



NACCC Staff Survey

NATIONAL ASSESSMENT OF COLLEGIATE CAMPUS CLIMATES



NACCC Staff Survey Summary Report LOS MEDANOS COLLEGE

SPRING 2023 Administration

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NACCC BACKGROUND

WHY WE CREATED THE NACCC

Every week, news outlets report on racial incidents on campuses across the United States. At the USC Race and Equity Center, we have developed the NACCC because these issues are so pervasive. The NACCC elicits perspectives in higher education institutions on ways they experience the campus racial climate. NACCC participation signals institutional commitment to understanding racial realities on campus and provides institutional leaders with better information and more data-driven guidance for improving the climate for all members of their community. Having NACCC data will allow institutional leaders to better understand and more strategically address racial problems on campus before they escalate to crises.

WHAT IS NACCC

The National Assessment of Collegiate Campus Climate (NACCC) is a trio of quantitative national surveys of higher education institutions and is informed by more than a decade of our center's climate work. The NACCC offers web-based survey that includes six content areas essential to understanding racial climate on campus and collects participants' demographic information in order to conduct meaningful data disaggregation. The surveys have been designed specifically for and tested by higher education students, faculty, and staff at community colleges and four-year postsecondary institutions across the country.

NACCC CONTENT AREAS

Workplace
Mattering

Racial
Learning and
Literacy

Encounters
with Racial
Stress

Workplace
Equity

Appraisals of
Institutional
Commitment

Impact of
External
Environments

NACCC TOOLS

The NACCC team is committed to creating a culture of data transparency and utilizing data to inform existing and potential issues related to DEI. We have developed tools such as the NACCC Data Walk Poster to help campuses to engage in meaningful and educational conversations using their NACCC data. To learn different NACCC tools and ad hoc services offered by NACCC, visit <https://sites.google.com/usc.edu/naccctools>

NACCC DEVELOPMENT & METHODOLOGY

Content Development

The NACCC survey content is based on more than a decade of the USC Race and Equity Center's qualitative climate studies conducted at colleges and universities across the country. In addition, a content team of race, equity, and inclusion experts from across the United States convened to identify the most salient and timely survey content areas and questions in the field of campus racial climate.

Cognitive Interviews

To develop the NACCC, the survey methodologists conducted one-on-one cognitive interviews with staff of higher education institutions employed at community colleges and four-year institutions across the United States. In these interviews, staff completed the NACCC, thinking aloud as they progressed through the survey. By analyzing the questions asked by respondents as well as any comments and confusion they expressed, the following aspects of the survey were improved substantially: the NACCC content areas, clarity of the survey questions, terminology, response options, and the overall usability of the survey.

NACCC Portal

A customized, one-stop, user-friendly, campus survey administration web portal was built for the NACCC survey. The portal is the hub for data collection and survey distribution via emails. Participating institutions can access the portal to manage their survey distribution and monitor their survey progress.

Advisory Panel and Peer Review

College and university presidents and provosts, campus diversity offices, race and equity content faculty and experts, postsecondary institution membership association directors, institutional researchers, and survey methodologists comprise the NACCC Advisory Panel. This group convenes and consults with NACCC staff on best practices for the content, methodology, and administration of the NACCC survey, as well as the best ways to engage colleges and universities with their specific NACCC results.

Pilot Testing

A select set of community colleges and four-year institutions participated in the pilot test. Pilot testing ensured that the NACCC consists of survey questions that gather quality data (i.e. valid and reliable) through a secure data collection process on campuses. Pilot testing helped to refine the survey questions, as well as improve the utility of the survey results for campus administrators.

USC Equity Institutes

As a complement to NACCC assessment, the USC Race and Equity Center offers the USC Equity Institutes, a professional learning series for campus leaders and faculty members. For more information, visit <https://race.usc.edu/college/>

LOS MEDANOS COLLEGE

RESPONDENT DEMOGRAPHICS

All LOS MEDANOS COLLEGE staff ($N=198$) were invited to participate in the NACCC survey in Spring 2023. In total, 90 staff responded to the survey for a response rate of 45.5%.

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

Racial/Ethnic Identity

2 Asian	6 (06.7%)
3 Black	12 (13.3%)
4 White	36 (40.0%)
5 Hispanic/Latinx	16 (17.8%)
7 Native American/Alaska Native	1 (01.1%)
8 Native Hawaiian/Pacific Islander	1 (01.1%)
9 Another group not listed	3 (03.3%)
10 Two or more races	15 (16.7%)

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

Gender Identity

Cisgender Woman	58 (64.4%)
Cisgender Man	27 (30.0%)
Other Gender (transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed)	5 (05.6%)

Sexual Orientation

Heterosexual	77 (85.6%)
LGBQA+ (lesbian, gay, bisexual, queer, questioning, asexual, pansexual, demisexual, two or more sexual orientations, or an orientation not listed)	13 (14.4%)

Age

18-34	13 (14.4%)
35-44	15 (16.7%)
45-54	32 (35.6%)
55-64	14 (15.6%)
65 and older	3 (03.3%)
Missing	13 (14.4%)

Years of Service

2 years or less	15 (16.7%)
3-5 years	16 (17.8%)
6-10 years	12 (13.3%)
11-20 years	26 (28.9%)
21-30 years	8 (08.9%)
More than 30 years	1 (01.1%)
Missing	12 (13.3%)

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



58%

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

50%

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.

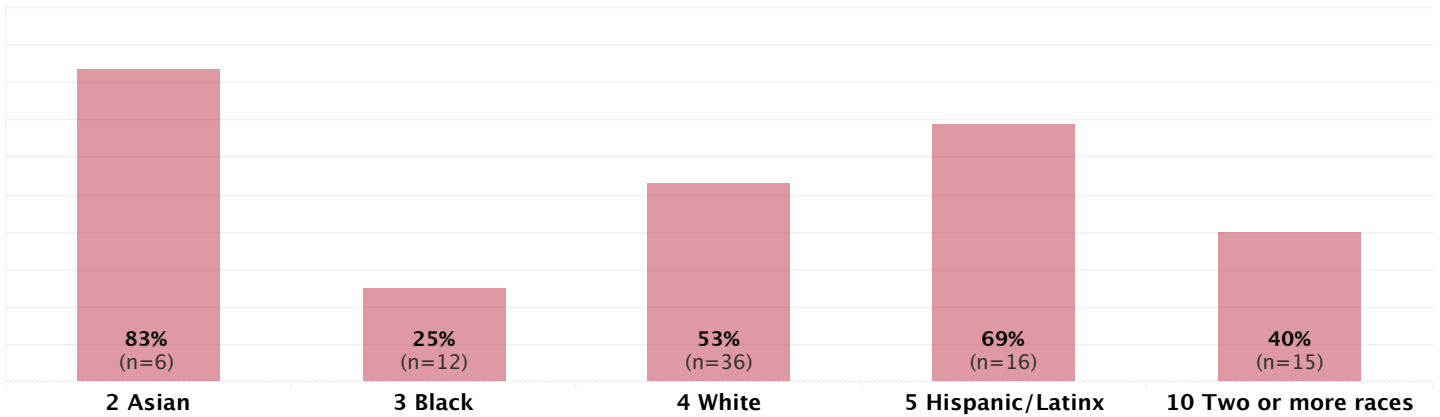
KEY GOALS IN THIS CONTENT AREA

- >> 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 LOS MEDANOS COLLEGE



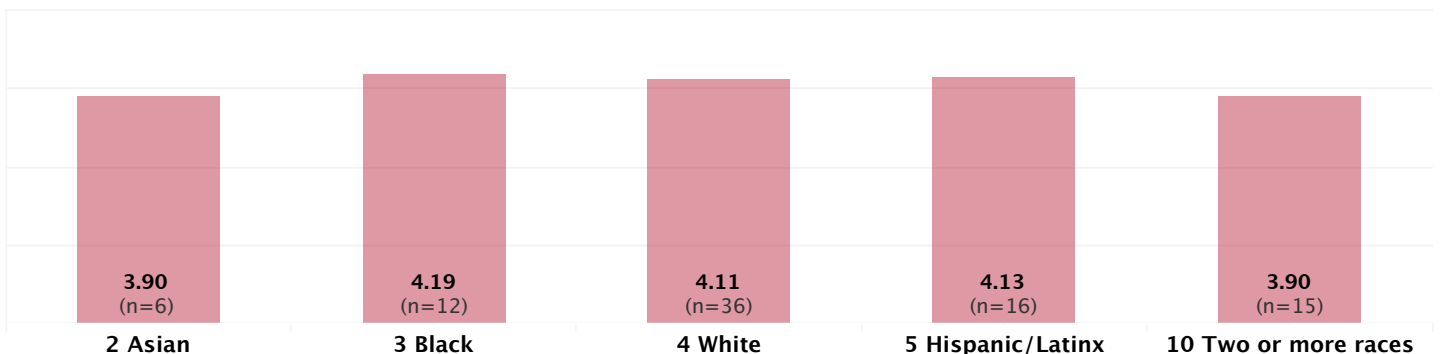
Why This Matters: National data indicates that Whites represented the majority of all non-instructional staff positions on campus (National Center for Education Statistics, 2020). We must provide all employees with a safe space to voice their concerns and ensure that racially minoritized employees' perspectives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



> RECOMMENDED ACTION ITEMS IN WORKPLACE MATTERING

ENGAGE RACE-CONSCIOUS PRACTICES

>>Collaborate with Institutional Research and/or Information Technology departments to track staff retention data by demographics, including, but not limited to: race, (dis)ability status, gender, and citizenship status. Work with Human Resources; Diversity, Equity, and Inclusion (DEI); and Wellness departments to create new initiatives to retain staff—particularly certain groups that have the lowest retention.

SUPPORT RACE AFFINITY STAFF GROUPS

>> Assess the racial composition on campus and the need for new or additional racial affinity staff group(s) on campus. Connect qualified people to initiate and be in charge of the new groups. Support the staff groups with logistical and strategic guidance, as well as financial support.

>> Incorporate racial affinity groups into the campus-wide DEI strategic planning process and actively seek recommendations from them. Make sure their voices are heard in the DEI conversations, especially regarding staff hiring, retention, and well-being.

CREATE OPPORTUNITIES TO APPRECIATE STAFF OF COLOR

>>Create events where campus leaders can appreciate the presence of staff of color and international staff on campus on a regular basis. Show respect and attention to staff by carefully listening to their concerns and receiving their feedback.

MAKE DATA-INFORMED DECISIONS

>>Identify racial disparities in staffs' sense of mattering using the NACCC data and prioritize support for groups with the highest needs.

CREATE RACIAL DIALOGUE OPPORTUNITIES

>>Create on-going opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Workplace Mattering content area include:
REC 709: Using Assessment and Evaluation to Improve Campus Racial Climates
REC 710: Assessing Racial Equity Through Disaggregating Data
REC 718 Recruiting and Selection of Professionals of Color
REC 719 Retention and Advancement of Professionals of Color

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



31%

of White staff were satisfied with the overall quality of the racial equity, diversity, and inclusion training from LOS MEDANOS COLLEGE

48%

of staff of color were satisfied with the overall quality of the racial equity, diversity, and inclusion training from LOS MEDANOS COLLEGE

*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

>> 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.

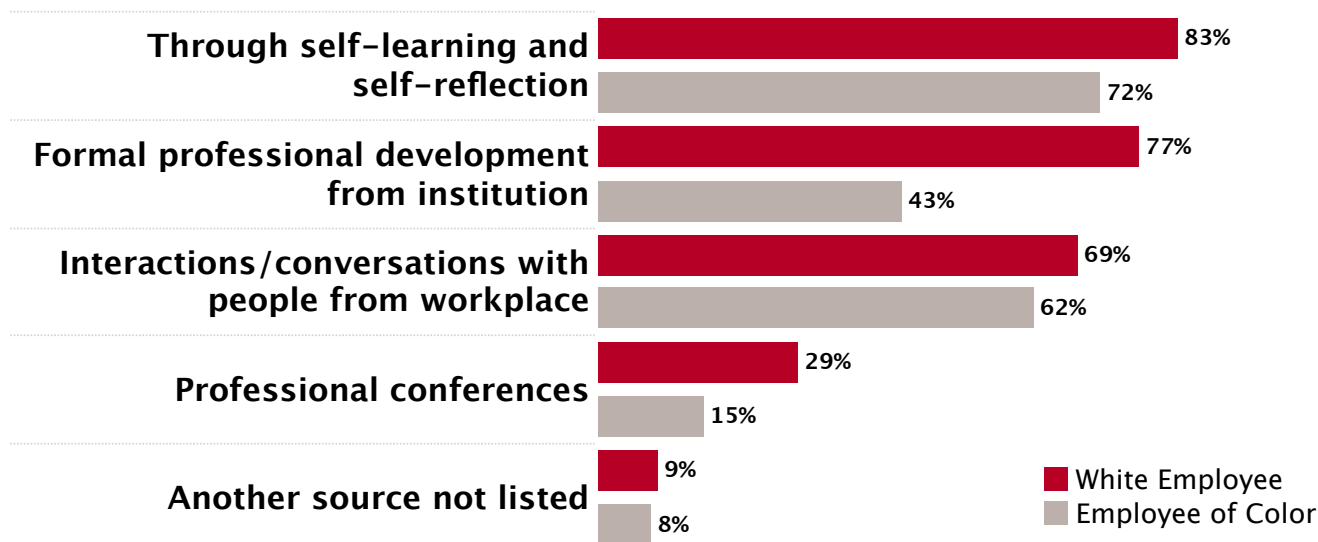
>> Lessen the cultural labor experienced by racially minoritized staff by improving racial literacy and racial competency among all employees.

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



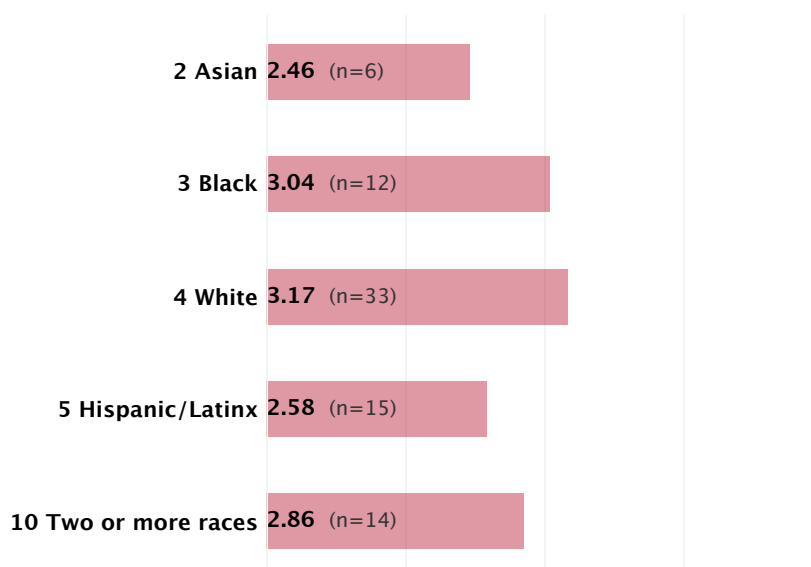
Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, it is important to prepare employees for campuses reflecting this shift and 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 LOS MEDANOS COLLEGE:
1=not at all; 2=slightly; 3=somewhat; 4=very; 5=extremely knowledgeable.

- (1) How racism is defined at LOS MEDANOS 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.



> RECOMMENDED ACTION ITEMS IN RACIAL LEARNING AND LITERACY

PROVIDING TRAINING FOR INCLUSIVE ENVIRONMENTS

>>Provide an annual diversity, equity, and inclusion (DEI) training session which explains and discusses implicit biases and microaggressions for staff. Each division and department should be encouraged to have their own training session for their staff. (Center for Urban Education. (2020). Laying the groundwork: Concepts and activities for racial equity work. Rossier School of Education, University of Southern California, 11-16.)

>>Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills. (Equity Now by USC Race and Equity Center. <https://www.equitynowseries.com/>)

LEARN FROM SUCCESSFUL EXAMPLES

>>Determine which divisions or departments on campus have been successful at recruiting and retaining diverse and minoritized staff, and share their practices across campus.

BREAK DOWN RESISTANCE TO LEARNING ABOUT RACE

>>Engage and incentivize departmental and cross-departmental conversations about racial equity. Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.

>>Host a DEI book club facilitated by a DEI expert on campus with a community agreement or guideline.

BUILD A CULTURE OF EQUITY-MINDED LEADERSHIP

>>Institute professional development for leadership to prioritize understanding not only of the effects of racial violence on staff, but also microaggressions and their impact on staff productivity and well-being. This professional development should include the skills to confront and intervene as a bystander when these incidents occur in the workplace.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Racial Learning and Literacy content area include:

REC 711: Making Racial Equity Data Transparent

REC 727: Communicating Institutional Progress on Racial Equity Goals

REC 728: "But I'm Not a Racist!": Navigating the Defensive Emotions of Campus Racial Conflict

REC 730: Identifying, Understanding, and Confronting Implicit Bias

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



25% of White staff reported ever experienced racism at LOS MEDANOS COLLEGE

41% of staff of color reported ever experienced racism at LOS MEDANOS COLLEGE

*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

>> 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.

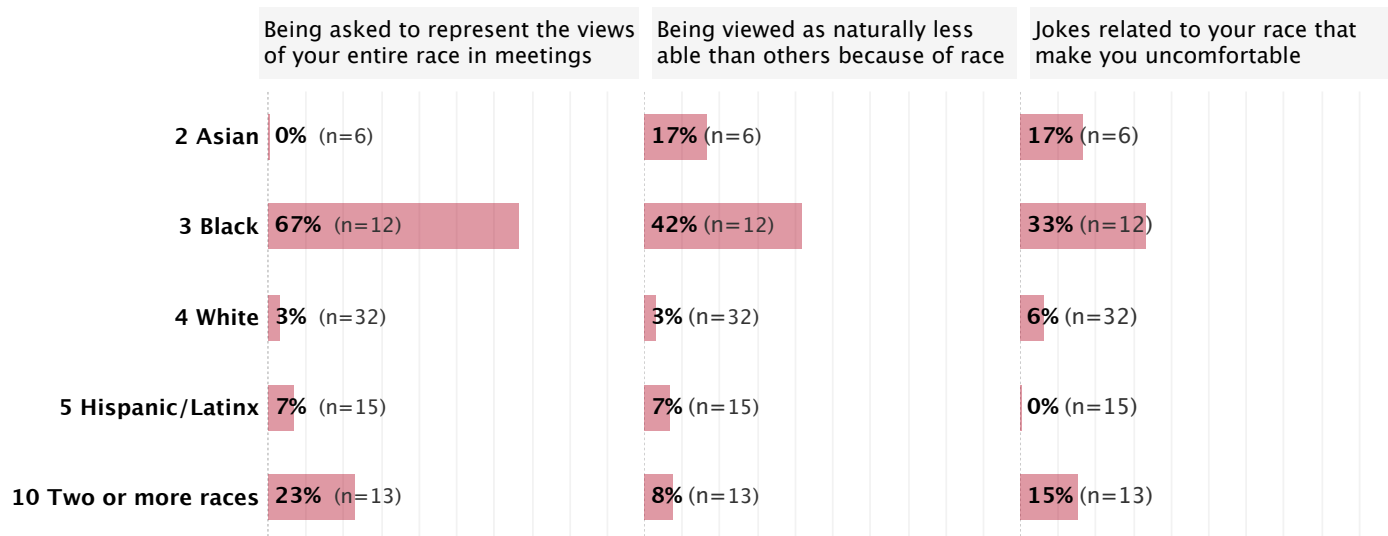
>> Provide sustainable resources for employees to address mental and emotional health concerns related to encounters with racial stress.

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

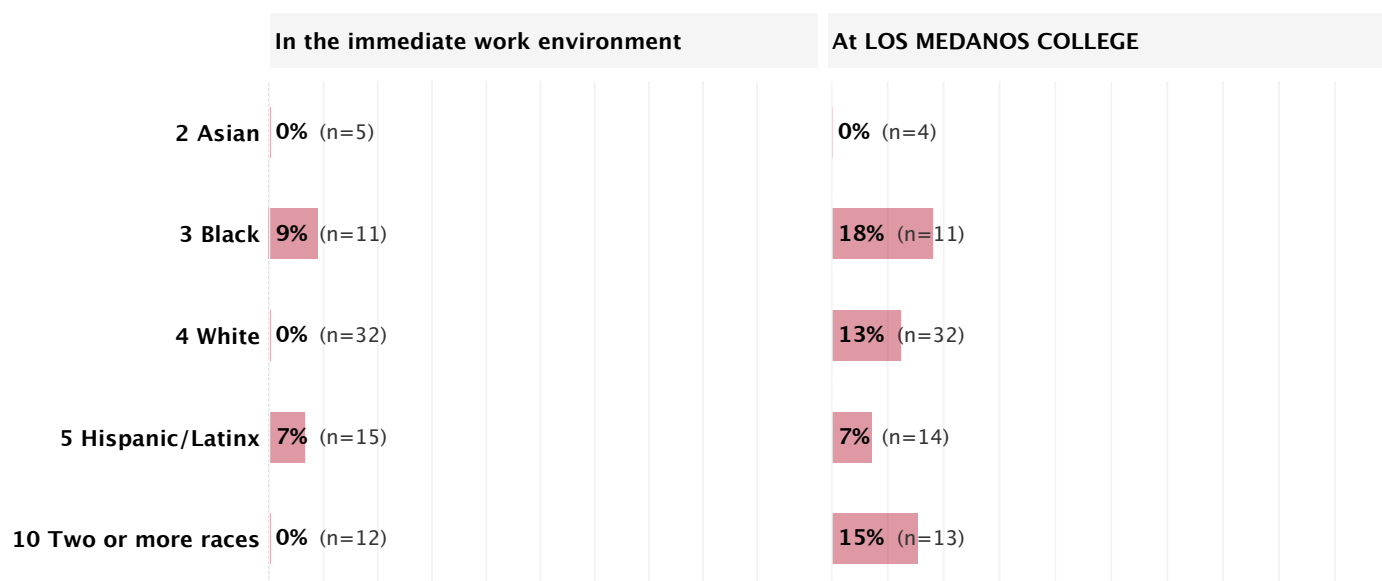
% of staff who reported they have ever experienced the following on campus



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



> RECOMMENDED ACTION ITEMS IN ENCOUNTERS WITH RACIAL STRESS

CREATE RACIAL STRESS SUBCOMMITTEE

>>Form a subcommittee to implement initiatives alleviating racial stress, composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution's racially minoritized populations.

IDENTIFY RACE-RELATED STRESSORS

>>Recognize race-related stress and racial trauma on campus, and collectively engage with those on the margins to objectively hear their narratives and move towards action.

>>Understand the additional responsibilities for staff of color who are frequently required or asked to serve as DEI-related committee members especially at a predominantly White institution. Emphasize and remind your campus community that promoting DEI on campus can be successful when every racial group participates, including White staff and faculty.

PROVIDE CULTURALLY RESPONSIVE MENTAL HEALTH CARE

>>Be aware of the unique stressors which staff of color are facing and understand the racial trauma they experience both on-campus and off-campus.

>>Hire professional counselors or coaches who are trained in cultural humility and racial stress to provide racial sensitive care to staff.

OFFER RACIAL HEALING CIRCLES

>>Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building. (For additional information on racial healing circles: https://healourcommunities.org/wp-content/uploads/2021/12/Conversation-Guide_2022.pdf)

>>Equip campus leadership with the tools to address race-related controversies of the moment, and to initiate discussions about race.

PREPARE RESPONSE FOR RACIAL CRISIS

>>Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency situations on campus. This response preparation should use different communication channels, including email communication, university media and newspaper delivery, public speech, and interview. Additionally, this response preparation should specifically address those impacted/harmed by the racial crisis incident(s).

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Encounters with Racial Stress content area include:
REC 706: Leading in Moments of Racial Crisis
REC 714: Microaggressions and Stereotype Threat: Navigating Invisible Racism in the Classroom

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



35%

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

39%

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

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

>> 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.

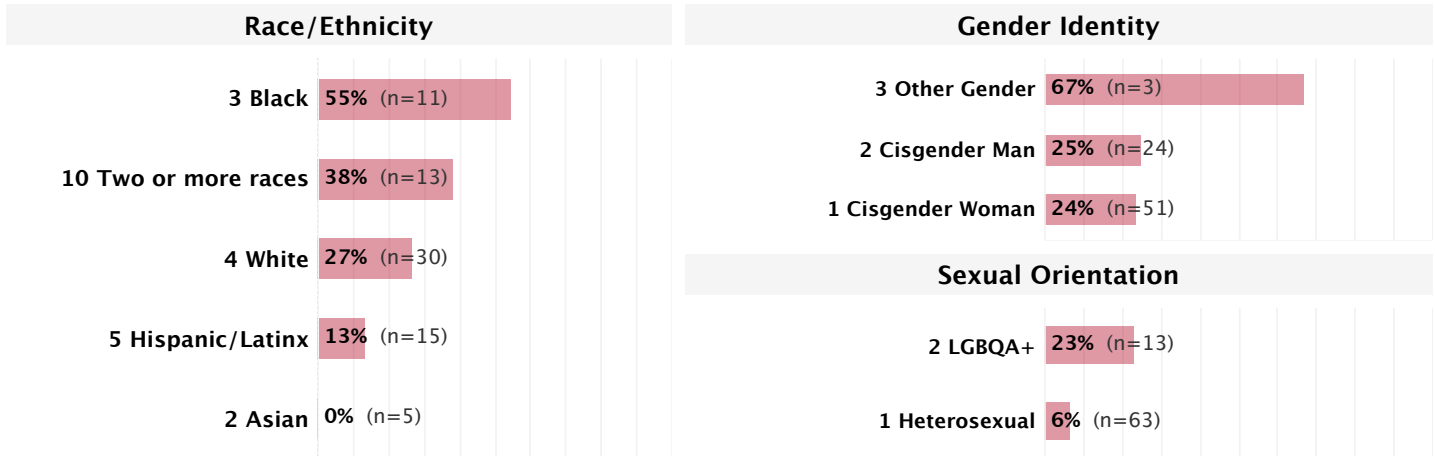
>> Provide resources to support an environment that centers employee health and wellness.

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

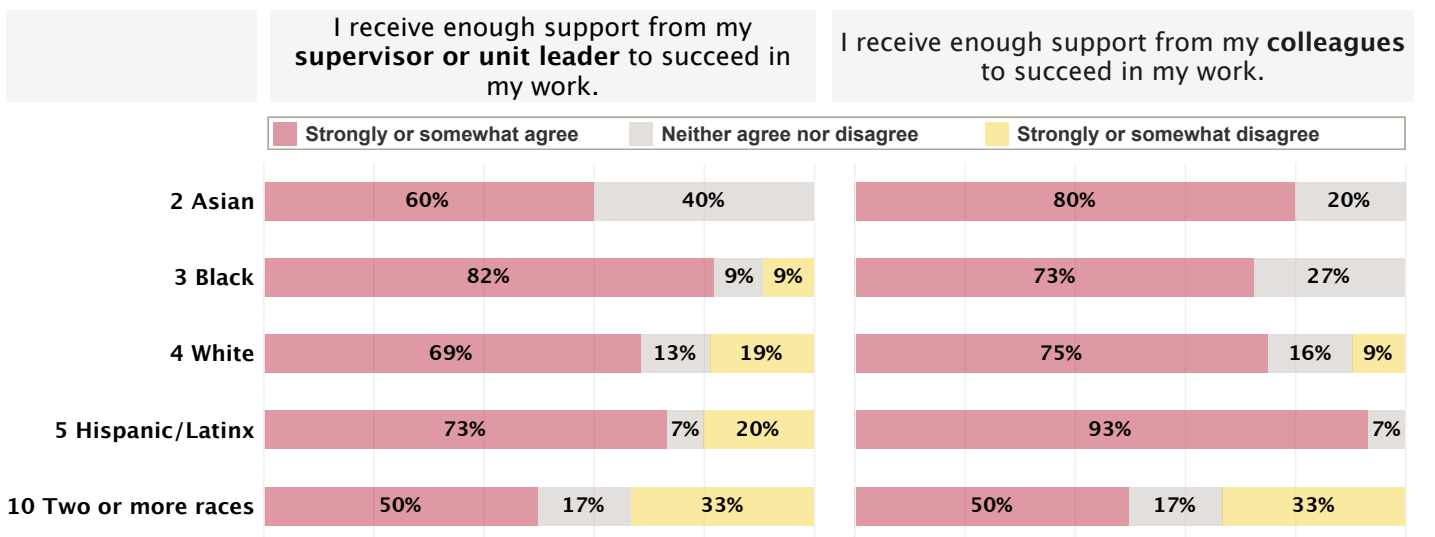


***Other Gender Identity** includes: transgender, genderfluid, genderqueer, non-binary, or a gender identity not listed. || ***LGBQA+** includes: lesbian, gay, bisexual, queer, questioning, asexual, pansexual, demisexual, two or more sexual orientations, or an orientation not listed. || Please refer 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.

> RECOMMENDED ACTION ITEMS IN WORKPLACE EQUITY

CREATE A CAMPUS RACIAL EQUITY TEAM

>>Create a team of leaders, as well as faculty and staff members, and charge them with creating staff engagement and growth plans that provide opportunities for staff to express their workplace concerns and challenges they face on discrimination and equal opportunity.

(Guide for Composing A Campus Racial Equity Team by Center for Urban Education, https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a19eecedac416422701b6/1597643247590/2018+Equity+Team+Formation+Guide_Summer2020.pdf)

REVIEW GENDER AND RACIAL COMPOSITION AS WELL AS HIRING POLICIES

>>Assess gender and racial composition of current staff, especially leadership positions, to determine whether the staff population is diverse enough.

>>Compare historical hiring policies with current policies to explore how changes over time may have impacted hiring and talent acquisition patterns as well as staff diversity. Create a metric for diversity hiring and assess hiring practices regularly.

ADVANCE PROMOTION EQUITY AND TRANSPARENCY

>>Work with your Human Resources Department to clarify promotion procedures and policies including, but not limited to: pay adjustment, job title, required experiences and skill set, rank order, compensation, and procedures for internal communication. Encourage each department to document interviews and promotion procedures decisions taken (e.g., using a rubric or a scoring metric to prevent discrimination on the basis of gender, race, and other characteristics).

>>Make transparency a part of institutional policy and publicize promotion procedures within a department or a unit by giving staff access to information, holding a meeting for questions, and involving staff in decision-making processes.

REQUIRE DEI TRAINING FOR MANAGERS

>>Remind and emphasize to managers that they have the authority and responsibility to set the tone to create an equitable culture in their departments or units. Train them to put their commitment to diversity into action by holding monthly diversity talks or showing care and attention to staff of color, especially at a predominantly White institution.

OFFER BYSTANDER INTERVENTION AND REPORTING TRAININGS

>>Ensure staff learn how to intervene to stop an inappropriate situation and report an issue to Human Resources or Title IX departments to resolve harassment and discrimination issues when needed.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Workplace Equity content area include:

REC 717: Reducing Implicit Bias in the Search and Hiring Process

REC 721: Relationships of Power and Reducing Abuse of Power in the Workplace

REC 722: Cultivating a Local Pipeline for Diverse Institutional Leadership

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



30%

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

24%

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

*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

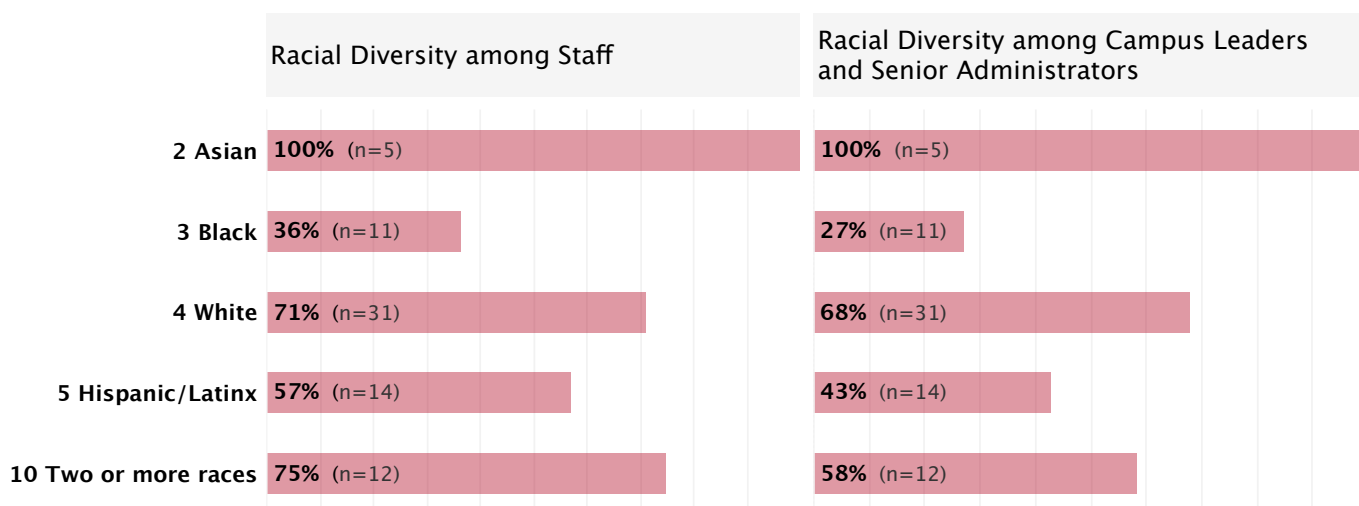
- >> Achieve parity in the racial composition of college and university employees that mirrors student racial demographics, but recognize that changes in culture and climate, in step with demographic change, are also essential.
- >> Be accountable for and immediately responsive to incidents of racism,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

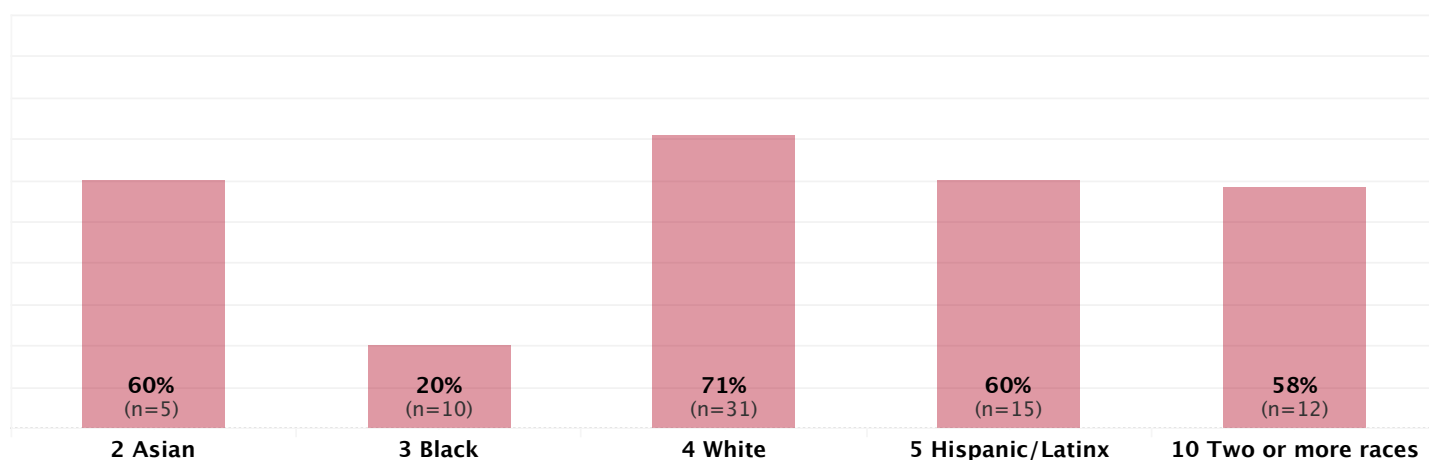
% of staff who believe LOS MEDANOS COLLEGE
is mostly or strongly committed to the following



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 LOS MEDANOS COLLEGE has a long-term commitment to racial diversity, equity, and inclusion in the workplace



> RECOMMENDED ACTION ITEMS IN APPRAISALS OF INSTITUTIONAL COMMITMENT

CREATE CLEAR CAMPUS MESSAGING

>>Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.

>>All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.

REQUIRE ALL UNIT TO CREATE DEI GOALS, PLANS, AND BUDGETS

>>Hold division-, school-, and department-level leadership accountable for diversity and inclusion efforts by mandating their own DEI goals and action plans. Acknowledge and support divisions, schools, and departments that retain diverse staff and offer further cultural competency for their staff.

MAP CAMPUS ASSETS AND RESOURCES

>>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices perpetuate racial inequities, and what new efforts could be made by redirecting resources or working together in new ways.

>>Adjust campus policies and resource allocations to rectify racial equity goals that are not being met.

PROVIDE BIAS TRAINING FOR SEARCH COMMITTEES

>>Consider that all faculty and staff search committees should move beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized staff.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Appraisals in Institutional Commitment content area include:

REC 703: Race-Conscious Enrollment Management

REC 708: Understanding Campus Unrest and Responding to Student Protest

REC 717: Reducing Implicit Bias in the Search and Hiring Process

REC 719: Retention and Advancement of Professionals of Color

REC 725: Messaging Commitment to Racial Equity and Inclusion

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



50%

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

59%

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

*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

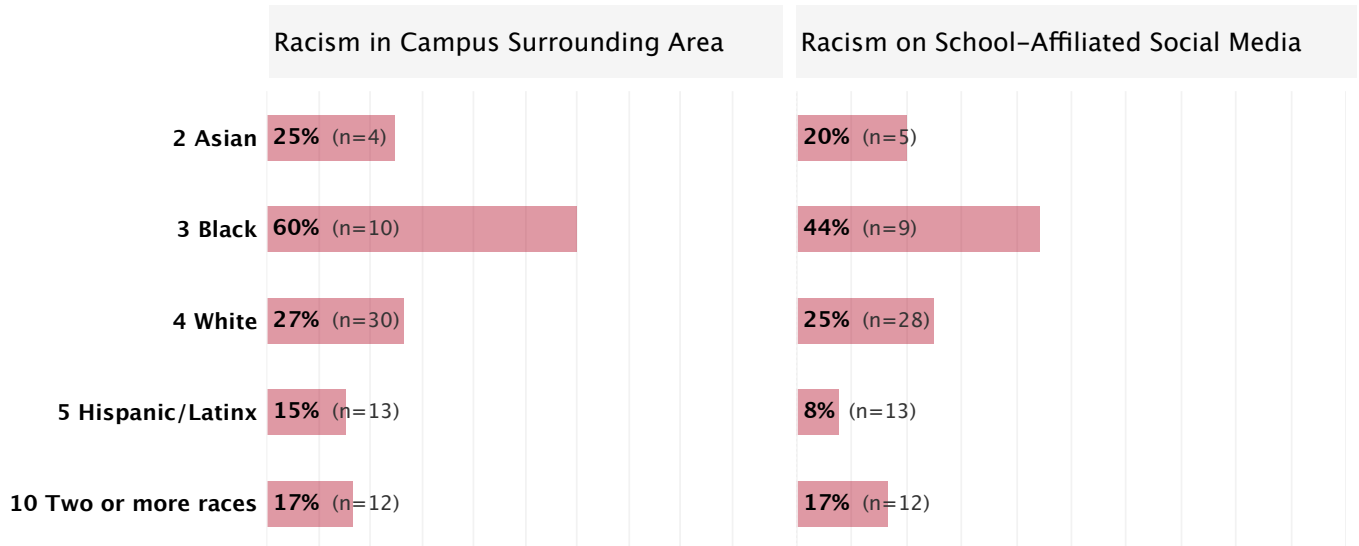
- >> Build a safe, welcoming, and inclusive community from within the campus and the neighborhood surrounding the campus.
- >> Improve the collection of racism data, analyze external incidents of racism and racial violence, and improve the safety practices in the area surrounding the campus.
- >> Acknowledge 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

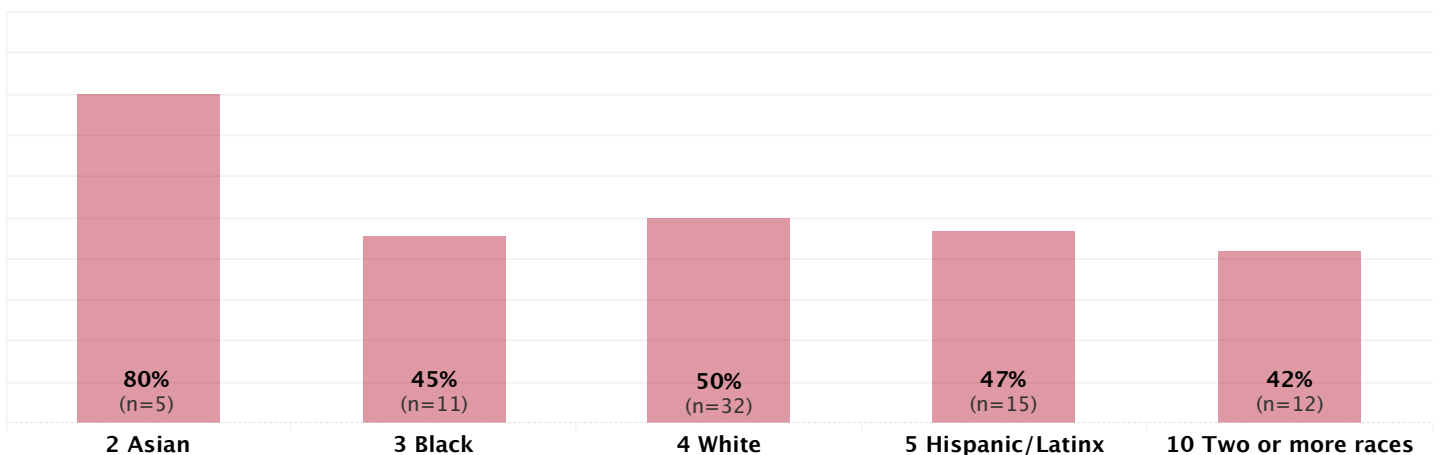
% of staff who reported they have ever experienced racism in the following spaces



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



> RECOMMENDED ACTION ITEMS IN IMPACT OF EXTERNAL ENVIRONMENTS

BUILD COMMUNITY PARTNERSHIPS

>>Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town & gown committee or working group to help prevent, manage, and respond to racist incidents and racial violence, and examine racial terror taking place at the intersection of campus and community.

>>Partner with local businesses and police to conduct implicit bias training.

EVALUATE CAMPUS ENVIRONMENT AND POLICIES

>>When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and the policies and practices that have differential impacts by race.

>>Change policies that disproportionately penalize marginalized staff populations.

CREATE RACIAL INCIDENT RESPONSE MESSAGING

>>When staff are affected by incidents of racism and hate crimes, locally or nationally, distribute messaging and notifications, similar to existing notifications for emergency incidents that occur on campus.

PROVIDE SAFETY SERVICES

>>Work with campus and local police to assess safety in the area surrounding the campus by surveying staff and/or examining reports of crimes and racist encounters in the area.

>>Build patrol zones in the surrounding campus area, where staff walk, ride, or drive to campus.

>> Provide a safety guide and instructions for how to report emergencies as well as safety training, including self-defense trainings and training for active shooter emergency (Harper (2020), COVID-19 and the Racial Equity Implications of Reopening College and University Campuses American Journal of Education, 127 (1): 153-162).

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Impact of External Environments content area include:

REC 731: Xenophobia, Islamophobia, and Othering

REC 724: Strategic Planning and Action for Racial Equity

REC 732: Cultivating Trans Inclusive Campus Environments

ABOUT

USC Race and Equity Center

Racism, America's longest-standing social problem, traces back to the massacre of indigenous peoples, the horrendous enslavement of Africans, and the enactment of policies like the Chinese Exclusion Act and the Treaty of Guadalupe Hidalgo that forced Mexico to concede more than half its land to the United States. Today, racial inequities are persistent and pervasive in P-12 Schools, colleges and universities, workplace settings, and our larger society.

Despite this, few people know how to talk comfortably about race. Even fewer know what to do when racial tensions arise, when data show racial disparities. and when frustrated citizens demand accountability and racial justice.

At the USC Race and Equity Center, we aim to be helpful. Actionable intelligence, as well as scalable and adaptable models of success, inform our ongoing quest for racial equity. Our work matters because race continues to matter in our country. Dismantling an issue as big as racism requires a robust interdisciplinary network of expert scholars, as well as a wide range of strategies, tools, partnerships. and resources.

Our strength largely resides in our interdisciplinary network of faculty affiliates. We unite more than 100 professors across academic schools at USC who are experts on race and racism, people of color, immigration, and other important dimensions of equity. These scholars work together on research, as well as on the development of useful tools and resources.

