NACCC Campus Climate Survey data
“Cross Racial Engagement”
November 2023
Table of contents

- Survey overview and participation
- Cross racial engagement - UNDERGRAD
- Cross racial engagement - GRAD
- Comparison to peers
- Recommendations and Next steps
UMB administered the NACCC student campus climate survey in Fall 2022

- University of Southern California Race and Equity Center -- National Assessment of Collegiate Campus Climates (NACCC)
- Administered between October 19 - November 19, 2022
- 15-minute web-based survey that includes six content areas essential to understanding the racial climate on campus and collects participants demographic information in order to conduct meaningful data disaggregation
We plan to rollout the results of each content area through monthly community sessions.

- **Wed Oct 18**, 1-2pm, CC 3545: Mattering and Affirmation
- **Tue Nov 14**, 11am-12pm, CC 3540: Cross Racial Engagement
- **Tue Feb 13**, 11am-12pm, CC 3545: Racial Learning and Literacy
- **Thu Mar 14**, 11am-12pm, CC 3545: Encounters with Racial Stress
- **Mon Apr 22**, 1pm-2pm, CC 3540: Appraisals of Institutional Commitment
- **Wed May 8**, 1pm-2pm, CC 3545: Impact of External Environments
22% of the UMB student population participated in the NACCC survey

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Undergrad</th>
<th>Grad</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>2802</td>
<td>558</td>
<td>3360</td>
</tr>
<tr>
<td>Students of color</td>
<td>1964</td>
<td>376</td>
<td>2340</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>838</td>
<td>182</td>
<td>1020</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>545</td>
<td>210</td>
<td>755</td>
</tr>
<tr>
<td>Black or African American</td>
<td>481</td>
<td>53</td>
<td>534</td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td>443</td>
<td>25</td>
<td>468</td>
</tr>
<tr>
<td>Two or more races</td>
<td>349</td>
<td>47</td>
<td>396</td>
</tr>
<tr>
<td>Arab or Arab American</td>
<td>54</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>Another group not listed</td>
<td>50</td>
<td>27</td>
<td>77</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>33</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Native American or Alaska Native</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Native Hawaiian and/or Pacific Islander</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: UMB students numbers from Fall 2022
“Cross Racial Engagement” is one of six content areas in the NACCC survey

Overview of “Cross Racial Engagement”

• NACCC respondents indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups. Additionally, they report their level of comfort in discussions with other students about issues related to race.

• Key topics
  • Feelings regarding conversations about race with White students and with students of color
  • Frequency of conversation about selected political topics with White students and with students of color
Table of contents

• Survey overview and participation
• Cross racial engagement - UNDERGRAD
• Cross racial engagement - GRAD
• Comparison to peers
• Recommendations and Next steps
“How do you feel about engaging in conversations about race with WHITE students at UMB?”

- Calm to nervous
- Empowered to powerless
- Open to Closed off
- Encouraged to discouraged

N=

- 7=Completely (Positive)
- 6=Moderately
- 5=Slightly
- 4=Neutral
- 3=Slightly
- 2=Moderately
- 1=Completely (Negative)
“How do you feel about engaging in conversations about race with WHITE students at UMB?”

- Overall
- Student of Color*
- Caucasian or White
- Arab or Arab American
- Asian or Asian American
- Black or African American
- Hispanic or Latinx
- Middle Eastern
- Native American and/or Alaska Native
- Native Hawaiian and/or Pacific Islander
- Another group not listed
- Two or more races

N=

Calming Scale:
- 7 = Completely Calm
- 6 = Moderately Calm
- 5 = Slightly calm
- 4 = Neutral
- 3 = Slightly nervous
- 2 = Moderately nervous
- 1 = Completely nervous
“How do you feel about engaging in conversations about race with WHITE students at UMB?”

Overall Student of Color* Caucasian or White Arab or Arab American Asian or Asian American Black or African American Hispanic or Latinx Middle Eastern Native American and/or Alaska Native Native Hawaiian and/or Pacific Islander Another group not listed Two or more races

N= 10

Empowered to Powerless

7=Completely Empowered 6=Moderately Empowered 5=Slightly Empowered 4=Neutral

3=Slightly Powerless 2=Moderately Powerless 1=Completely Powerless
"How often have you participated in the following activities with UMB students of color?"

- Hung out socially
- Voluntarily studied together
- Played recreational sports
- Participated in student clubs/orgs

N= [Diagram showing participation levels]
“How do you feel about engaging in conversations about race with UMB students of color?”

N=12
“How do you feel about engaging in conversations about race with UMB students of color?”

N=

<table>
<thead>
<tr>
<th>Race Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student of Color</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian or White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arab or Arab American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latinx</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Eastern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American and/or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian and/or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another group not listed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Calm to Nervous

- 7 = Completely Calm
- 6 = Moderately Calm
- 5 = Slightly Calm
- 4 = Neutral
- 3 = Slightly nervous
- 2 = Moderately nervous
- 1 = Completely nervous
“How do you feel about engaging in conversations about race with UMB students of color?”

N= UNDERGRAD

7=Completely Empowered  6=Moderately Empowered  5=Slightly Empowered  4=Neutral
3=Slightly Powerless  2=Moderately Powerless  1=Completely Powerless
“How do you feel about engaging in conversations about race with UMB students of color?”
“How do you feel about engaging in conversations about race with UMB students of color?”

- **Overall**: [Bar Chart]
- **Student of Color**: [Bar Chart]
- **Caucasian or White**: [Bar Chart]
- **Arab or Arab American**: [Bar Chart]
- **Asian or Asian American**: [Bar Chart]
- **Black or African American**: [Bar Chart]
- **Hispanic or Latinx**: [Bar Chart]
- **Middle Eastern**: [Bar Chart]
- **Native American and/or Alaska Native**: [Bar Chart]
- **Native Hawaiian and/or Pacific Islander**: [Bar Chart]
- **Another group not listed**: [Bar Chart]
- **Two or more races**: [Bar Chart]

Rating Scale:
- 7 = Completely Encouraged
- 6 = Moderately Encouraged
- 5 = Slightly Encouraged
- 4 = Neutral
- 3 = Slightly Discouraged
- 2 = Moderately Discouraged
- 1 = Completely Discouraged

N = [Number]
“How often have you HUNG OUT SOCIALLY with WHITE STUDENTS?”

If you are a student of color...

“How often have you HUNG OUT SOCIALLY with STUDENTS OF COLOR?”

If you are a white student...

N= 5=Almost always  4=Often   3=Sometimes
    2=Once in a while  1=Never
“How do you feel about engaging in conversations about race with UMB students of color?”

If you are a white student...

“How do you feel about engaging in conversations about race with white students at UMB?”

If you are a student of color...
“How do you feel about engaging in conversations about race with UMB students of color?”

If you are a white student...

“How do you feel about engaging in conversations about race with white students at UMB?”

If you are a student of color...

N= [Diagram showing distribution of responses]
Table of contents

• Survey overview and participation
• Cross racial engagement - UNDERGRAD
• Cross racial engagement - GRAD
• Comparison to peers
• Recommendations and Next steps
“How do you feel about engaging in conversations about race with white students at UMB?”

N=21
"How do you feel about engaging in conversations about race with WHITE students at UMB?"

N= 22

- Overall: 100%
- Student of Color*: 100%
- Caucasian or White: 100%
- Arab or Arab American: 100%
- Asian or Asian American: 100%
- Black or African American: 100%
- Hispanic or Latinx: 100%
- Middle Eastern: 100%
- Native American and/or Alaska Native: 100%
- Native Hawaiian and/or Pacific Islander: 100%
- Another group not listed: 100%
- Two or more races: 100%

- 7 = Completely Calm
- 6 = Moderately Calm
- 5 = Slightly calm
- 4 = Neutral
- 3 = Slightly nervous
- 2 = Moderately nervous
- 1 = Completely nervous
“How do you feel about engaging in conversations about race with WHITE students at UMB?”

Empowered to Powerless

N=

- 7=Completely Empowered
- 6=Moderately Empowered
- 5=Slightly Empowered
- 4=Neutral
- 3=Slightly Powerless
- 2=Moderately Powerless
- 1=Completely Powerless
“How do you feel about engaging in conversations about race with WHITE students at UMB?”

N= 24

- Overall
- Student of Color
- Caucasian or White
- Arab or Arab American
- Asian or Asian American
- Black or African American
- Hispanic or Latinx
- Middle Eastern
- Native American and/or Alaska Native
- Native Hawaiian and/or Pacific Islander
- Another group not listed
- Two or more races

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- 7=Completely Open
- 6=Moderately Open
- 5=Slightly Open
- 4=Neutral
- 3=Slightly Closed Off
- 2=Moderately Closed Off
- 1=Completely Closed Off
“How do you feel about engaging in conversations about race with WHITE students at UMB?”

- Overall: Encouraged: 70%, Discouraged: 30%
- Student of Color*: Encouraged: 75%, Discouraged: 25%
- Caucasian or White: Encouraged: 75%, Discouraged: 25%
- Arab or Arab American: Encouraged: 70%, Discouraged: 30%
- Asian or Asian American: Encouraged: 70%, Discouraged: 30%
- Black or African American: Encouraged: 60%, Discouraged: 40%
- Hispanic or Latinx: Encouraged: 60%, Discouraged: 40%
- Middle Eastern: Encouraged: 75%, Discouraged: 25%
- Native American and/or Alaska Native: Encouraged: 70%, Discouraged: 30%
- Native Hawaiian and/or Pacific Islander: Encouraged: 70%, Discouraged: 30%
- Another group not listed: Encouraged: 65%, Discouraged: 35%
- Two or more races: Encouraged: 70%, Discouraged: 30%

**N=**

- 7=Completely Encouraged
- 6=Moderately Encouraged
- 5=Slightly Encouraged
- 4=Neutral
- 3=Slightly Discouraged
- 2=Moderately Discouraged
- 1=Completely Discouraged
“How do you feel about engaging in conversations about race with UMB students of color?”
“How do you feel about engaging in conversations about race with UMB students of color?”

Overall Student of Color* Caucasian or White Arab or Arab American Asian or Asian American Black or African American Hispanic or Latinx Middle Eastern Native American and/or Alaska Native Native Hawaiian and/or Pacific Islander Another group not listed Two or more races

N= 27

100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%

7=Completely Calm 6=Moderately Calm 5=Slightly calm 4=Neutral 3=Slightly nervous 2=Moderately nervous 1=Completely nervous
“How do you feel about engaging in conversations about race with UMB students of color?”

N= [GRAD]

Empowered to Powerless

1=Completely Powerless  2=Moderately Powerless  3=Slightly Powerless
4=Neutral  5=Slightly Empowered  6=Moderately Empowered  7=Completely Empowered
“How do you feel about engaging in conversations about race with UMB students of color?”

N=

Overall  Student of Color*  Caucasian or White  Arab or Arab American  Asian or Asian American  Black or African American  Hispanic or Latinx  Middle Eastern  Native American and/or Alaska Native  Native Hawaiian and/or Pacific Islander  Another group not listed  Two or more races

7=Completely Open  6=Moderately Open  5=Slightly Open  4=Neutral  3=Slightly Closed Off  2=Moderately Closed Off  1=Completely Closed Off
“How do you feel about engaging in conversations about race with UMB students of color?”

How do you feel about engaging in conversations about race with UMB students of color?

N= 30

- 7=Completely Encouraged
- 6=Moderately Encouraged
- 5=Slightly Encouraged
- 4=Neutral
- 3=Slightly Discouraged
- 2=Moderately Discouraged
- 1=Completely Discouraged
“How do you feel about engaging in conversations about race with UMB students of color?”

“How do you feel about engaging in conversations about race with white students at UMB?”

If you are a white student...

If you are a student of color...
Table of contents

• Survey overview and participation
• Cross racial engagement - UNDERGRAD
• Cross racial engagement - GRAD
• Comparison to peers
• Recommendations and Next steps
Five institutions were used for the peer comparison group

<table>
<thead>
<tr>
<th>Institution</th>
<th># of students</th>
<th>Carnegie classification</th>
<th>Location</th>
<th>AANAPISI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan State University (MN)</td>
<td>5k-10k</td>
<td>Doctoral</td>
<td>Large City</td>
<td>Yes</td>
</tr>
<tr>
<td>Stockton University (NJ)</td>
<td>5k-10k</td>
<td>Masters</td>
<td>Suburb</td>
<td></td>
</tr>
<tr>
<td>Texas Southern University</td>
<td>5k-10k</td>
<td>Doctoral</td>
<td>Large City</td>
<td></td>
</tr>
<tr>
<td>University of Houston</td>
<td>&gt;10k</td>
<td>Doctoral</td>
<td>Large City</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Houston - Downtown</td>
<td>&gt;10k</td>
<td>Masters</td>
<td>Large City</td>
<td></td>
</tr>
</tbody>
</table>
“How often have you participated in the following activities with WHITE students?”

**UMB**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hung out socially</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Voluntarily studied together</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Played recreational sports</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Participated in student clubs/orgs</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

**Peers**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hung out socially</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Voluntarily studied together</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Played recreational sports</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Participated in student clubs/orgs</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

N= [Overview of sample size]

- 5=Almost always
- 4=Often
- 3=Sometimes
- 2=Once in a while
- 1=Never
“How often have you participated in the following activities with STUDENTS OF COLOR?”

**UMB**

1. Hung out socially
2. Voluntarily studied together
3. Played recreational sports
4. Participated in student clubs/orgs

**Peers**

1. Hung out socially
2. Voluntarily studied together
3. Played recreational sports
4. Participated in student clubs/orgs

**N=**
- 5 = Almost always
- 4 = Often
- 3 = Sometimes
- 2 = Once in a while
- 1 = Never
“How often have you HUNG OUT SOCIALLY with WHITE STUDENTS?”

If you are a student of color...

“How often have you HUNG OUT SOCIALLY with STUDENTS OF COLOR?”

If you are a white student...

N= 5=Almost always  4=Often  3=Sometimes
2=Once in a while  1=Never
Table of contents

• Survey overview and participation
• Cross racial engagement - UNDERGRAD
• Cross racial engagement - GRAD
• Comparison to peers

• Recommendations and Next steps
USC recommended action items in 4 areas

1. **Create racial dialogue opportunities**
   - Develop and include an intergroup dialogue course across first-year curriculum which encourages students to speak and listen freely.
   - Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.

2. **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.
   - Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.

3. **Engage staff and faculty**
   - Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank.
   - Charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across race and other identity group.

4. **Provide ongoing and open communication**
   - Communicate the message that, despite the difficulty, talking about race is important and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.
USC recommended action items in 4 areas

<table>
<thead>
<tr>
<th>1</th>
<th>Create racial dialogue opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Develop and include an intergroup dialogue course across first-year curriculum which encourages students to speak and listen freely.</td>
</tr>
<tr>
<td></td>
<td>• Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Offer racial healing circles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.</td>
</tr>
<tr>
<td></td>
<td>• Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Engage staff and faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank.</td>
</tr>
<tr>
<td></td>
<td>• Charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across race and other identity group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Provide ongoing and open communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Communicate the message that, despite the difficulty, talking about race is important and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.</td>
</tr>
</tbody>
</table>
USC recommended action items in 4 areas

1. Create racial dialogue opportunities
   - Develop and include an intergroup dialogue course across first-year curriculum which encourages students to speak and listen freely.
   - Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.

2. 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.
   - Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.

3. Engage staff and faculty
   - Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank.
   - Charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across race and other identity group.

4. Provide ongoing and open communication
   - Communicate the message that, despite the difficulty, talking about race is important and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.
USC recommended action items in 4 areas

<table>
<thead>
<tr>
<th>1</th>
<th>Create racial dialogue opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop and include an intergroup dialogue course across first-year curriculum which encourages students to speak and listen freely.</td>
<td></td>
</tr>
<tr>
<td>• Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Offer racial healing circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.</td>
<td></td>
</tr>
<tr>
<td>• Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Engage staff and faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank.</td>
<td></td>
</tr>
<tr>
<td>• Charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across race and other identity group.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Provide ongoing and open communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate the message that, despite the difficulty, talking about race is important and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix

- Cross racial engagement – UNDERGRAD (additional detail and slides)
- Cross racial engagement - GRAD
“How often have you participated in the following activities with WHITE students from UMB?”

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

Hang out socially
Voluntarily studied together
Played recreational sports
Participated in student clubs/orgs

N=

5=Almost always
4=Often
3=Sometimes
2=Once in a while
1=Never
“How often have you participated in the following activities with WHITE students from UMB?”

- Hang out socially

**Undergrad**

N=
“How often have you participated in the following activities with WHITE students from UMB?”

- Voluntarily studied together

Survey results for different racial and ethnic groups.
“How often have you participated in the following activities with WHITE students from UMB?”

- Played recreational sports

N= [chart data]
“How often have you participated in the following activities with WHITE students from UMB?”

- Participated in students clubs/orgs

Overall: [Graph showing participation rates]
Student of Color* Caucasian or White: [Graph showing participation rates]
Caucasian or White: [Graph showing participation rates]
Arab or Arab American: [Graph showing participation rates]
Asian or Asian American: [Graph showing participation rates]
Black or African American: [Graph showing participation rates]
Hispanic or Latinx: [Graph showing participation rates]
Middle Eastern Native American and/or Alaska Native: [Graph showing participation rates]
Native Hawaiian and/or Pacific Islander: [Graph showing participation rates]
Another group not listed: [Graph showing participation rates]
Two or more races: [Graph showing participation rates]

N=
“How do you feel about engaging in conversations about race with WHITE students at UMB?”

N= 48

- 7=Completely Open
- 6=Moderately Open
- 5=Slightly Open
- 4=Neutral
- 3=Slightly Closed Off
- 2=Moderately Closed Off
- 1=Completely Closed Off
“How often have you participated in the following activities with UMB students of color?”

Hung out socially

N=

5=Almost always  4=Often  3=Sometimes  2=Once in a while  1=Never
“How often have you participated in the following activities with UMB students of color?

Voluntarily studied together

N=

Categories: Overall, Student of Color*, Caucasian or White, Arab or Arab American, Asian or Asian American, Black or African American, Hispanic or Latinx, Middle Eastern, Native American and/or Alaska Native, Native Hawaiian and/or Pacific Islander, Another group not listed, Two or more races

Response scale: 5=Almost always, 4=Often, 3=Sometimes, 2=Once in a while, 1=Never
“How often have you participated in the following activities with UMB students of color?

- Played recreational sports

Overall Student of Color* Caucasian or White Arab or Arab American Asian or Asian American Black or African American Hispanic or Latinx Middle Eastern Native American and/or Alaska Native Native Hawaiian and/or Pacific Islander Another group not listed Two or more races

N=?
"How often have you participated in the following activities with UMB students of color?"

N= [Number]
“How do you feel about engaging in conversations about race with WHITE students at UMB?”

N=53

- 7=Completely Encouraged
- 6=Moderately Encouraged
- 5=Slightly Encouraged
- 4=Neutral
- 3=Slightly Discouraged
- 2=Moderately Discouraged
- 1=Completely Discouraged
“Have you had conversations about the following topics with white students at UMB?”

- Anti-Asian hate crimes and harassment: 90% have had conversations
- Anti-Black violence: 85% have had conversations
- Disproportionate impact of abortion restrictions on women of color: 75% have had conversations
- Growing domestic terrorism inspired by White supremacy and White nationalism: 80% have had conversations

N = 54

Legend:
- 5 = Almost always
- 4 = Often
- 3 = Sometimes
- 2 = Once in a while
- 1 = Never
“Have you had conversations about the following topics with white students at UMB?”

- Anti-Asian hate crimes and harassment

**Overall Student of Color**
- Caucasian or White
- Arab or Arab American
- Asian or Asian American
- Black or African American
- Hispanic or Latinx
- Middle Eastern
- Native American and/or Alaska Native
- Native Hawaiian and/or Pacific Islander
- Another group not listed
- Two or more races

---

Quadrant Colors:
- 5=Almost always
- 4=Often
- 3=Sometimes
- 2=Once in a while
- 1=Never

**N=** [Details]
“Have you had conversations about the following topics with white students at UMB?”

<table>
<thead>
<tr>
<th>Topic</th>
<th>Overall</th>
<th>Student of Color*</th>
<th>Caucasian or White</th>
<th>Arab or Arab American</th>
<th>Asian or Asian American</th>
<th>Black or African American</th>
<th>Hispanic or Latinx</th>
<th>Middle Eastern</th>
<th>Native American and/or Alaska Native</th>
<th>Native Hawaiian and/or Pacific Islander</th>
<th>Another group not listed</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-Black bias</td>
<td>80%</td>
<td>56%</td>
<td>90%</td>
<td>80%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>
“Have you had conversations about the following topics with white students at UMB?”

Disproportionate impact of abortion restrictions on women of color

Undergrad

Overall 57

Not listed

Two or more races

N=
“Have you had conversations about the following topics with white students at UMB?”

Growing domestic terrorism inspired by white nationalism
“Have you had conversations about the following topics with students of color at UMB?”

- Anti-Asian hate crimes and harassment
- Anti-Black violence
- Disproportionate impact of abortion restrictions on women of color
- Growing domestic terrorism inspired by White supremacy and White nationalism

N=59
"Have you had conversations about the following topics with students of color at UMB?"

- Anti-Asian hate crimes and harassment

Overall Student of Color* Caucasian or White Arab or Arab American Asian or Asian American Black or African American Hispanic or Latinx Middle Eastern Native American and/or Alaska Native Native Hawaiian and/or Pacific Islander Another group not listed Two or more races

5=Almost always 4=Often 3=Sometimes 2=Once in a while 1=Never

N= 
“Have you had conversations about the following topics with students of color at UMB?”

Overall Student of Color* Caucasian or White Arab or Arab American Asian or Asian American Black or African American Hispanic or Latinx Middle Eastern Native American and/or Alaska Native Native Hawaiian and/or Pacific Islander Another group not listed Two or more races

5=Almost always 4=Often 3=Sometimes 2=Once in a while 1=Never

N=
“Have you had conversations about the following topics with students of color at UMB?”

Disproportionate impact of abortion restrictions on women of color

- Overall
- Student of Color
- Caucasian or White
- Arab or Arab American
- Asian or Asian American
- Black or African American
- Hispanic or Latinx
- Middle Eastern
- Native American and/or Alaska Native
- Native Hawaiian and/or Pacific Islander
- Another group not listed
- Two or more races

N=

5=Almost always  4=Often  3=Sometimes  2=Once in a while  1=Never
"Have you had conversations about the following topics with students of color at UMB?"

- Growing domestic terrorism inspired by white nationalism
Appendix

- Cross racial engagement - UNDERGRAD
- Cross racial engagement – GRAD (additional detail and slides)