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- Appraisals of Institutional Commitment - UNDERGRAD
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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>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
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</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>
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<tr>
<td>Overall</td>
<td>2802</td>
<td>558</td>
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<tr>
<td>Students of color</td>
<td>1964</td>
<td>376</td>
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<tr>
<td>Caucasian or White</td>
<td>838</td>
<td>182</td>
<td>1020</td>
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<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>
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<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>
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<tr>
<td>Middle Eastern</td>
<td>33</td>
<td>11</td>
<td>44</td>
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<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>
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Note: UMB students numbers from Fall 2022
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“Appraisals of Institutional Commitment” is one of six content areas in the NACCC survey

Overview of “Appraisals of Institutional Commitment”

• NACCC respondents evaluate their administrators’ demonstrated commitments to racial diversity and inclusion at their institutions. Students also assess institutional leaders’ responses to racial problems on campus.

• Key topics
  • 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
A variety of questions were asked in the Appraisals of Institutional Commitment section.

**Question Overview**

1. **“How racially diverse is your institution?”**

2. **“How well does UMB deal with on-campus racism and racist incidents?”**
   - Effectively vs. ineffectively
   - In secret vs. in the open
   - In a delayed manner vs. in a timely manner

3. **“How committed is UMB to each of the following:”**
   - Admitting students of color
   - Racial diversity among faculty
   - Racial diversity among staff
   - Ensuring SOC graduate
   - Sponsoring activities about racial diversity
   - Removing objects or structures on campus that are racially offensive
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66% of UG students feel that UMB is strongly or mostly racially diverse

“In your opinion, how racially diverse is 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

N=

5 = Strongly racially diverse
4 = Mostly racially diverse
3 = Somewhat racially diverse
2 = Slightly racially diverse
1 = Not at all racially diverse
9% of UG students indicated that the university does not acknowledge racism or racist incidents at all

“Rate your institution on how they deal with on-campus racism and racist incidents” (% indicating the university “does not acknowledge racism or racist incidents at all”)
49% of UG students said UMB deals with racist incidents completely, moderately, or slightly effectively

“Rate your institution on how EFFECTIVELY they deal with on-campus racism and racist incidents”
41% of UG students said UMB deals with racist incidents completely, moderately, or slightly in the open

“Rate your institution on how OPENLY they deal with on-campus racism and racist incidents”
45% of UG students said UMB deals with racist incidents completely, moderately, or slightly in a timely manner.

“Rate your institution on how TIMELY they deal with on-campus racism and racist incidents”

UNDERGRAD
Most students indicated that UMB is committed to racial diversity

“How committed is your institution to racial diversity?”

- Admitting students of color
- Racial diversity among faculty
- Racial diversity among staff
- Ensuring students of color in your program graduate
- Sponsoring activities about racial diversity (e.g., lecture series)
- Removing objects or structures on campus that are racially-offensive

N=

5 = Strongly committed
4 = Mostly committed
3 = Somewhat committed
2 = Slightly committed
1 = Not committed at all
Ratings of commitment to admitting students of color differed for white students vs. students of color

“How committed is your institution to: admitting students of color?”

N= UNDERGRAD

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 Another group not listed Two or more races

5 = Strongly committed 4 = Mostly committed 3 = Somewhat committed 2 = Slightly committed 1 = Not committed at all
Ratings of commitment to racial diversity among faculty differed for white students vs. students of color.

“How committed is your institution to: racial diversity among faculty?”

N= UNDERGRAD 17
Ratings of commitment to racial diversity among staff differed for white students vs. students of color.

“How committed is your institution to: racial diversity among staff?”

- 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 = Strongly committed
- 4 = Mostly committed
- 3 = Somewhat committed
- 2 = Slightly committed
- 1 = Not committed at all
Ratings of commitment to ensuring SOC graduate differed for white students vs. students of color

“How committed is your institution to: ensuring students of color in your program graduate?”

N= 

- 5 = Strongly committed
- 4 = Mostly committed
- 3 = Somewhat committed
- 2 = Slightly committed
- 1 = Not committed at all
Ratings of commitment to sponsoring activities about racial diversity differed for white students vs. students of color.

“How committed is your institution to: sponsoring activities about racial diversity?”

N=
Ratings of commitment to removing racially offensive objects/structures differed for white students vs. students of color

“How committed is your institution to: removing objects or structures on campus that are racially offensive (e.g. statues, portraits, or names of buildings?)”

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= 21

5 = Strongly committed 4 = Mostly committed 3 = Somewhat committed 2 = Slightly committed 1 = Not committed at all
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Most GRAD students indicated that UMB is racially diverse.

“In your opinion, how racially diverse is your institution?”

N= 23

- 5 = Strongly racially diverse
- 4 = Mostly racially diverse
- 3 = Somewhat racially diverse
- 2 = Slightly racially diverse
- 1 = Not at all racially diverse
UMB’s commitment to racial diversity was rated slightly lower amongst GRAD students.

“How committed is your institution to racial diversity?”

N=

- 5 = Strongly committed
- 4 = Mostly committed
- 3 = Somewhat committed
- 2 = Slightly committed
- 1 = Not committed at all
8% of surveyed GRAD students indicated that the university does not acknowledge racism or racist incidents at all.

“Rate your institution on how they deal with on-campus racism and racist incidents” (% indicating the university “does not acknowledge racism or racist incidents at all”)
58% of GRAD students said UMB deals with racist incidents completely, moderately, or slightly effectively.

“Rate your institution on how EFFECTIVELY they deal with on-campus racism and racist incidents:”
50% of GRAD students said UMB deals with racist incidents completely, moderately, or slightly in an open manner.

"Rate your institution on how OPENLY they deal with on-campus racism and racist incidents"
53% of GRAD students said UMB deals with racist incidents completely, moderately, or slightly in a timely manner.

“Rate your institution on how TIMELY they deal with on-campus racism and racist incidents”

7 = Completely in a timely manner
6 = Moderately in a timely manner
5 = Slightly in a timely manner
4 = Neither in a timely manner nor in a delayed manner (or neutral)
3 = Slightly in a delayed manner
2 = Moderately in a delayed manner
1 = Completely in a delayed manner
Most GRAD students indicated that UMB is committed to racial diversity

“How committed is your institution to racial diversity?”

- Admitting students of color: 5 = Strongly committed
- Racial diversity among faculty: 4 = Mostly committed
- Racial diversity among staff: 3 = Somewhat committed
- Ensuring students of color in your program graduate: 2 = Slightly committed
- Sponsoring activities about racial diversity (e.g., lecture series): 1 = Not committed at all
- Removing objects or structures on campus that are racially-offensive

N= 29
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Five institutions were used for the peer comparison group

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<tr>
<th>Institution</th>
<th># of students</th>
<th>Carnegie classification</th>
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<td>Metropolitan State University (MN)</td>
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<td>Large City</td>
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<tr>
<td>Stockton University (NJ)</td>
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<td>Masters</td>
<td>Suburb</td>
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<td>Texas Southern University</td>
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<td>University of Houston</td>
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<td>Doctoral</td>
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<tr>
<td>University of Houston - Downtown</td>
<td>&gt;10k</td>
<td>Masters</td>
<td>Large City</td>
<td></td>
</tr>
</tbody>
</table>
Students (especially white students) indicated UMB is slightly more racially diverse than peer schools.

“In your opinion, how racially diverse is your institution?”

UMASS BOSTON

PEER COMPARISON SCHOOLS

Legend:
- 5 = Strongly racially diverse
- 4 = Mostly racially diverse
- 3 = Somewhat racially diverse
- 2 = Slightly racially diverse
- 1 = Not at all racially diverse
Peer schools received higher ratings of institutional commitment to dealing with racist incidents

"Rate your institution on how they deal with racism or racist incidents"

UMASS BOSTON

PEER COMPARISON SCHOOLS
These findings were consistent across racial groups (white vs. students of color)

“Rate your institution on how EFFECTIVELY they deal with racism or racist incidents”

UMASS BOSTON

PEER COMPARISON SCHOOLS

[Graphs showing ratings by racial groups]
Institutional commitment to diversity was rated high at UMB, but higher at peer schools across all questions.

“How committed is your institution to:

UMASS BOSTON

Admitting students of color: 5 = Strongly committed, 4 = Mostly committed, 3 = Somewhat committed, 2 = Slightly committed, 1 = Not committed at all

Racial diversity among faculty: 5 = Strongly committed, 4 = Mostly committed, 3 = Somewhat committed, 2 = Slightly committed, 1 = Not committed at all

Racial diversity among staff: 5 = Strongly committed, 4 = Mostly committed, 3 = Somewhat committed, 2 = Slightly committed, 1 = Not committed at all

Ensuring students of color graduate: 5 = Strongly committed, 4 = Mostly committed, 3 = Somewhat committed, 2 = Slightly committed, 1 = Not committed at all

Sponsoring activities about racial diversity: 5 = Strongly committed, 4 = Mostly committed, 3 = Somewhat committed, 2 = Slightly committed, 1 = Not committed at all

Removing racially-offensive objects or structures: 5 = Strongly committed, 4 = Mostly committed, 3 = Somewhat committed, 2 = Slightly committed, 1 = Not committed at all

PEER COMPARISON SCHOOLS

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Removing racially-offensive objects or structures: 5 = Strongly committed, 4 = Mostly committed, 3 = Somewhat committed, 2 = Slightly committed, 1 = Not committed at all
Students of color at peer schools indicated higher institutional commitment to admitting students of color

“How committed is your institution to ADMITTING STUDENTS OF COLOR?”

UMASS BOSTON

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

Overall
Student of Color*
Caucasian or White

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

PEER COMPARISON SCHOOLS

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

Overall
Student of Color*
Caucasian or White

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

Related: 36
Students of color (and white students) at peer schools indicated higher institutional commitment to ensuring graduation for SOC.

“How committed is your institution to ENSURING STUDENTS OF COLOR GRADUATE?”

**UMASS BOSTON**

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<tr>
<th>Overall</th>
<th>Student of Color*</th>
<th>Caucasian or White</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
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</table>

**PEER COMPARISON SCHOOLS**

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USC recommended action items in 5 areas

1. **Create clear campus-wide 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.
   - Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.

2. **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 if redirecting resources or working together in new ways.

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

4. **Practice race-conscious leadership**
   - Practice race-conscious leadership, which includes engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus.

5. **Review admissions policies**
   - Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.
**USC recommended action items in 5 areas**

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<tr>
<th>1</th>
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<tr>
<td></td>
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USC recommended action items in 5 areas

1. Create clear campus-wide messaging
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   - 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.
   - Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.

2. 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 if redirecting resources or working together in new ways.

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- Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.
Mark down the details about the May community session on Impact of External Environments

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