

A stylized illustration of a lighthouse on the left side, with yellow sun rays emanating from behind it. The lighthouse is light blue with a white top section. The sun rays are yellow and fan out across the top and right sides of the image. The background is white.

NACCC Campus Climate Survey data *“Encounters with Racial Stress”*

March 2023

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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

CALLING ALL STUDENTS

NACCC Racial Climate Study Survey

October 18th through November 17th

Check your email inbox for your unique link

Have your voice heard!

Enter to win UMB swag and other prizes.

UMass Boston

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 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

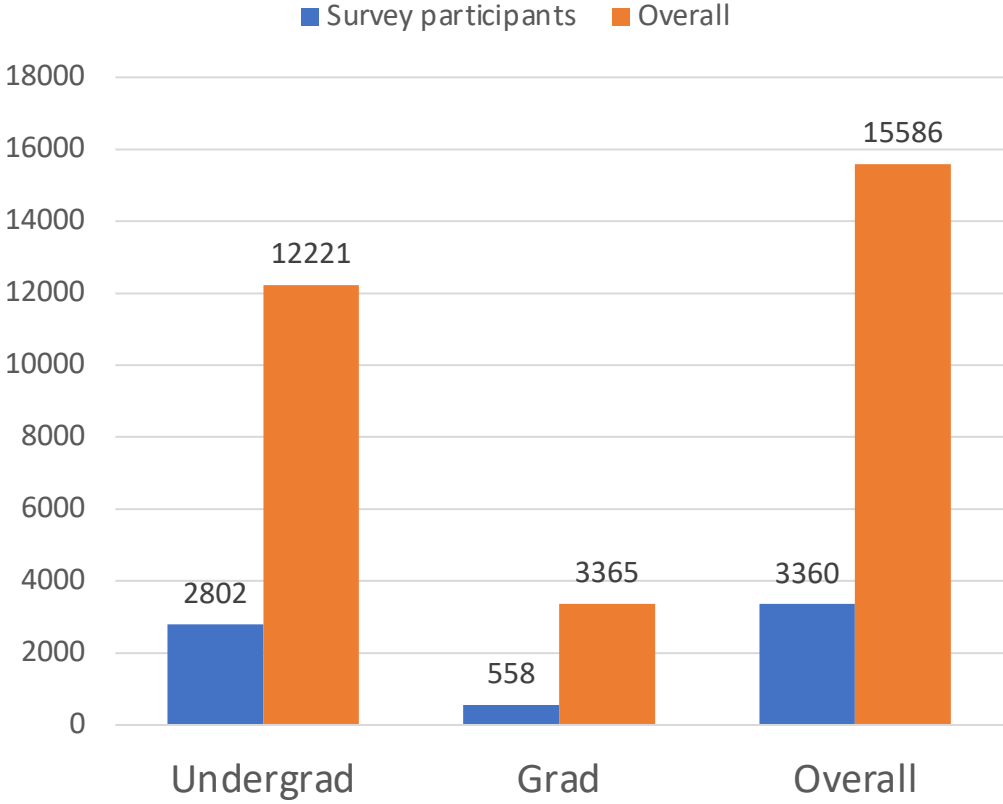
Wed May 8

1pm-2pm, CC 3545

- Impact of External Environments

22% of the UMB student population participated in the NACCC survey

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



Participation rate: Undergrad 22.9%, Grad 16.5%, Overall 21.6%

Note: UMB students numbers from Fall 2022

“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?”**

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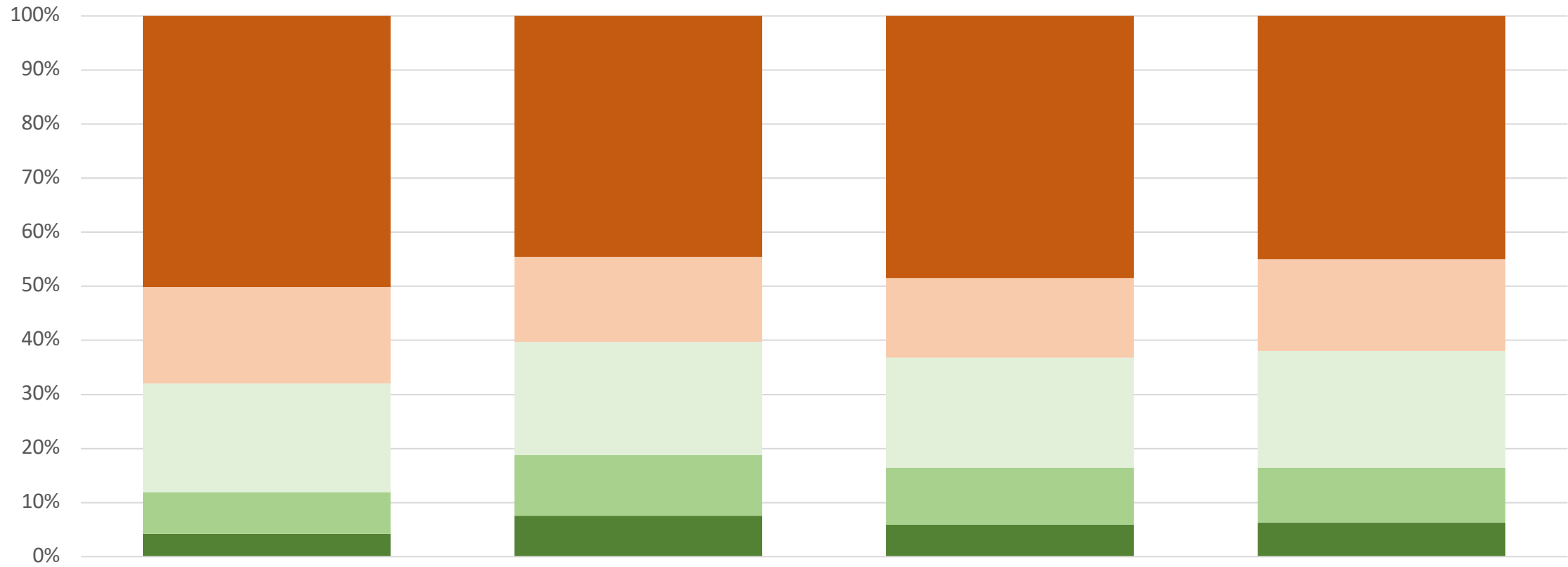
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Most students do not feel racial tension has been increasing as a result of specific political influences

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

UNDERGRAD



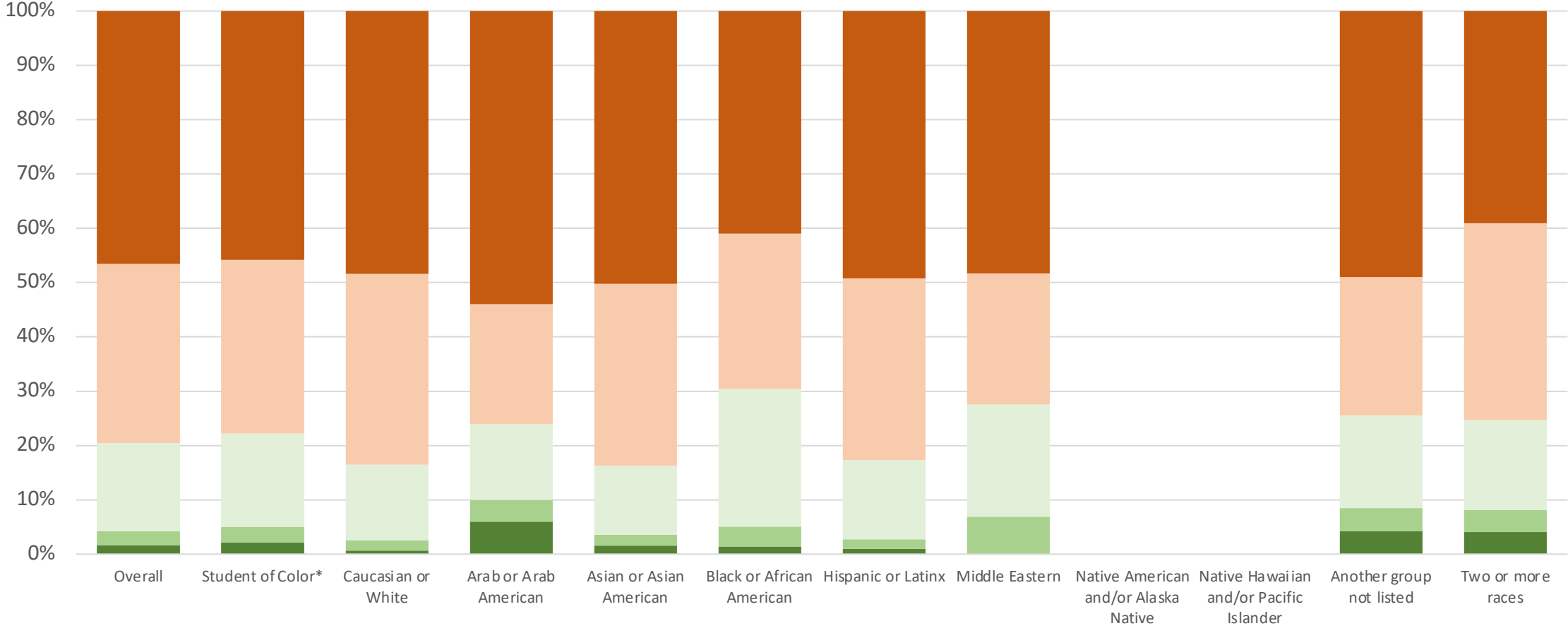
N=

5 = A great amount 4 = Quite a bit 3 = Some 2 = A little bit 1 = Not at all

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

UNDERGRAD

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



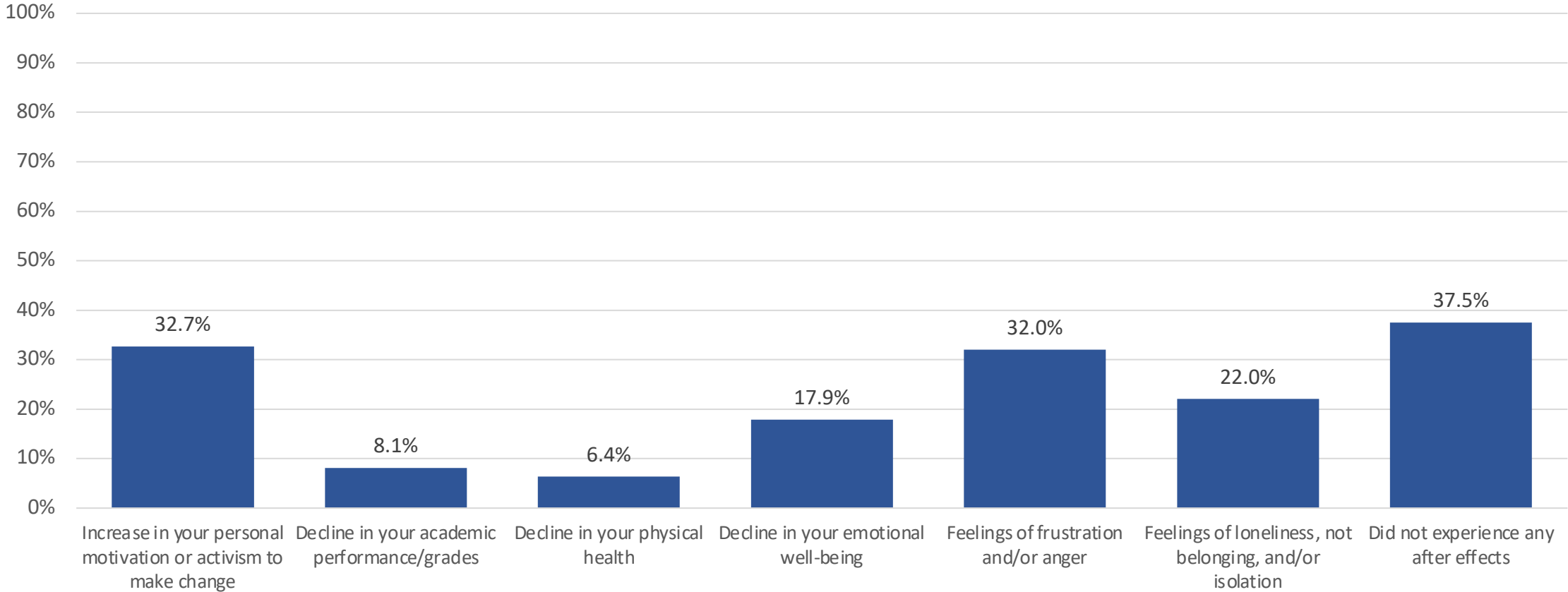
N=

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?”

UNDERGRAD

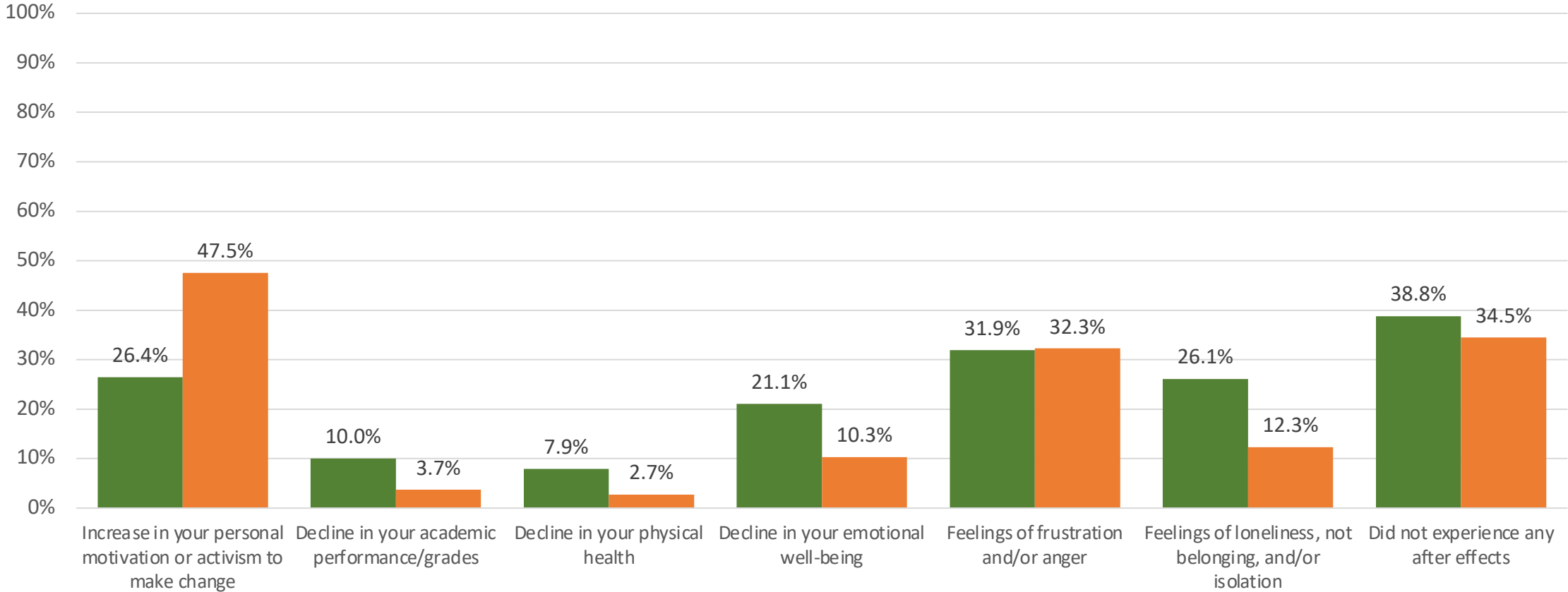


■ Overall

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?”

UNDERGRAD

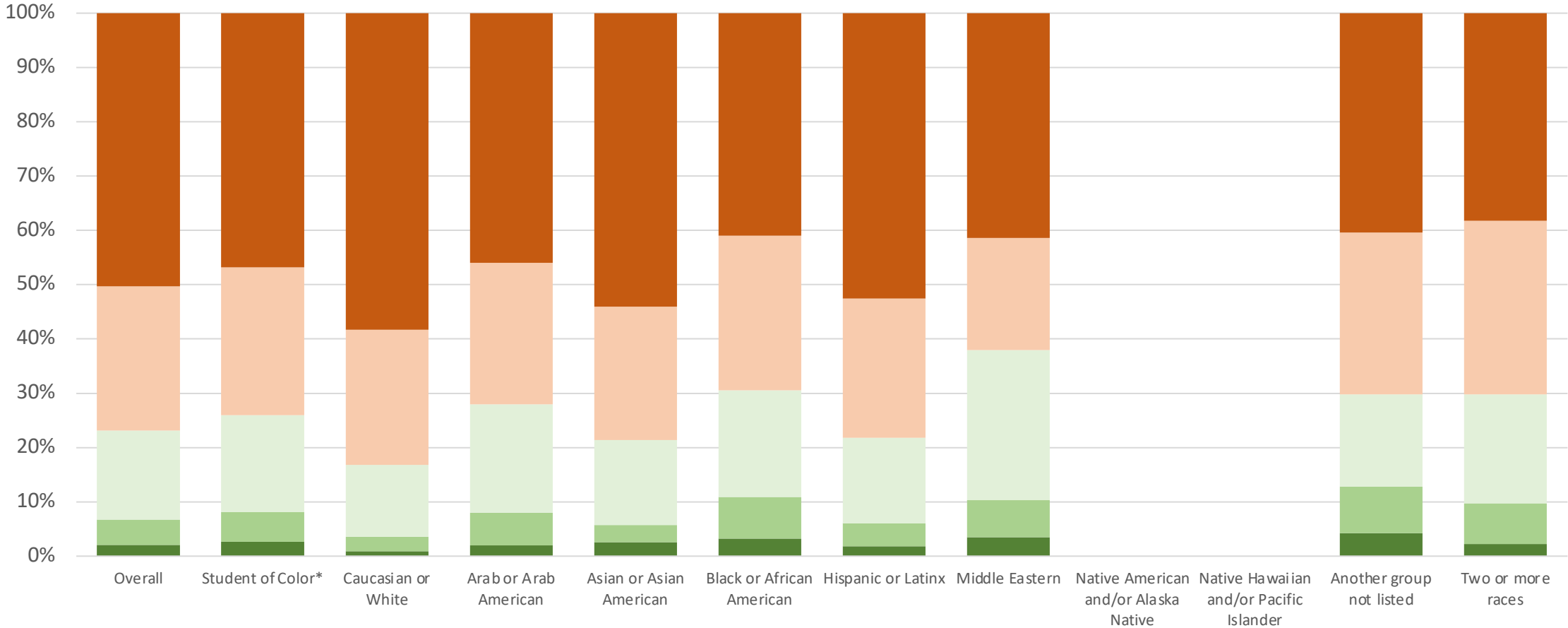


■ Student of Color* ■ Caucasian or White

Most students do not feel that the campus is racially segregated

UNDERGRAD

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



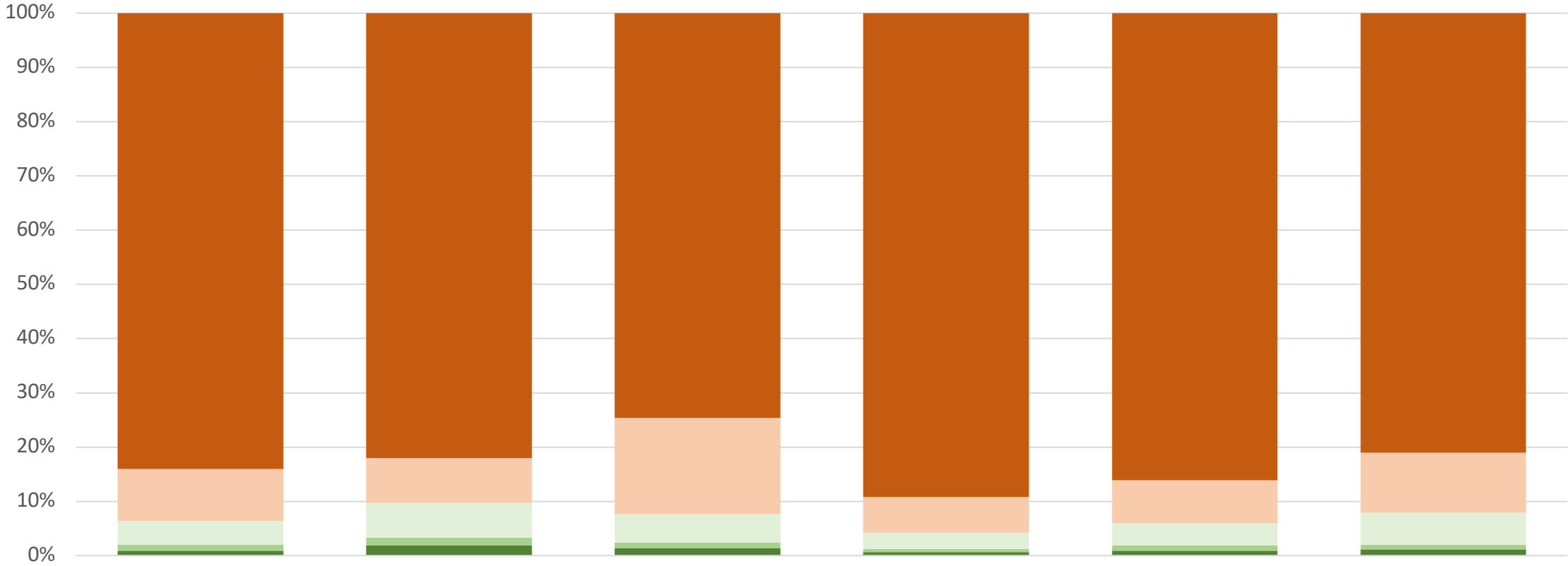
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- 5 = Strongly racially segregated
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- 2 = Slightly racially segregated
- 1 = Not at all racially segregated

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?”

UNDERGRAD



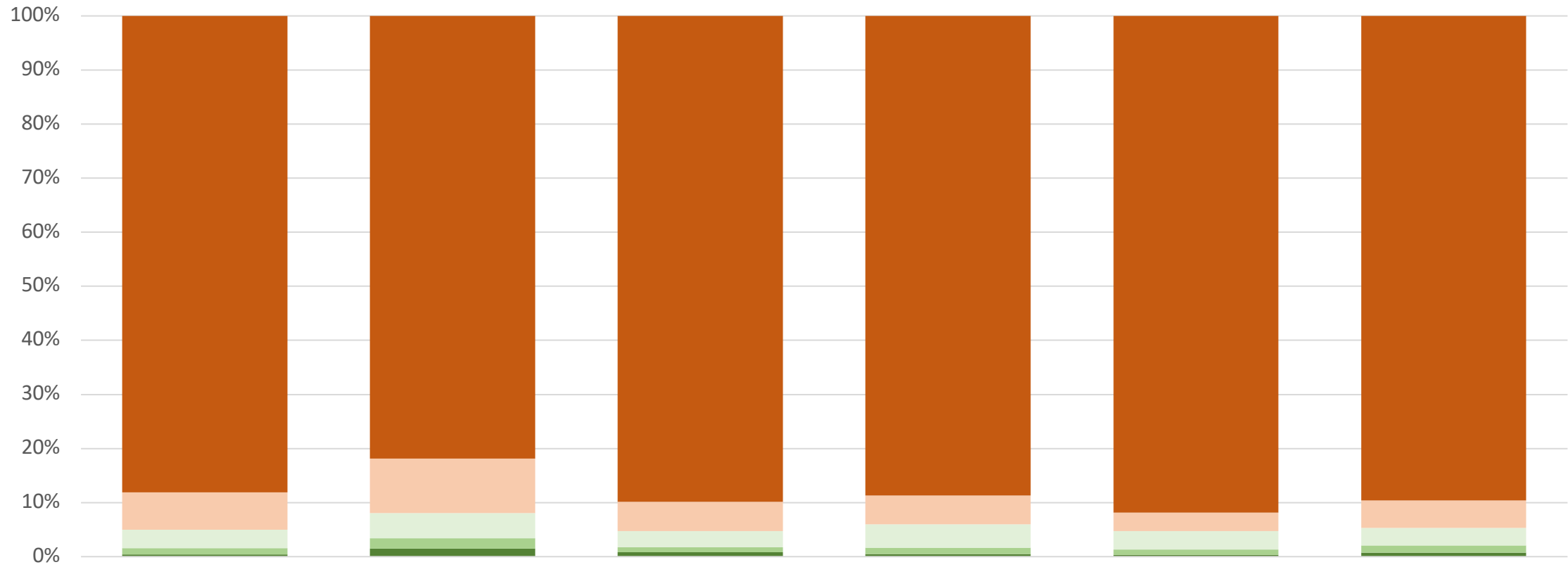
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A very small proportion of students report experiencing racism in academic spaces

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

UNDERGRAD



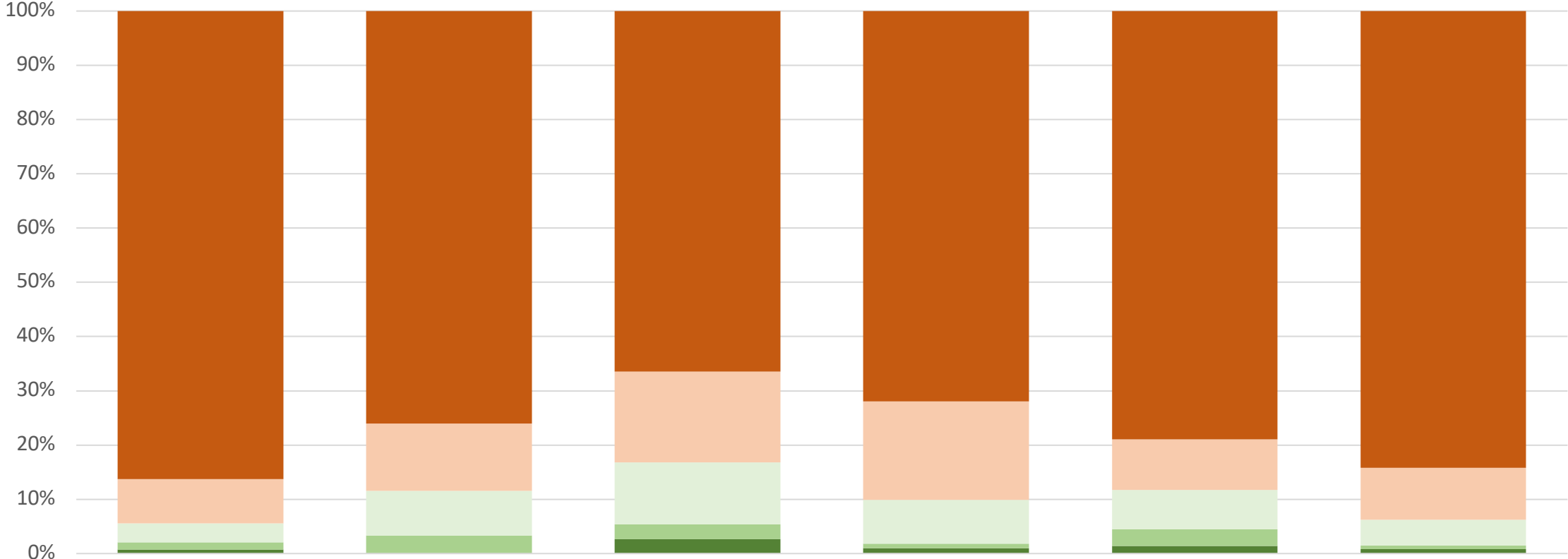
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A small proportion of students report experiencing racism in social event settings

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

UNDERGRAD



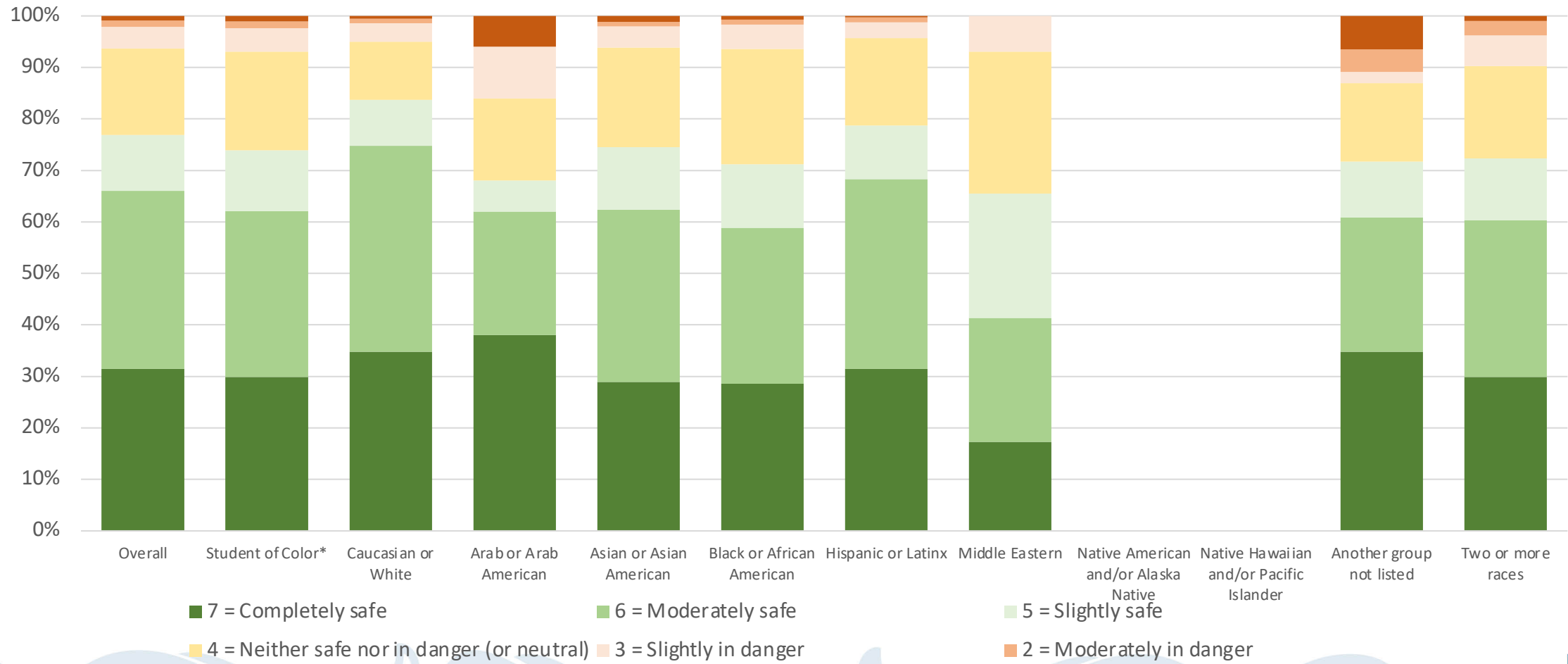
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Most students report feeling SAFE on campus

UNDERGRAD

“How SAFE do you feel at your institution?”

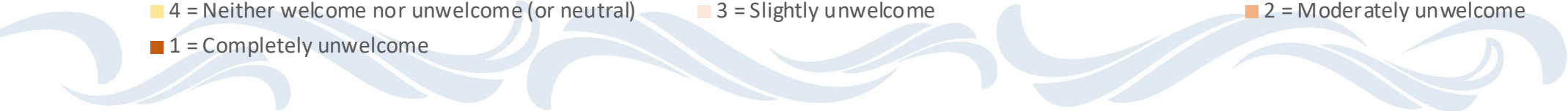
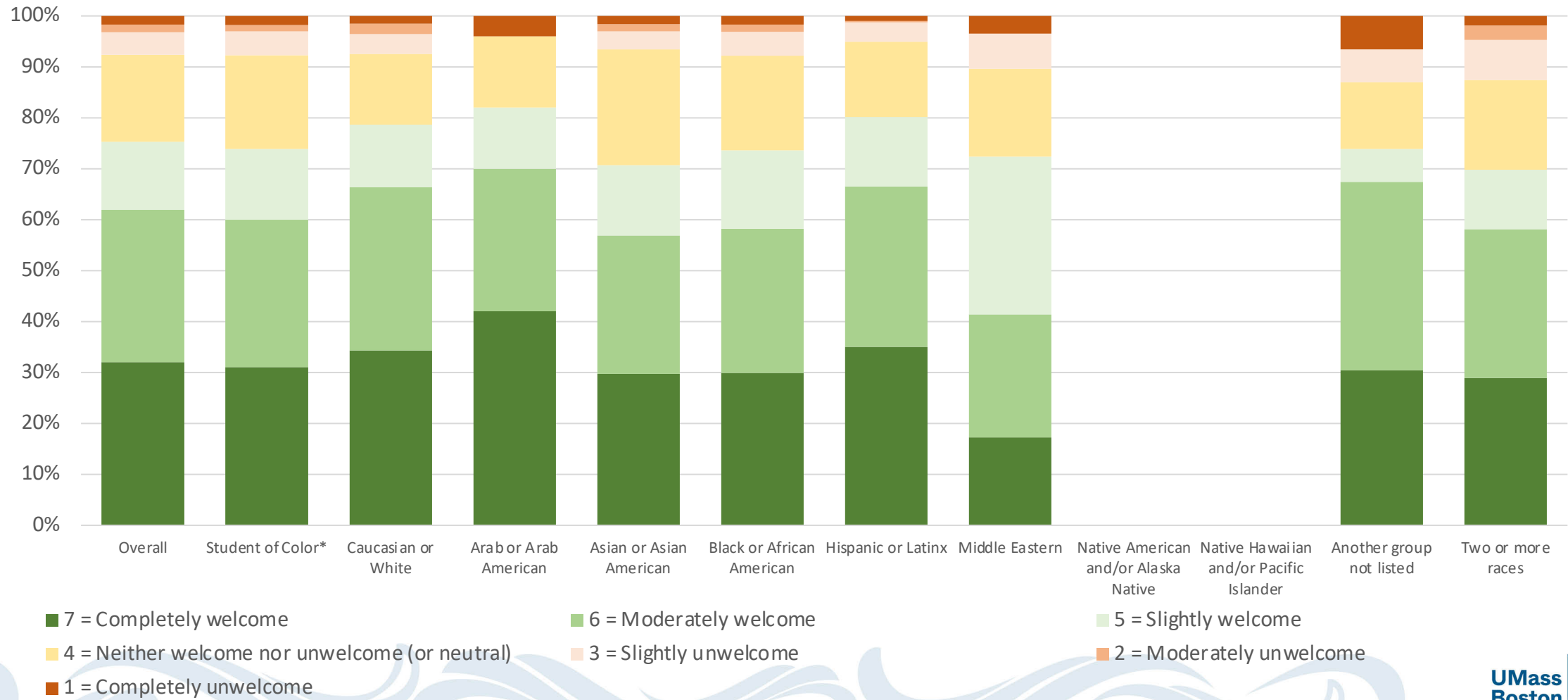


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Most students also feel WELCOME on campus

UNDERGRAD

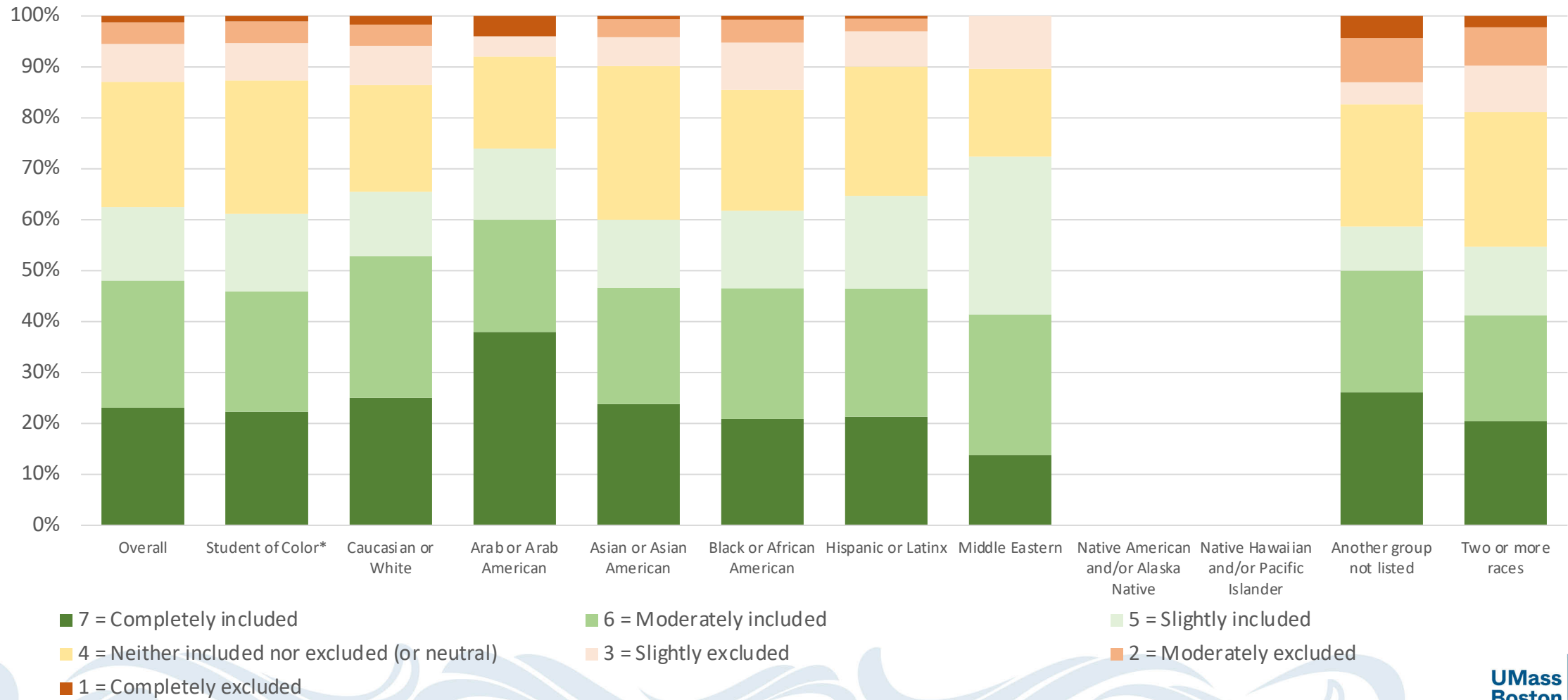
“How WELCOME do you feel at your institution?”



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

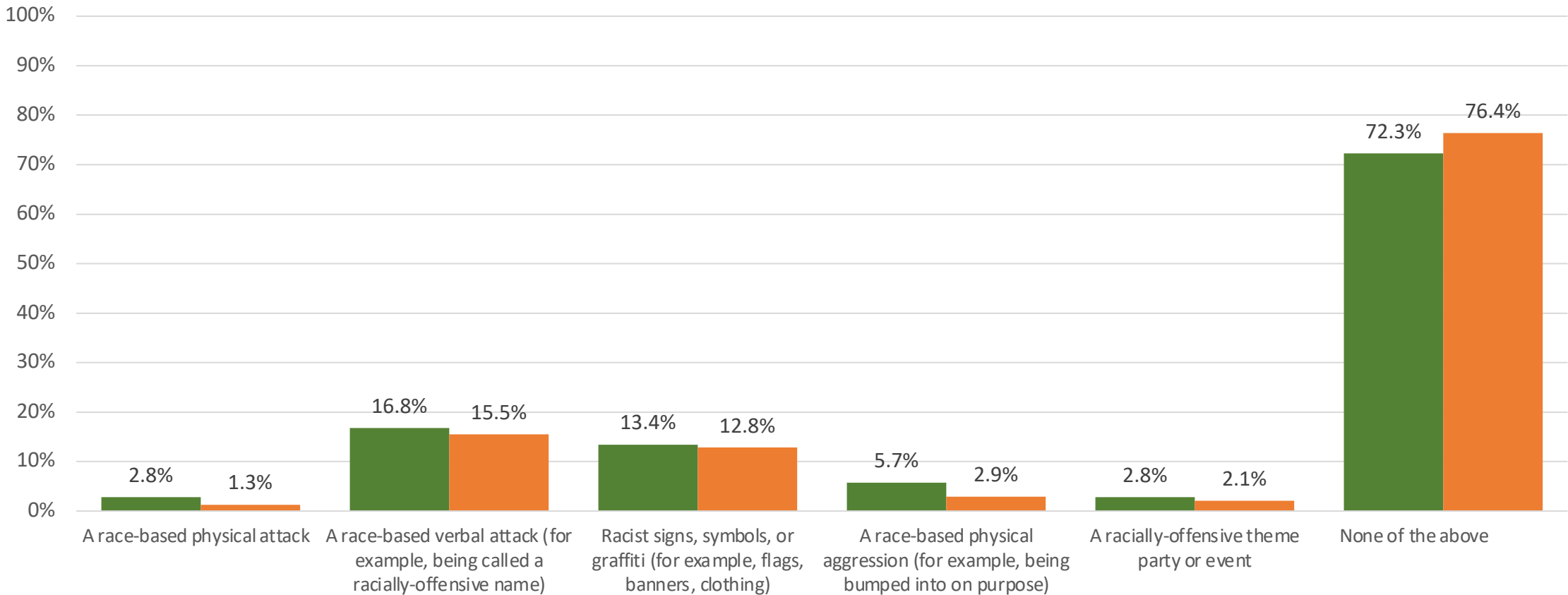
UNDERGRAD

“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?” **UNDERGRAD**

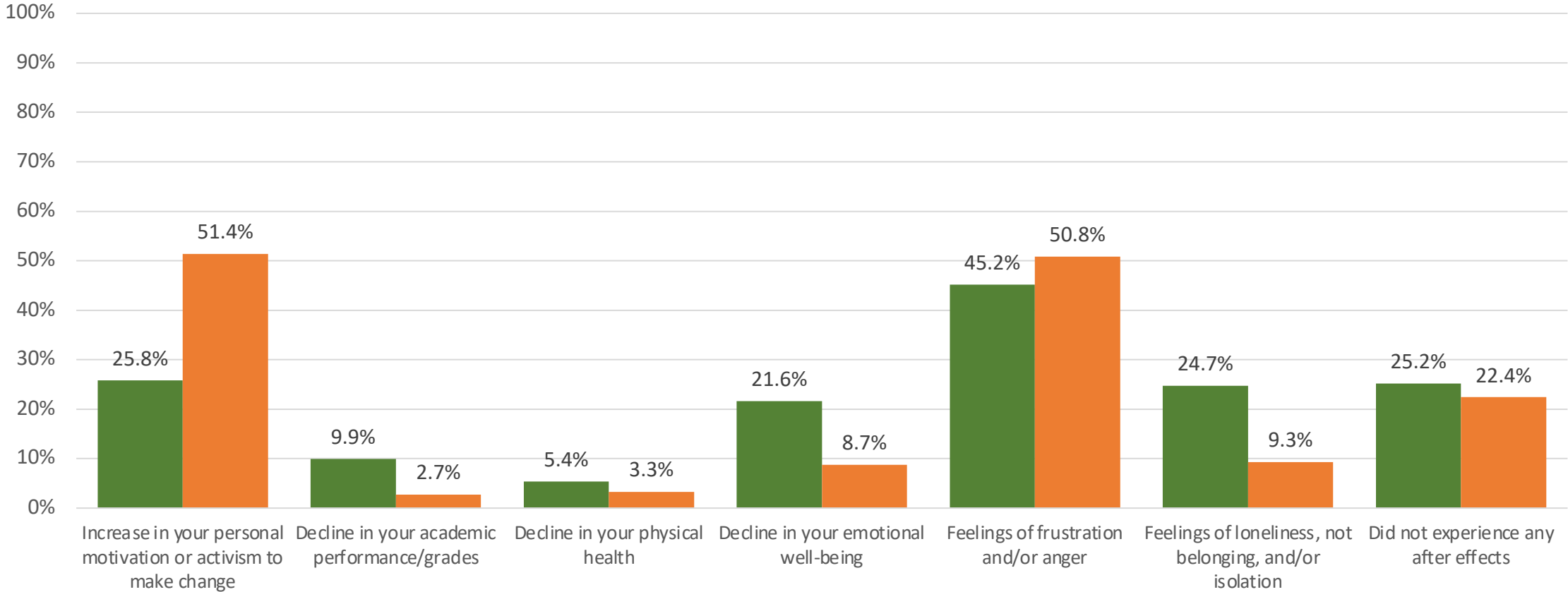


■ Student of Color* ■ Caucasian or White

These incidents increase motivation to make change, as well as negative emotional feelings

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

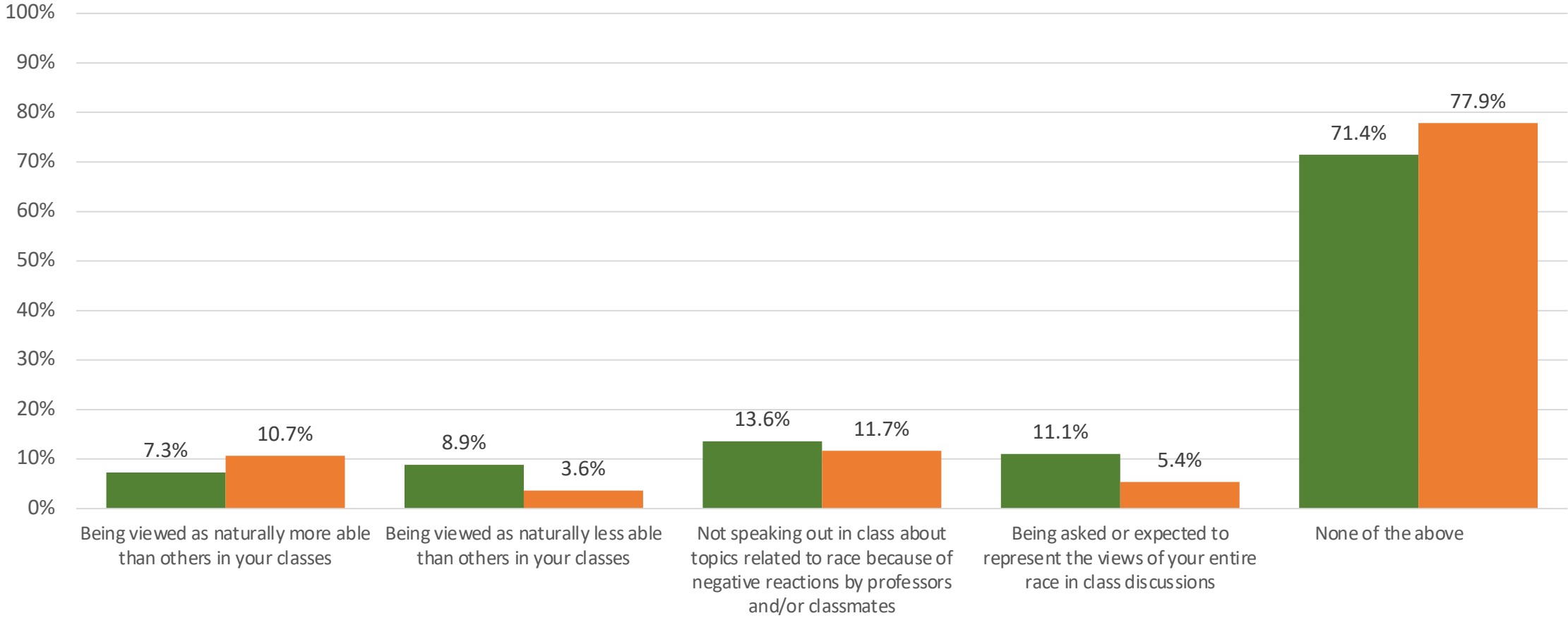
UNDERGRAD



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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?” **UNDERGRAD**

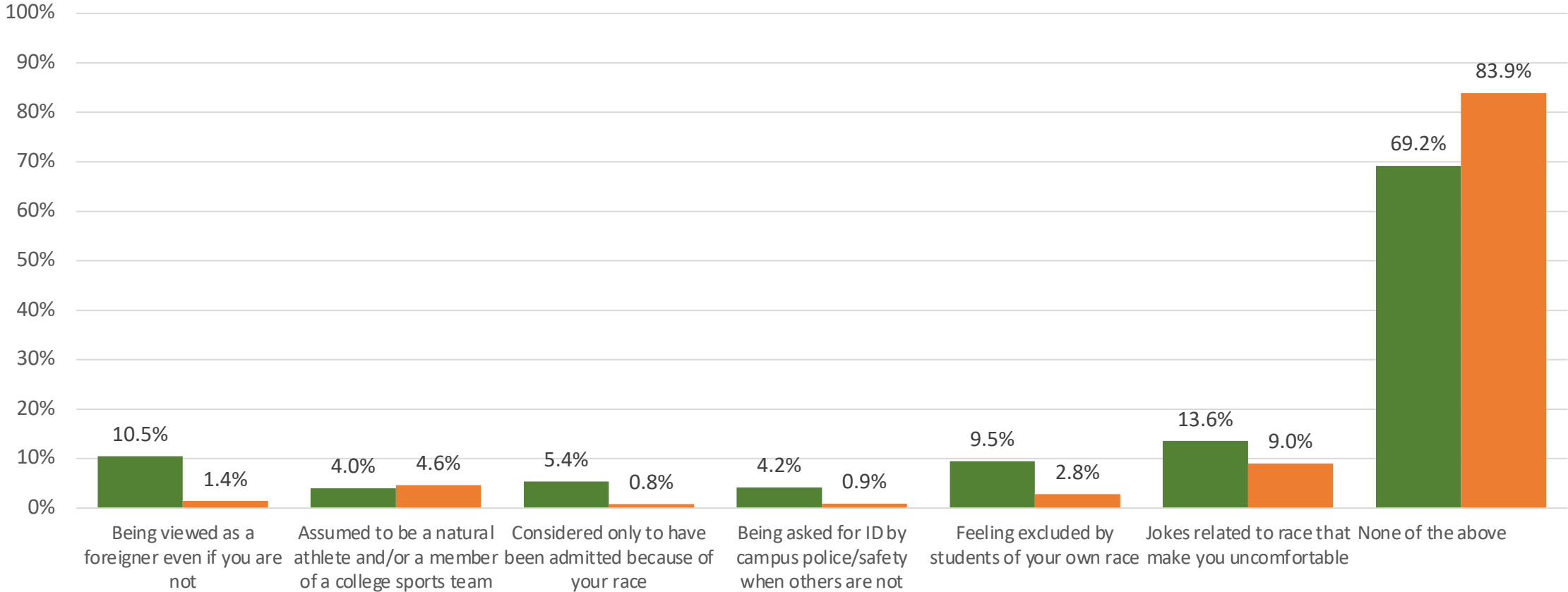


■ Student of Color* ■ Caucasian or White

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?”

UNDERGRAD



■ Student of Color* ■ Caucasian or White

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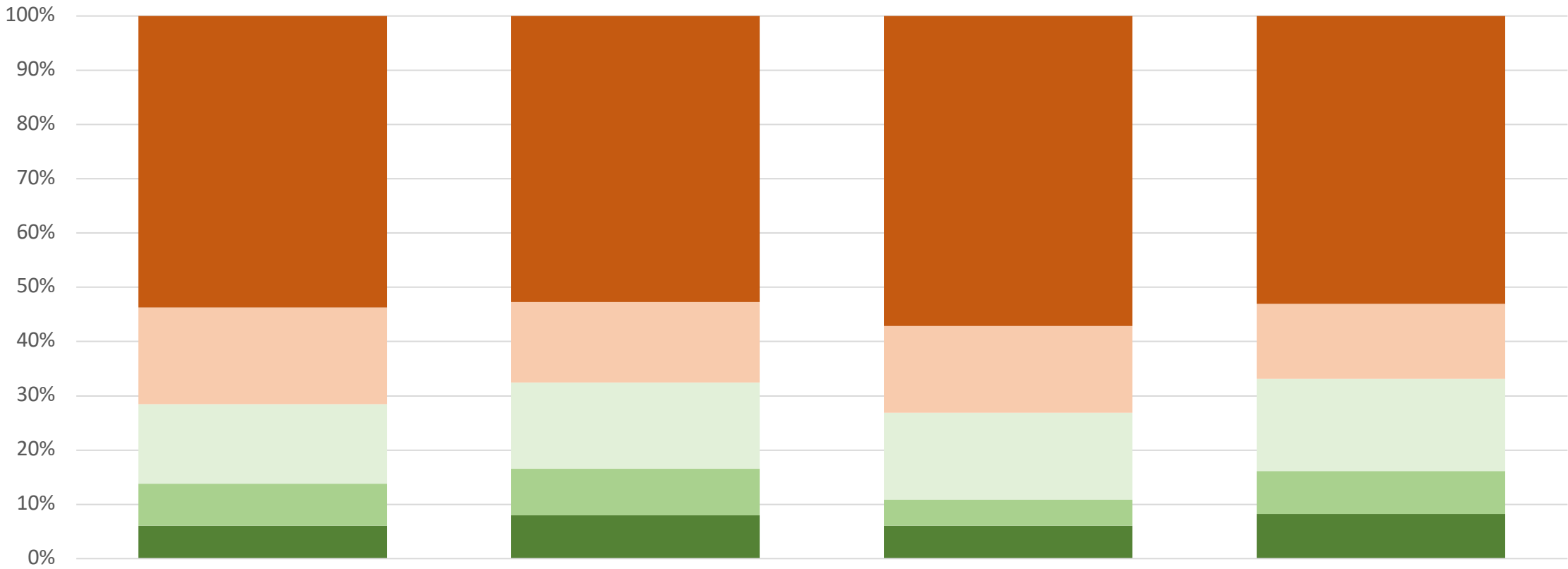
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Most students do not feel racial tension has been increasing as a result of specific political influences

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

GRAD

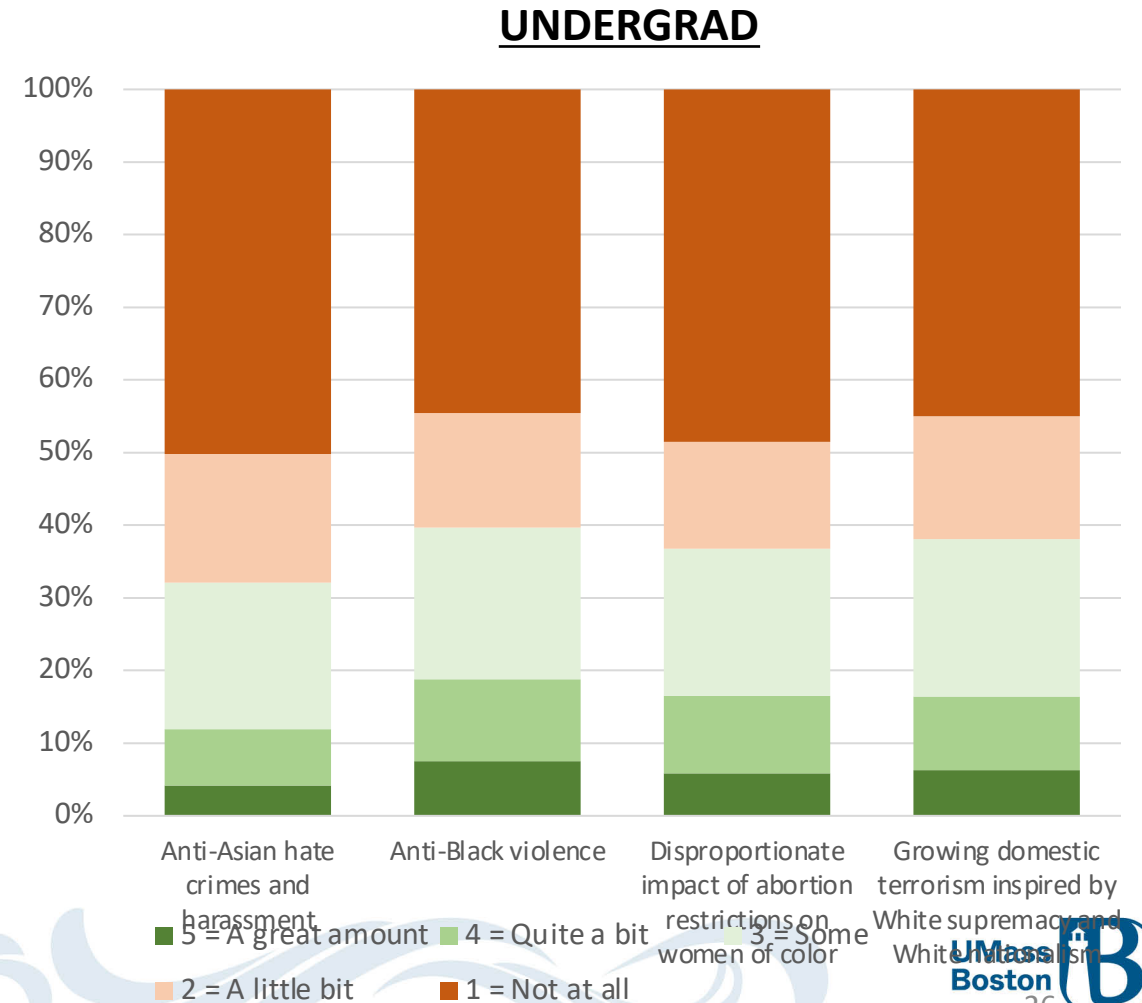
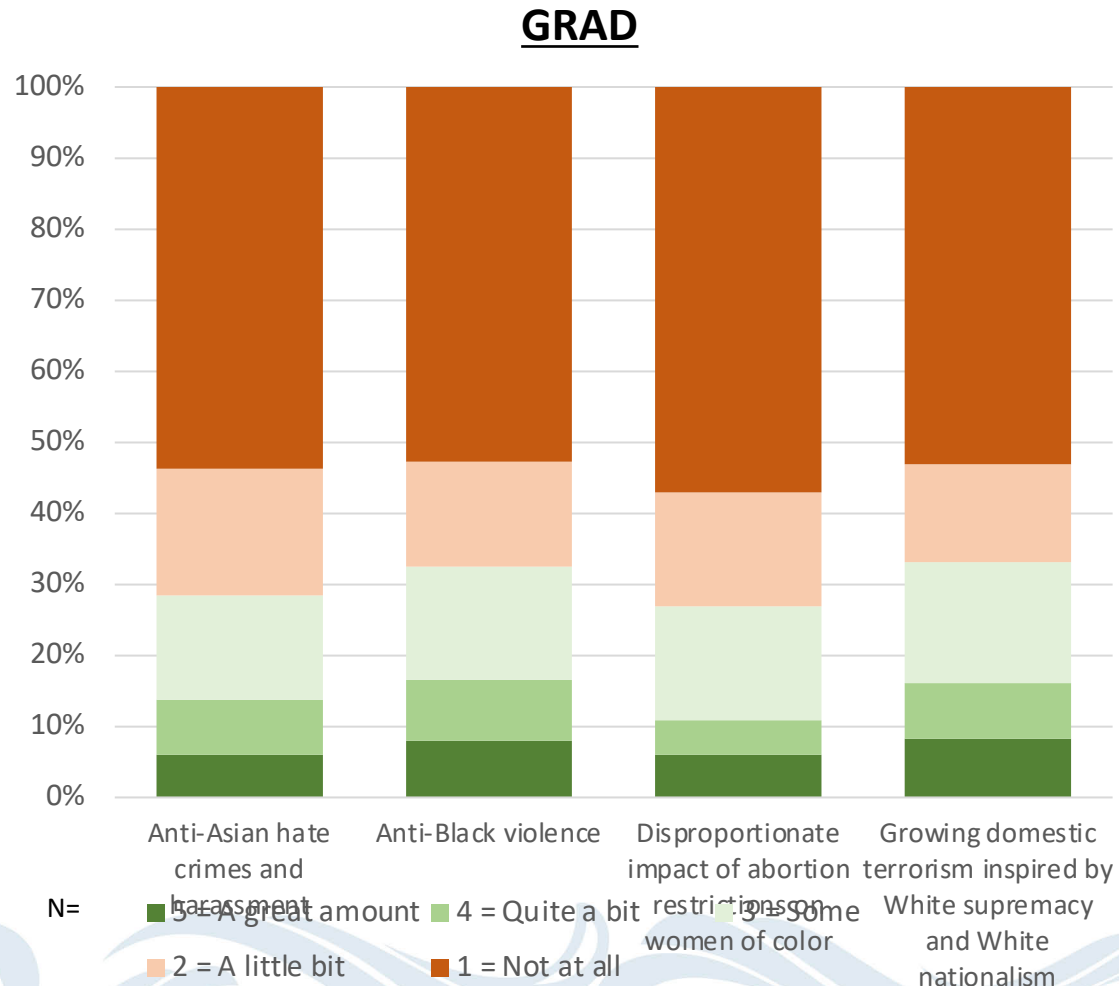


N=

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

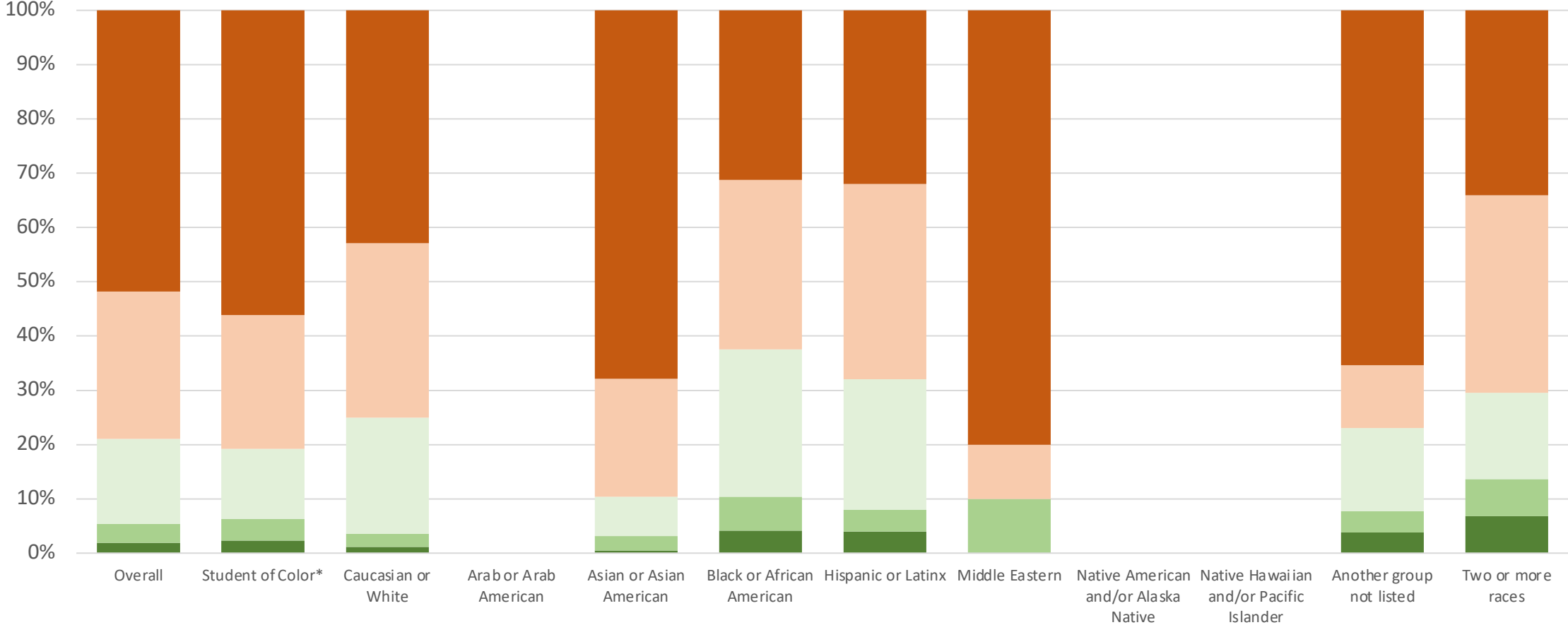
“Has racial tension increased at UMB as a result of the following political influences?”



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

GRAD

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

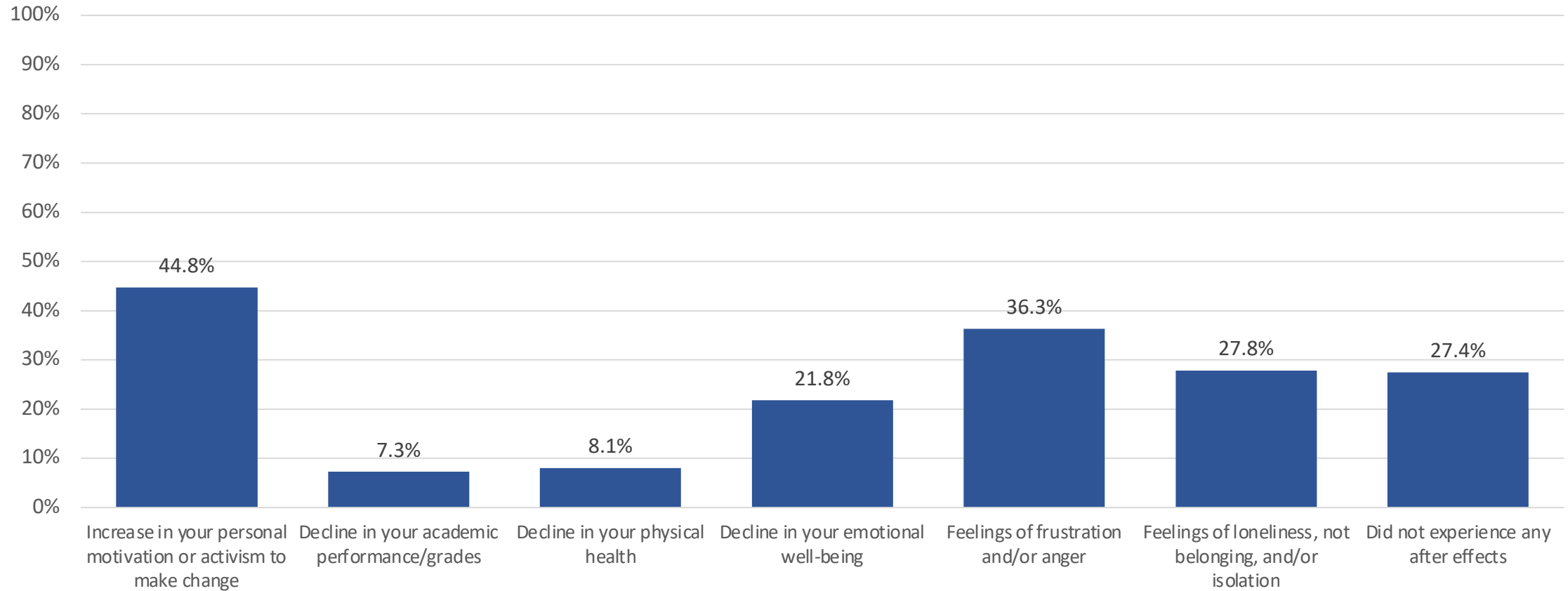


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“Has the overall racial environment on your campus resulted in any of the following?”

GRAD

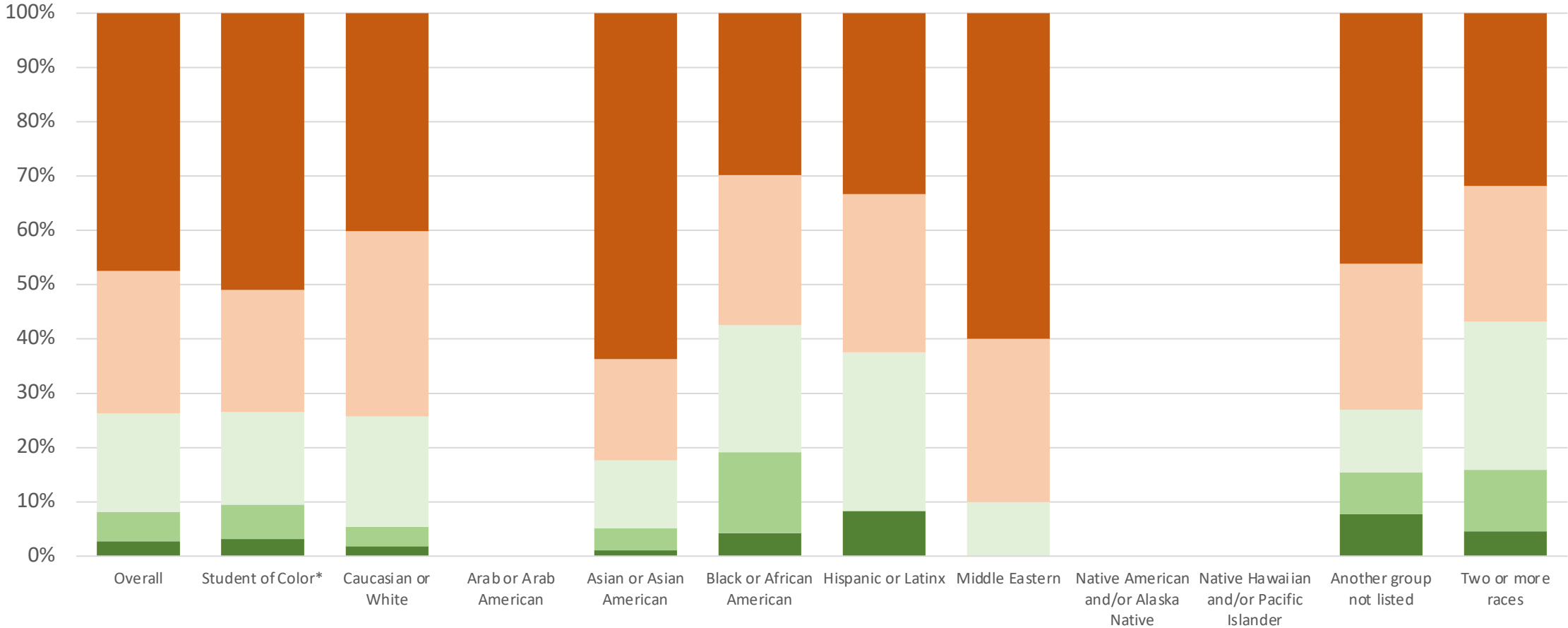


Overall

Most students do not feel that the campus is racially segregated

GRAD

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

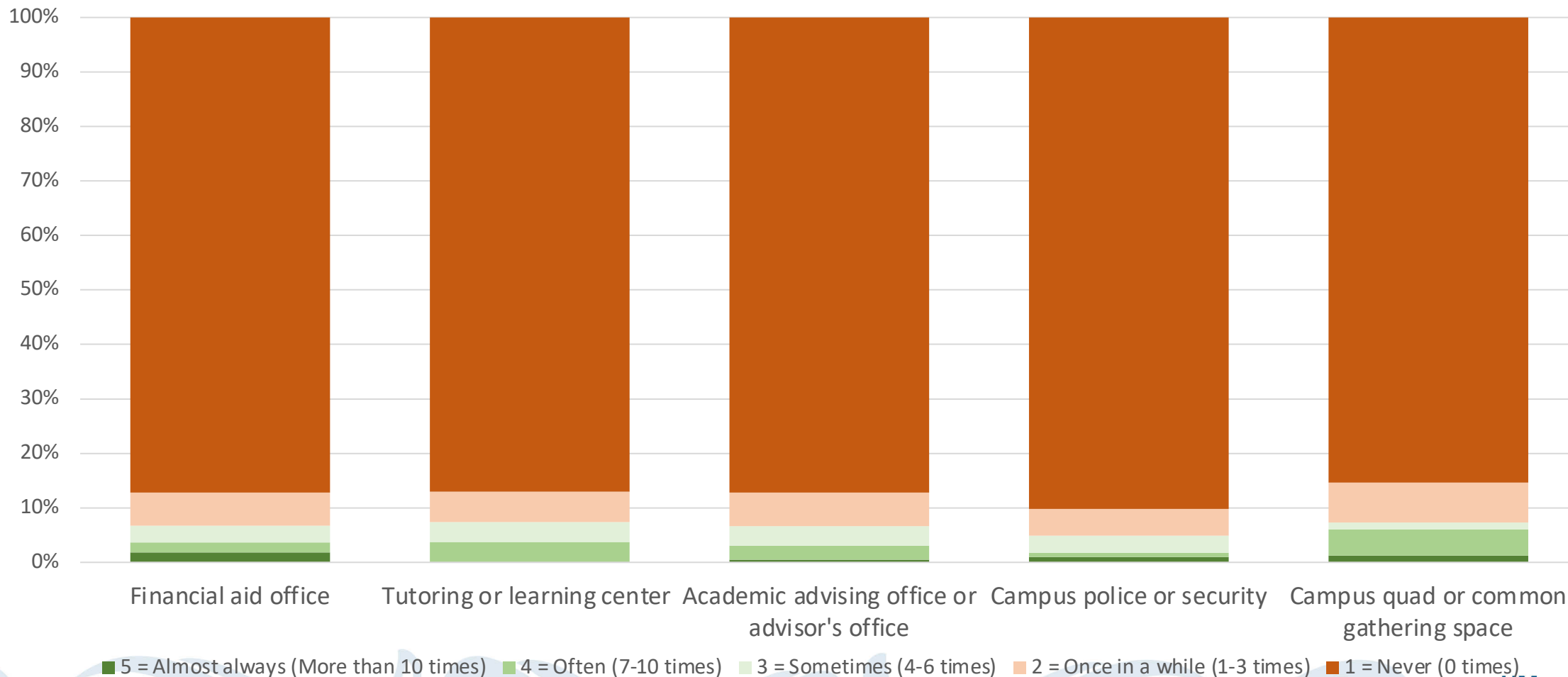


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“In this semester, how often have you personally experienced racism happening in each of the following LOCATIONS at UMB?”

GRAD



N=

164

54

195

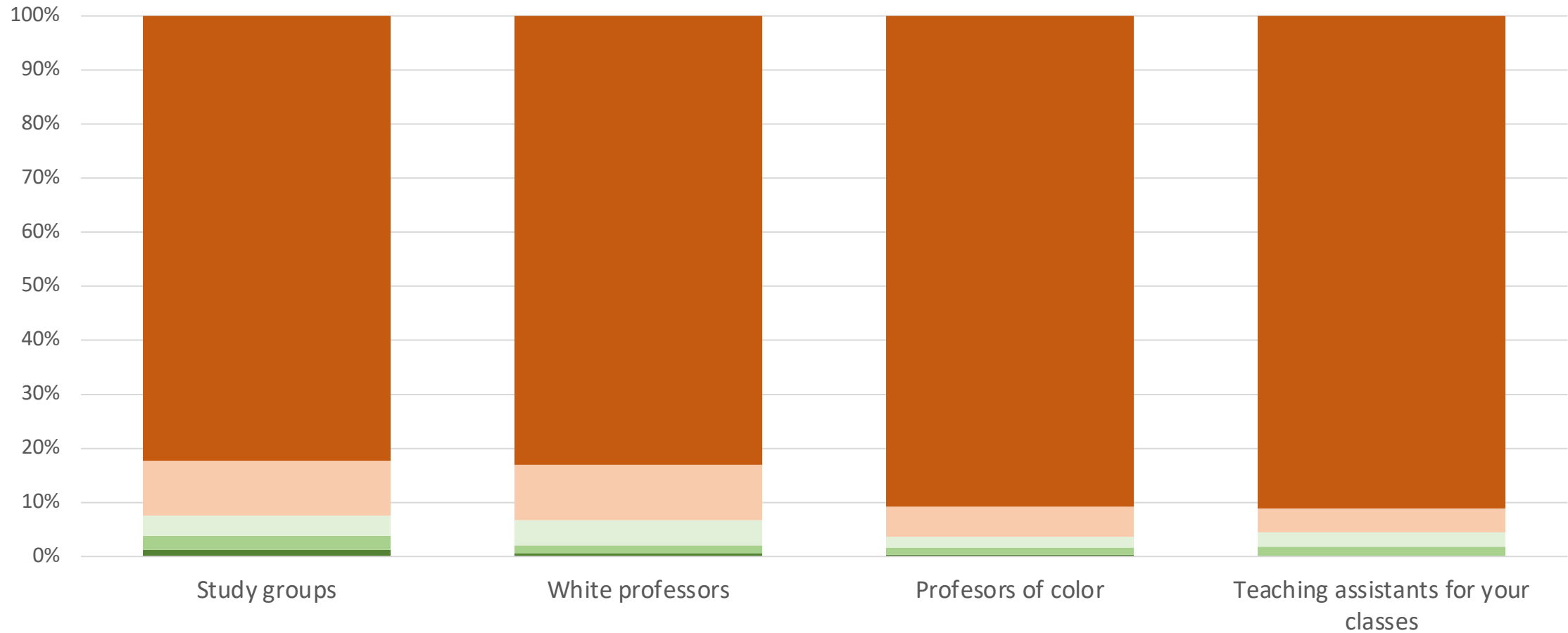
511

82

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?”

GRAD



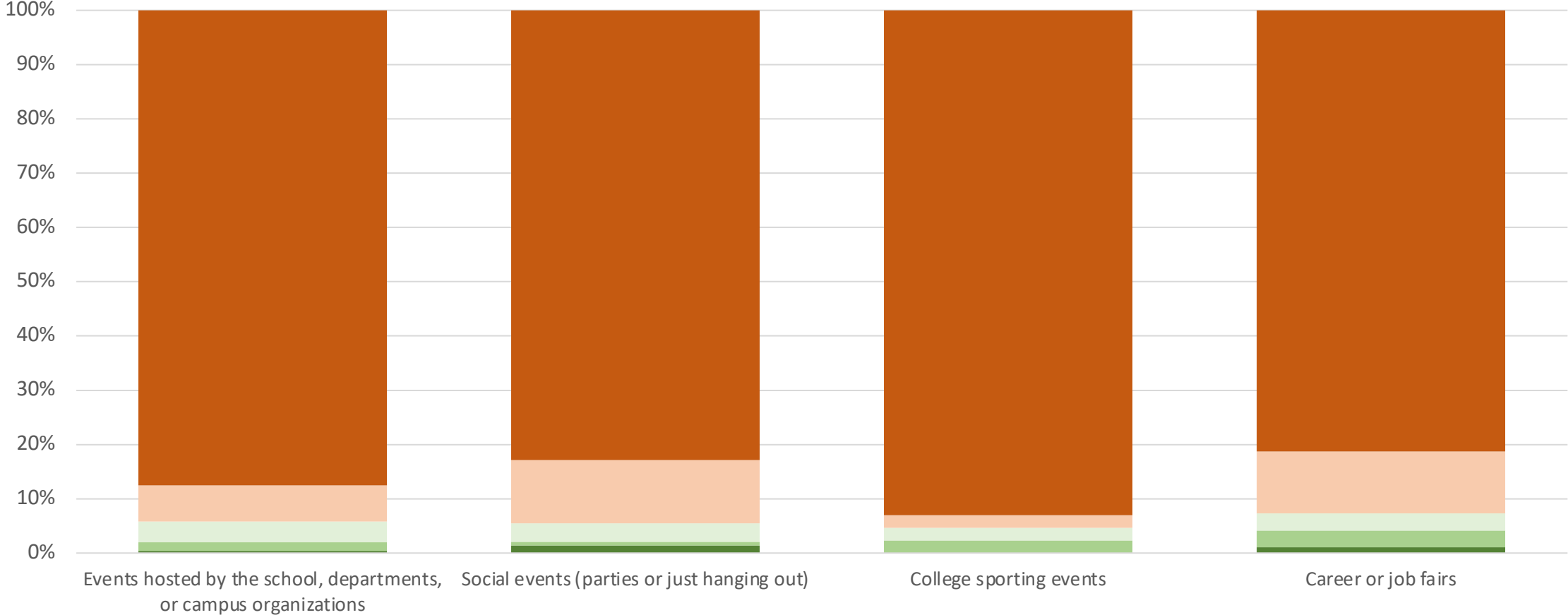
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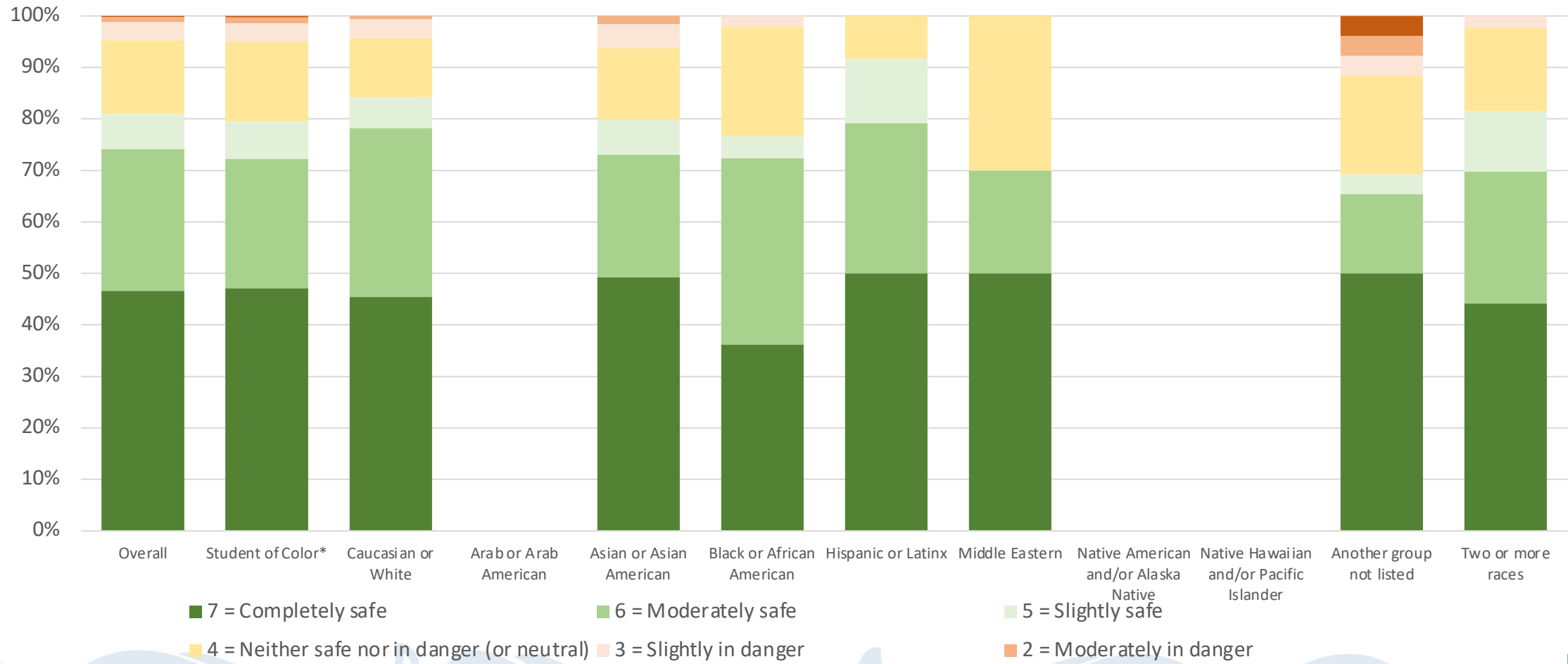
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Most students report feeling SAFE on campus

GRAD

“How SAFE do you feel at your institution?”

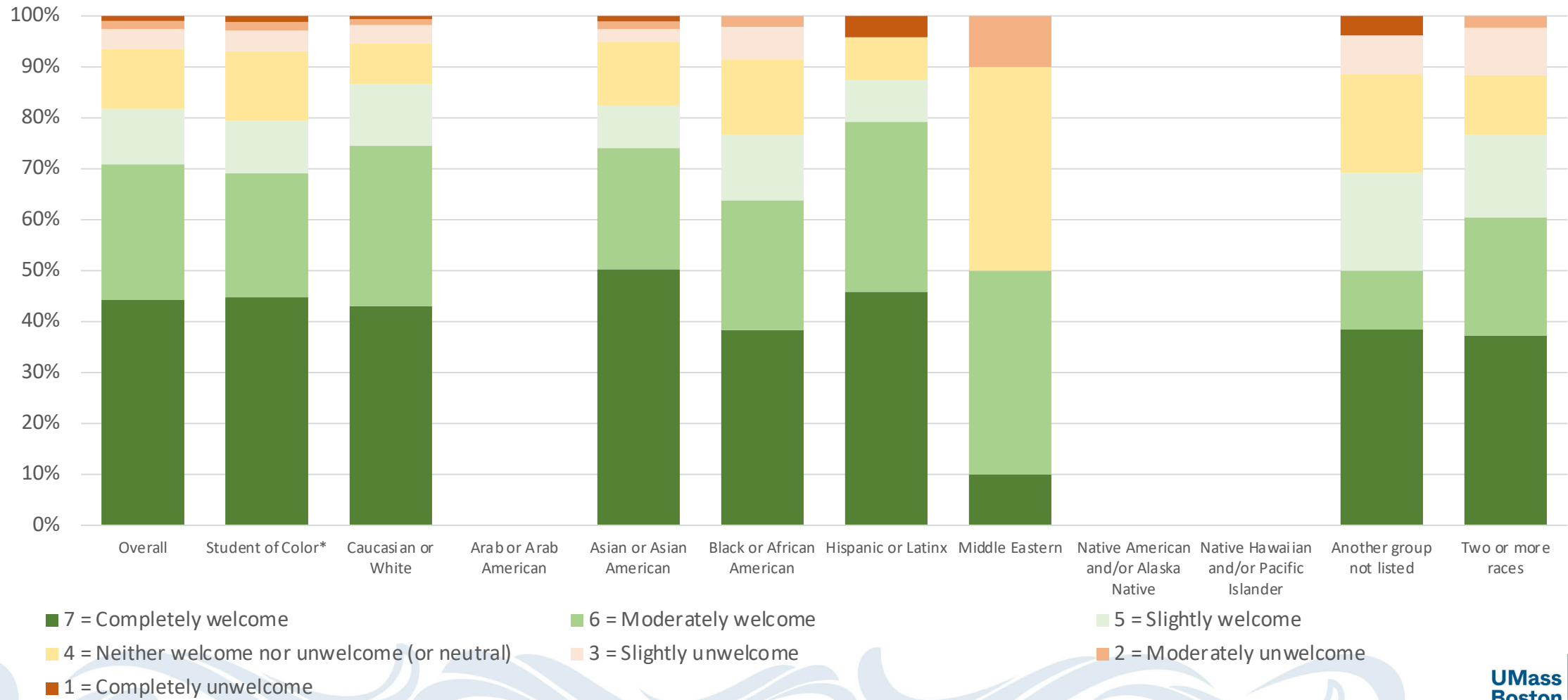


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Most students also feel WELCOME on campus

GRAD

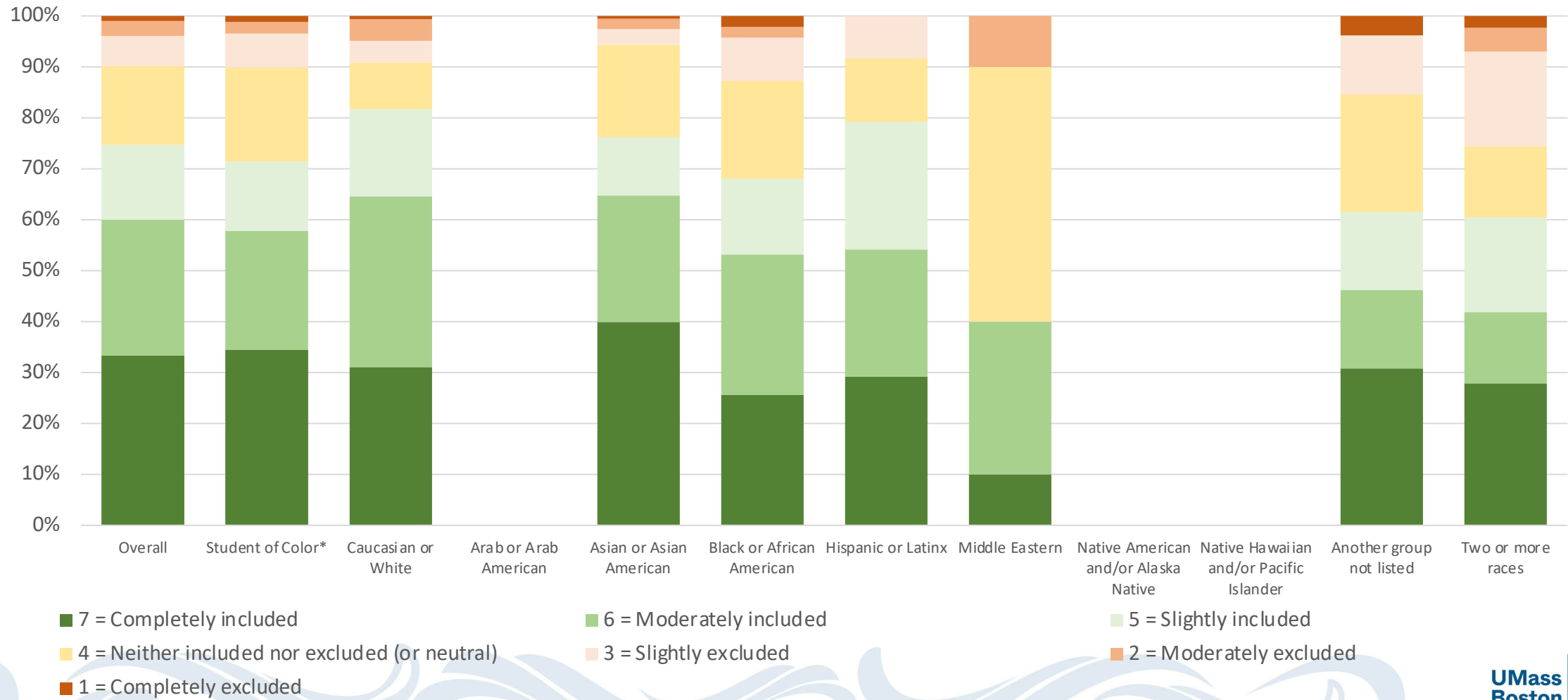
“How WELCOME do you feel at your institution?”



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

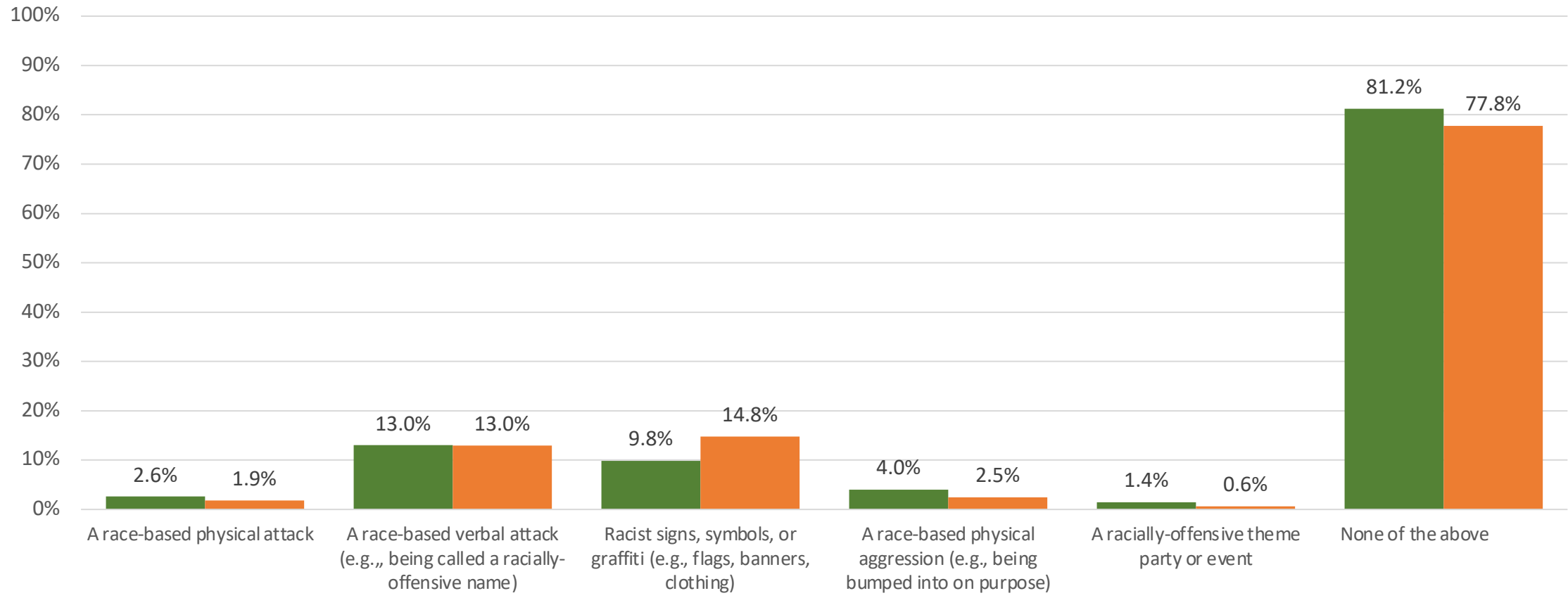
GRAD

“How INCLUDED do you feel at your institution?”



Roughly a fifth of grad students report experiencing or hearing about racist incidents at UMB

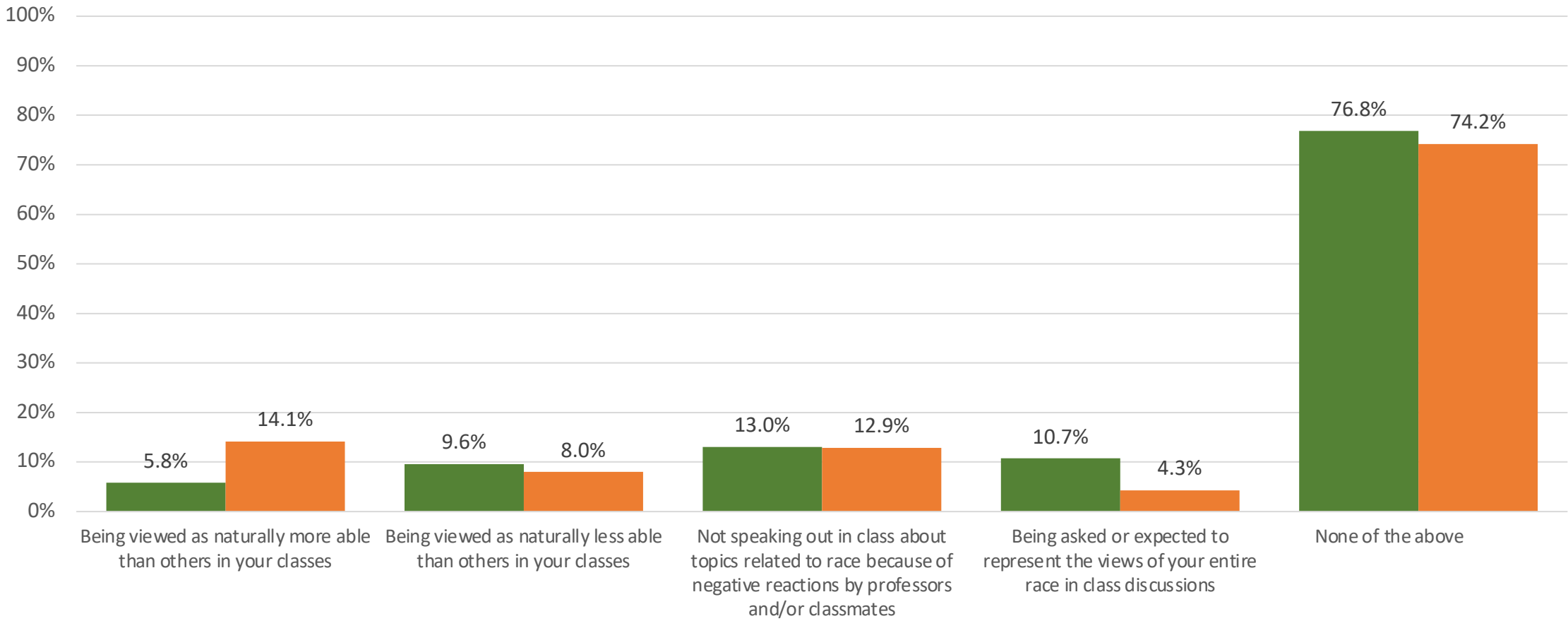
“Have you personally experienced or heard about any of the following happening at UMB?” GRAD



■ Student of Color ■ 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?” **GRAD**

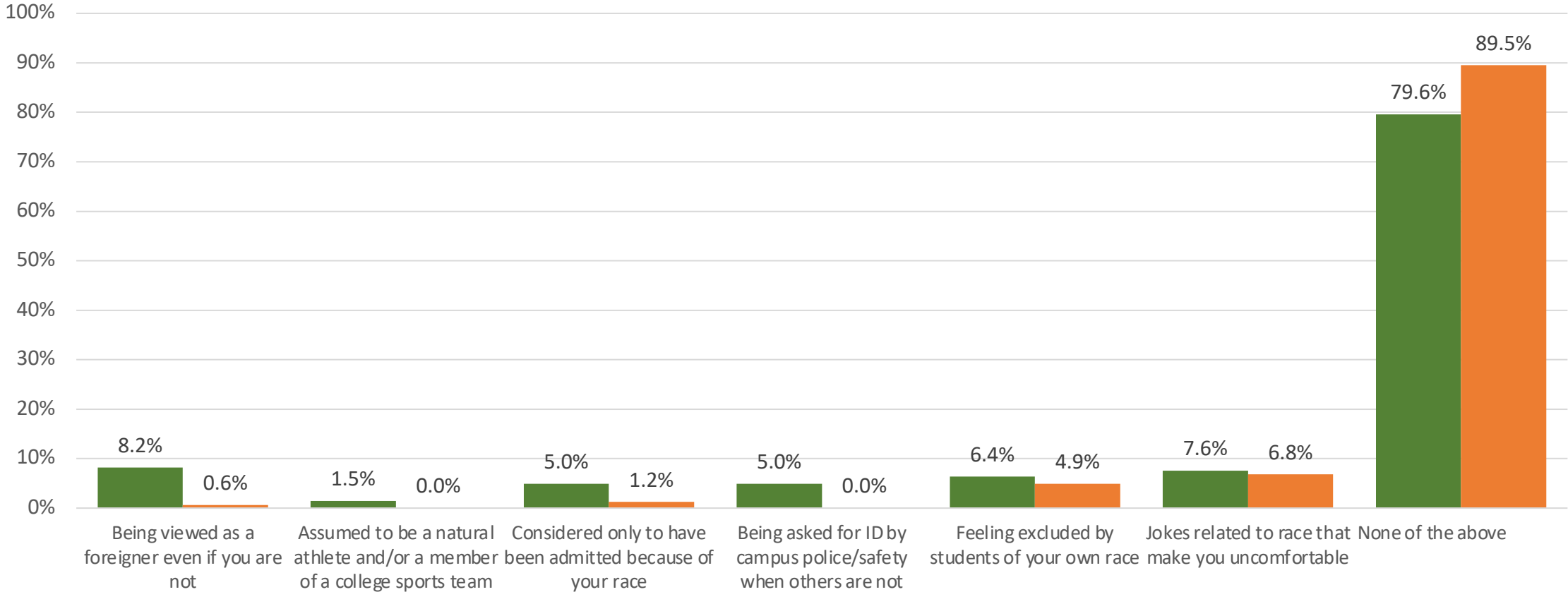


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Students of color experienced some racial incidents more often than white students

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

GRAD



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Five institutions were used for the peer comparison group

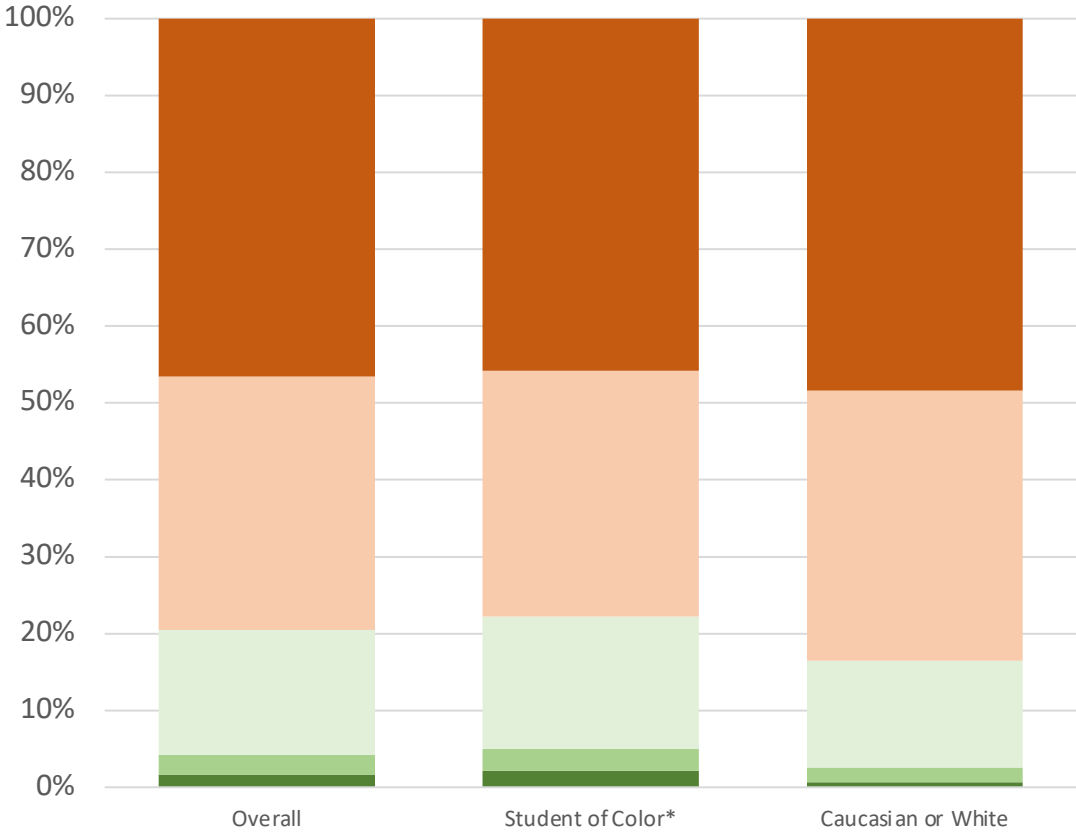
Institution	# of students	Carnegie classification	Location	AANAPISI
Metropolitan State University (MN)	5k-10k	Doctoral	Large City	Yes
Stockton University (NJ)	5k-10k	Masters	Suburb	
Texas Southern University	5k-10k	Doctoral	Large City	
University of Houston	>10k	Doctoral	Large City	Yes
University of Houston - Downtown	>10k	Masters	Large City	

UMB students largely do not feel UMB is racist; those who feel it is slightly or somewhat racist are higher than at comparison schools

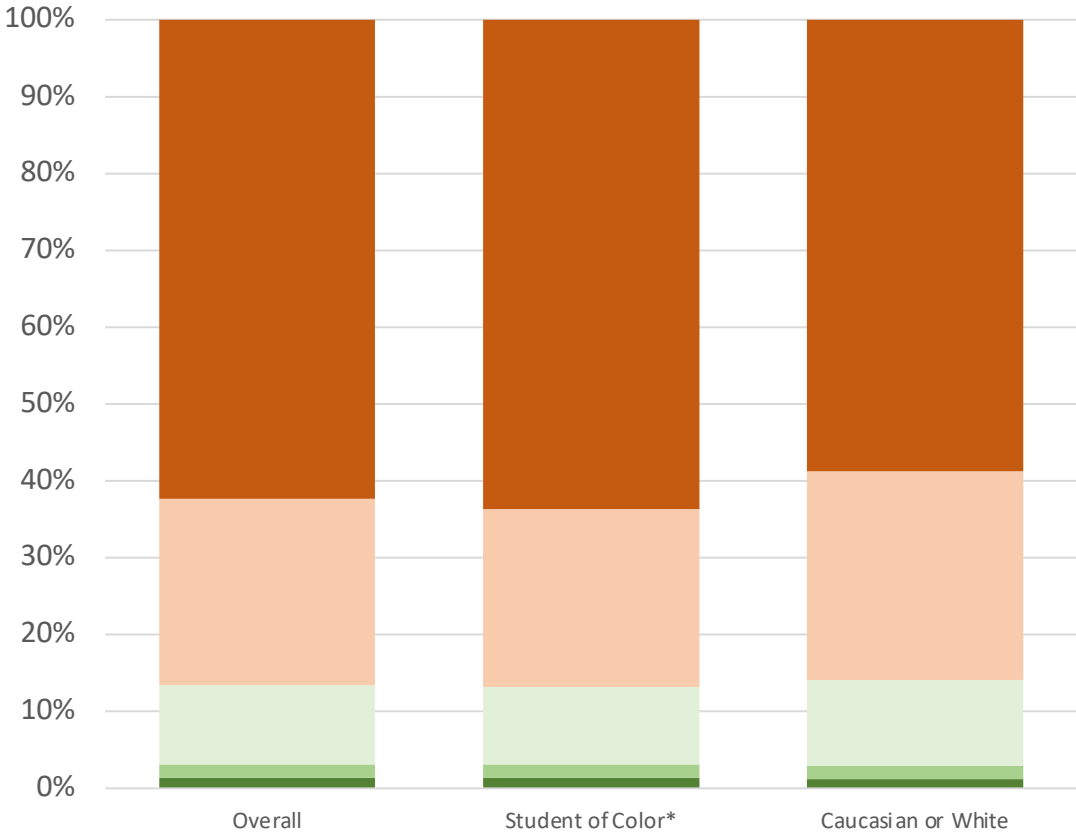
UNDERGRAD

“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
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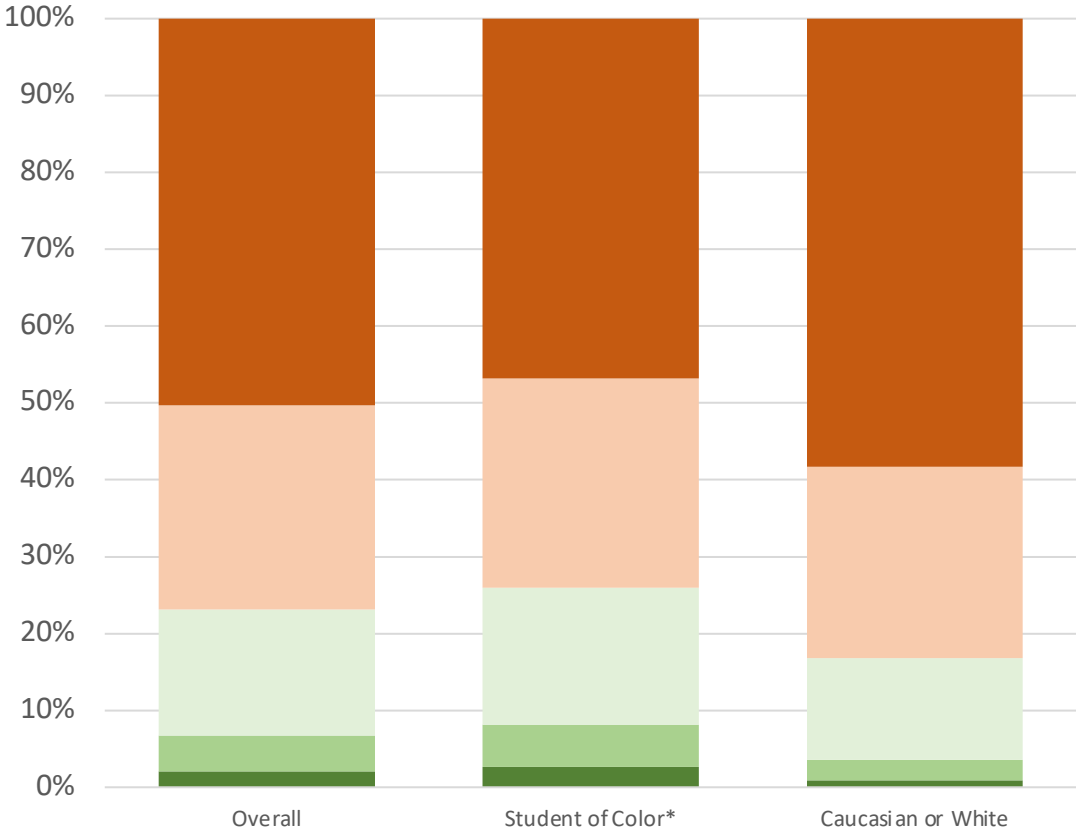
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UMB students largely do not feel UMB is segregated; those who feel it is slightly or somewhat racist are higher than at comparison schools

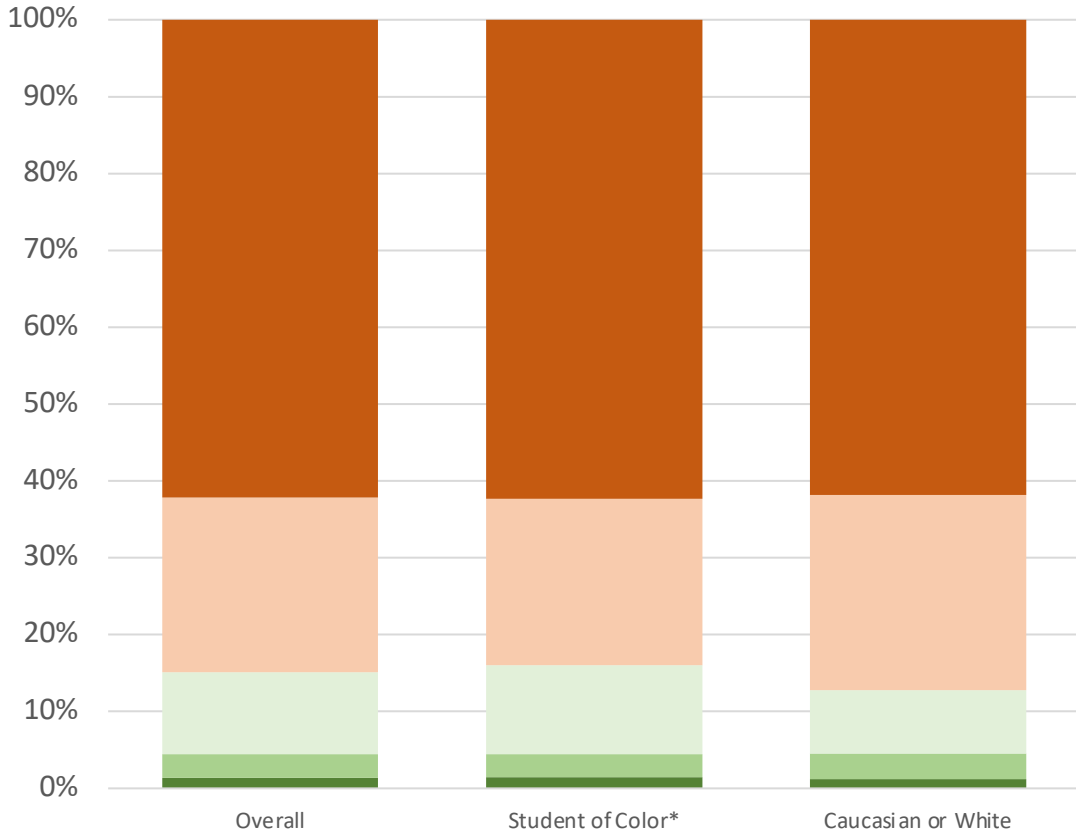
UNDERGRAD

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

UMASS BOSTON



PEER COMPARISON SCHOOLS



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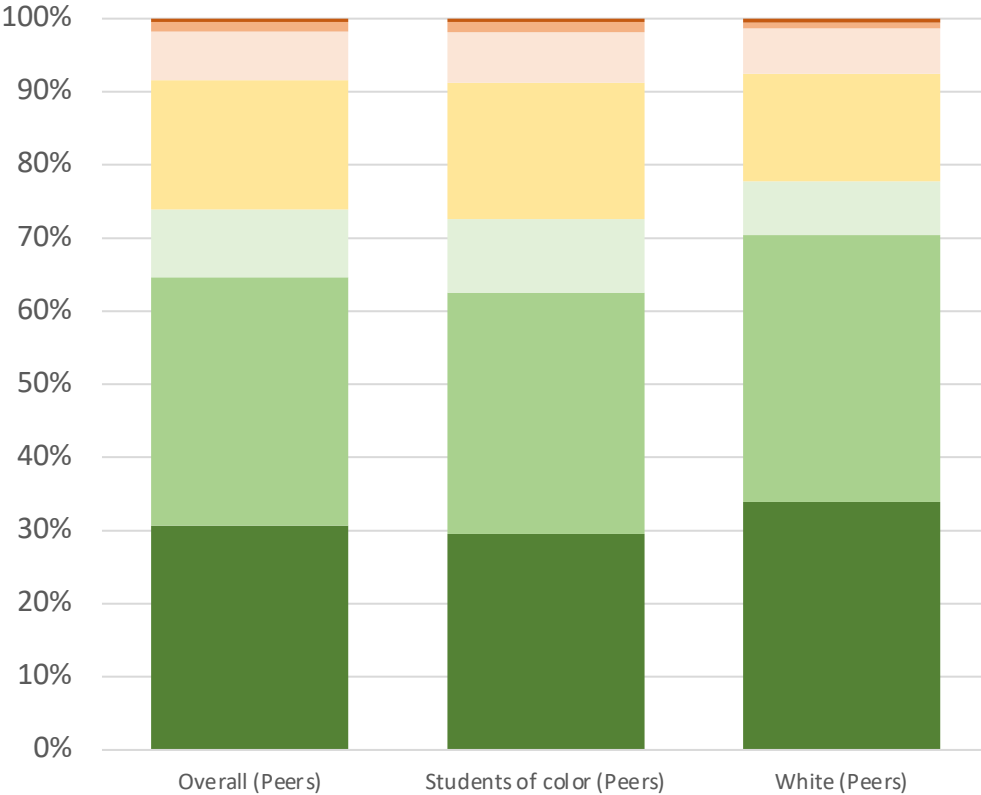
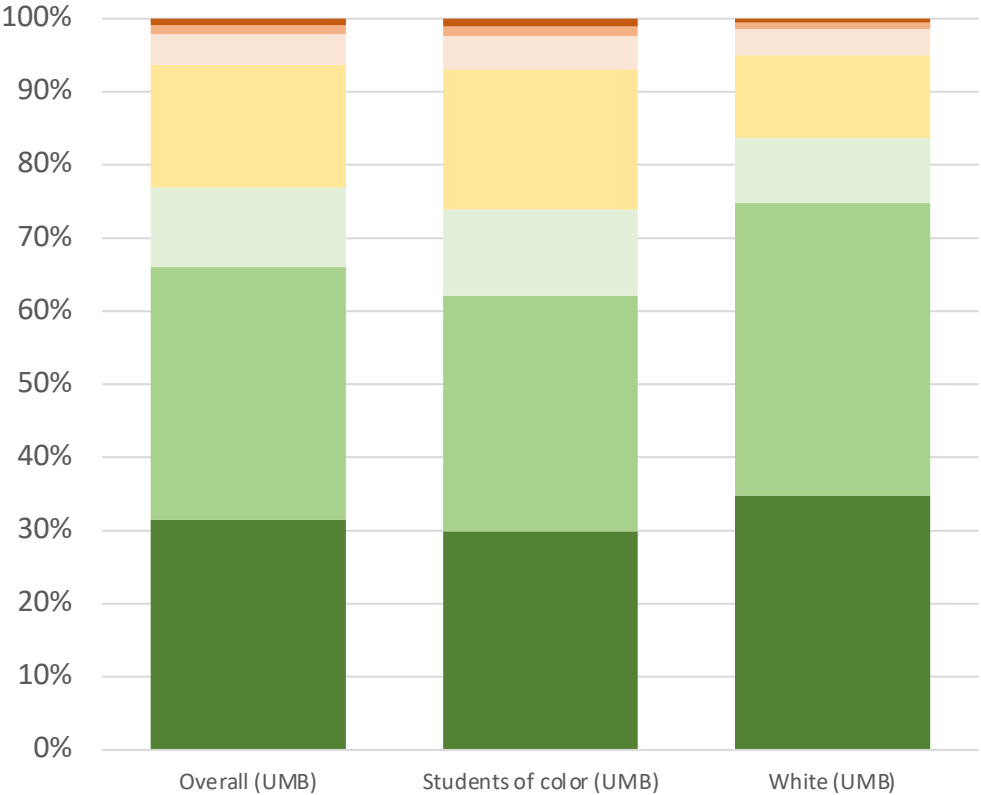
Feelings of SAFETY at UMB are very similar to comparison schools

UNDERGRAD

“How SAFE do you feel at your institution?”

UMASS BOSTON

PEER COMPARISON SCHOOLS



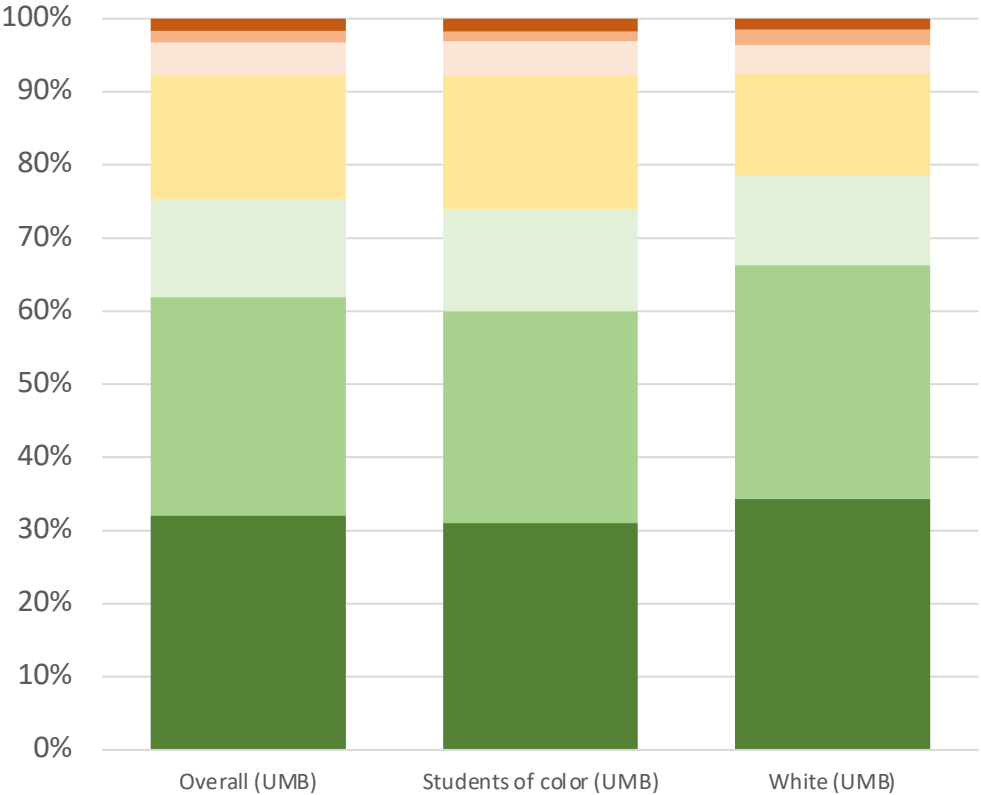
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UMB students' feeling of being WELCOME are similar, though slightly lower, than comparison schools

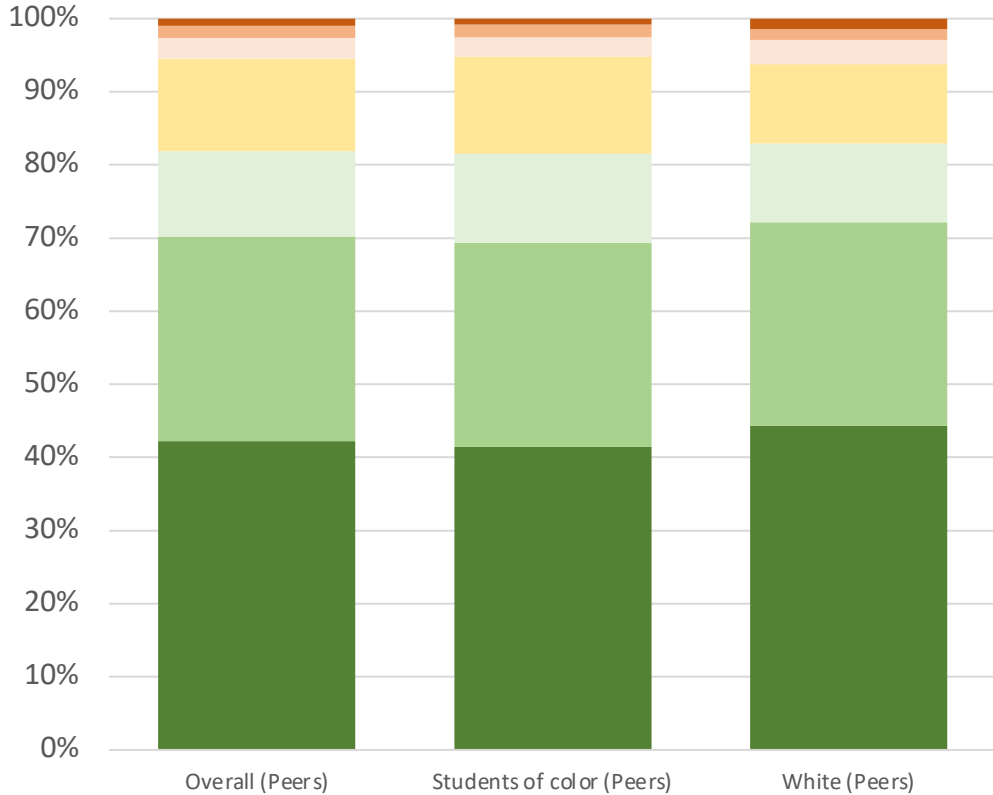
UNDERGRAD

"How WELCOME do you feel at your institution?"

UMASS BOSTON



PEER COMPARISON SCHOOLS



- 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

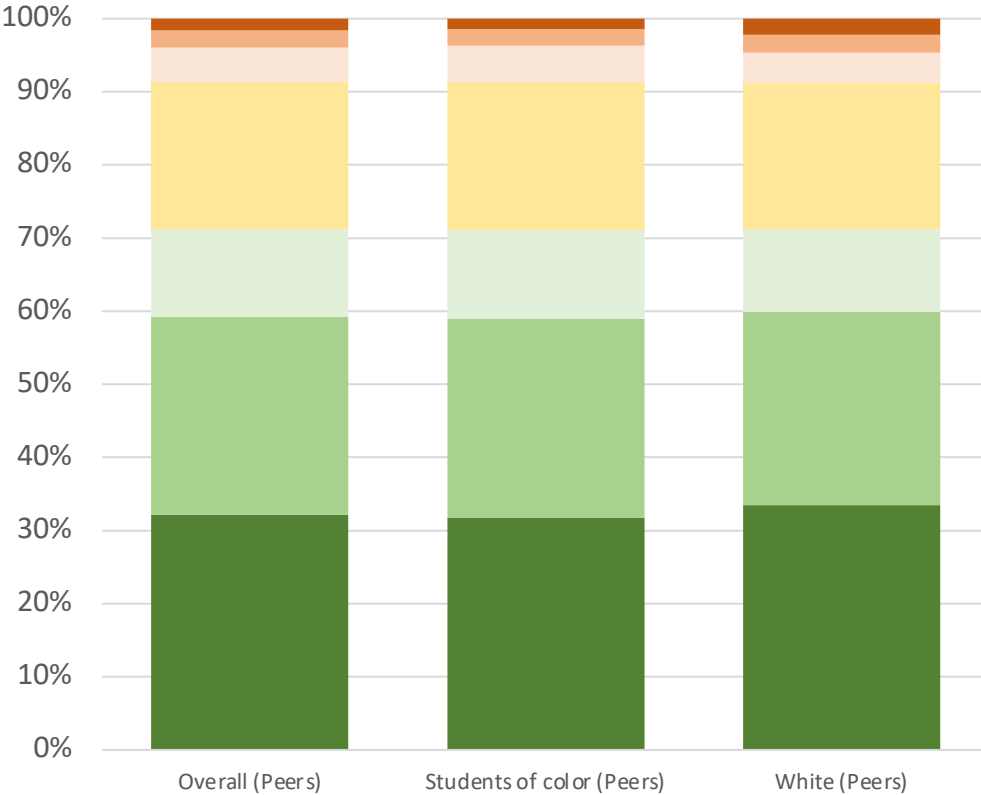
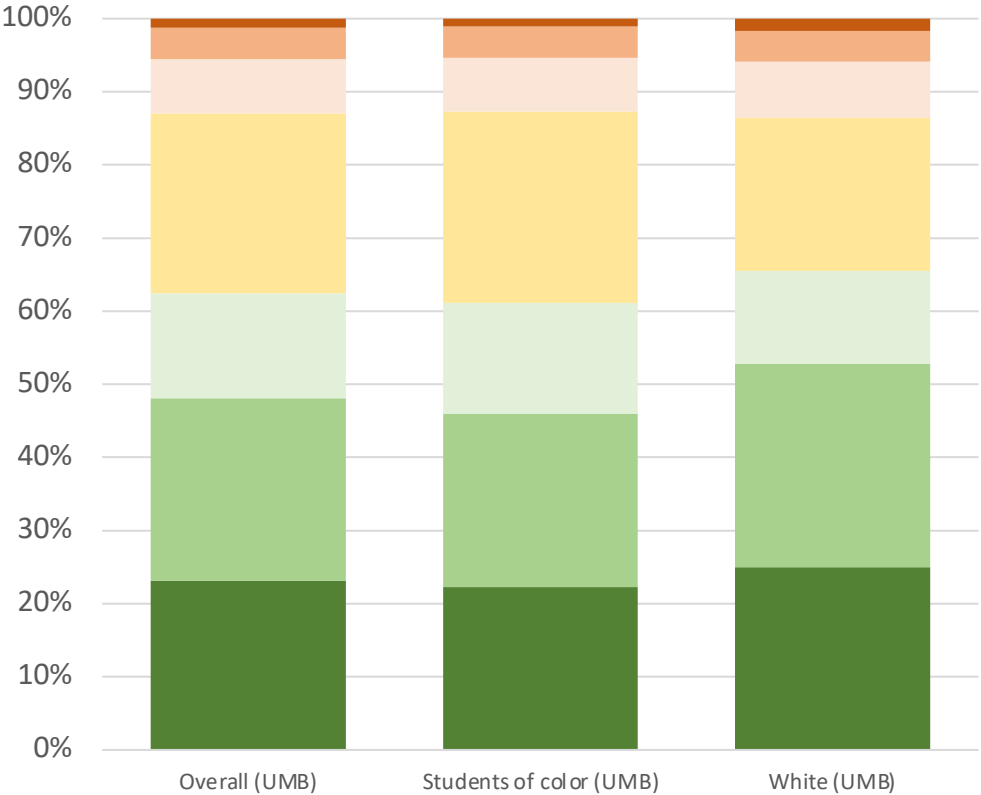
UMB students' feeling of being INCLUDED are similar, though slightly lower, than comparison schools

UNDERGRAD

"How INCLUDED do you feel at your institution?"

UMASS BOSTON

PEER COMPARISON SCHOOLS

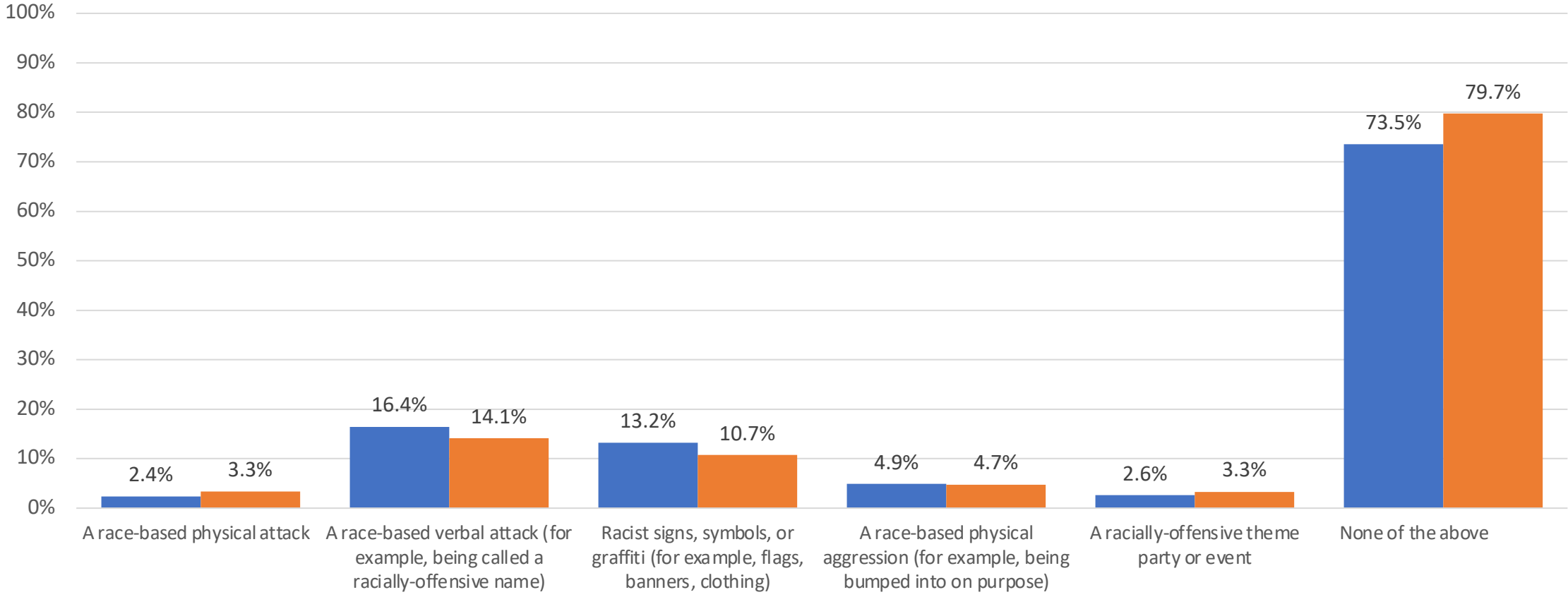


- 7 = Completely included
- 6 = Moderately included
- 5 = Slightly included
- 4 = Neither included nor excluded (or neutral)
- 3 = Slightly excluded
- 2 = Moderately excluded
- 1 = Completely excluded

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?”

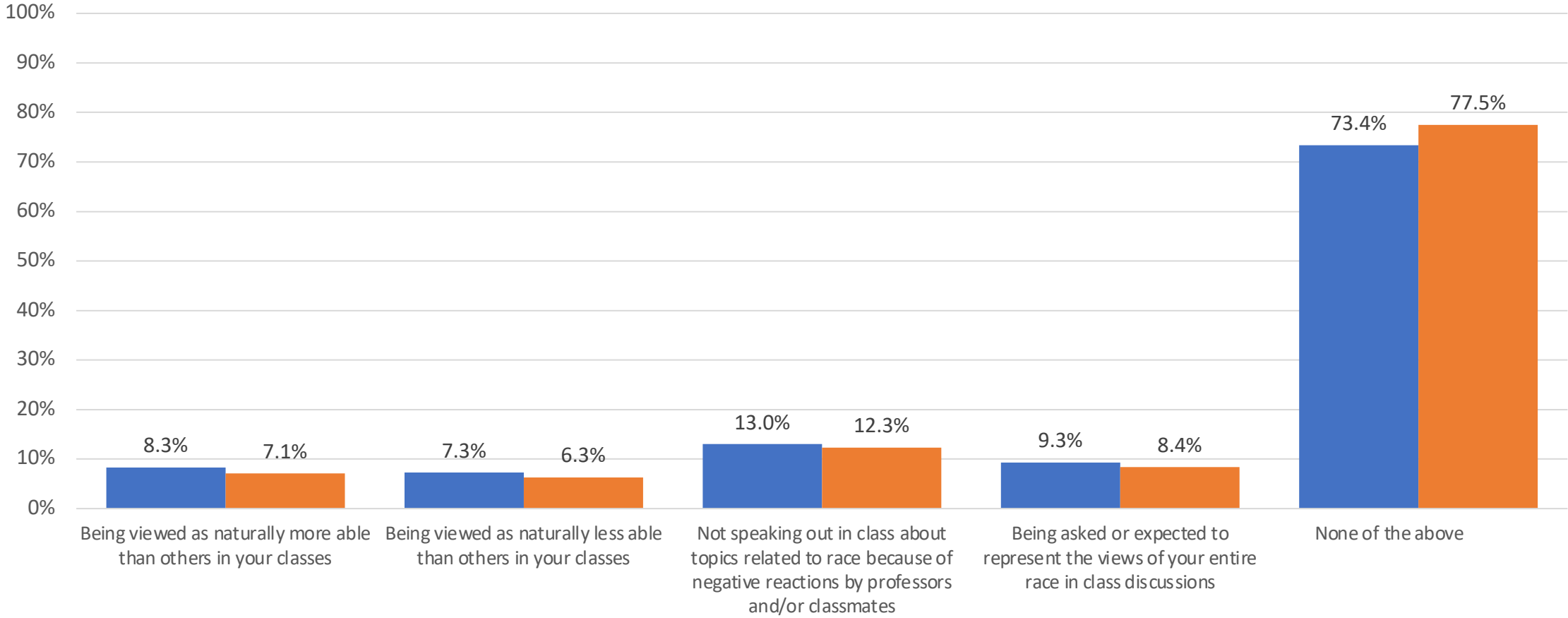
UNDERGRAD



■ UMB ■ Peers

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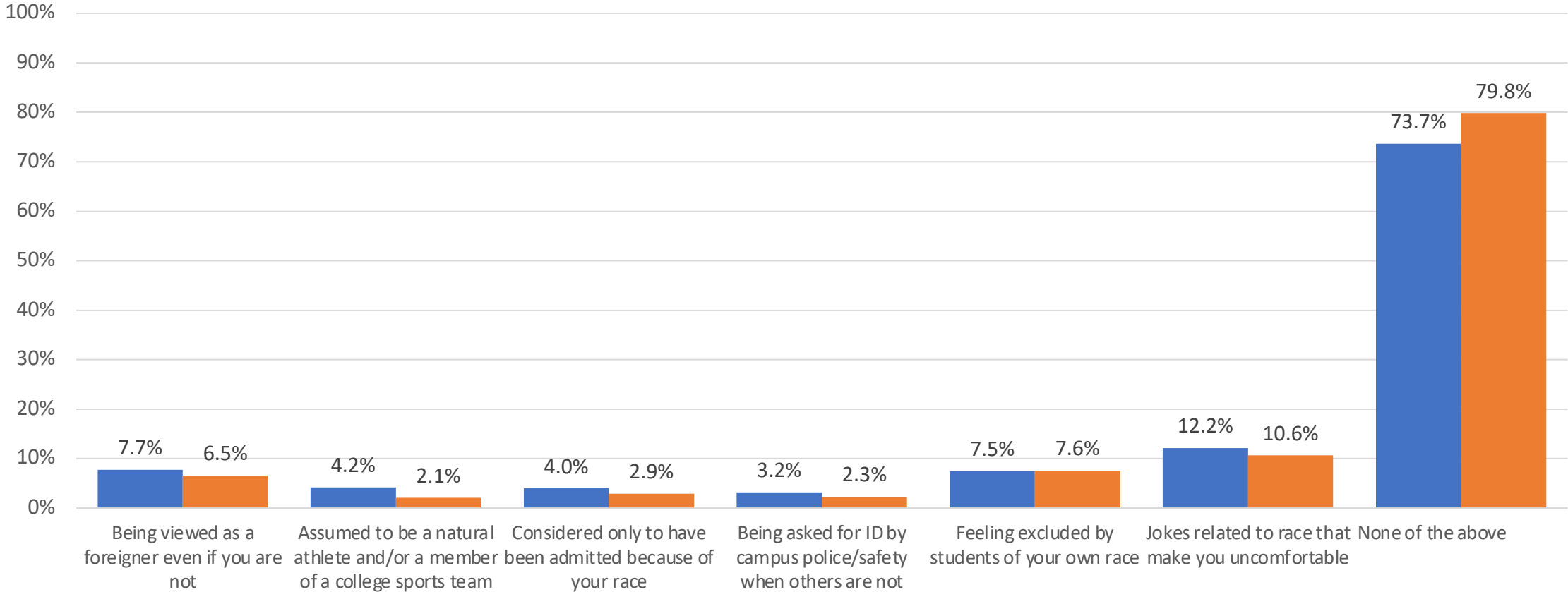
“Have you personally experienced any of the following while in classes at your institution?” **UNDERGRAD**



■ UMB ■ Peers

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?” **UNDERGRAD**



■ UMB ■ Peers

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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
- 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.

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).

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

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Mark down the details about the April community session on Appraisals of Institution Commitment

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!

