

NACCC BACKGROUND

WHY WE CREATED THE NACCC

Every week, news outlets report on racial incidents on campuses across the United States. At the USC Race and Equity Center, we have developed the NACCC because these issues are so pervasive. The NACCC elicits perspectives from undergraduates on ways they experience the campus racial climate. NACCC participation signals institutional commitment to understanding racial realities on campus and provides institutional leaders with better information and more data-driven guidance for improving the climate for all students. Having NACCC data will allow institutional leaders to better understand and more strategically address racial problems on campus before they escalate to crises.

USC EQUITY INSTITUTES

As a complement to NACCC assessment, the USC Race and Equity Center o

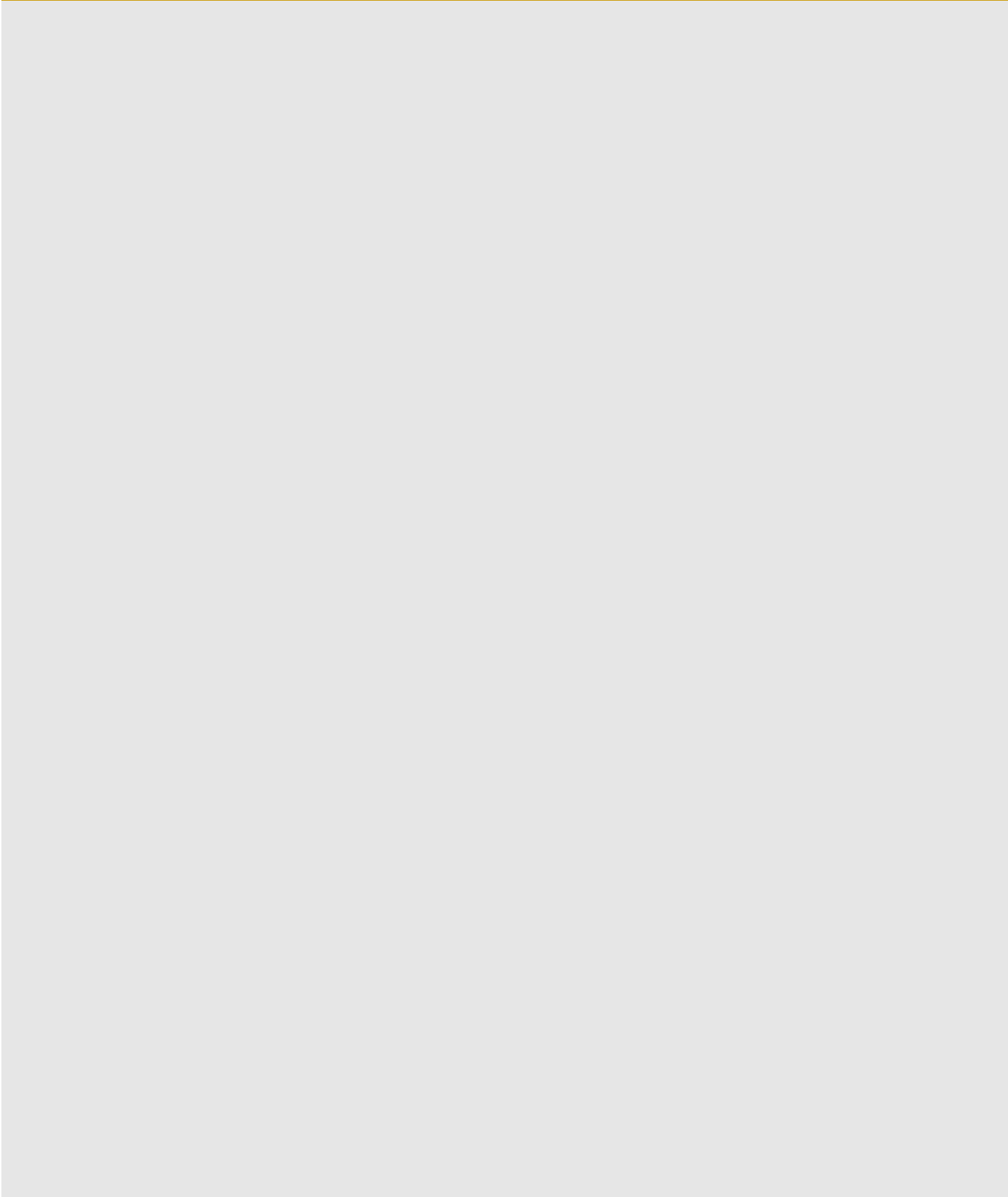
NACCC DEVELOPMENT & METHODOLOGY

The NACCC survey content is based on more than a decade of the USC Race and Equity Center's qualitative climate studies conducted at colleges and universities across the country. In addition, a 14-member content team of race, equity, and inclusion experts from across the United States convened to identify the most

NACCC CONTENT AREA DESCRIPTION

Key topics include:

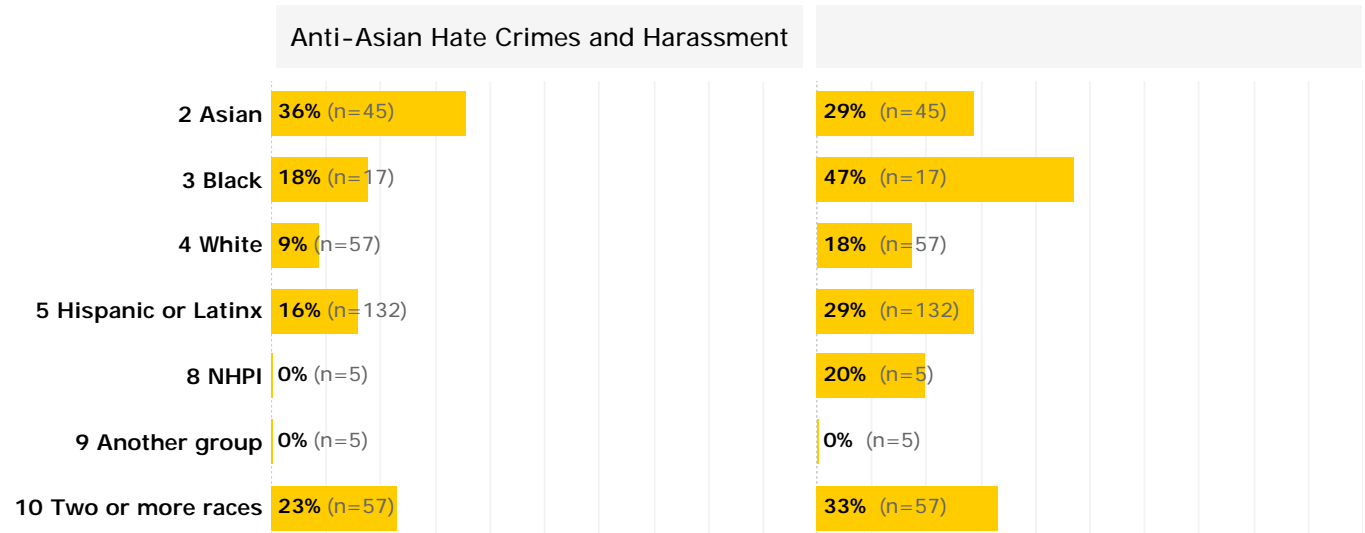




CROSS-RACIAL ENGAGEMENT

Talking about Race

% of students who had conversations about the following racial topics with peers



Why This Matters: Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. When those campuses are predominantly White, students of color are overwhelmingly burdened with educating their White peers about race as involuntary spokespersons.

Comfort Engaging in Race-Related Discussions with Students

Mean Factor Score (on a scale of 1-7)

Students rated how they felt about engaging in conversations about race based on the following dimensions: (1) nervous to calm, (2) powerless to empowered, (3) closed-off to open, and (4) discouraged to encouraged.

Conversation about race
with **White** students

Conversation about race
with **students of color**

**> RECOMMENDED ACTION ITEMS IN
CROSS-RACIM /Tcl 0 -06352939 36HAGEMS TN**

NACCC CONTENT AREA DESCRIPTION

NACCC respondents consider if and where on campus they learn about their own racial identities and about other racial groups. Additionally, students indicate the extent to which they feel racial diversity is reflected in curricula and class discussions, and how prepared they feel to live and work in a racially diverse society after college.

Key topics include:

- >> Where students learn about race and who on campus helps them learn about race
- >> Racial diversity reflected in classes within the student's major
- >> Preparation for living in a racially diverse society

of students of color indicated they had not learned about race anywhere on campus

KEY GOALS IN THIS CONTENT AREA

RACIAL LEARNING AND LITERACY

Preparation for Living in a Racially Diverse Society

Mean Factor Score (on a scale of 1-5)

Students rated how well NAPA VALLEY COLLEGE is preparing them based on the following dimensions:

- (1) Working in a racially diverse setting, (2) Living in a racially diverse neighborhood,
- (3) Sending children to racially diverse schools, and (4) Interacting with individuals of races that are different from yours.

Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the

> RECOMMENDED ACTION ITEMS IN RACIAL LEARNING AND LITERACY

REVISE CO-CURRICULAR GOALS

NACCC CONTENT AREA DESCRIPTION

NACCC respondents appraise the racial environment of their institutions. They identify campus encounters they have experienced as racist, ranging from microaggressions and racial

Key topics include:

- >> 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

ENCOUNTERS WITH RACIAL STRESS

> RECOMMENDED ACTION ITEMS IN ENCOUNTERS WITH RACIAL STRESS

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.

>>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.

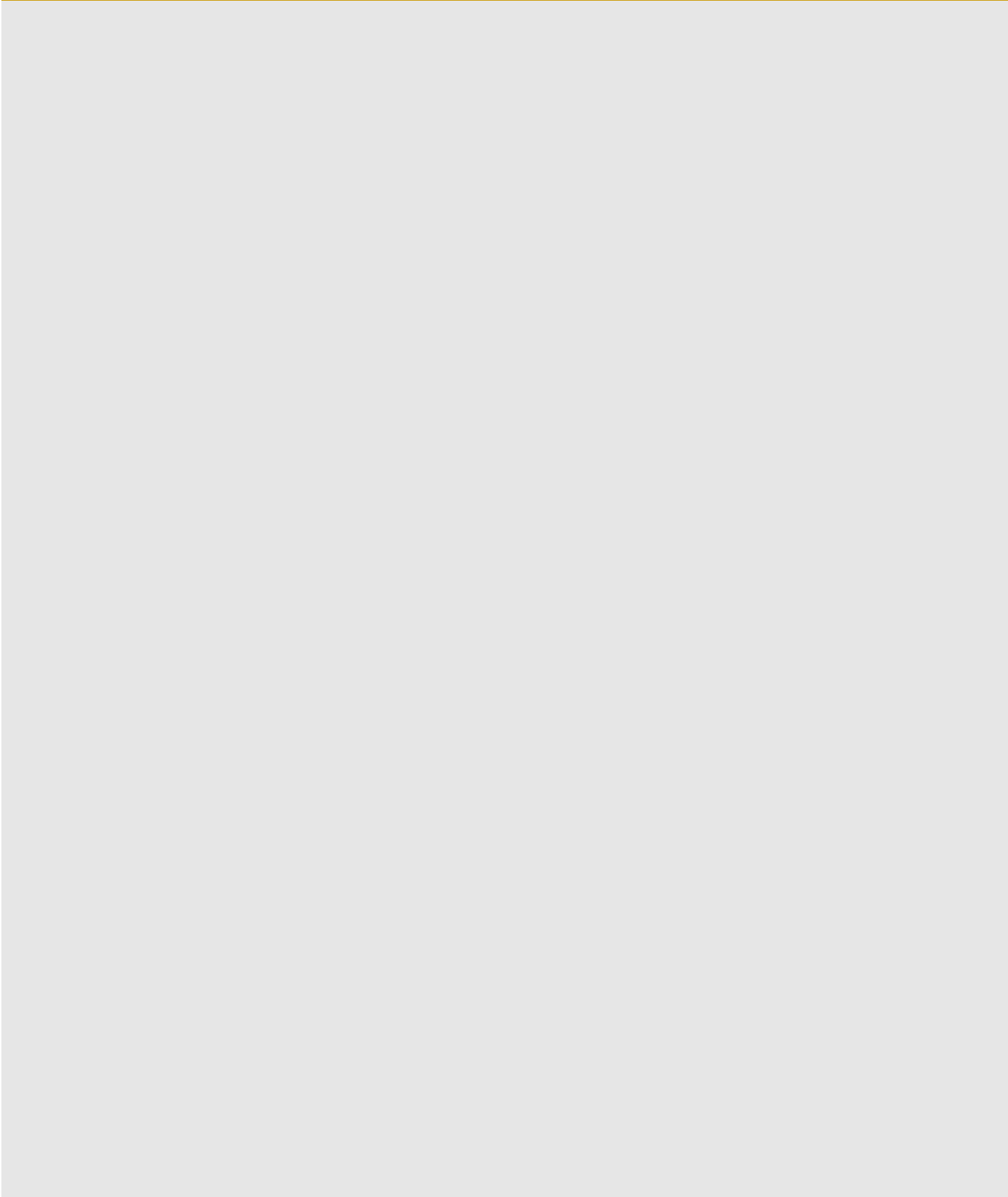
>>Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized

NACCC CONTENT AREA DESCRIPTION

Key topics include:

- >> 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





NACCC CONTENT AREA DESCRIPTION

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 include:

- >> Feelings of personal well-being in city/town surrounding campus and in hometown
- >> Experiences of racism in external environments

of White students felt moderately welcome or completely welcome in the city/town surrounding campus

of students of color felt moderately welcome or completely welcome in the city/town surrounding campus

KEY GOALS IN THIS CONTENT AREA

>> Monitor and acknowledge external incidents of racism and racial violence.

>> Be proactive and aware that students come from and are continually exposed to environments with differing levels of racial stress and violence apart from the campus community, and may, for example, experience an entirely separate racial reality on campus than in their hometown or in the city/town surrounding campus.

In the NACCC survey, students are asked about the racial makeup of their high school and of their neighborhood during high school.

IMPACT OF EXTERNAL ENVIRONMENTS

Prevalence of 0 -Campus Racism

% of students who reported they have ever experienced racism in the following spaces

2 Asian

Why This Matters: As students are entrusted to institutions by parents and families, there is a responsibility for colleges and universities to actively engage local law enforcement in developing anti-racist professional practices.

0 -Campus Safety

% of students who feel **moderately or completely safe**
in the area surrounding their campus

> RECOMMENDED ACTION ITEMS IN IMPACT OF EXTERNAL ENVIRONMENTS

PARTNER WITH THE COMMUNITY

>>Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) 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.

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.

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.

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.

PROVIDE SAFETY SERVICES

>>Work with campus and local police to assess safety in the area surrounding the campus by surveying students and

Examples of USC Equity Institutes modules that address the Impact of External Environments content area include:

REC 731: Xenophobia, Islamophobia, and Othering

REC 724: Strategic Planning and Action for Racial Equity

REC 732: Cultivating Trans Inclusive Campus Environments..

Racism, America's longest-standing social problem, traces back to the massacre of indigenous peoples,