

Fall 2020 National Assessment of Collegiate Campus Climates (NACCC)

Executive Summary

Background & Charge

In a July 2020 email, President Beilock asserted that a focus on anti-racism in all its forms is fundamental to Barnard's mission. In that same communication, she also committed the college to substantive action that includes administering a campus climate survey and sharing its findings publicly to ensure that we are taking the appropriate steps to reflect as a College and address any barriers to equity and inclusion on campus. This communication built on efforts over the past two years to re-envision the purpose and function of campus safety by reimagining and restructuring the Office of Public Safety by creating a new overarching structure focused on safety. The Community Accountability, Response & Emergency Services (CARES) [Department](#) was launched in January 2021, addressing safety through four units: a Response Team, Preparedness Team, Nondiscrimination & Title IX, and Community Safety. This new organization is committed to reforming our public safety policies and practices, while ensuring the safety of our campus community.¹ Among their recommendations, the Community Safety Group identified a need for data on the racial climate at Barnard, and enrolled in the Fall 2020 National Assessment of Collegiate Campus Climates (NACCC). The survey was developed by the Race and Equity Center at the University of Southern California, a leader in race and equity research within higher education for the past two decades. In addition to the longstanding expertise of this organization, the NACCC assessment was selected because it offered the College the chance to compare our data to other institutions.

Response Rate & Demographics

This survey was administered to all juniors and seniors enrolled in the Fall 2020 semester who entered Barnard as first-years (n=1102).² Analysis is based on three racial groupings:³

1. Students of Color (SOC) — groups together the racial identities of Asian, Black, Hispanic, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander
2. Underrepresented Minority (URM) — groups together the racial identities of Black, Hispanic, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander
3. White — includes those “having origins in any of the original peoples of Europe, the Middle East, or North Africa”

A summary of survey respondents (n=265) can be found in Table 1. The overall response rate is 24% with a URM response rate of 18%, a student of color response rate of 23%, and a white student response rate of 25% (Table 1). Although there are only 45 URM respondents (17% of all respondents), we included the small number of respondents (N) because their experiences are fundamental to understanding bias and racism at Barnard. We have nevertheless elected to describe responses throughout as those of survey “respondents” rather than the perspectives of the “students” who represent a given population. In subsequent surveys we will make a stronger effort to elicit responses from URM students.

Students were also asked to answer several questions about their experience taking courses with professors of color and white professors in Fall 2020. NACCC did not define professor of color or white professor within the survey instrument. As such, student responses about their experiences taking courses with professors across racial groups is based on their knowledge and/or perceptions of the identities of the faculty. Most students reported taking classes with both white professors and professors

¹ See [here](#) for a further explanation

² Only Juniors and Seniors who entered as Fys at Barnard, meaning transfer students were not invited to participate.

³ Respondents self-identified their race(s). Group definitions are primarily based on IPEDS. Normally, 2+ and “non-resident alien” are not included in URM but we included them because mixed-race students from underrepresented minority backgrounds and international students may have a similar racial experience to other URM students.

of color.⁴ This trend did not differ across the respondents' race, and only differed slightly across division (Table 2).

Survey Design

The NACCC instrument is grouped by six themes: (1) Appraisals of Institutional Commitment, (2) Impact of External Environments, (3) Racial Learning and Literacy, (4) Encounters with Racial Stress, (5) Mattering and Affirmation, and (6) Cross-Racial Engagement.⁵ Based on a review of the data, we identified "Mattering and Affirmation" and "Cross-Racial Engagement" as the two areas of focus, both in terms of their alignment with institutional concerns and our areas of potential growth for the College as compared to other sections on the survey and as compared to data from our Self-Selected Peer Group. For these reasons, critical engagement with these areas is prioritized by the College.

One of the benefits of participating in NACCC was the opportunity to compare Barnard survey responses to those of our peer institutions. Accordingly, Barnard chose a group of five colleges similar in size and mission to provide institutionally relevant comparison data. Through this report, this peer group is identified as "Self-Selected Peer Group."⁶

Key Findings

When conducting our analyses, we have kept in mind that Fall 2020 was an extraordinarily atypical semester for Barnard. Not only was Barnard fully remote with no students on campus, there were additional academic changes, such as the introduction of immersive courses and other new courses focused on addressing racial issues (e.g., Big Problems: Making Sense of 2020 for all first-year students). Further, this semester was heavily affected by the November 2020 presidential election and the ongoing impacts of and responses to police brutality against Black people and those from other marginalized groups. On top of these unique circumstances, Barnard students are generally very aware of race and racism and are often engaging in various social justice initiatives. Over the years, students have advocated for greater faculty diversity, affinity group resources, additional outreach programs to students of color, the restructuring of public safety, and the creation of the FLI (first-generation low income) library.⁷

Mattering & Affirmation

the extent to which students feel like they matter both in and outside of the classroom

Result #1 — The majority of students reported that they felt they mattered at least somewhat to their professor.

- ➔ On a five-point scale, where 1 equals "do not matter at all" and 5 equals "strongly matter,"⁸ respondents who identified as students of color — especially URM students (M=3.33) — indicated that they mattered less to white professors (M=3.65) than respondents who identified as white (M=4.12).⁹ This mean difference between Students of Color and white students was also statistically significant at $p < .001$ (Table 3).

⁴ See [here](#) for a summary of Faculty demographics.

⁵ See [here](#) for a breakdown of the topic areas covered by NACCC.

⁶ The Self-Selected Peer Group consists of the following institutions: Bryn Mawr College, Davidson College, Skidmore College, Carleton College, and Oberlin College.

⁷ [FLI library](#)

⁸ Results #1 and #2 use the same five-point scale.

⁹ Hereafter, means (M) are provided throughout this Executive Summary in parentheses (without "M="). For Standard Deviations, please see the corresponding Tables referenced after each result.

- ➔ Respondents indicated that they mattered more in classes taught by professors of color (4.30) as opposed to classes taught by white professors (3.91). This trend is driven largely by the experiences of respondents who identify as students of color — especially URM respondents — as white respondents do not perceive as large of a difference (Table 3).
- ➔ Respondents indicated that they matter more in classes in their major (4.24) rather than outside their major (3.83) (Table 3). This trend also holds for both general assessments of “mattering” (Table 3) and more specific instances of affirmation experienced in the classroom (Table 4).
- ➔ This trend holds for both general assessments of “mattering” (Table 3) and more specific instances of affirmation experienced in the classroom (Table 4).

Result #2 — There is no difference in perceptions of mattering between respondents who identify as students of color and white students in student support offices (e.g., advising, tutoring, and financial aid).

- ➔ Barnard respondents indicated that they matter more in academic advising (3.98) and tutoring (4.36), than in Financial Aid Office (2.65) (Table 5).

Cross-Racial Engagement

who students are spending time with and if those interactions are comfortable for all parties involved

Result #3 — Respondents who identify as students of color report spending more time with students of color than white students.

- ➔ On a five-point scale, where 1 equals “never” and 5 equals “almost always,” Barnard respondents who identify as students of color indicated hanging out socially with other students of color (4.10) more than they indicated hanging out socially with white students (2.90) (Table 7).
- ➔ Respondents who identify as white students indicated hanging out socially with white students (3.80) more than they indicated hanging out with students of color (3.30).

Result #4 — Respondents indicated that they are primarily learning about race from students of color and professors of color.

- ➔ Barnard respondents indicated that they were learning about race from students of color (93%) and professors of color (77%), whereas fewer respondents indicated learning about race from their white professors (55%) (Table 8). (Table 8a).
- ➔ Barnard social sciences and natural sciences students indicated the least amount of racial learning from professors and white students (Table 8).

Result #5 — A considerable percentage of Barnard respondents who identify as students of color (~30%) have experienced racism¹⁰ within the classroom.

¹⁰ In the NACCC survey, racism is defined as “specific harmful acts, behaviors, or attitudes directed at students based on their race.”

- ➔ This is disproportionately happening in classes taught by white professors (Table 9 and Table 10).

Result #6 — Barnard’s Self-Selected Peer Group data follow similar trends to those reported by Barnard respondents, with some key differences noted below.

- ➔ **Mattering & Affirmation (Faculty):** Barnard respondents indicated that they mattered more in classes taught by professors of color (4.30) as compared to classes taught by white professors (3.91). This trend was also observed in our Self-Selected Peer Group, where respondents reported mattering more in classes by professors of color (4.30) as compared to white professors (3.70) (Table 3a).
- ➔ **Mattering & Affirmation (Student Support Offices):** Barnard respondents reported that they mattered more to the Tutoring or Learning Center (4.36) than the Self-Selected Peer Group (4.10), and that they mattered less to Financial Aid (2.65) than the Self-Selected Peer Group (3.40) (Table 5a).
- ➔ **Mattering & Affirmation (Taking Classes):** More Barnard respondents reported taking a class with a professor of color than students within the Self-Selected Peer Group (4% lower than Barnard) (Table 2a).
- ➔ **Cross-Racial Engagement:** Barnard respondents who identify as white students indicated voluntarily studying (3.10) with students of color more frequently than the Self-Selected Peer Group (2.90). Barnard respondents who identify as students of color indicated voluntarily studying with white students (2.70) less frequently than the Self-Selected Peer Group (3.10) (7a).
- ➔ **Racial Learning:** More Barnard respondents indicated learning about race from students of color (93%) than respondents in our Self-Selected Peer Group (88%). Similarly, more Barnard students reported learning about race from professors of color (77%) than those from our peer institutions (73%). Finally, fewer Barnard respondents indicated learning about race from their white professors (55%) than respondents in our Self-Selected Peer Group (65%) (Table 8a).

These results indicate that respondents who identify as students of color reported experiencing a somewhat different Barnard than white students. Further, they indicated that white professors are perceived by respondents as less welcoming and affirming within the classroom. Comparison data from our Self-Selected Peer Group suggests that this appears to be a common challenge among institutions similar to Barnard in size and mission as well, which only confirms the importance of committing to anti-racist and inclusive work across the College.

Recommendations & Actions

The following recommendations address the areas of concern determined by the survey results and build on the past and current work being done to advance equity, inclusion, and belonging on campus. Visit Barnard’s [DEI website](#) to learn more.

- ➔ **Address racism both in and outside of the classroom and address the burden of learning about race on students of color.**
 - ➔ Continue to offer, publicize, and promote anti-racism programming and resources for faculty and staff.

- **Actions taken:** Opportunity hiring program for faculty of color; Barnard-specific resources, such as the [Equity and Accessibility](#) set of guides and resources from the Center for Engaged Pedagogy (CEP); and programming such as, the Anti-Racism Community of Practice for faculty and [DEI Monday Assemblies](#), Deep Blue: Dive into Dialogue, [LACRELA series](#) for faculty and staff
 - **New initiatives:** Departmental Racial Equity Planning; CEP's [Centering/Burdening Guide](#) and [Crafting Community Agreements Guide](#).
 - Develop a revised first or second year course for all students that engages with racial equity and justice.
 - **Action taken:** [Making Sense of 2020: Big Problems course for all first years](#)
 - **New initiative:** Provost-sponsored working group of faculty to redesign this course for Academic Year 2022-2023
 - Require anti-racism programming for student leaders (e.g., RAs, orientation leaders, fellows).
 - **Actions taken:** Fellow training on anti-racism and equity and Discover Barnard Blue with NSOP orientation leaders
 - **New initiatives:** Having Conversations about Race with new students at NSOP
 - Take steps to cultivate a campus climate in which students of color prioritize their own learning and educational goals.
 - **Actions taken:** [Access Barnard](#) provides resources to reduce student cognitive load, faculty workshops from CEP, [LACRELA series](#) for faculty and staff
 - **New initiatives:** [Centering/Burdening Guide](#)
- **Examine existing data and conduct further assessment on anti-racism, equity, and inclusion for students at Barnard.**
- Conduct a Barnard-specific survey to triangulate quantitative findings from the NACCC study.
 - Conduct qualitative follow-up assessment to better understand how and what students are learning about race, as well as to get a fuller picture of how student experiences differ in the classroom based on racial identity.
- **Review of the Financial Aid operation is underway to address the disparities in satisfaction among students.**
- Active search underway for a new director. Students, faculty and staff will be involved in the interview process.
 - Interim Director has been brought in to evaluate and make recommendations on organizational structure, policies and procedures, including staffing, officer caseloads and communications.
 - Adding bias training for staff.
 - Enhance collaborations between Financial Aid, Access Barnard, Bursar and SGA to educate students on financial aid and open effective modes of feedback.

Please direct questions about this report to institutional_research@barnard.edu.

Table 1. Demographic information about survey respondents and Fall 2020 Juniors and Seniors.

Race/Ethnicity Category	Fall 2020 Juniors and Seniors ¹¹		NACCC Respondents (Self reported)		Response Rate for Group	All Fall 2020 Students	
	N	%	N	%	%	N	%
Student of Color	519	47.10%	120	45.28%	23%	1411	52.24%
Underrepresented Minority	245	22.23%	45	16.98%	18%	578	21.40%
White ¹²	583	52.90%	145	54.72%	25%	1290	47.76%
Total	1102	100.00%	265	100.00%	24%	2701	100.00%
Major 1 Division	N	%	N	%	%	N	%
Humanities	176	17.43%	30	11.41%	17%	209	16.92%
Social Sciences	372	36.83%	40	15.21%	11%	474	38.38%
Natural Sciences	343	33.96%	100	38.02%	29%	407	32.96%
Arts	119	11.78%	93	35.36%	78%	145	11.74%
Total¹³	1010	100.00%	263	100.00%	26%	1235	100.00%

¹¹ Excluding transfers.

¹² IPEDS definition of “White” includes Arab and Middle Eastern students.

¹³ Totals are different from the racial categories because of students who have not declared their major(s).

Table 2. Occurrence of classes with white professors and professors of color.

In this school year, have you had any of the following types of classes at Barnard?¹⁴
[% responding "Yes"]

	Classes taught by Caucasian or White professors	Classes taught by professors of color
All Respondents (N)	265	265
All respondents	95.47%	73.58%
Students of Color	94.17%	73.33%
Underrepresented Minority	95.56%	68.89%
White ¹⁵	96.55%	73.79%
Students in the humanities	90.00%	82.50%
Students in the social sciences	95.70%	70.97%
Students in the natural sciences	96.00%	75.00%
Students in the arts	100.00%	66.67%

[See here](#) for the Faculty and Staff demographic dashboard.

¹⁴ Gray cells indicate the primary result from this table.

¹⁵ IPEDS definition of "White" includes Arab and Middle Eastern students.

Table 2a. Occurrence of classes with white professors and professors of color as compared to the Self-Selected Peer Group.

In this school year, have you had any of the following types of classes at Barnard?
 [% responding "Yes"]

		Classes taught by Caucasian or White professors	Classes taught by professors of color
Barnard	All Respondents (N)	265	265
	All respondents	95.47%	73.58%
	Students of Color	94.17%	73.33%
	White ¹⁶	96.55%	73.79%
Self-Selected Peer Group	All respondents	95.00%	69.70%
	Students of Color	93.50%	70.90%
	White	96.00%	68.90%

¹⁶ IPEDS definition of "White" includes Arab and Middle Eastern students.

Table 3. Extent of mattering in the classroom.

To what extent do you feel you matter in each of the following types of classes at Barnard?

[1 = "Don't Matter" , 5 = "Strongly Matter"]

	Classes taught by Caucasian or White professors	Classes taught by professors of color	Classes in my major or first major	Classes taught by professors outside of my major(s)
All Respondents (N)	253	195	246	224
All respondents	3.91 1.0	4.30 0.9	4.24 0.9	3.83 1.0
Students of Color	3.65 1.1	4.31 1.0	4.04 0.9	3.73 1.0
Underrepresented Minority	3.33 1.0	4.39 1.0	3.89 1.0	3.61 1.1
White ¹⁷	4.12 0.9	4.29 0.7	4.41 0.7	3.90 0.9
Mean Difference ¹⁸ <i>Difference = mean(SOC) - mean(White)</i>	-.47***	.02	-.37**	-.17

Statistical significance: *** $p < .001$, ** $p < .01$, * $p < .05$

Gray text indicates the standard deviation.

¹⁷ IPEDS definition of "White" includes Arab and Middle Eastern students.

¹⁸ Given the importance of the "mattering" questions in the measurement of racial climate, which was the primary focus of this survey, a Welch Two Sample T-test, with *Difference = mean(SOC) - mean(White)* and $H_0: \text{difference in means} = 0$, was conducted to determine if there were statistically significant differences for Students of Color (SOC) and White. For "Classes taught by Caucasian or White professors," the result was as follows: $t(219) = -3.73, p < .001$. For "Classes taught by professors of color," the result was as follows: $t(158) = 0.13, p = .90$. For "Classes in my major or first major," the result was as follows: $t(210) = -3.32, p = .0011$. For "Classes taught by professors outside of my major(s)," the result was as follows: $t(198) = -1.28, p = .20$. The comparison of White respondents to Students of Color was chosen because of the larger sample size of Students of Color in comparison to URM respondents. Comparing URM respondents to non-URM respondents also yielded similar significance levels to the T-tests conducted for Students of Color and White students.

Table 3a. Extent of mattering in the classroom as compared to the Self-Selected Peer Group.

To what extent do you feel you matter in each of the following types of classes at Barnard?

[1 = "Don't Matter" , 5 = "Strongly Matter"]

		Classes taught by Caucasian or White professors	Classes taught by professors of color	Classes in my major or first major	Classes taught by professors outside of my major(s)
All Respondents (N)		253	195	246	224
Barnard	All respondents	3.91 1.0	4.30 0.9	4.24 0.9	3.83 1.0
	Students of Color (SOC)	3.65 1.1	4.31 1.0	4.04 0.9	3.73 1.0
	White ¹⁹	4.12 0.9	4.29 0.7	4.41 0.7	3.90 0.9
Self-Selected Peer Group	All respondents	4.00 1.0	4.40 0.8	4.30 0.9	3.90 1.0
	Students of Color	3.70 1.1	4.30 0.9	4.10 1.0	3.70 1.0
	White	3.70 0.8	4.40 0.8	4.20 0.8	4.00 0.9

Gray text indicates the standard deviation.

¹⁹ IPEDS definition of "White" includes Arab and Middle Eastern students.

Table 4. Occurrence of acts of affirmation from professors.

At Barnard, in this school year, how often have you experienced the following from your White professors or Professors of Color?
[1=Never , 3=Sometimes, 5=Almost always]

	Welcoming facial expressions and/or words		Concern for feelings or experiences		Support for contributions to class discussions		Availability outside of the class for questions and guidance	
	White Professor	Professor of Color	White Professor	Professor of Color	White Professor	Professor of Color	White Professor	Professor of Color
All Respondents (N)	253	195	253	195	253	195	253	195
All respondents	4.10	4.45	3.68	4.26	4.02	4.41	4.26	4.38
Students of Color	3.90	4.43	3.42	4.25	3.77	4.45	4.07	4.35
Underrepresented Minority	3.63	4.48	3.09	4.16	3.37	4.39	3.84	4.32
White ²⁰	4.26	4.46	3.89	4.27	4.22	4.37	4.41	4.41
Students in the humanities	4.17	4.48	3.81	4.36	4.17	4.42	4.28	4.52
Students in the social sciences	4.13	4.58	3.70	4.35	4.04	4.56	4.30	4.45
Students in the natural sciences	4.00	4.33	3.58	4.13	3.88	4.27	4.21	4.27
Students in the arts	4.23	4.45	3.87	4.35	4.27	4.50	4.30	4.45

²⁰ IPEDS definition of “White” includes Arab and Middle Eastern students.

Table 4a.

At Barnard, in this school year, how often have you experienced the following from your White professors or Professors of Color?
[1=Never , 3=Sometimes, 5=Almost always]

		Welcoming facial expressions and/or words		Concern for feelings or experiences		Support for contributions to class discussions		Availability outside of the class for questions and guidance	
		White Professor	Professor of Color	White Professor	Professor of Color	White Professor	Professor of Color	White Professor	Professor of Color
Barnard	All Respondents (N)	253	195	253	195	253	195	253	195
	All respondents	4.10 0.9	4.45 0.7	3.68 1.1	4.26 0.9	4.02 1.0	4.41 0.7	4.26 0.8	4.38 0.8
	Students of Color	3.90 1.0	4.43 0.7	3.42 1.3	4.25 0.9	3.77 1.1	4.45 0.8	4.07 0.9	4.35 0.8
	White ²¹	4.26 0.7	4.46 0.6	3.89 1.0	4.27 0.8	4.22 0.8	4.37 0.7	4.41 0.7	4.41 0.7
Self-Selected Peer Group	All respondents	4.20 0.8	4.50 0.7	3.90 1.0	4.30 0.8	4.10 0.9	4.40 0.7	4.30 0.8	4.40 0.7
	Students of Color	4.00 0.9	4.40 0.7	3.60 1.1	4.30 0.9	3.90 1.0	4.40 0.8	4.20 0.9	4.40 0.8
	White	4.30 0.7	4.50 0.7	4.00 0.9	4.40 0.8	4.30 0.8	4.40 0.7	4.40 0.7	4.40 0.7

Gray text indicates the standard deviation.

²¹ IPEDS definition of “White” includes Arab and Middle Eastern students.

Table 5. Extent students feel that they matter in Barnard offices.

To what extent do you feel you matter in each of the following types of classes at Barnard?
 [1 = "Don't Matter" , 5 = "Strongly Matter"]

	Academic advising office	Financial aid office	Tutoring or learning center
All Respondents (N)	148	78	53
All respondents	3.98 1.0	2.65 1.2	4.36 0.8
Students of Color	3.97 1.0	2.80 1.3	4.15 0.9
Underrepresented Minority	3.96 1.1	2.52 1.2	3.92 0.8
White ²²	3.99 1.0	2.44 1.2	4.56 0.7
Mean Difference ²³ <i>Difference = mean(SOC) - mean(White)</i>	-0.01	.37	-.40

Statistical significance: *** $p < .001$, ** $p < .01$, * $p < .05$
 Gray text indicates the standard deviation.

²² IPEDS definition of "White" includes Arab and Middle Eastern students.

²³ Given the focus of the survey on racial climate, a Welch Two Sample T-test, with *Difference = mean(SOC) - mean(White)* and $H_0: \text{difference in means} = 0$, was conducted to determine if there were statistically significant differences for Students of Color (SOC) and White students for "mattering" questions relating to various student services. For the "Academic advising office," the result was as follows: $t(145) = -0.08, p = .93$. For the "Financial Aid Office," the result was as follows: $t(69) = 1.31, p = .20$. For the "Tutoring and learning center," the result was as follows: $t(47) = -1.84, p = .07$. The comparison of White respondents to Students of Color was chosen because of the larger sample size of Students of Color in comparison to URM respondents.

Table 5a. Extent students feel that they matter in Barnard offices.

To what extent do you feel you matter in each of the following types of classes at Barnard?
 [1 = "Don't Matter" , 5 = "Strongly Matter"]

		Academic advising office	Financial aid office	Tutoring or learning center
	All Respondents (N)	148	78	53
Barnard	All respondents	3.98 1.0	2.65 1.2	4.36 0.8
	Students of Color	3.97 1.0	2.80 1.3	4.15 0.9
	White ²⁴	3.99 1.0	2.44 1.2	4.56 0.7
Self-Selected Peer Group	All respondents	3.80 1.0	3.40 1.1	4.10 0.9
	Students of Color	3.80 1.0	3.40 1.2	3.90 1.0
	White	3.90 1.0	3.40 1.1	4.20 0.9

Gray text indicates the standard deviation.

²⁴ IPEDS definition of "White" includes Arab and Middle Eastern students.

Table 6. Types of social interactions respondents engage in.

**In this school year, have you participated in any of the following online or in-person activities with students at Barnard?
[% responding "Yes"]**

	Hung out socially	Voluntarily studied together	Participated in student clubs or organizations	None of the above
All Respondents (N)	256	256	256	256
All respondents	72.3%	53.1%	64.5%	11.7%
Students of Color	64.7%	55.2%	64.7%	13.8%
Underrepresented Minority	69.8%	67.4%	55.8%	9.3%
White ²⁵	78.6%	51.4%	64.3%	10.0%
Students in the humanities	66.7%	51.3%	76.9%	12.8%
Students in the social sciences	77.5%	51.7%	58.4%	12.4%
Students in the natural sciences	74.0%	58.3%	65.6%	8.3%
Students in the arts	63.3%	46.7%	66.7%	13.3%

²⁵ IPEDS definition of “White” includes Arab and Middle Eastern students.

Table 7. The types of people respondents engage in social activities with.
In this school year, how often have you participated online or in-person in the following activities with Students of Color or White students from Barnard?²⁶
 [1=Never , 3=Sometimes, 5=Almost always]

	Hung out socially		Voluntarily studied together		Participated in student clubs or organizations	
	W/ white students	W/ Students of Color	W/ white students	W/ Students of Color	W/ white students	W/ Students of Color
All Respondents (N)	185	182	136	133	165	162
All respondents	3.44	3.65	3.06	3.444	3.661	3.765
Students of Color	2.93	4.11	2.69	3.794	3.347	4.027
Underrepresented Minority	2.70	4.28	2.41	3.964	2.792	4.130
White ²⁷	3.79	3.34	3.39	3.129	3.922	3.545
Students in the humanities	3.46	3.50	3.40	3.05	3.77	3.53
Students in the social sciences	3.33	3.74	2.72	3.44	3.50	4.00
Students in the natural sciences	3.46	3.67	3.25	3.57	3.71	3.66
Students in the arts	3.74	3.53	2.93	3.50	3.75	3.85

²⁶ Gray cells indicate the primary result from this table.

²⁷ IPEDS definition of “White” includes Arab and Middle Eastern students.

Table 7a. The types of people respondents engage in social activities with as compared to the Self-Selected Peer Group.

In this school year, how often have you participated online or in-person in the following activities with Students of Color or White students from Barnard?
[1=Never, 5=Almost always]

		Hung out socially		Voluntarily studied together		Participated in student clubs or organizations	
		W/ white students	W/ Students of Color	W/ white students	W/ Students of Color	W/ white students	W/ Students of Color
Barnard	All Respondents (N)	185	182	136	133	165	162
	All respondents	3.44 1.3	3.65 1.0	3.06 1.3	3.44 1.2	3.66 1.2	3.77 1.0
	Students of Color	2.93 1.3	4.11 1.0	2.69 1.3	3.79 1.1	3.35 1.3	4.03 1.1
	White ²⁸	3.79 1.1	3.34 1.0	3.39 1.2	3.13 1.2	3.92 1.0	3.55 1.0
Self-Selected Peer Group	All respondents	3.80 1.1	3.50 1.1	3.60 1.2	3.10 1.2	3.70 1.2	3.50 1.1
	Students of Color	3.30 1.2	3.80 1.1	3.10 1.3	3.50 1.2	3.30 1.3	3.80 1.1
	White	4.10 0.9	3.30 1.1	3.80 1.1	2.90 1.2	3.90 1.0	3.30 1.1

Gray text indicates the standard deviation.

²⁸ IPEDS definition of “White” includes Arab and Middle Eastern students.

Table 8. Where respondents learn about race.

At Barnard, who helps you to learn about race?²⁹

	Caucasian or White professors	Professors of color	Caucasian or White students	Students of color
All Respondents (N)	240	240	240	240
All respondents	55.0%	76.3%	47.9%	92.9%
Students of Color	41.8%	77.3%	30.0%	94.5%
Underrepresented Minority	30.0%	70.0%	17.5%	95.0%
White ³⁰	66.2%	75.4%	63.1%	91.5%
Students in the humanities	61.5%	84.6%	51.3%	92.3%
Students in the social sciences	54.1%	74.1%	45.9%	89.4%
Students in the natural sciences	53.5%	72.1%	46.5%	94.2%
Students in the arts	57.1%	85.7%	57.1%	100.0%

²⁹ Gray cells indicate the primary result from this table.

³⁰ IPEDS definition of “White” includes Arab and Middle Eastern students.

Table 8a. Where respondents learn about race as compared to the Self-Selected Peer Group.

At Barnard, who helps you to learn about race?
 [% responding "Yes"]

		Caucasian or White professors	Professors of color	Caucasian or White students	Students of color
Barnard	All Respondents (N)	240	240	240	240
	All respondents	55.0%	76.3%	47.9%	92.9%
	Students of Color	41.8%	77.3%	30.0%	94.5%
	White ³¹	66.2%	75.4%	63.1%	91.5%
Self-Selected Peer Group	All respondents	65.0%	73.0%	50.0%	88.2%
	Students of Color	51.6%	70.2%	31.2%	86.8%
	White	74.0%	74.8%	62.6%	89.1%

³¹ IPEDS definition of "White" includes Arab and Middle Eastern students.

Table 9. Experience of racism (%)

		In this school year, how often have you personally experienced racism happening in each of the following at Barnard? (%)		
		Academic advising office	Classes with Caucasian or White professors	Classes with professors of color
All respondents	Never	93.44%	73.49%	91.67%
	Once in a while	6.56%	16.28%	7.14%
	Sometimes, Often, or Almost Always	0.00%	10.23%	1.19%
Students of Color	Never	89.06%	65.66%	83.54%
	Once in a while	10.94%	21.21%	13.92%
	Sometimes, Often, or Almost Always	0.00%	13.13%	2.53%
Underrepresented Minority	Never	80.95%	47.22%	73.08%
	Once in a while	19.05%	30.56%	23.08%
	Sometimes, Often, or Almost Always	0.00%	22.22%	3.85%
White	Never	98.28%	80.17%	98.88%
	Once in a while	1.72%	12.07%	1.12%
	Sometimes, Often, or Almost Always	0.00%	7.76%	0.00%
Students in the humanities	Never	100.00%	61.29%	96.43%
	Once in a while	0.00%	25.81%	3.57%
	Sometimes, Often, or Almost Always	0.00%	12.90%	0.00%
Students in the social sciences	Never	94.00%	72.15%	93.22%
	Once in a while	6.00%	16.46%	6.78%
	Sometimes, Often, or Almost Always	0.00%	11.39%	0.00%
Students in the natural sciences	Never	91.89%	81.82%	88.52%
	Once in a while	8.11%	9.09%	8.20%
	Sometimes, Often, or Almost Always	0.00%	9.09%	3.28%
Students in the arts	Never	84.62%	66.67%	89.47%
	Once in a while	15.38%	25.93%	10.53%
	Sometimes, Often, or Almost Always	0.00%	7.41%	0.00%

Table 9a. Experience of racism (%) as compared to the Self-Selected Peer Group.

**In this school year, how often have you personally experienced racism happening in each of the following at Barnard?
(% reporting Sometimes, Often, or Always)**

		Academic advising office	Classes with Caucasian or White professors	Classes with professors of color
Barnard	All respondents	0.00%	10.23%	1.19%
	Students of Color	0.00%	13.13%	2.53%
	White ³²	0.00%	7.76%	0.00%
Self-Selected Peer Group	All respondents	1.55%	5.61%	1.34%
	Students of Color	3.27%	10.81%	2.40%
	White	0.31%	2.23%	0.62%

³² IPEDS definition of “White” includes Arab and Middle Eastern students.

Table 10. Experience of racism (N)

		In this school year, how often have you personally experienced racism happening in each of the following at Barnard? (N)		
		Academic advising office	Classes with Caucasian or White professors	Classes with professors of color
All respondents	Never	114	158	154
	Once in a while	8	35	12
	Sometimes, Often, or Almost Always	0	15	2
Students of Color	Never	57	65	66
	Once in a while	7	21	11
	Sometimes, Often, or Almost Always	0	8	2
Underrepresented Minority	Never	17	17	19
	Once in a while	4	11	6
	Sometimes, Often, or Almost Always	0	5	1
White	Never	57	93	88
	Once in a while	1	14	1
	Sometimes, Often, or Almost Always	0	7	0
Students in the humanities	Never	21	19	27
	Once in a while	0	8	1
	Sometimes, Often, or Almost Always	0	3	0
Students in the social sciences	Never	47	57	55
	Once in a while	3	13	4
	Sometimes, Often, or Almost Always	0	4	0
Students in the natural sciences	Never	34	63	54
	Once in a while	3	7	5
	Sometimes, Often, or Almost Always	0	7	2
Students in the arts	Never	11	18	17
	Once in a while	2	7	2
	Sometimes, Often, or Almost Always	0	1	0