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- Survey overview and participation
  - Encounters with Racial Stress - UNDERGRAD
  - Encounters with Racial Stress - 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Oct 18</td>
<td>Mattering and Affirmation</td>
<td>1-2pm</td>
<td>CC 3545</td>
</tr>
<tr>
<td>Tue Nov 14</td>
<td>Cross Racial Engagement</td>
<td>11am-12pm</td>
<td>CC 3540</td>
</tr>
<tr>
<td>Tue Feb 27</td>
<td>Racial Learning and Literacy</td>
<td>11am-12pm</td>
<td>CC 3545</td>
</tr>
<tr>
<td>Thu Mar 14</td>
<td>Encounters with Racial Stress</td>
<td>11am-12pm</td>
<td>CC 3545</td>
</tr>
<tr>
<td>Mon Apr 22</td>
<td>Appraisals of Institutional Commitment</td>
<td>1pm-2pm</td>
<td>CC 3540</td>
</tr>
<tr>
<td>Wed May 8</td>
<td>Impact of External Environments</td>
<td>1pm-2pm</td>
<td>CC 3545</td>
</tr>
</tbody>
</table>
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>
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<tr>
<td>Students of color</td>
<td>1964</td>
<td>376</td>
<td>2340</td>
</tr>
<tr>
<td>Caucasian or White</td>
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<td>182</td>
<td>1020</td>
</tr>
<tr>
<td>Asian or Asian American</td>
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<td>210</td>
<td>755</td>
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<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>
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<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>
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<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

Survey participants participation rate:
- Undergrad: 22.9%
- Grad: 16.5%
- Overall: 21.6%
“Encounters with Racial Stress” is one of six content areas in the NACCC survey

Overview of “Encounters with Racial Stress”

• NACCC respondents appraise the racial environment of their institutions. They identify campus encounters they have experienced as racist, ranging from microaggressions and racial stereotyping to more overt acts of racial harassment and violence. Students indicate the impact of these encounters on their personal well-being and academic success.

• Key topics
  • Ratings of campus racial tensions, racial segregation, and overall campus racial climate and impact on personal well-being
  • Frequency of experiencing racism in campus locations, academic spaces, at campus events, and impact on personal well-being
A variety of questions were asked in the Encounters with Racial Stress section

Question Overview

1. “Has racism increased at UMB as a result of the following influences?
   • 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

2. “How racist is the overall environment at your institution?”

3. “Has the racial environment at UMB resulted in negative impacts on you?”

4. “How racially segregated is the environment of your institution?”

5. “In this semester, how often have you personally experienced racism at locations on campus?”
   • Financial aid office; tutoring center; dorms; academic advising office; campus police; campus quad;
   • Study groups; classes & office hours w/ White profs; Classes & office hours w/ profs of color; office hours with Tas
   • School hosted events; Greek events; social events; sporting events; career fairs

6. “How safe/welcome/included do you feel on your campus?”

7. “Have you experienced or experienced racist incidents at UMB, and how have they impacted you?”
Table of contents

• Survey overview and participation
• Encounters with Racial Stress - UNDERGRAD
• Encounters with Racial Stress - GRAD
• Comparison to peers
• Recommendations and Next steps
Most students do not feel racial tension has been increasing as a result of specific political influences.

“Has racial tension increased at UMB as a result of the following political influences?”

- 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
Most students do not feel that the UMB campus environment is racist

“In your opinion, how racist is the overall environment of your institution?”

N= 10

- **5** = Strongly racist
- **4** = Mostly racist
- **3** = Somewhat racist
- **2** = Slightly racist
- **1** = Not at all racist
Due to the racial environment at UMB, some students report motivation to make change, others report frustration or loneliness.

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

- Increase in your personal motivation or activism to make change: 32.7%
- Decline in your academic performance/grades: 8.1%
- Decline in your physical health: 6.4%
- Decline in your emotional well-being: 17.9%
- Feelings of frustration and/or anger: 32.0%
- Feelings of loneliness, not belonging, and/or isolation: 22.0%
- Did not experience any after effects: 37.5%
White students more likely to feel motivation to make change; students of color more emotionally impacted

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

- Increase in your personal motivation or activism to make change
- Decline in your academic performance/grades
- Decline in your physical health
- Decline in your emotional well-being
- Feelings of frustration and/or anger
- Feelings of loneliness, not belonging, and/or isolation
- Did not experience any after effects

*Student of Color* vs. *Caucasian or White*
Most students do not feel that the campus is racially segregated

“In your opinion, how racially segregated is the overall environment of your institution?”

N=

- 5 = Strongly racially segregated
- 4 = Mostly racially segregated
- 3 = Somewhat racially segregated
- 2 = Slightly racially segregated
- 1 = Not at all racially segregated
A portion of the UG student population reports experiencing at least some racism on campus

“In this semester, how often have you personally experienced racism happening in each of the following LOCATIONS at UMB?”

N=14

- Financial aid office: 100%
- Tutoring or learning center: 100%
- Dorms/student housing: 100%
- Academic advising office or advisor’s office: 100%
- Campus police or security: 100%
- Campus quad or common gathering space: 100%
A very small proportion of students report experiencing racism in academic spaces

“In this semester, how often have you personally experienced racism happening in each of the following ACADEMIC SPACES at UMB?”

- Study groups
- Classes with Caucasian or White professors
- Office hours with Caucasian or White professors
- Classes with professors of color
- Office hours with professors of color
- Office hours with teaching assistants

N= 20

5 = Almost always (More than 10 times) 4 = Often (7-10 times) 3 = Sometimes (4-6 times) 2 = Once in a while (1-3 times) 1 = Never (0 times)
A small proportion of students report experiencing racism in social event settings

“In this semester, how often have you personally experienced racism happening in each of the following EVENT TYPES at UMB?”

- Events hosted by the school, departments, or campus organizations
- Events hosted by sororities/fraternities that are mostly students of color
- Events hosted by sororities/fraternities that are mostly Caucasian or White students
- Social events (parties or just hanging out)
- College sporting events
- Career or job fairs

N=

5 = Almost always (More than 10 times)  4 = Often (7-10 times)  3 = Sometimes (4-6 times)  2 = Once in a while (1-3 times)  1 = Never (0 times)
Most students report feeling SAFE on campus

“How SAFE do you feel at your institution?”

- 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 safe
- 6 = Moderately safe
- 5 = Slightly safe
- 4 = Neither safe nor in danger (or neutral)
- 3 = Slightly in danger
- 2 = Moderately in danger
- 1 = Completely in danger
Most students also feel WELCOME on campus

“How WELCOME do you feel at your institution?”

- 7 = Completely welcome
- 6 = Moderately welcome
- 5 = Slightly welcome
- 4 = Neither welcome nor unwelcome (or neutral)
- 3 = Slightly unwelcome
- 2 = Moderately unwelcome
- 1 = Completely unwelcome
Feelings on INCLUSION are relatively high, but slightly lower than feelings of being safe and welcome.

“How INCLUDED do you feel at your institution?”
About a quarter of students report experiencing or hearing about racist incidents at UMB

“Have you personally experienced or heard about any of the following happening at UMB?”

- A race-based physical attack
- A race-based verbal attack (for example, being called a racially-offensive name)
- Racist signs, symbols, or graffiti (for example, flags, banners, clothing)
- A race-based physical aggression (for example, being bumped into on purpose)
- A racially-offensive theme party or event
- None of the above

<table>
<thead>
<tr>
<th>Incident</th>
<th>Student of Color*</th>
<th>Caucasian or White</th>
</tr>
</thead>
<tbody>
<tr>
<td>A race-based physical attack</td>
<td>2.8%</td>
<td>1.3%</td>
</tr>
<tr>
<td>A race-based verbal attack</td>
<td>16.8%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Racist signs, symbols, or graffiti</td>
<td>13.4%</td>
<td>12.8%</td>
</tr>
<tr>
<td>A race-based physical aggression</td>
<td>5.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>A racially-offensive theme party or event</td>
<td>2.8%</td>
<td>2.1%</td>
</tr>
<tr>
<td>None of the above</td>
<td>72.3%</td>
<td>76.4%</td>
</tr>
</tbody>
</table>
These incidents increase motivation to make change, as well as negative emotional feelings

“Did any of these incidents result in the following?”

- Increase in your personal motivation or activism to make change: 51.4% (50.8% Student of Color*, 51.4% Caucasian or White)
- Decline in your academic performance/grades: 25.8% (24.7% Student of Color*, 26.0% Caucasian or White)
- Decline in your physical health: 9.9% (9.3% Student of Color*, 10.0% Caucasian or White)
- Decline in your emotional well-being: 2.7% (2.7% Student of Color*, 2.7% Caucasian or White)
- Feelings of frustration and/or anger: 45.2% (45.2% Student of Color*, 44.2% Caucasian or White)
- Feelings of loneliness, not belonging, and/or isolation: 24.7% (22.4% Student of Color*, 24.7% Caucasian or White)
- Did not experience any after effects: 25.2% (22.4% Student of Color*, 25.2% Caucasian or White)
About a quarter of students report experiencing or hearing about racist incidents at UMB

“Have you personally experienced any of the following while in classes at your institution?”

- Being viewed as naturally more able than others in your classes
- Being viewed as naturally less able than others in your classes
- Not speaking out in class about topics related to race because of negative reactions by professors and/or classmates
- Being asked or expected to represent the views of your entire race in class discussions
- None of the above

<table>
<thead>
<tr>
<th>Experience</th>
<th>Student of Color*</th>
<th>Caucasian or White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being viewed as naturally more able</td>
<td>7.3%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Being viewed as naturally less able</td>
<td>8.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Not speaking out in class about topics related</td>
<td>13.6%</td>
<td>11.7%</td>
</tr>
<tr>
<td>to race because of negative reactions by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professors and/or classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being asked or expected to represent the views</td>
<td>11.1%</td>
<td>5.4%</td>
</tr>
<tr>
<td>of your entire race in class discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of the above</td>
<td>71.4%</td>
<td>77.9%</td>
</tr>
</tbody>
</table>
Students of color experienced some racial incidents more often than white students

“Have you personally experienced any of the following while in classes at your institution?”

<table>
<thead>
<tr>
<th>Experience</th>
<th>Student of Color*</th>
<th>Caucasian or White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being viewed as a foreigner even if you are not</td>
<td>10.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Assumed to be a natural athlete and/or a member of a college sports team</td>
<td>4.0%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Considered only to have been admitted because of your race</td>
<td>5.4%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Being asked for ID by campus police/safety when others are not</td>
<td>4.2%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Feeling excluded by students of your own race</td>
<td>9.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Jokes related to race that make you uncomfortable</td>
<td>13.6%</td>
<td>9.0%</td>
</tr>
<tr>
<td>None of the above</td>
<td>69.2%</td>
<td>83.9%</td>
</tr>
</tbody>
</table>
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- Survey overview and participation
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- Recommendations and Next steps
Most students do not feel racial tension has been increasing as a result of specific political influences.

“Has racial tension increased at UMB as a result of the following political influences?”

- 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 = 25
There is not much difference between the grad and undergrad data on this question

“Has racial tension increased at UMB as a result of the following political influences?”

GRAD

UNDERGRAD
Most students do not feel that the UMB campus environment is racist

“In your opinion, how racist is the overall environment of your institution?”

N=27
“Has the overall racial environment on your campus resulted in any of the following?”

- Increase in your personal motivation or activism to make change: 44.8%
- Decline in your academic performance/grades: 7.3%
- Decline in your physical health: 8.1%
- Decline in your emotional well-being: 21.8%
- Feelings of frustration and/or anger: 36.3%
- Feelings of loneliness, not belonging, and/or isolation: 27.8%
- Did not experience any after effects: 27.4%
Most students do not feel that the campus is racially segregated

“In your opinion, how racially segregated is the overall environment of your institution?”

5 = Strongly racially segregated
4 = Mostly racially segregated
3 = Somewhat racially segregated
2 = Slightly racially segregated
1 = Not at all racially segregated

N=

GRAD

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
“In this semester, how often have you personally experienced racism happening in each of the following LOCATIONS at UMB?”

5 = Almost always (More than 10 times)  4 = Often (7-10 times)  3 = Sometimes (4-6 times)  2 = Once in a while (1-3 times)  1 = Never (0 times)
A very small proportion of students report experiencing racism in academic spaces.

“In this semester, how often have you personally experienced racism happening in each of the following ACADEMIC SPACES at UMB?”

N=

Study groups
White professors
Profesors of color
Teaching assistants for your classes

5 = Almost always (More than 10 times)  4 = Often (7-10 times)  3 = Sometimes (4-6 times)  2 = Once in a while (1-3 times)  1 = Never (0 times)
A small proportion of students report experiencing racism in social event settings

“In this semester, how often have you personally experienced racism happening in each of the following EVENT TYPES at UMB?”

N=32

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

Events hosted by the school, departments, or campus organizations
Social events (parties or just hanging out)
College sporting events
Career or job fairs

5 = Almost always (More than 10 times) 4 = Often (7-10 times) 3 = Sometimes (4-6 times) 2 = Once in a while (1-3 times) 1 = Never (0 times)
Most students report feeling SAFE on campus

“How SAFE do you feel at your institution?”

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

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  Other group not listed  Two or more races

- 7 = Completely safe
- 6 = Moderately safe
- 5 = Slightly safe
- 4 = Neither safe nor in danger (or neutral)
- 3 = Slightly in danger
- 2 = Moderately in danger
- 1 = Completely in danger
Most students also feel WELCOME on campus

“How WELCOME do you feel at your institution?”

- 7 = Completely welcome
- 6 = Moderately welcome
- 5 = Slightly welcome
- 4 = Neither welcome nor unwelcome (neutral)
- 3 = Slightly unwelcome
- 2 = Moderately unwelcome
- 1 = Completely unwelcome

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
Feelings on INCLUSION are relatively high, but slightly lower than feelings of being safe and welcome.

“How INCLUDED do you feel at your institution?”
Roughly a fifth of grad students report experiencing or hearing about racist incidents at UMB

```
<table>
<thead>
<tr>
<th>Incident</th>
<th>Student of Color</th>
<th>Caucasian or White</th>
</tr>
</thead>
<tbody>
<tr>
<td>A race-based physical attack (e.g., being called a racially-offensive name)</td>
<td>13.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Race-based verbal attack (e.g., being called a racially-offensive name)</td>
<td>9.8%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Racist signs, symbols, or graffiti (e.g., flags, banners, clothing)</td>
<td>14.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>A race-based physical aggression (e.g., being bumped into on purpose)</td>
<td>4.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>A racially-offensive theme party or event</td>
<td>2.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>None of the above</td>
<td>81.2%</td>
<td>77.8%</td>
</tr>
</tbody>
</table>
```
About a quarter of students report experiencing or hearing about racist incidents at UMB

“Have you personally experienced any of the following while in classes at your institution?”

- Being viewed as naturally more able than others in your classes
- Being viewed as naturally less able than others in your classes
- Not speaking out in class about topics related to race because of negative reactions by professors and/or classmates
- Being asked or expected to represent the views of your entire race in class discussions
- None of the above

**Graduate Students**

- Student of Color*: 76.8%
- Caucasian or White: 74.2%
Students of color experienced some racial incidents more often than white students

“Have you personally experienced any of the following while in classes at your institution?”

- Being viewed as a foreigner even if you are not
- Assumed to be a natural athlete and/or a member of a college sports team
- Considered only to have been admitted because of your race
- Being asked for ID by campus police/safety when others are not
- Feeling excluded by students of your own race
- Jokes related to race that make you uncomfortable
- None of the above

<table>
<thead>
<tr>
<th>Incident</th>
<th>Student of Color*</th>
<th>Caucasian or White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being viewed as a foreigner even if you are not</td>
<td>8.2%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Assumed to be a natural athlete and/or a member of a</td>
<td>1.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>college sports team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered only to have been admitted because of your</td>
<td>5.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being asked for ID by campus police/safety when others</td>
<td>5.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>are not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling excluded by students of your own race</td>
<td>6.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Jokes related to race that make you uncomfortable</td>
<td>7.6%</td>
<td>6.8%</td>
</tr>
<tr>
<td>None of the above</td>
<td>79.6%</td>
<td>89.5%</td>
</tr>
</tbody>
</table>
Table of contents

• Survey overview and participation
• Encounters with Racial Stress - UNDERGRAD
• Encounters with Racial Stress - 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>
UMB students largely do not feel UMB is racist; those who feel it is slightly or somewhat racist are higher than at comparison schools.

“In your opinion, how racist is the overall environment of your institution?”

UMASS BOSTON

PEER COMPARISON SCHOOLS

N= 5 = Strongly racist  4 = Mostly racist  3 = Somewhat racist
2 = Slightly racist  1 = Not at all racist
UMB students largely do not feel UMB is segregated; those who feel it is slightly or somewhat racist are higher than at comparison schools.

“In your opinion, how racially segregated is the overall environment of your institution?”

---

**UMASS BOSTON**

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Student of Color*</th>
<th>Caucasian or White</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Strongly racist</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>4 = Mostly racist</td>
<td>20%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>3 = Somewhat racist</td>
<td>10%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>2 = Slightly racist</td>
<td>10%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>1 = Not at all racist</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**PEER COMPARISON SCHOOLS**

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Student of Color*</th>
<th>Caucasian or White</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Strongly racist</td>
<td>50%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>4 = Mostly racist</td>
<td>20%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>3 = Somewhat racist</td>
<td>10%</td>
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<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
Feelings of SAFETY at UMB are very similar to comparison schools.

“How SAFE do you feel at your institution?”

UMASS BOSTON

- Overall (UMB)
- Students of color (UMB)
- White (UMB)

PEER COMPARISON SCHOOLS

- Overall (Peers)
- Students of color (Peers)
- White (Peers)

Legend:
- 7 = Completely safe
- 6 = Moderately safe
- 5 = Slightly safe
- 4 = Neither safe nor in danger (or neutral)
- 3 = Slightly in danger
- 2 = Moderately in danger
- 1 = Completely in danger
UMB students’ feeling of being WELCOME are similar, though slightly lower, than comparison schools

“How WELCOME do you feel at your institution?”

**UMASS BOSTON**

- Overall (UMB)
- Students of color (UMB)
- White (UMB)

**PEER COMPARISON SCHOOLS**

- Overall (Peers)
- Students of color (Peers)
- White (Peers)

Legend:
- 7 = Completely welcome
- 6 = Moderately welcome
- 5 = Slightly welcome
- 4 = Neither welcome nor unwelcome (or neutral)
- 3 = Slightly unwelcome
- 2 = Moderately unwelcome
- 1 = Completely unwelcome
UMB students’ feeling of being INCLUDED are similar, though slightly lower, than comparison schools.

“How INCLUDED do you feel at your institution?”

***UMASS BOSTON***

- Overall (UMB)
- Students of color (UMB)
- White (UMB)

***PEER COMPARISON SCHOOLS***

- Overall (Peers)
- Students of color (Peers)
- White (Peers)
At UMB, students have experienced or heard about racist incidents at a slightly higher level than comparison schools.

"Have you personally experienced or heard about any of the following happening?"

- A race-based physical attack
- A race-based verbal attack (for example, being called a racially-offensive name)
- Racist signs, symbols, or graffiti (for example, flags, banners, clothing)
- A race-based physical aggression (for example, being bumped into on purpose)
- A racially offensive theme party or event
- None of the above

<table>
<thead>
<tr>
<th>Incident</th>
<th>UMB</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A race-based physical attack</td>
<td>2.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>A race-based verbal attack</td>
<td>16.4%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Racist signs, symbols, or graffiti</td>
<td>13.2%</td>
<td>10.7%</td>
</tr>
<tr>
<td>A race-based physical aggression</td>
<td>4.9%</td>
<td>4.7%</td>
</tr>
<tr>
<td>A racially offensive theme party or event</td>
<td>2.6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>None of the above</td>
<td>73.5%</td>
<td>79.7%</td>
</tr>
</tbody>
</table>
At UMB, students have experienced or heard about racist incidents at a slightly higher level than comparison schools.

**“Have you personally experienced any of the following while in classes at your institution?”**

<table>
<thead>
<tr>
<th>Experience</th>
<th>UMB</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being viewed as naturally more able than others in your classes</td>
<td>8.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Being viewed as naturally less able than others in your classes</td>
<td>7.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Not speaking out in class about topics related to race because of negative reactions by professors and/or classmates</td>
<td>13.0%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Being asked or expected to represent the views of your entire race in class discussions</td>
<td>9.3%</td>
<td>8.4%</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
At UMB, students have experienced or heard about racist incidents at a slightly higher level than comparison schools.

“Have you personally experienced any of the following while in classes at your institution?”

- Being viewed as a foreigner even if you are not: UMB 7.7%, Peers 6.5%
- Assumed to be a natural athlete and/or a member of a college sports team: UMB 4.2%, Peers 2.1%
- Considered only to have been admitted because of your race: UMB 4.0%, Peers 2.9%
- Being asked for ID by campus police/safety when others are not: UMB 3.2%, Peers 2.3%
- Feeling excluded by students of your own race: UMB 7.5%, Peers 7.6%
- Jokes related to race that make you uncomfortable: UMB 12.2%, Peers 10.6%
- None of the above: UMB 73.7%, Peers 79.8%
Table of contents

• Survey overview and participation
• Encounters with Racial Stress - UNDERGRAD
• Encounters with Racial Stress - GRAD
• Comparison to peers

• Recommendations and Next steps
USC recommended action items in 5 areas

1. Create racial stress subcommittee
   - Form a subcommittee to implement initiatives alleviating on 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.

2. Provide professional development
   - Institute professional development for faculty and staff to prioritize understanding not only of the effects of racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include both providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.

3. Engage race-related stress issues
   - 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.

4. Create safe spaces
   - Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations. Engage students, staff, and faculty of color in the conversation to learn what spaces are needed.

5. 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, video distribution, 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).
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   - Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.
   - Communicate plans for systemic change aimed to alleviate racial stress.

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| 1 | Create racial stress subcommittee |
| 2 | Provide professional development |
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Mark down the details about the April community session on Appraisals of Institution Commitment

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Oct 18</td>
<td>1-2pm, CC 3545</td>
<td></td>
<td>Mattering and Affirmation</td>
</tr>
<tr>
<td>Tue Nov 14</td>
<td>11am-12pm, CC 3540</td>
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<td>Cross Racial Engagement</td>
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<tr>
<td>Tue Feb 27</td>
<td>11am-12pm, CC 3545</td>
<td></td>
<td>Racial Learning and Literacy</td>
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<tr>
<td>Thu Mar 14</td>
<td>11am-12pm, CC 3545</td>
<td></td>
<td>Encounters with Racial Stress</td>
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<tr>
<td>Mon Apr 22</td>
<td>1pm-2pm, CC 3540</td>
<td></td>
<td>Appraisals of Institutional Commitment</td>
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<tr>
<td>Wed May 8</td>
<td>1pm-2pm, CC 3545</td>
<td></td>
<td>Impact of External Environments</td>
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Thank you!