As we know, participating in diversity and inclusion programs and conducting climate studies is now a common practice on many campuses. Equally common, unfortunately, is that the results of climate studies or the skills gained through specific programs remain with a few individuals (or on a shelf)! One of the goals of the USC Equity Institutes is to increase transparency and reduce mistrust as related to progress on racial equity. Having a vision of how you will communicate the learning and transformation that has occurred is a useful starting place. The Race Equity Projects, an integral part of the USC Equity Institutes, will help you to design projects, as well as build plans for accountability, budgeting, transparency, and more.

**What are our plans to share what we learn and what we’re advancing?**

We strongly encourage the full participation of your President/Chancellor, Provost/Dean of the Faculty, and all Cabinet members as part of your 20-person team as it signals the importance of this program (and your campus’ commitment to racial equity) through visible leadership participation.

**Who would be the highest level leader participating?**

**SURVEY CONTENT AREAS**

**APPRAISALS OF INSTITUTIONAL COMMITMENT**

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

**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. They report how off-campus experiences and the larger political atmosphere in the United States affect them.

**RACIAL LEARNING AND LITERACY**

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.

**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.

**MATTERING AND AFFIRMATION**

NACCC respondents indicate the extent to which they feel they matter in classrooms and in various out-of-class campus spaces. They also consider how much their same-race peers and students from other racial groups seemingly matter on campus. Additionally, students indicate ways and the frequency with which faculty members affirm them.

**CROSS-RACIAL ENGAGEMENT**

NACCC respondents indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups. Additionally, they report their level of comfort in discussions with other students about issues related to race.