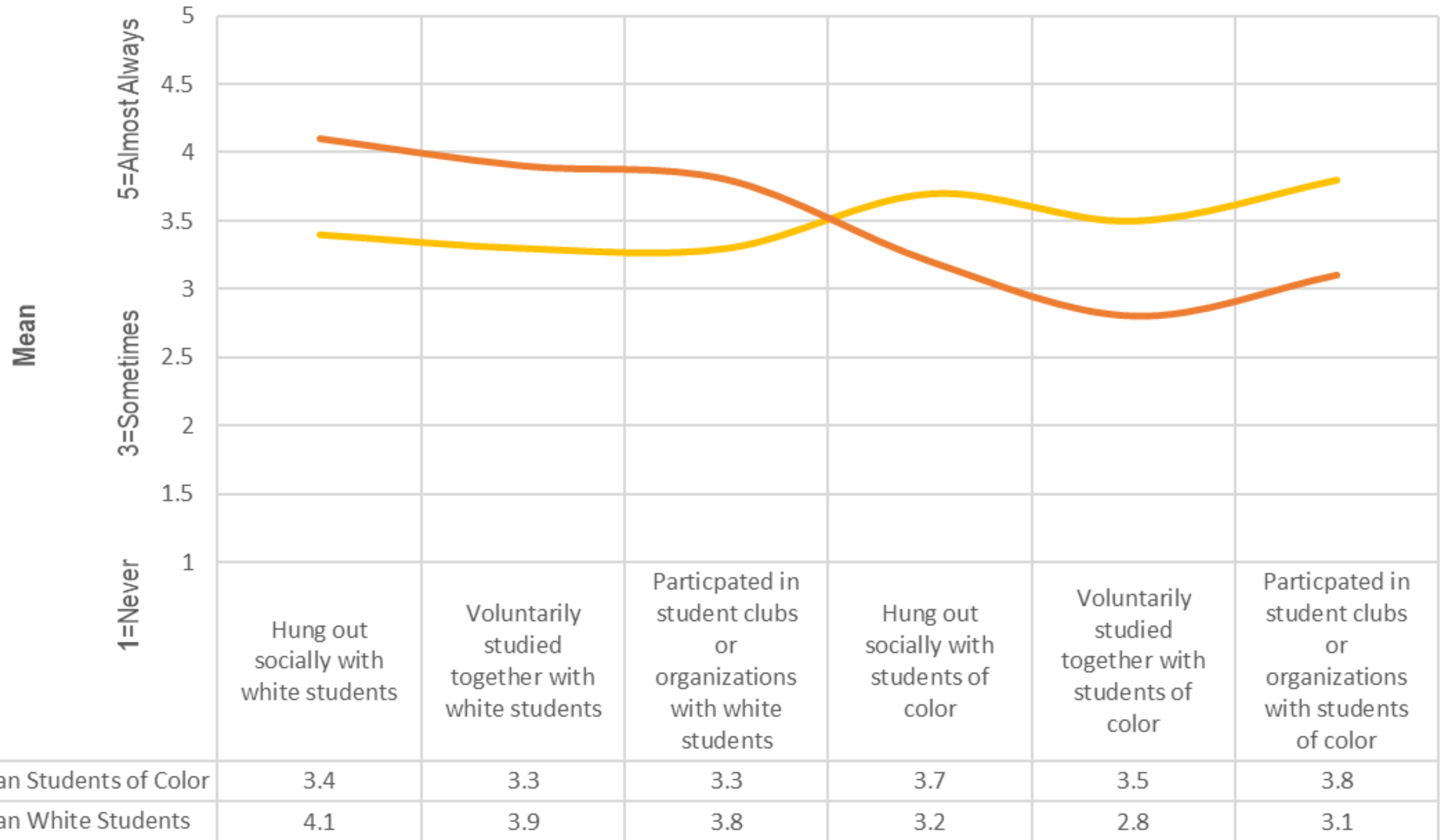
% of students who feel moderately or extremely open about being engaged in conversations about race with each of the following groups



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Cross-Racial Engagement

Student engagement with each other outside classroom



Skidmore- Student 2021

Cross-Racial Engagement

Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore? Why or why not?
- Do you engage in racial dialogues with people outside of your racial demographic? Why or why not?
- What can Skidmore do to support cross-racial engagement?

Action Items

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Racial Learning and Literacy

Why This Matters

The United States Census projects that the country's racial and ethnic demographics will shift such that non-Hispanic White people will no longer make up the numerical majority (Colb & Ortman, 2015). Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address.

Goal

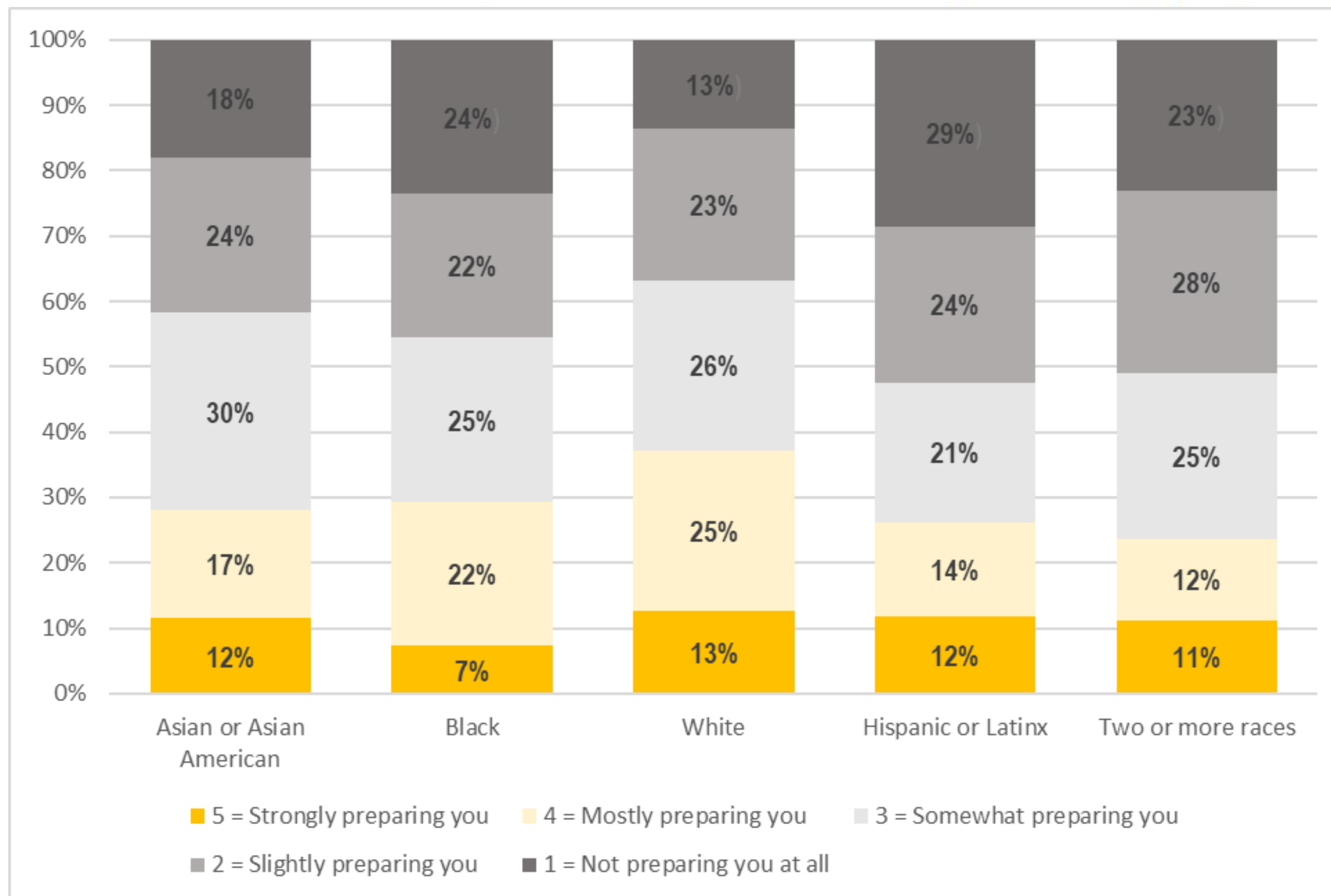
Improve students' understanding of the historical, social, institutional, and systemic relationships of power— specifically related to race and racism — in the United States.

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Racial Learning and Literacy

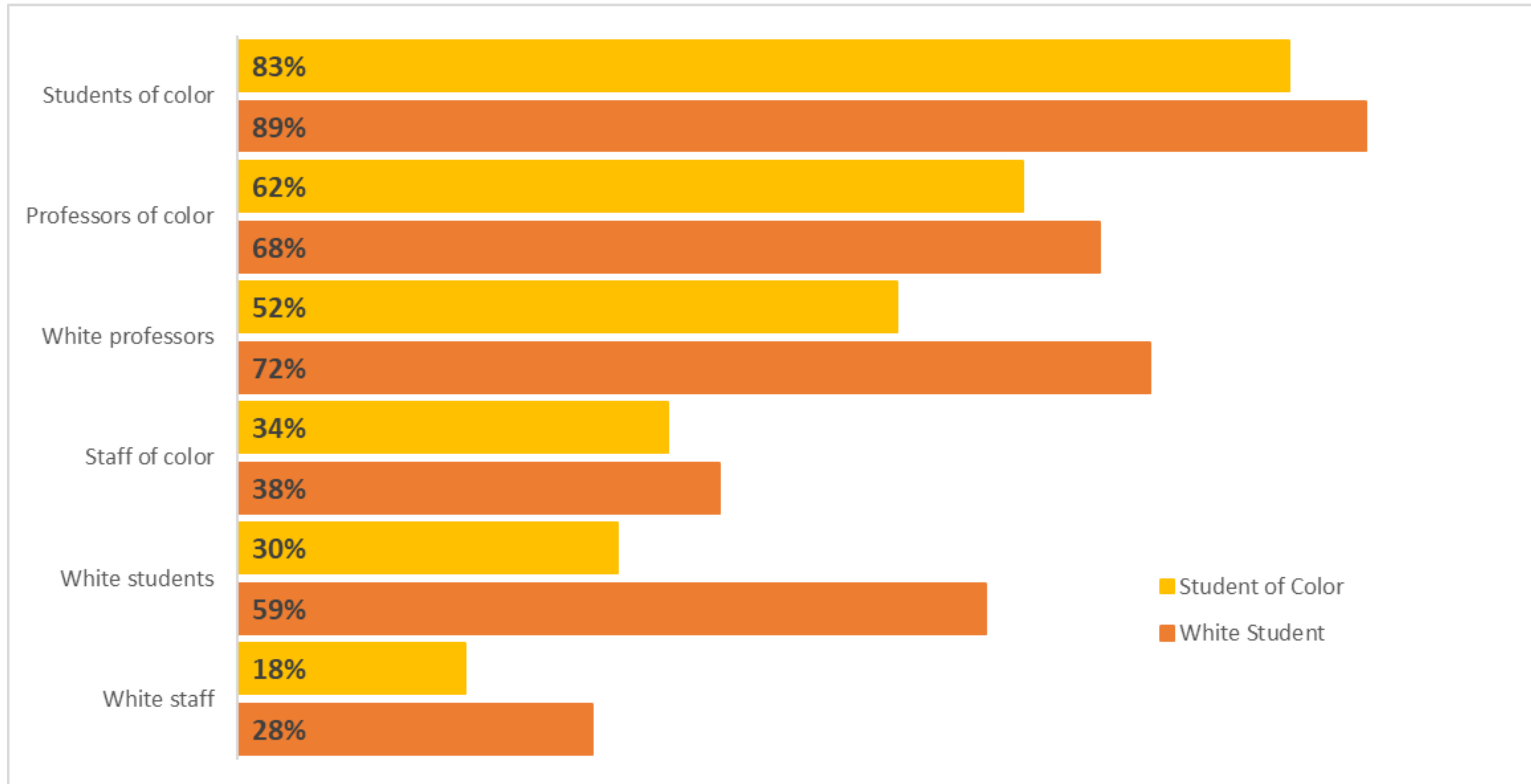
How well do you think SKIDMORE COLLEGE is preparing you to work in a racially-diverse setting?

% of undergraduate students who reported their institution is **mostly or strongly preparing** them



Students of color assume invisible work on teaching race to peers on campus

% of students who reported they have learned about race from the following people on campus



Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore?
- How does Skidmore prepare students for living and working in a racially-diverse setting?

Action Items

Why This Matters

National data indicates that 75% of all full-time faculty in degree-granting postsecondary institutions are White (National Center for Education Statistics, 2020). This overrepresentation places added responsibility on White faculty to ensure the students of color they teach feel seen, heard, and cared for in their classrooms.

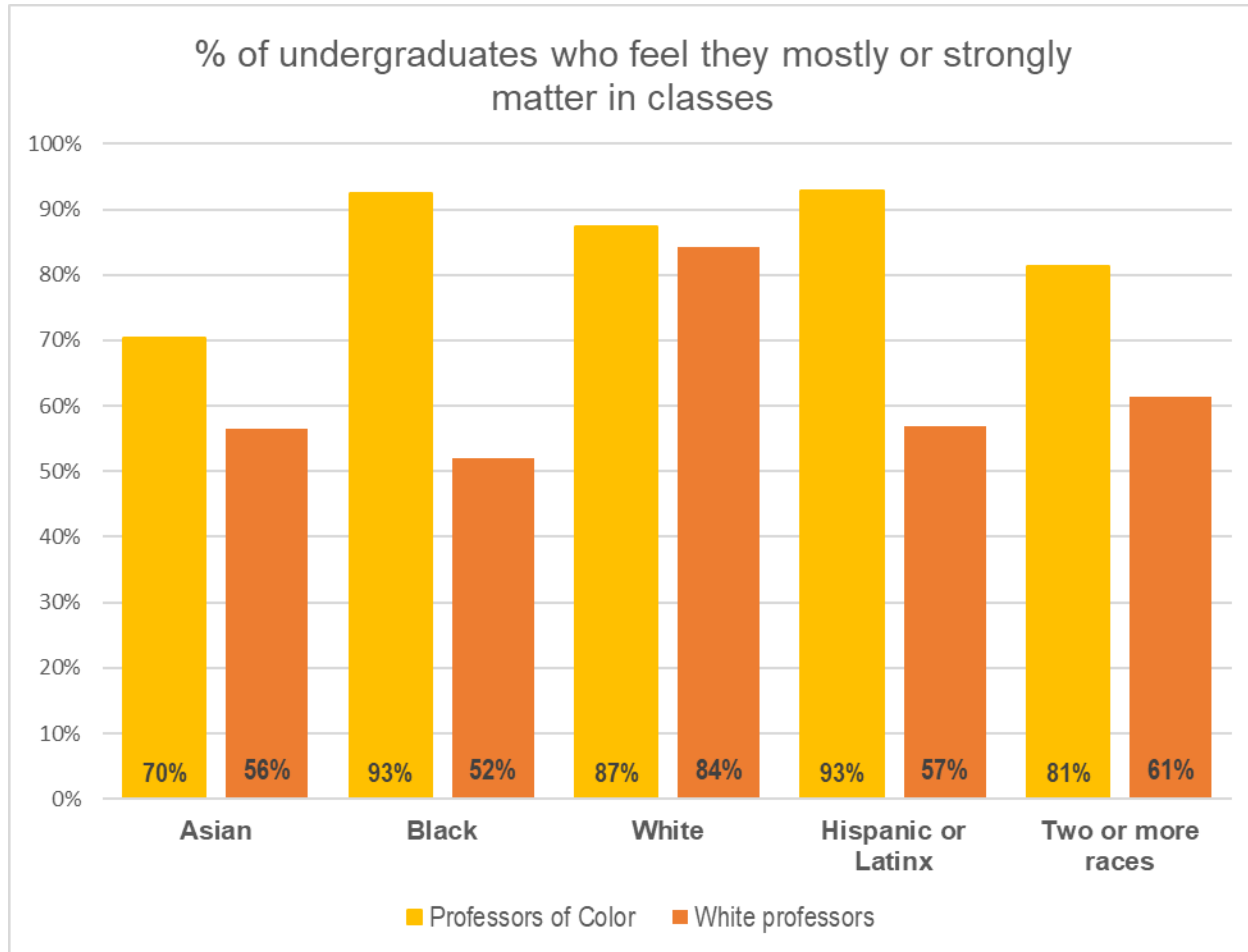
Goal

Prepare faculty to create affirming and culturally sustaining classrooms in which students, including racially minoritized students, believe that they matter*.

**NACCC defines mattering as others noticing and caring about what students think, want, and have to say.*

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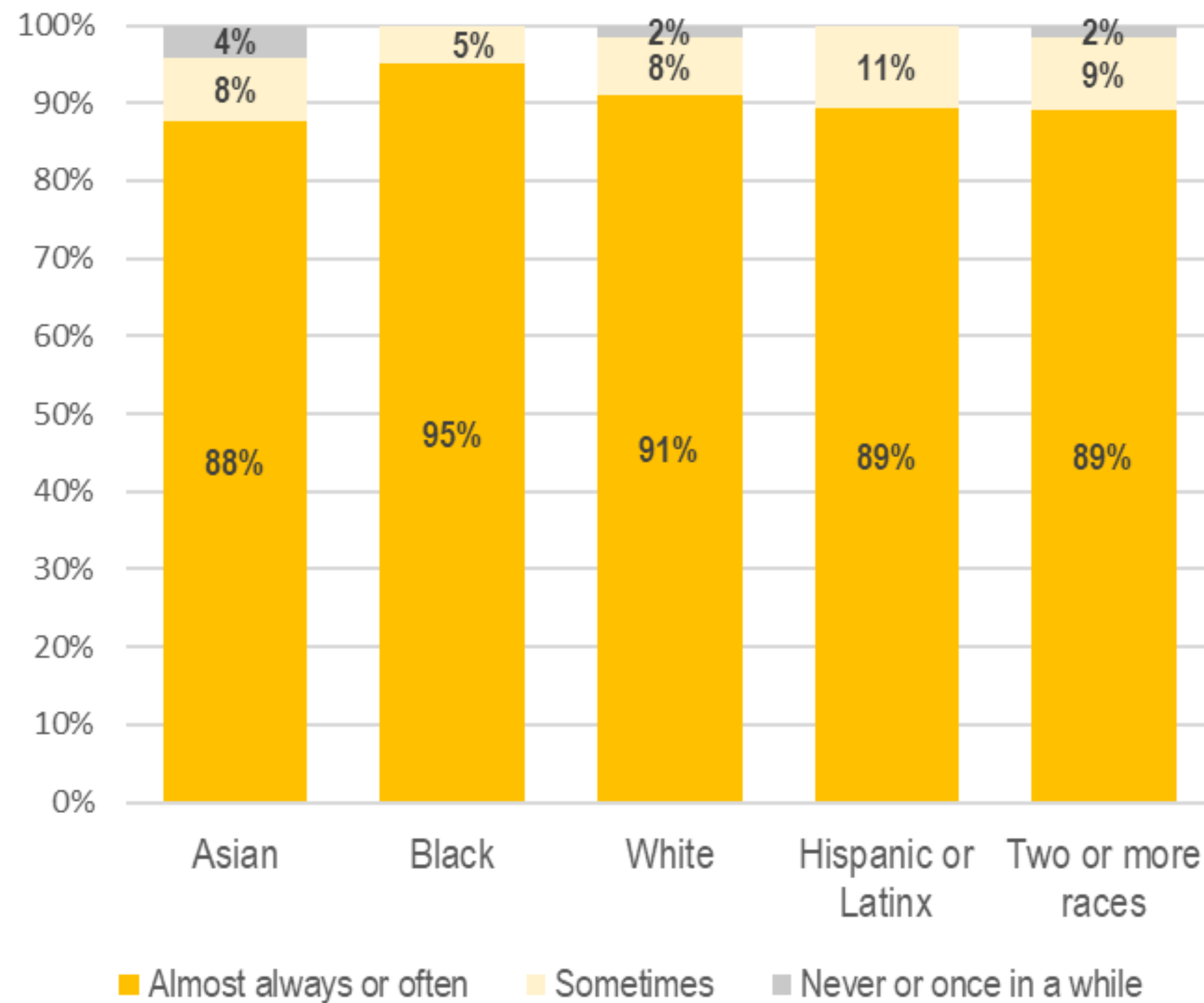
Mattering and Affirmation



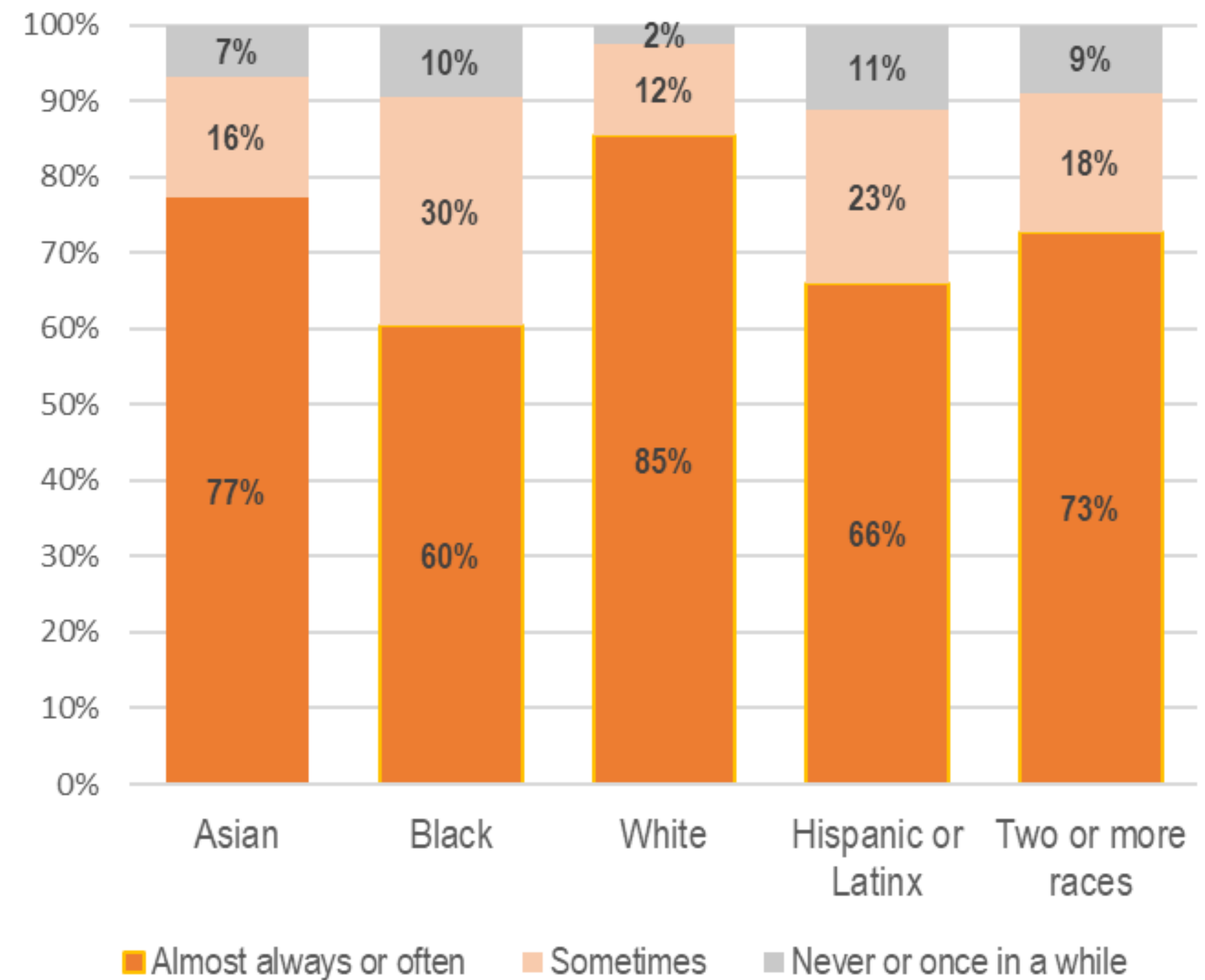
Skidmore- Student 2021

Mattering and Affirmation

How often have you experienced support for contributions to class discussions from professors of Color?

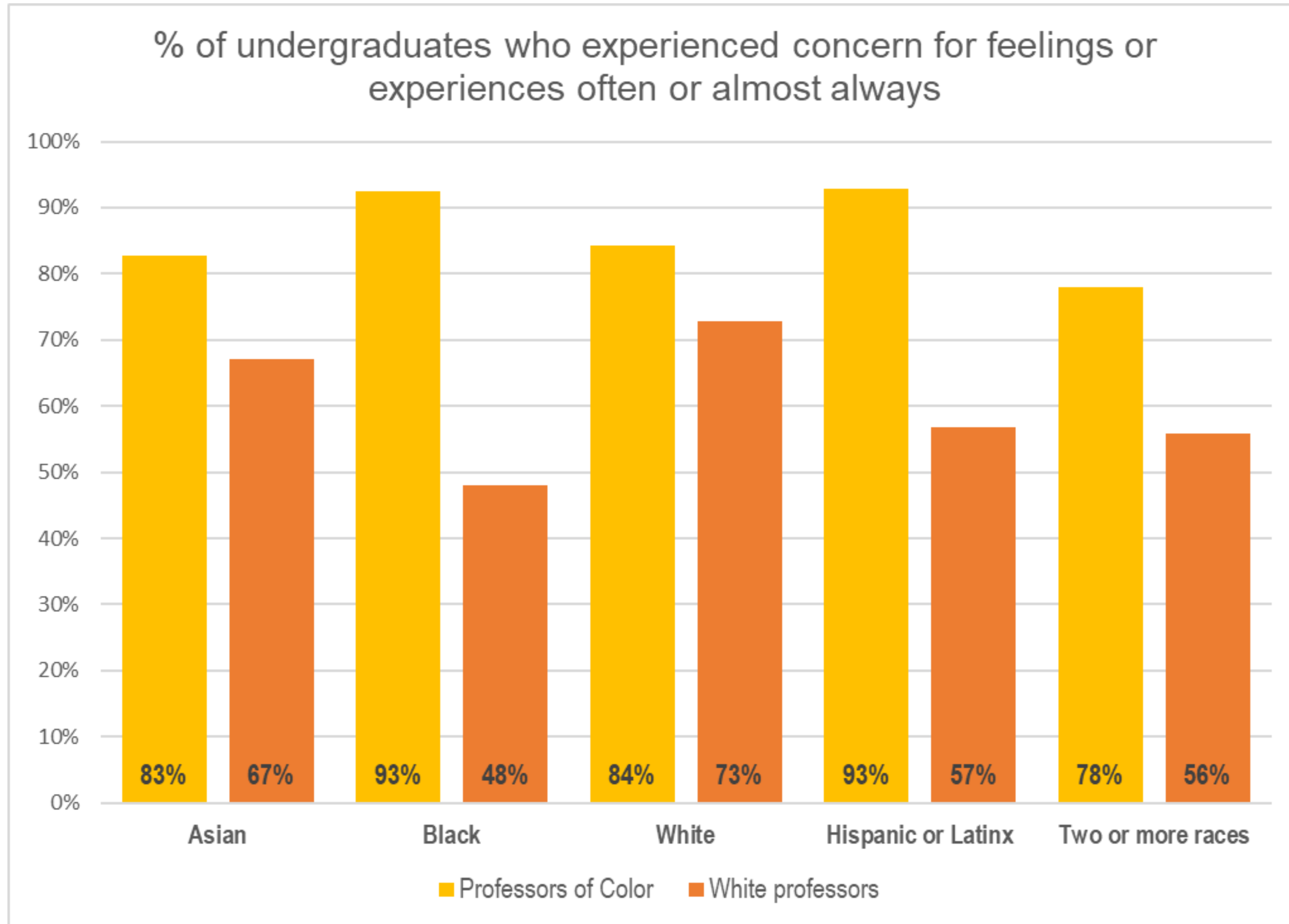


How often have you experienced support for contributions to class discussions from White professors?



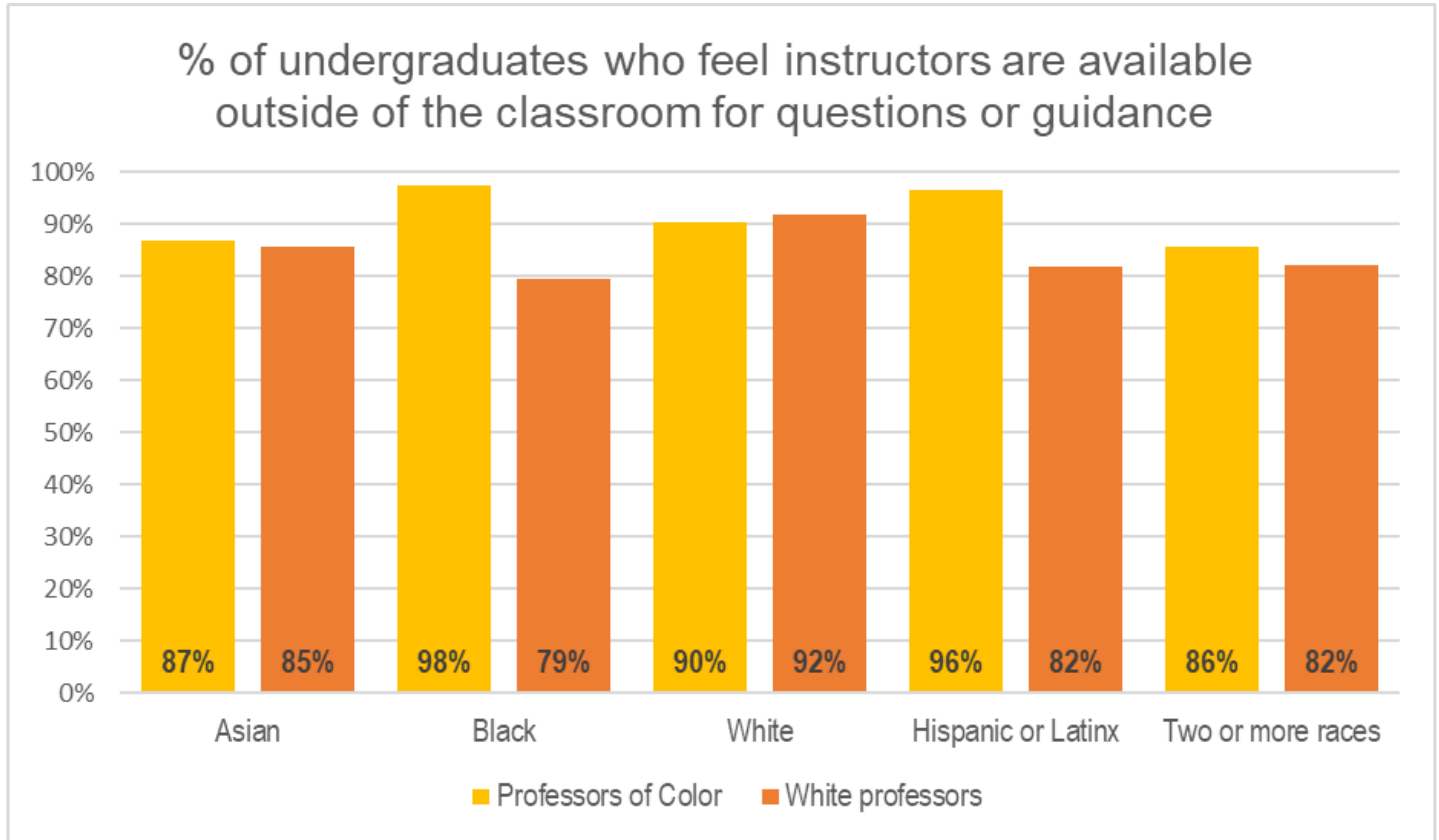
Skidmore- Student 2021

Mattering and Affirmation



Skidmore- Student 2021

Mattering and Affirmation



Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore? Why or why not?
- What may contribute to these differences and what can we do to address them?

Action Items

Skidmore- Student 2021

Encounters with Racial Stress

Why This Matters

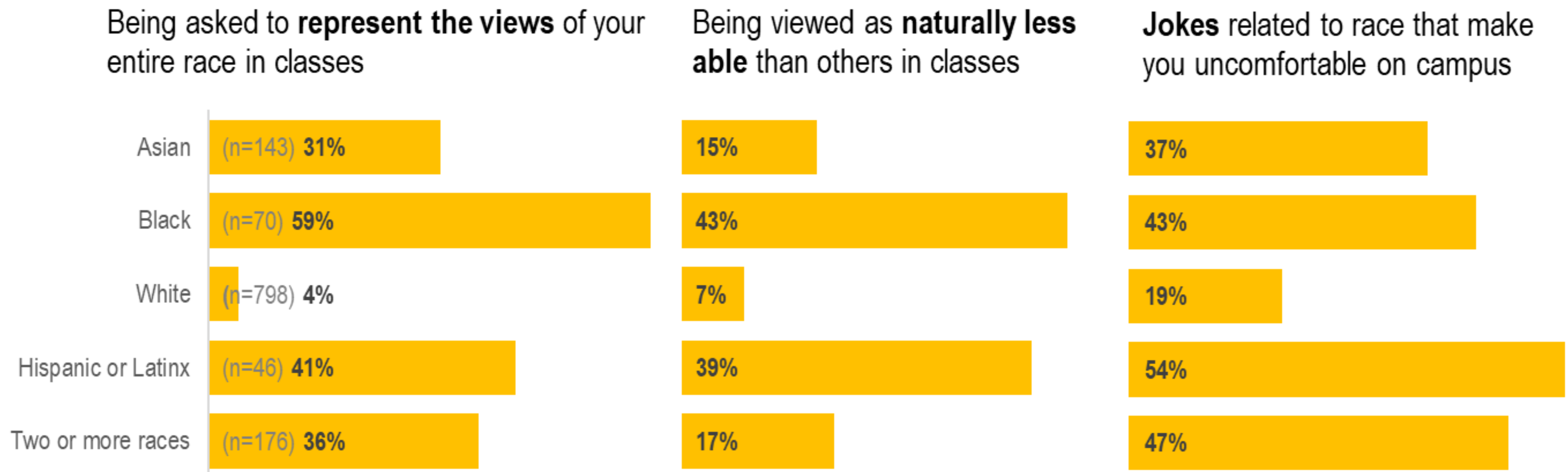
Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, racial stress among students of color increasingly contributes to feelings of loneliness, isolation, and a lack of community.

Goal

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

Prevalence of Racial Microaggressions

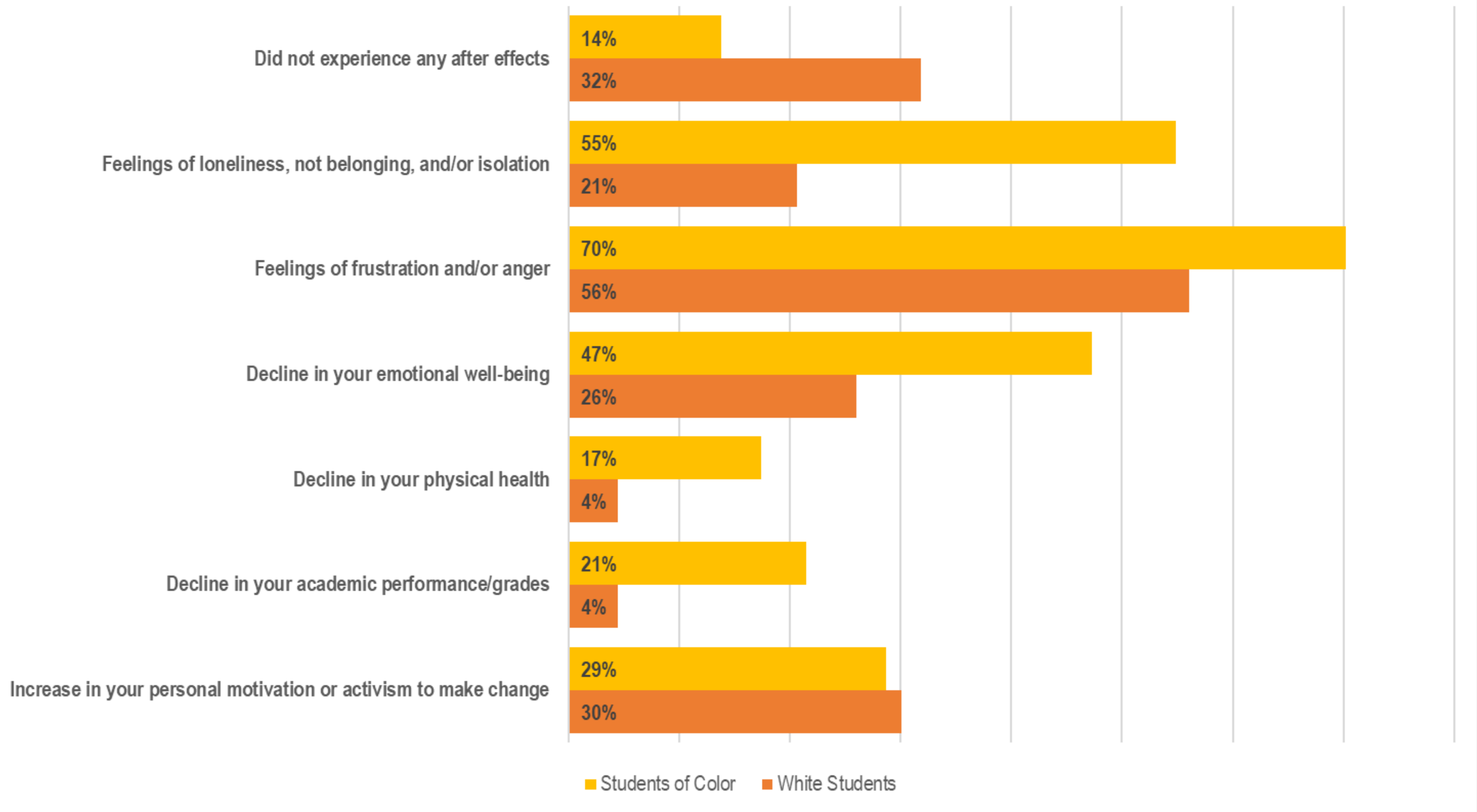
% of undergraduate students who reported they have ever experienced the following on campus



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Encounters with Racial Stress

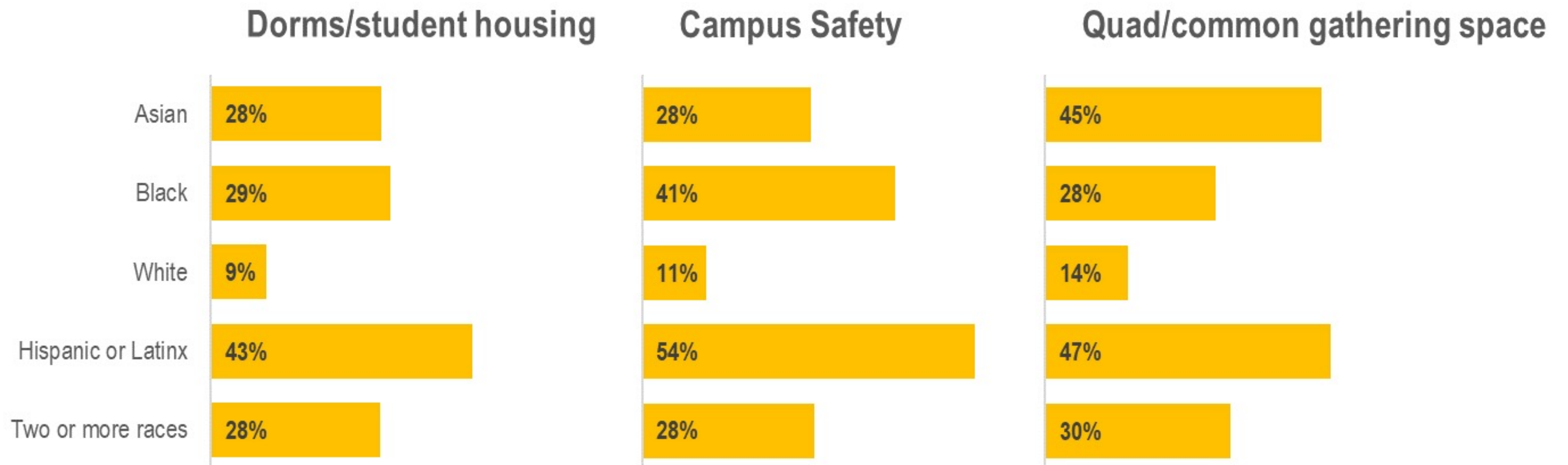
Have any of these experiences of microaggressions resulted in the following?



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Encounters with Racial Stress

% of students who reported personally experiencing racism **2-once in a while**, **3- sometimes**, **4- often**, or **5- almost always** in the following locations

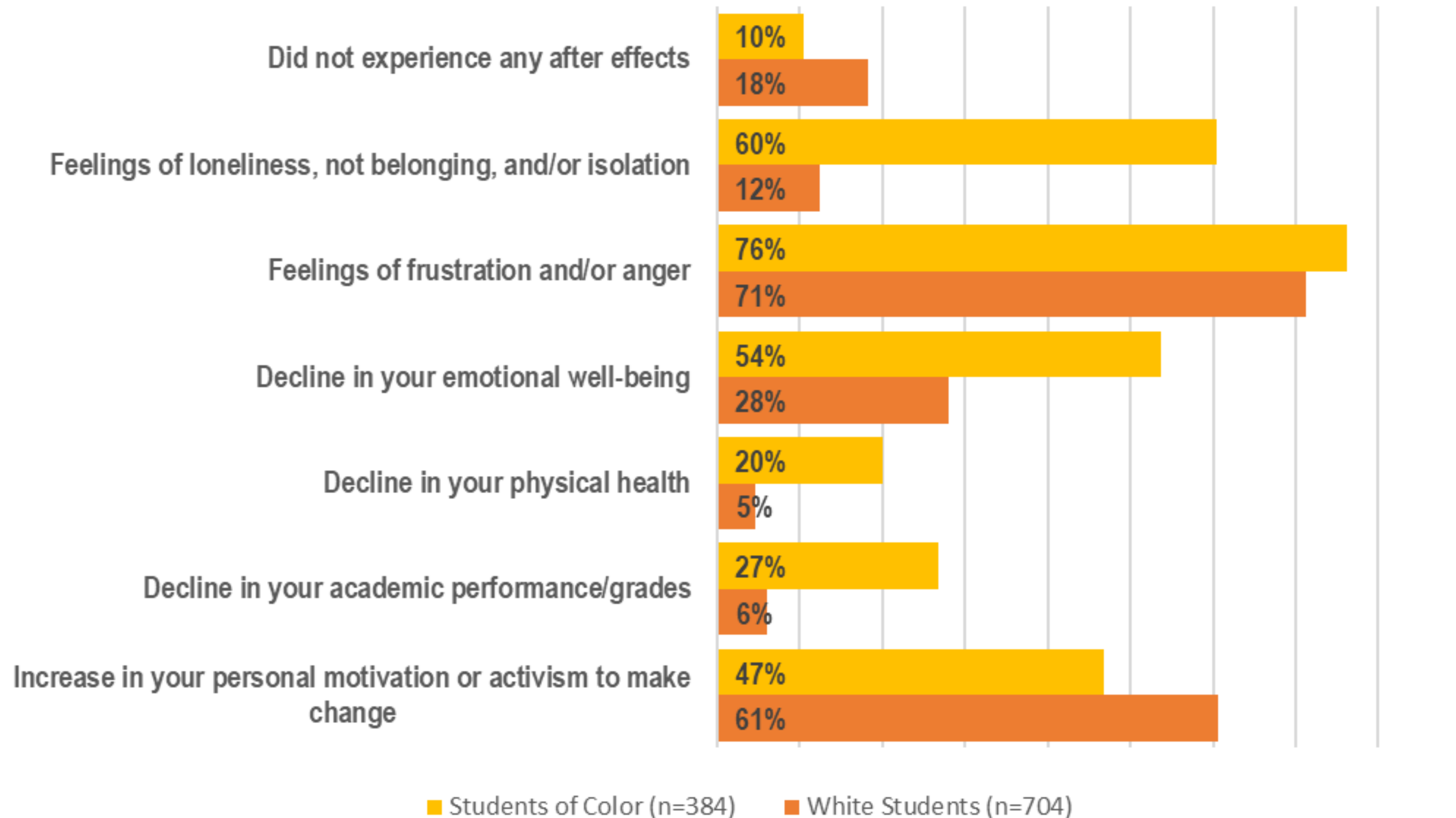


Skidmore- Student 2021

Encounters with Racial Stress

Has the overall racial environment on your campus resulted in any of the following?

Select all that apply



Skidmore- Student 2021

Encounters with Racial Stress

Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore? Why or why not?
- What are existing resources on campus for students who encounter racial stress?

Action Items

Why This Matters

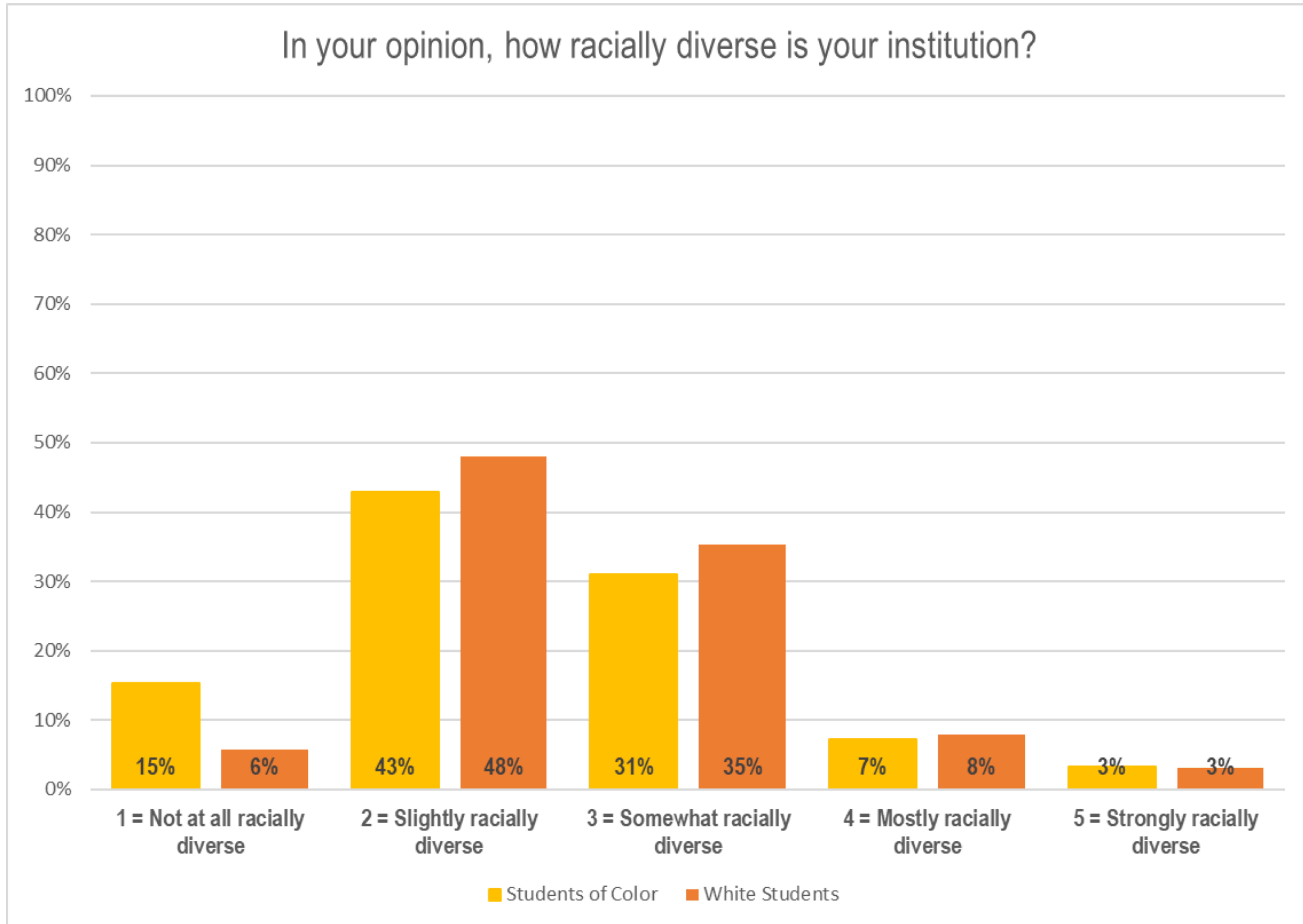
The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. Committing to action is especially important when the compositional diversity of an institution's faculty fails to reflect the racial and ethnic diversity of the students it serves.

Goal

Demonstrate proactive efforts to decrease the likelihood of incidents of racism, racial violence, and racial terror on campus.

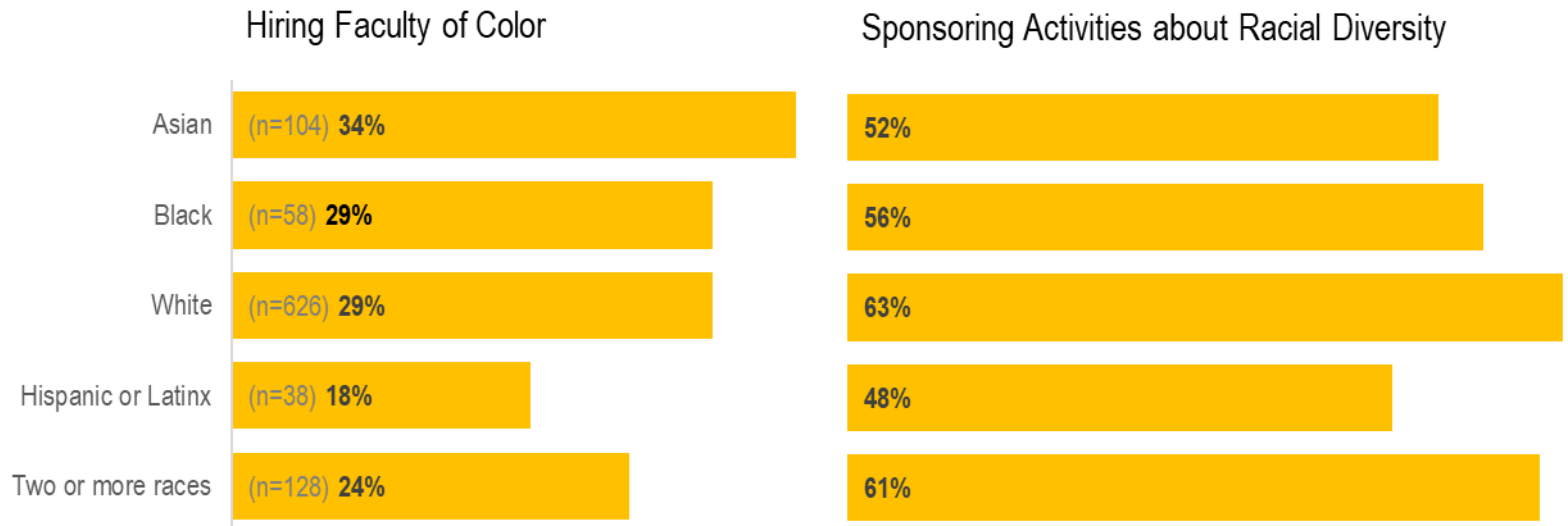
Skidmore- Student 2021

Appraisals of Institutional Support



Institutional Commitment to Equity and Diversity

% of undergraduate students who believe the institution is **mostly or strongly committed** to the following



Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore? Why or why not?
- How can campus leadership deal with racism more effectively?

Action Items

Why This Matters

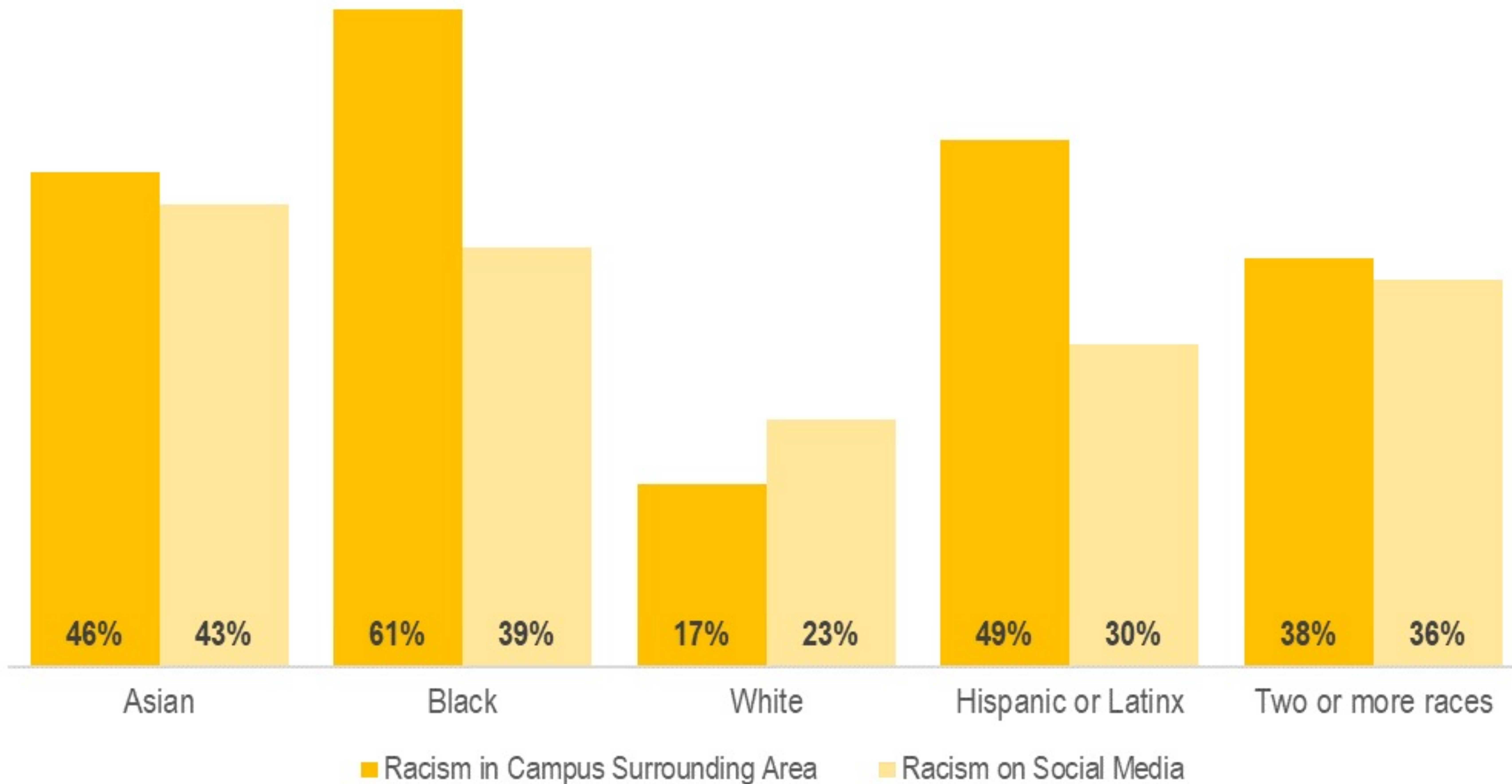
As students are entrusted to institutions by parents and families, colleges and universities have a responsibility to actively engage local law enforcement in developing anti-racist professional practices.

Goal

Be proactive and aware that students come from and are continually exposed to environments with differing levels of racial stress and violence apart from the campus community. Students may, for example, experience an entirely separate racial reality on campus than in their hometown or in the city/town surrounding campus.

Prevalence of Off-Campus Racism

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

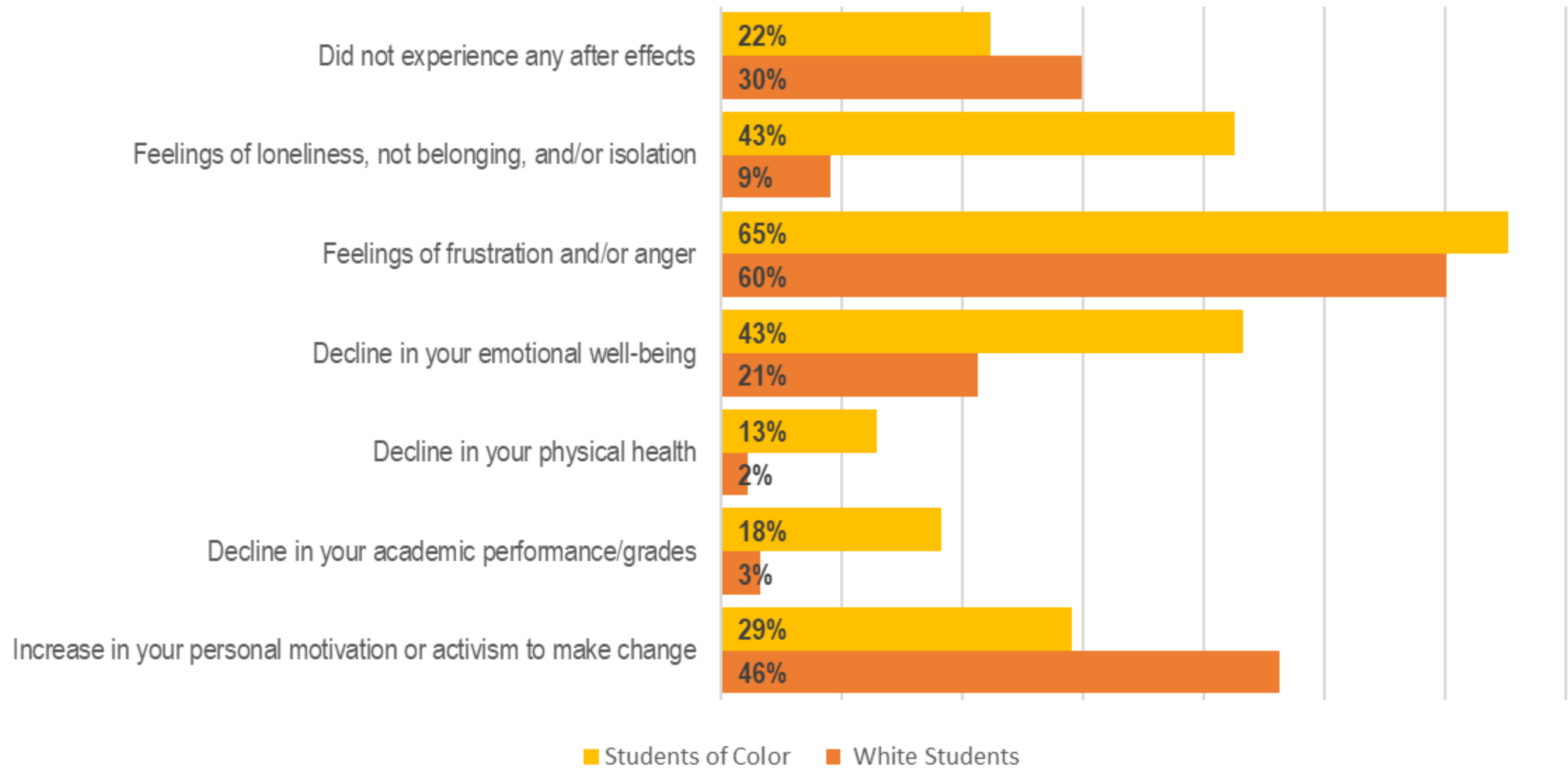


Skidmore- Student 2021

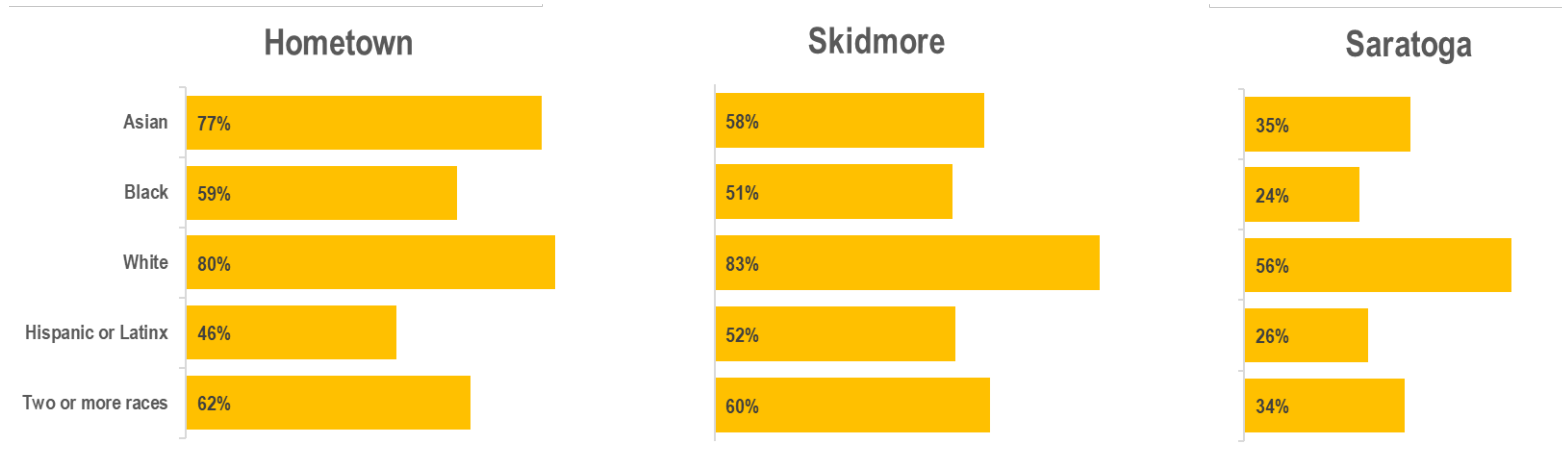
Impact of External Environments

Have any racist encounters you have personally experienced off campus resulted in the following?

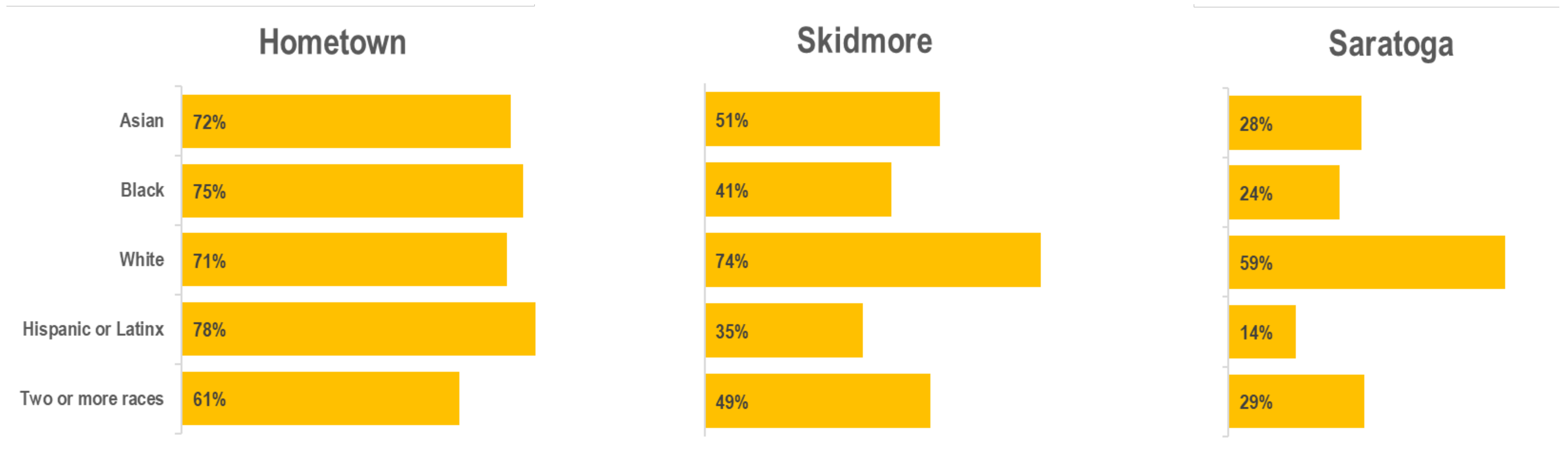
Select any that apply (n=484)



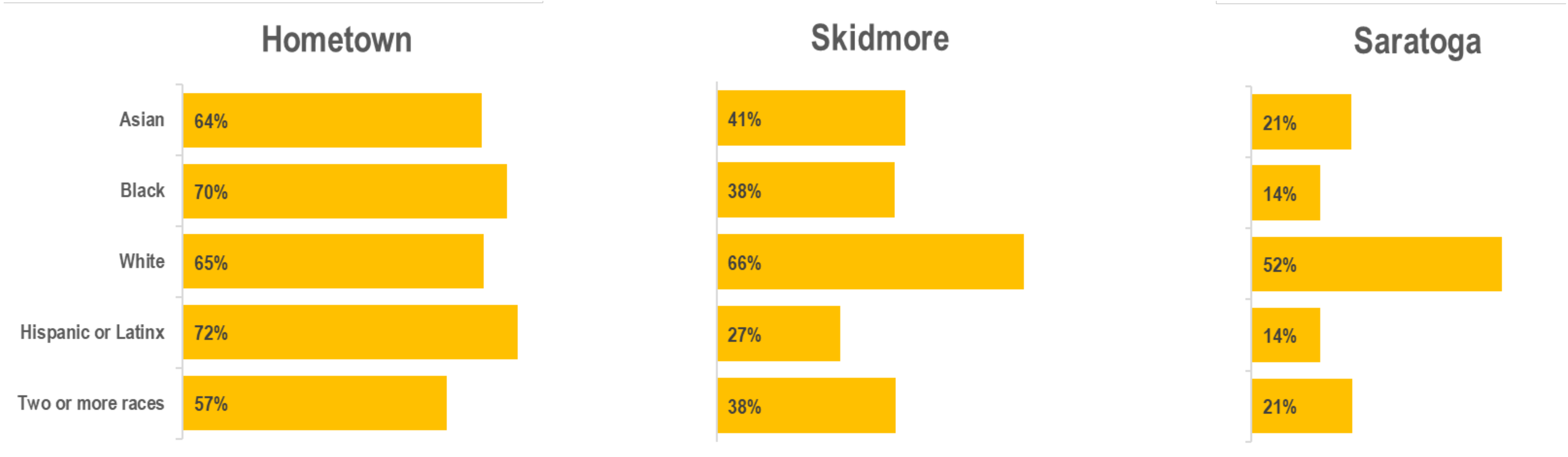
% of undergraduate students who reported feeling **moderately** or **completely safe** in the following locations



% of undergraduate students who reported feeling **moderately** or **completely welcome** in the following locations



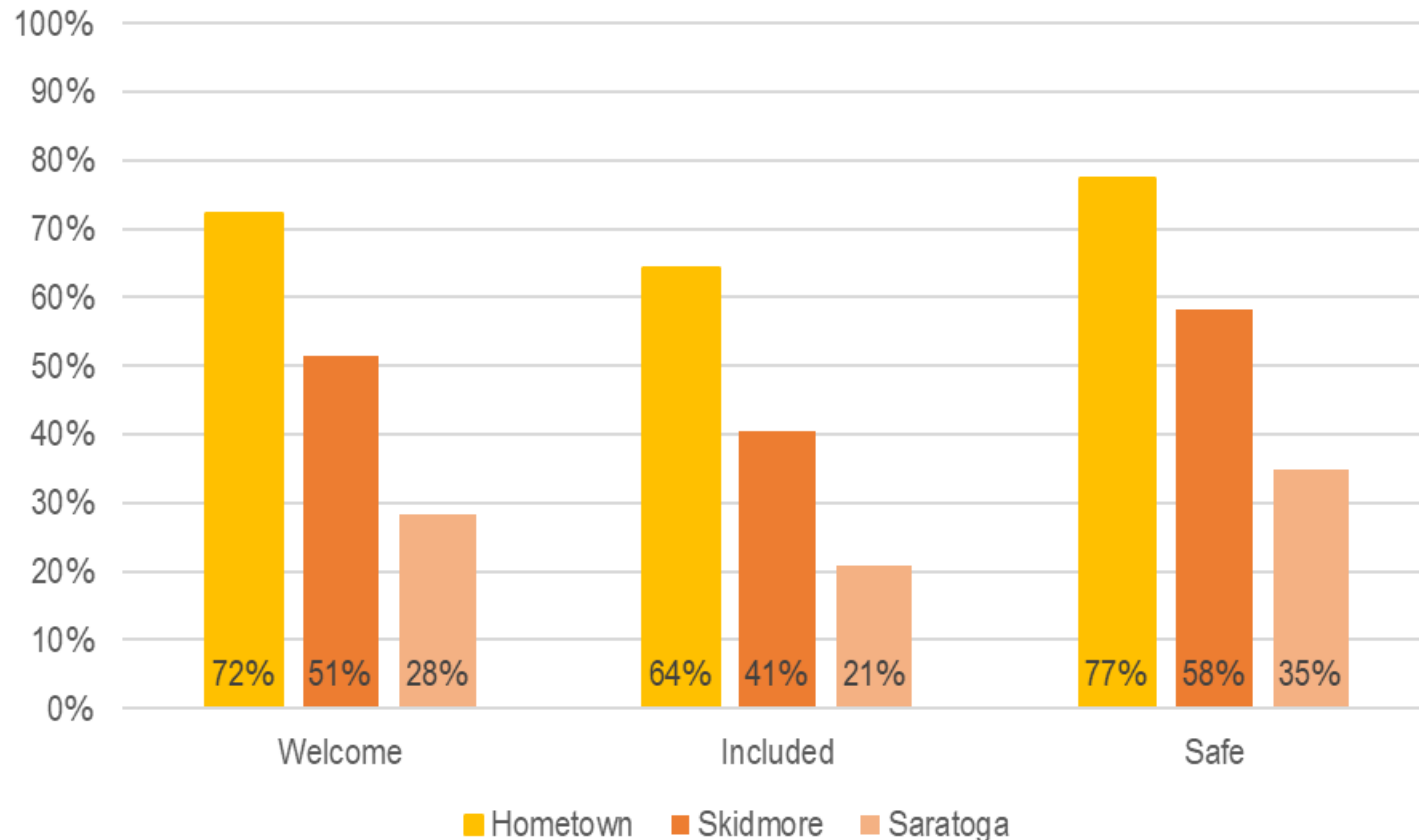
% of undergraduate students who reported feeling **moderately** or **completely** included in the following locations



Skidmore- Student 2021

Impact of External Environments

Percent of **Asian** students who reported feeling moderately or completely welcomed, included or safe in the following locations



Reflective Questions

- Are the findings consistent with your experiences or observations at Skidmore? Why or why not?
- How can Skidmore make the areas that surround campus safer?

Action Items

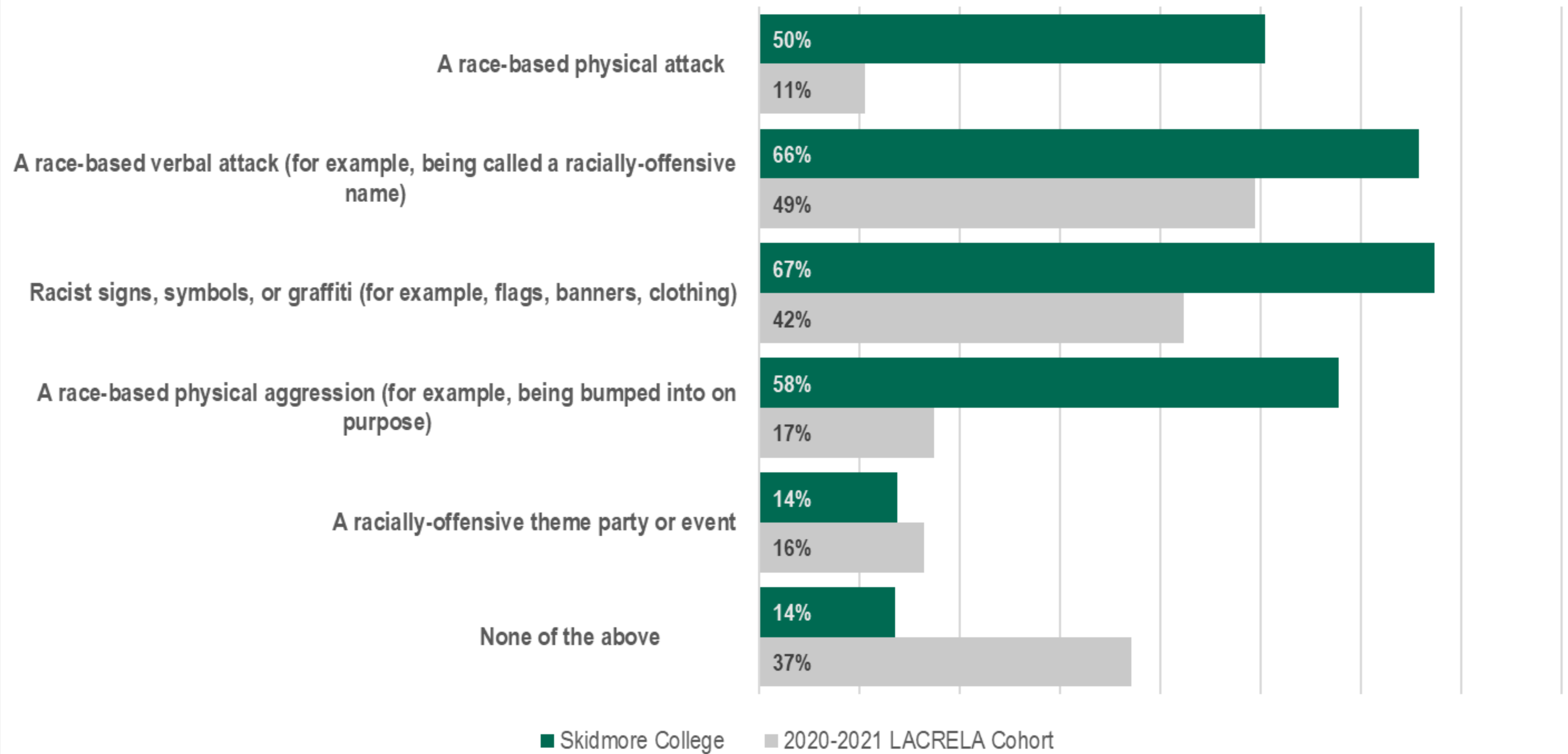
Skidmore- Student 2021 Comparative Results

**Comparison of Skidmore to the
2020-21 LACRELA Cohort**

Skidmore- Student 2021 Comparative Results

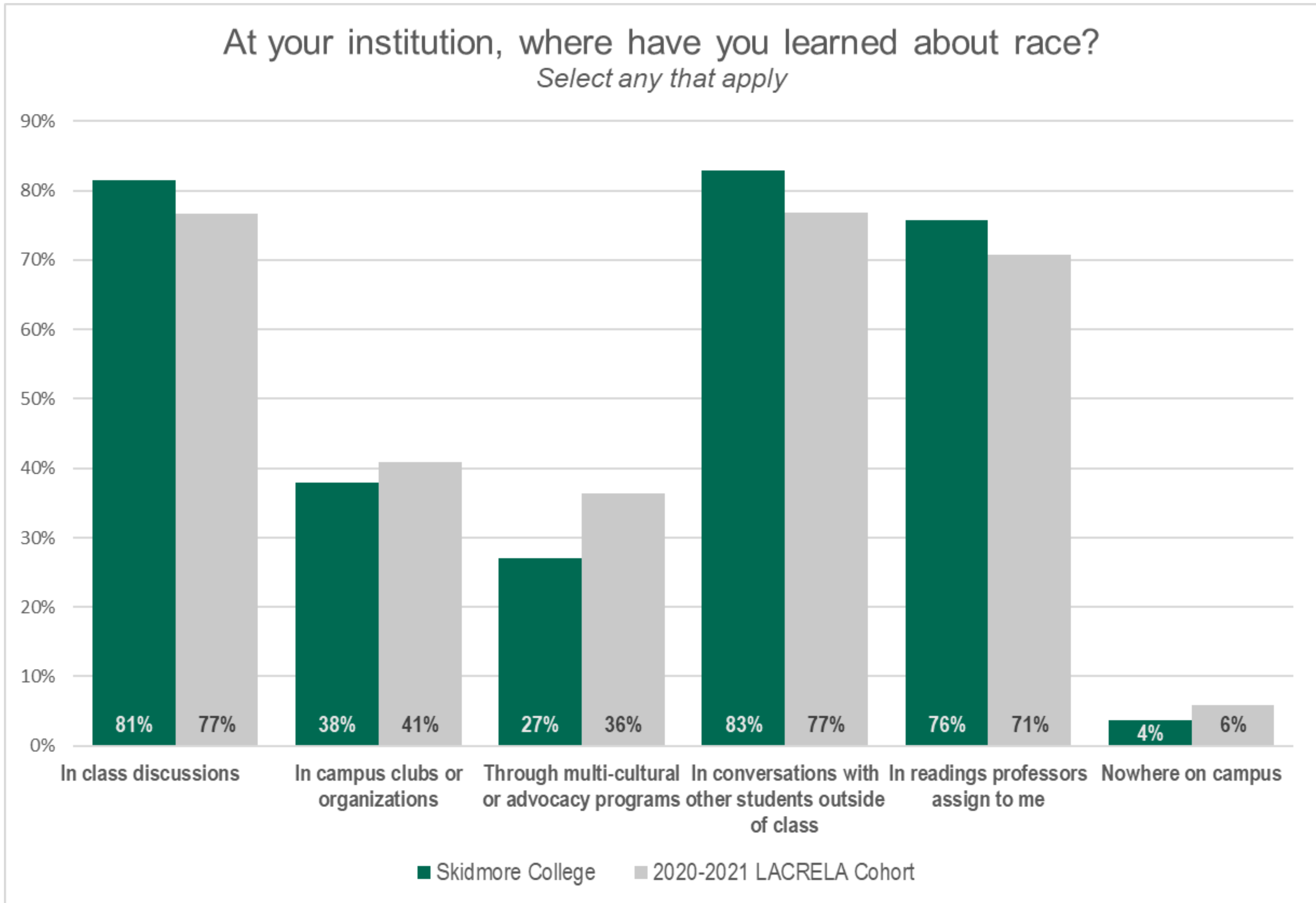
Have you personally experienced or heard about any of the following happening at your institution?

Select any that have happened





Skidmore- Student 2021 Comparative Results



White students at Skidmore College consistently reported higher percentages than their peer LACRELA Cohort in the following areas:

- Increase in racial tension as a result of the political influence of Black Lives Matter.
- Higher awareness of health risk and negative financial impact of COVID-19 to Black, Latino, Native American, Asian, Pacific Islander, and other people of color compared to White people.
- Rating Skidmore as more racist and racially segregated.
- Feelings of frustration and/or anger at the racial environment on campus.