NACCC Campus Climate Survey data

“Impact of External Environments”

May 2024
Table of contents

• Survey overview and participation
• Impact of External Environments - UNDERGRAD
• Impact of External Environments - 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 have rolled out 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 27**
  - 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>
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<tr>
<td>Caucasian or White</td>
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<td>1020</td>
</tr>
<tr>
<td>Asian or Asian American</td>
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<td>Black or African American</td>
<td>481</td>
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<td>534</td>
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<tr>
<td>Hispanic or Latinx</td>
<td>443</td>
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<td>Two or more races</td>
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</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>
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<tr>
<td>Middle Eastern</td>
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<td>44</td>
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<tr>
<td>Native American or Alaska Native</td>
<td>5</td>
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<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
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• Survey overview and participation
• Impact of External Environments - UNDERGRAD
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• Comparison to peers
• Recommendations and Next steps
“Impact of External Environments” is one of six content areas in the NACCC survey

Overview of “Impact of External Environments”

• NACCC respondents reflect on their sense of security and on their encounters with racism in their hometowns, in the cities/towns surrounding their campuses, and in online and social media environments.

• Key topics
  • Feelings of personal well-being in city/town surrounding campus and in hometown
  • Experiences of racism in external environments
A variety of questions were asked in the Impact of External Environments section

**Question Overview**

1. **“Rate how you feel in the city/town surrounding your institution:”**
   - In danger vs. safe
   - Unwelcome vs. welcome
   - Excluded vs. included

2. **“In this semester, how often have you personally experienced racism in each of the following spaces?”**
   - City/town surrounding campus
   - On school-affiliated social media platforms or accounts
   - From local police (non campus police)

3. **“Have any racist encounters you have personally experienced off campus resulted in negative impacts?”**
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• Survey overview and participation

• Impact of External Environments - UNDERGRAD

• Impact of External Environments - GRAD

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54% of UG students feel completely, moderately, or slightly SAFE in the city surrounding UMB

“Rate how SAFE you feel in the city/town surrounding your institution”
60% of UG students feel completely, moderately, or slightly WELCOME in the city surrounding UMB

“Rate how WELCOME you feel in the city/town surrounding your institution”
53% of UG students feel completely, moderately, or slightly INCLUDED in the city surrounding UMB

“Rate how INCLUDED you feel in the city/town surrounding your institution”
37% of UG students report experiencing racism IN THE CITY surrounding UMB

“In this semester, how often have you personally experienced racism in the CITY/TOWN SURROUNDING CAMPUS?”

- 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=

1 = Never (0 times)  2 = Once in a while (1-3 times)  3 = Sometimes (4-6 times)  4 = Often (7-10 times)  5 = Almost always (More than 10 times)
28% of UG students report experiencing racism ON SOCIAL MEDIA

“In this semester, how often have you personally experienced racism on SCHOOL-AFFILIATED SOCIAL MEDIA PLATFORMS OR ACCOUNTS?” (e.g. Facebook, Instagram, Twitter)

**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= 14

1 = Never (0 times)  2 = Once in a while (1-3 times)  3 = Sometimes (4-6 times)  4 = Often (7-10 times)  5 = Almost always (More than 10 times)
22% of UG students report experiencing racism FROM LOCAL POLICE

“In this semester, how often have you personally experienced racism FROM LOCAL POLICE (not campus police)?”

N=15

[Bar chart showing percentages of students reporting racism from local police by race/ethnicity]
For those experiencing racism off campus, 60% acknowledged one or more after effects

“Have any racist encounters you have personally experienced off campus resulted in the following? Select any that apply.”

- 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
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GRAD students reported slightly more feelings of SAFETY in the city surrounding UMB

“Rate how SAFE you feel in the city/town surrounding your institution”

UNDERGRAD

GRAD

[Bar charts showing the percentage of students feeling safe in the city/town surrounding their institution, differentiated by race and academic year.]
68% of GRAD students feel completely, moderately, or slightly SAFE in the city surrounding UMB

"Rate how SAFE you feel in the city/town surrounding your institution"
69% of GRAD students feel completely, moderately, or slightly WELCOME in the city surrounding UMB

“Rate how WELCOME you feel in the city/town surrounding your institution”

[Bar chart showing the distribution of responses across different student groups and racial categories.]
62% of GRAD students feel completely, moderately, or slightly INCLUDED in the city surrounding UMB

“Rate how INCLUDED you feel in the city/town surrounding your institution”
GRAD students reported personally experiencing racism off campus at similar levels to UG.

“In this semester, how often have you personally experienced racism?”

**UNDERGRAD- STUDENTS OF COLOR**

- City/town surrounding campus
- On social media
- From local police

**GRAD- STUDENTS OF COLOR**

- City/town surrounding campus
- On social media
- From local police
34% of GRAD students report experiencing racism in the CITY surrounding UMB

“In this semester, how often have you personally experienced racism in the CITY/TOWN SURROUNDING CAMPUS?”

N= 23

- 1 = Never (0 times)
- 2 = Once in a while (1-3 times)
- 3 = Sometimes (4-6 times)
- 4 = Often (7-10 times)
- 5 = Almost always (More than 10 times)
18% of GRAD students report experiencing racism ON SOCIAL MEDIA

“In this semester, how often have you personally experienced racism on SCHOOL-AFFILIATED SOCIAL MEDIA PLATFORMS OR ACCOUNTS?” (e.g. Facebook, Instagram, Twitter)

N= 24

- 1 = Never (0 times)
- 2 = Once in a while (1-3 times)
- 3 = Sometimes (4-6 times)
- 4 = Often (7-10 times)
- 5 = Almost always (More than 10 times)
14% of GRAD students report experiencing racism FROM LOCAL POLICE

“In this semester, how often have you personally experienced racism FROM LOCAL POLICE (not campus police)?”

N= 25
For those experiencing racism off campus, 65% acknowledged one or more after effects.

“Have any racist encounters you have personally experienced off campus resulted in the following? Select any that apply.”

- Increase in your personal motivation or activism to make change: 26% Overall, 24% Student of Color, 36% Caucasian or White
- Decline in your academic performance/grades: 6% Overall, 7% Student of Color, 4% Caucasian or White
- Decline in your physical health: 5% Overall, 5% Student of Color, 7% Caucasian or White
- Decline in your emotional well-being: 27% Overall, 29% Student of Color, 18% Caucasian or White
- Feelings of frustration and/or anger: 37% Overall, 39% Student of Color, 25% Caucasian or White
- Feelings of loneliness, not belonging, and/or isolation: 34% Overall, 36% Student of Color, 25% Caucasian or White
- Did not experience any after effects: 35% Overall, 34% Student of Color, 39% Caucasian or White
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- Impact of External Environments - UNDERGRAD
- Impact of External Environments - GRAD
  - Comparison to peers
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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>
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<tbody>
<tr>
<td>Metropolitan State University (MN)</td>
<td>5k-10k</td>
<td>Doctoral</td>
<td>Large City</td>
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<tr>
<td>Stockton University (NJ)</td>
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<td>Suburb</td>
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<td>Doctoral</td>
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</tr>
<tr>
<td>University of Houston - Downtown</td>
<td>&gt;10k</td>
<td>Masters</td>
<td>Large City</td>
<td></td>
</tr>
</tbody>
</table>
Feelings of SAFETY in the city surrounding campus are similar (slightly higher for students of color) at UMB as compared to peers.

“How SAFE do you feel in your city/town surrounding your institution?”

**UMASS BOSTON**

<table>
<thead>
<tr>
<th>Category</th>
<th>100%</th>
<th>90%</th>
<th>80%</th>
<th>70%</th>
<th>60%</th>
<th>50%</th>
<th>40%</th>
<th>30%</th>
<th>20%</th>
<th>10%</th>
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<tbody>
<tr>
<td>UMB - overall</td>
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<tr>
<td>UMB - students of color</td>
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**Peers - overall**

<table>
<thead>
<tr>
<th>Category</th>
<th>100%</th>
<th>90%</th>
<th>80%</th>
<th>70%</th>
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<th>40%</th>
<th>30%</th>
<th>20%</th>
<th>10%</th>
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<tbody>
<tr>
<td>UMB - overall</td>
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<tr>
<td>UMB - students of color</td>
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<tr>
<td>UMB - white students</td>
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</table>

**UMASS BOSTON**

- 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

**Peers - overall**

- 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
Feelings of being WELCOME in the city surrounding campus are similar at UMB as compared to peers

“How WELCOME do you feel in your city/town surrounding your institution?”

UMASS BOSTON

Peers - overall Peers - students of color Peers - white students

UMASS BOSTON

UMass Boston
Feelings of INCLUSION in the city surrounding campus are similar at UMB as compared to peers

“How INCLUDED do you feel in your city/town surrounding your institution?”

UMASS BOSTON

Peers - overall

Peers - students of color

Peers - white students

UMASS BOSTON

UMB - overall

UMB - students of color

UMB - white students

Undergrad
The % of students experiencing racism IN THE CITY SURROUNDING CAMPUS are similar at UMB as compared to peer schools.

“In this semester, how often have you personally experienced racism in the CITY/TOWN SURROUNDING CAMPUS?”

**UMASS BOSTON**

- **UMB - overall**
- **UMB - students of color**
- **UMB - white students**

**PEER COMPARISON SCHOOLS**

- **Peers - overall**
- **Peers - students of color**
- **Peers - white students**

1 = Never (0 times)  2 = Once in a while (1-3 times)  3 = Sometimes (4-6 times)  4 = Often (7-10 times)  5 = Almost always (More than 10 times)
The % of students experiencing racism ON SOCIAL MEDIA are lower at UMB as compared to peer schools

“In this semester, how often have you personally experienced racism on school-affiliated SOCIAL MEDIA or accounts?

UMASS BOSTON

<table>
<thead>
<tr>
<th>UMB - overall</th>
<th>UMB - students of color</th>
<th>UMB - white students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Peers - overall

<table>
<thead>
<tr>
<th>Peers - overall</th>
<th>Peers - students of color</th>
<th>Peers - white students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
The % of students experiencing racism FROM LOCAL POLICE are similar at UMB as compared to peer schools

“In this semester, how often have you personally experienced racism FROM LOCAL POLICE (non-campus police)?

**UMASS BOSTON**

**0%**

**10%**

**20%**

**30%**

**40%**

**50%**

**60%**

**70%**

**80%**

**90%**

**100%**

**UMASS BOSTON**

**UMB - overall**

**UMB - students of color**

**UMB - white students**

**PEER COMPARISON SCHOOLS**

**0%**

**10%**

**20%**

**30%**

**40%**

**50%**

**60%**

**70%**

**80%**

**90%**

**100%**

**Peers - overall**

**Peers - students of color**

**Peers - white students**

1 = Never (0 times)  
2 = Once in a while (1-3 times)  
3 = Sometimes (4-6 times)  
4 = Often (7-10 times)  
5 = Almost always (More than 10 times)
For those experiencing racism, impacts at UMB are similar compared to peer schools – except in levels of frustration/anger

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

<table>
<thead>
<tr>
<th>Impact</th>
<th>UMASS BOSTON</th>
<th>PEER COMPARISON SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in your personal motivation or activism to make performance/grades change</td>
<td>25.8%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Decline in your academic performance/grades</td>
<td>10.0%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Decline in your physical health</td>
<td>9.7%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Decline in your emotional well-being</td>
<td>24.6%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Feelings of frustration and/or anger</td>
<td>37.5%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Feelings of loneliness, not belonging, and/or isolation</td>
<td>21.5%</td>
<td>27.0%</td>
</tr>
</tbody>
</table>
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### USC recommended action items in 5 areas

<table>
<thead>
<tr>
<th>Number</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Partner with the community</strong>&lt;br&gt;• Building from the existing or newly constructed campus climate team, work with community leaders to establish a town &amp; gown committee or working group to help prevent, manage, and respond to racial incidents, racial violence, and examine racial terror taking place at the intersection of campus and community.&lt;br&gt;• Partner with local businesses and police to conduct implicit bias training</td>
</tr>
<tr>
<td>2</td>
<td><strong>Evaluate campus environment and policies</strong>&lt;br&gt;• When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.&lt;br&gt;• Change policies that disproportionately penalize marginalized student populations.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Assess pre-college experiences</strong>&lt;br&gt;• Prepare to support students who have already experienced racial battle fatigue when these students first arrive on campus. Additionally, support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities</td>
</tr>
<tr>
<td>4</td>
<td><strong>Create racial incident response messaging</strong>&lt;br&gt;• When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications, similar to existing notifications for these types of incidents that occur on campus.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Provide safety services</strong>&lt;br&gt;• Work with campus and local police to assess safety in the area surrounding the campus by surveying students and/or examining reports of crimes and racist encounters in the area. Build patrol zones in the surrounding campus area, where students walk, ride, or drive to campus&lt;br&gt;• 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</td>
</tr>
</tbody>
</table>
USC recommended action items in 5 areas

1. Partner with the community
   • Building from the existing or newly constructed campus climate team, work with community leaders to establish a town & gown committee or working group to help prevent, manage, and respond to racial incidents, 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

2. 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 policies and practices that have a differential impact by race.
   • Change policies that disproportionately penalize marginalized student populations.

3. Assess pre-college experiences
   • Prepare to support students who have already experienced racial battle fatigue when these students first arrive on campus. Additionally, support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.

4. Create racial incident response messaging
   • When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications, similar to existing notifications for these types of incidents that occur on campus.

5. Provide safety services
   • Work with campus and local police to assess safety in the area surrounding the campus by surveying students and/or examining reports of crimes and racist encounters in the area. Build patrol zones in the surrounding campus area, where students 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.
USC recommended action items in 5 areas

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partner with the community</strong></td>
<td><strong>Evaluate campus environment and policies</strong></td>
<td><strong>Assess pre-college experiences</strong></td>
<td><strong>Create racial incident response messaging</strong></td>
<td><strong>Provide safety services</strong></td>
</tr>
</tbody>
</table>

- Building from the existing or newly constructed campus climate team, work with community leaders to establish a town & gown committee or working group to help prevent, manage, and respond to racial incidents, 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

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

- Prepare to support students who have already experienced racial battle fatigue when these students first arrive on campus. Additionally, support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.

- Change policies that disproportionately penalize marginalized student populations.

- When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications, similar to existing notifications for these types of incidents that occur on campus.

- Work with campus and local police to assess safety in the area surrounding the campus by surveying students and/or examining reports of crimes and racist encounters in the area. Build patrol zones in the surrounding campus area, where students 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.
USC recommended action items in 5 areas

1. Partner with the community
   - Building from the existing or newly constructed campus climate team, work with community leaders to establish a town & gown committee or working group to help prevent, manage, and respond to racial incidents, 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

2. 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 policies and practices that have a differential impact by race.
   - Change policies that disproportionately penalize marginalized student populations.

3. Assess pre-college experiences
   - Prepare to support students who have already experienced racial battle fatigue when these students first arrive on campus. Additionally, support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.

4. Create racial incident response messaging
   - When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications, similar to existing notifications for these types of incidents that occur on campus.

5. Provide safety services
   - Work with campus and local police to assess safety in the area surrounding the campus by surveying students and/or examining reports of crimes and racist encounters in the area. Build patrol zones in the surrounding campus area, where students 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
### USC recommended action items in 5 areas

<table>
<thead>
<tr>
<th>1. Partner with the community</th>
<th>2. Evaluate campus environment and policies</th>
<th>3. Assess pre-college experiences</th>
<th>4. Create racial incident response messaging</th>
<th>5. Provide safety services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Building from the existing or newly constructed campus climate team, work with community leaders to establish a town &amp; gown committee or working group to help prevent, manage, and respond to racial incidents, racial violence, and examine racial terror taking place at the intersection of campus and community.</td>
<td>• When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.</td>
<td>• Prepare to support students who have already experienced racial battle fatigue when these students first arrive on campus. Additionally, support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.</td>
<td>• When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications, similar to existing notifications for these types of incidents that occur on campus.</td>
<td>• Work with campus and local police to assess safety in the area surrounding the campus by surveying students and/or examining reports of crimes and racist encounters in the area. Build patrol zones in the surrounding campus area, where students 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.</td>
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<td>• Partner with local businesses and police to conduct implicit bias training</td>
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This marks the end of the our six community sessions:

- **Wed Oct 18**
  1-2pm, CC 3545
  - Mattering and Affirmation

- **Tue Nov 14**
  11am-12pm, CC 3540
  - Cross Racial Engagement

- **Tue Feb 27**
  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
Thank you!