



**POLARIZATION & EXTREMISM  
RESEARCH & INNOVATION LAB**

*In partnership with the Lumina Foundation*

**Building Resilient & Inclusive Communities of Knowledge (BRICK) Toolkit**

**Impact Study Report**

**Pasha Dashtgard**, Director of Research  
**Wyatt Russell**, Program Manager  
**Kesa White**, Program Associate  
**Emily Pressman**, Graduate Researcher

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## Key Findings from the Impact Study

- **Benefits after ~ 10 minutes.** It only took around 10 minutes for faculty, staff, and students to see significant increases in understanding of and ability to act on issues of misinformation, disinformation, and conspiratorial thinking.
- **Increased knowledge for most.** University staff and students both saw huge increases in their knowledge, awareness, and understanding of extremism on campus after reading the resources. With regards to faculty, female faculty did not see a significant change in their levels of knowledge, awareness, and understanding, while their male faculty counterparts did see significant increases.
- **Increased desire to act for all.** All three groups - faculty, staff, and students - saw significant improvements in their levels of confidence, ability, and desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking after having read the resources.
- **Successful as a (beta-) website.** Faculty, staff, and students all rated the website very highly, and reported that it was easy to use and intuitively designed. Faculty consistently rated it highest across all metrics, while students mostly rated it lower than staff or faculty. Navigation and readability ratings were very high, while speed of the website was the most common issue.
- **Little gender difference in knowledge of extremism.** Comparing male and female faculty, as well as male and female students, they did not come into the study or leave the study with significantly different levels of knowledge about extremism than each other; however, female staff knew much more about extremism prior to reading the resources than male staff, and left the study with comparably higher levels of knowledge.
- **Race was a non-factor.** Across all three groups (faculty, staff, students) and across all three major indicators (knowledge, intention to act, site usability), racial-ethnic differences were not associated with any group differences.
- **Income was not an important factor.** Staff saw no relationship between household income and differences on any of the three major indicators. Students saw no relationship between employment status and any of the three major indicators. Only one group saw a significant relationship - faculty with a household income over \$150,000 left the study with significantly less knowledge of extremism than any other income type across any other group.

## **Introduction**

The role of education in a young person's life is vital to their development and the way in which they learn to maneuver the world. During this pivotal point in their lives, young people are the most susceptible to believing in extremist narratives and interacting with conspiracy theories (Levinsson et al, 2021). The Building Resilient and Inclusive Communities of Knowledge (BRICK) Toolkit, created through a partnership with the Polarization and Extremism Research and Innovation Lab (PERIL) and the Lumina Foundation, aims to prepare campus administrators, faculty, staff, and student leaders with tangible skills, resources, and information to better equip them to recognize and respond effectively to rising extremism and polarization, all with the ultimate goal of advancing university enrollment and degree attainment. Fostering inclusive social climates on campus requires addressing both positive needs - like improving overall measures of belonging and a sense of support and inclusion - as well as efforts to better equip campus leadership, faculty, staff, and students with the skills to recognize and respond to extremism.

The higher education environment creates the ideal location for cultivating, recruiting, and spreading propaganda because young people are already looking to "find themselves" as they grow into adulthood. The BRICK Toolkit aims to help alleviate many of the stressors that campus communities face as extremism and polarization become more mainstream. With all of those considerations in mind, researchers at PERIL used a 360° iterative process, which included conducting listening sessions with stakeholders at all levels of the university, synthesizing those qualitative findings into a comprehensive list of needs and gaps to be filled through the creation of higher education resources, developing 4 tailored, audience-specific sets of toolkits based on the synthesized data gathered from the listening sessions, and finally testing the toolkit through a variety of feedback sessions and quantitative survey responses in order to evaluate the effectiveness of the interventions developed.

## **Implications**

The Lumina Foundation, in collaboration with the Polarization and Extremism Research Innovation Lab (PERIL), endeavored to discover what needs university communities have when dealing with issues of misinformation, disinformation, conspiratorial thinking, and hate speech on campus. The ultimate goal of this project is to understand the ways that campus communities can create inclusive, prevention-focused academic communities that can become a model for other organizations and institutions to use when steeling themselves against extremism and radicalization.

This study utilized best practices for developing and iterating resources for institutions and individuals - beginning with focus groups and listening sessions that gather information and perspectives on the problems campus groups face; synthesizing those qualitative findings and letting them guide resource development; producing targeted resources that address the respective needs of university administration and campus leadership, university faculty, university staff, and college students; and finally, testing those resources to determine their impact on knowledge/awareness/understanding, ability/confidence/desire to engage, and the usability/readability/structure and organization of a proto-website which hosts the resources. At every stage of the process, the iteration and development of the resources were empirically-based and evidence-driven. No resource was developed without it responding to a specific, declared, and measurable need from a university population.

To begin the content development process, the audiences for the resources were established and operationalized. The population groups were determined to be: campus leadership/university administrators, university faculty, a broad range of university staff, and students attending the university. Each of these groups have their own unique needs, their own gaps in knowledge and understanding that need to be filled, and their own roles to play in the prevention and addressing of radicalized students, faculty, and staff. One of the most effective and valuable aspects of this project is the differentiated resource development process. Each population had their own set of focus groups and listening sessions, each population had resources developed for their particular roles in the university milieu, and each population have their own conversation protocols, response frameworks, and community resilience guidelines. Given the varying campus roles that a department chair occupies compared to a professor compared to a librarian, it would make no sense to develop resources that address all three the

same way. The distinct nature of each population demands their own distinct resources, and by developing the resources independent of each other, it allows for each population to feel seen, feel that their resources speak to their particular issues, and do not overwhelm them with information that is not applicable to their respective situation.

Each population - Administrators, Faculty, Staff, Students - have three broad categories of resources: Community Resilience Tips, Conversation Protocols, and Response Frameworks. The community resilience tips are resources detailing what steps each individual population can take in helping to create a campus community that is more readily prepared to prevent extremism on campus and more resilient in dealing with and addressing extremism & related issues; the conversation protocols provide an overview for each group - but especially faculty and staff - to hold difficult discussions, and broach conversations with students both during class, and during one-on-ones. And finally, the response framework outlines processes for appropriate university response and “lines of responsibility” for each population in handling these related issues and incidents; as well as providing specific information based on who the situation involves and who is directly or indirectly responding to an incident or concerning behavior. The categories of resources were created in response to the stated needs of each population, and fill existing gaps in knowledge, skills, or systems on campus.

If there is one major takeaway from this project, it is that it worked! Faculty, staff, students, and administrators all provided feedback - either qualitatively or quantitatively - that the resources developed for their population improved their knowledge, awareness, and understanding of extremism, improved their confidence, ability, and desire to engage with people on issues of extremism, and provided a digital space to effectively host these resources. For all but one sub-population (female faculty), knowledge of extremism increased significantly after reading their respective resources. Given how little understanding faculty, staff, and administrators have about red flags and warning signs of extremism on campus, it is vital that these groups can better recognize signs of radicalization so that they can intervene with these students or campus employees before they completely fall down the rabbit hole of extremist ideology. With only about 10 minutes of exposure to the resource, people are more informed and feel more confident in their ability to engage with campus community members on issues of misinformation, hate speech, and conspiracy theories. Considering how university students and those employed by universities are both targets of violent extremists, it is critical that these

resources can help equip all members of university with the skills and knowledge to prevent hate incidents on and off campus.

The desire for specific, actionable advice on how to have a conversation with someone who is expressing extremist ideas or whose actions reflect endorsement of a radicalized ideology was a finding that cut across all groups. This is why a Conversation Protocol is found in each of the four populations. The content is not the same because the roles they occupy are not the same; however, the information on having difficult conversations, recommendations for what to do and what to say, as well as suggestions for how to approach the conversation are all provided within their respective group's resources.

These audience-specific resources are juxtaposed to more generalized supplementary resources, like the document *Rhetorical Strategies of Online Manipulation* which provides all campus community members with information about radicalizing propaganda and how to identify strategies used by extremist groups. They alert them to, for instance, the Appeal to Tradition, which is a strategy of portraying a traditional past from which we've gone astray and to which we must return. Old anti-semitic or white supremacist narratives misattributed to traditional mythology or ancient history are used to justify discriminatory policies and dehumanizing rhetoric.

It is clear through the qualitative focus groups and quantitative survey results that there is a serious need for these resources. University communities are struggling to respond to increasing polarization on their campus and in their workplace. Politicians and political pundits have made universities ground zero for the Culture Wars, constantly citing free speech on campus, cancel culture, Critical Race Theory, and Cultural Marxism as existential threats to our way of life. These conditions have contributed to an increasingly polarized college community, where all levels of the university - campus leadership, professors, staff, and students - are worried about how to best respond to hate incidents on campus, and how to prevent further polarization, radicalization, and violence from occurring in the community.

This dire need for resources and support also presents itself as an opportunity. Universities are uniquely situated to exemplify best practices in the prevention of radicalization and a whole-community response to hate incidents. Universities can develop community-centered policies, create victim-centered systems, rules, and guidelines, provide targeted, audience-specific trainings, and develop transparent systems for reporting incidents

after they occur. Universities can choose non-securitized responses, and instead opt for mental health support, and interventions that address root causes - like endorsement of supremacist ideologies, social isolation, and conspiratorial thinking - rather than punishment, shame, and further alienation. Universities can instead adopt messaging that explicitly addresses the false dichotomy of Free Speech / Hate Speech; that encourages activism and civil engagement by the students and faculty; that provides material and social support for campus leadership and professors feeling intense scrutiny and animosity from outside social and political forces; all the while fostering an active, engaged, socially conscious campus community.

A clear advantage of hosting all of these resources on a dedicated website is that the resources can be updated, refined, and can be responsive to the on-the-ground issues that arise on college campuses. Right now Critical Race Theory and trans rights activate and polarize political factions, but next month it could be climate change denial or the right to housing. Having a website that can address specific issues, while also having more static resources - like a conversation protocol for faculty having difficult conversations with students and co-workers or a template for administrators to use in case a hate incident occurs on campus - allows the website to continually provide value to all levels of the university.

The two weaknesses of the impact study are the relatively small number of survey subjects (a limitation imposed by cost) and the inability to capture Campus Administrators in the quantitative assessment. Campus leadership only provided input on the iterations of the resources via qualitative semi-structured interviews because, as a population, they will not respond to quantitative surveys in meaningfully large numbers to assess with adequate statistical power.

Despite these limitations, the impact study has been able to determine that the resources provided significant increases to knowledge and desire to act for faculty, staff, and students, and the qualitative listening sessions were able to determine the same for campus leadership. The website effectively hosts the content, is easily navigable, and is intuitively laid out.

## **Conclusion**

With the Lumina Foundation's support, PERIL has been able to produce a set of targeted, audience-specific resources that address real needs on college campuses. In less than 10 minutes, university contingents as diverse as professors, deans, librarians, and undergrads can all learn facts, strategies, and find resources that can help them prevent their students and colleagues from becoming radicalized into extremist ideologies. The BRICK Toolkit has a significant impact on the knowledge, awareness, and understanding of extremism, as well as the confidence and desire to intervene and engage with people on issues of extremism.

In creating these resources, the aim was to better see how campus communities can create healthier and more inclusive spaces that do not have the space or fertile ground for supremacist ideologies, misogyny, conspiracy theories, mis- and disinformation, and propaganda to thrive. In working with community members to gain insights into the needs of higher education communities, and in gathering community member and expert feedback and input, these resources serve as a model for addressing real needs related to extremism and polarization in higher education. The resources developed showed a tangible and significant impact in helping address those needs of community members within higher education.

Looking forward, additional insights and testing will be necessary to identify strategies that can help promote diverse, inclusive, and more resilient communities; the same will be true in working to find and develop strategies and resources to equip higher education and community members more effectively in the face of rapidly evolving challenges in dealing with extremism and polarization in higher education.

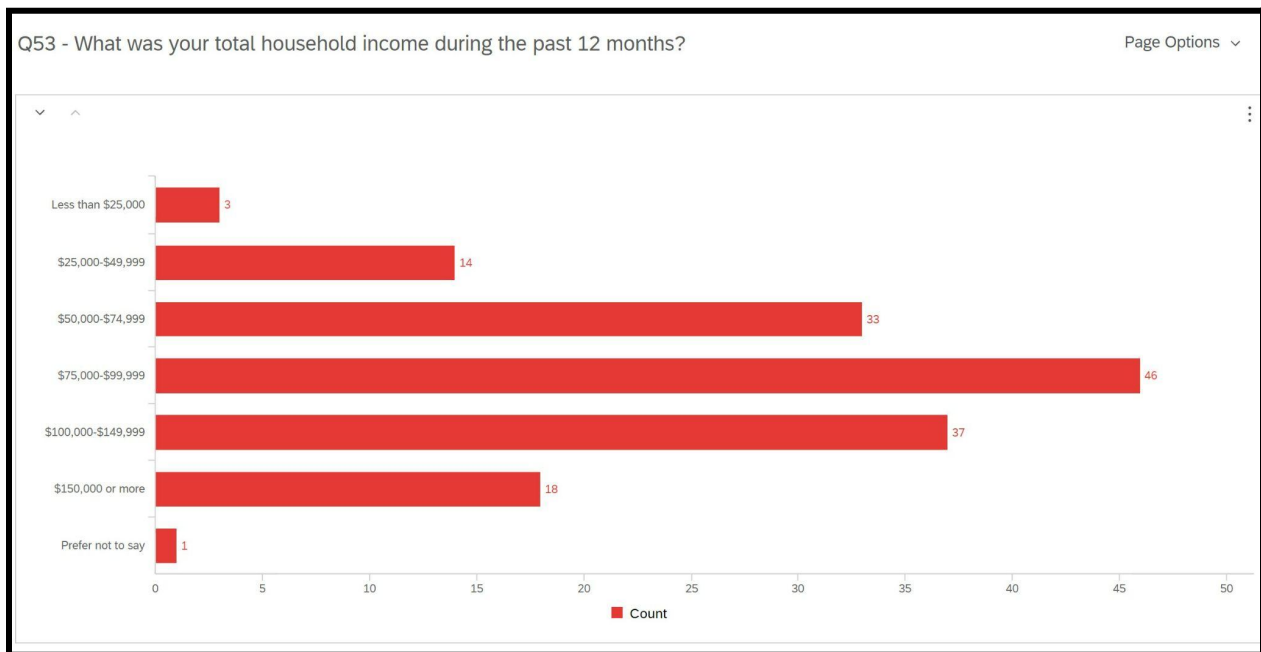


## Appendix A: Methods

### Participants and Demographics

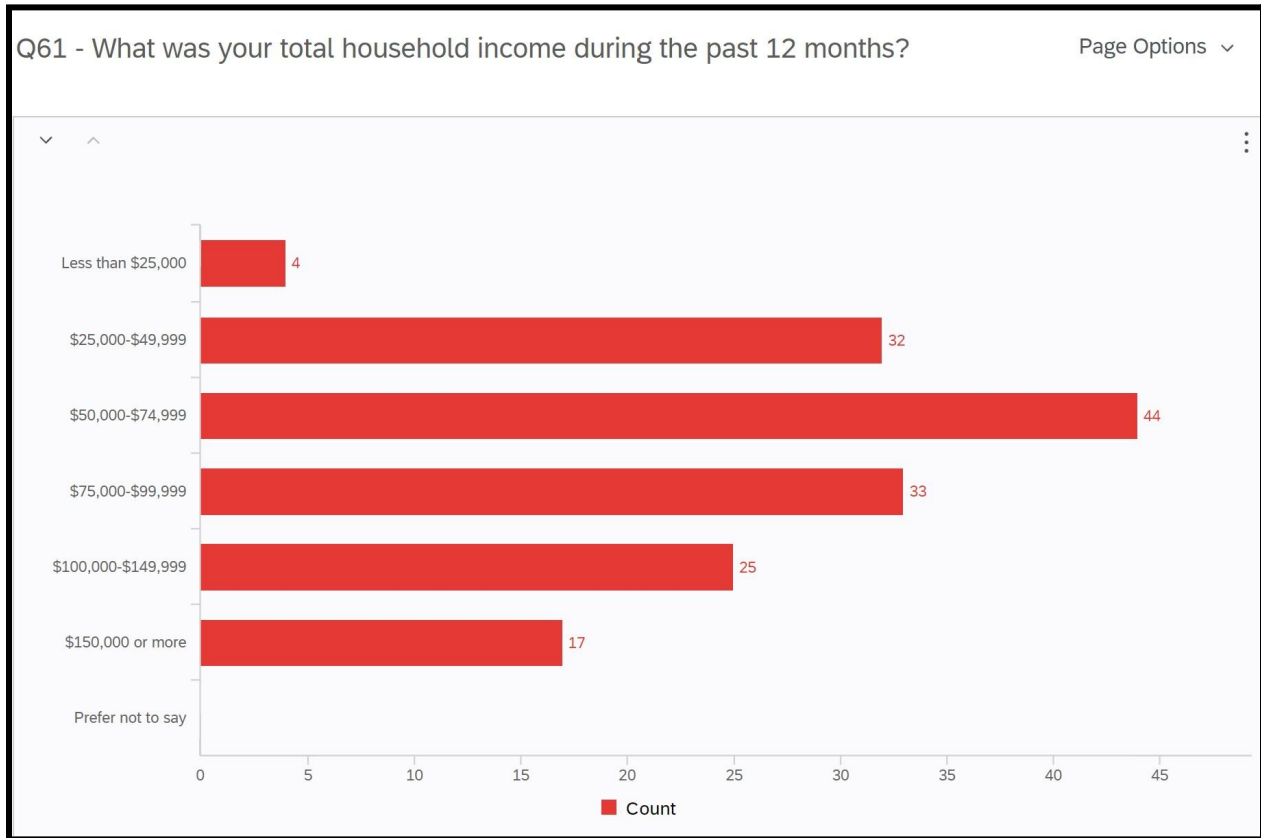
We recruited 511 total subjects from the Qualtrics and Prolific survey recruitment platforms to participate in this study. 155 staff and 156 faculty were recruited from the Qualtrics survey platform and 200 students were recruited using the Prolific survey platform. All participants were screened for being 18+ years old, and either working at or attending a 4-year residential U.S. university. Overall, the sample was spread fairly even across sexes, with 55.4% of participants (N=283) identifying as female, 44.2% of participants (N=226) identifying as male, and .1% of participants (N=1) identifying as “Non-binary/third gender.”

The faculty sample was screened for being nationally representative for race, gender, and income. Subjects self reported race with 79% (N=124) identifying as White, 10.8% (N=17) identifying as Black, 5.1% (N=8) identifying as Asian, 3.2% (N=5) identifying as American Indian/Native American or Alaska Native, and 1.9% (N=3) identifying as “Other.” 48.1% (N=75) identified as male, and 51.3% (N=80) identified as female, and .6% (N=1) identifying as “Non-binary/third gender.” Income for participants in the faculty sample has been broken down below:



The staff sample was screened for being nationally representative for race, gender and income as well. Subjects self reported race with 78.2% (N=122) identifying as White, 10.9% (N=17) identifying as Black, 5.1% (N=8) identifying as Asian, 4.5% (N=7) identifying as “Other,” .6% (N=1) identifying as American Indian/Native American or Alaska Native, and .6% (N=1) choosing “prefer not to say.” 33.2% (N=51) identified as male, and 66.9% (N=103) identified as female, with no individuals selecting “Non-binary/third gender” or “Prefer not to answer.” One

individual did not answer when asked about gender. Income for participants in the staff has been broken down below:



The student sample was screened for active student status, and for individuals currently pursuing an undergraduate (N=126), graduate (N=44) or doctoral degree (N=19). The student sample was balanced by sex (50% male, 50% female), and subjects self-reported race with 58% (N=116) identifying as White, 12.5% (N=25) identifying as Black, 17 % (N=34) identifying as Asian, 6.5% (N=13) identifying as “mixed,” and 5% (N=10) identifying as “other.”

### Materials and Measures

We developed this impact study using the Qualtrics online survey platform for the hosting of all questionnaires and data collection. Due to budgeting constraints, only recruitment of staff and faculty populations could be carried out by Qualtrics, and recruitment of student populations was conducted on the Prolific online recruitment platform. Given the difficulty of recruiting campus leadership, i.e. deans of schools, chairs of departments, presidents of universities, etc, qualitative listening sessions were the only means by which campus leadership’s reflections on the resources were obtained. The design of the survey instrument was built surrounding aspects outlined as important for determining the guide’s overall impact in the initial proposal of work with the Lumina Foundation, assessing how effective the toolkit was at equipping higher education constituencies with new skills and knowledge, and improving their sense of empowerment to respond to radicalization, disinformation, propaganda, or mobilization to violence on their campuses. More specifically, this included assessing the extent to which the tool changes

awareness and understanding of online radicalization, and behavioral intention regarding active engagement with young people or adults in campus communities who show warning signs of engagement with extremist content or radicalization toward extremism and violence.

The impact study assesses two different components of the guide's impact: knowledge/content and behavior intention. The *knowledge/content* section assesses changes in awareness and understanding, while the *behavior intention* section assesses whether or not an individual feels equipped and able to intervene on behalf of another higher education community member. Each population was tested on their knowledge and behavior intention using two selections from the guide, specifically, sections determined to have the most relevance to those populations.

The determinations for content selected from sections to present each population are as follows:

- Faculty were presented two pieces of content from the Conversation Protocol;
- Staff were presented content from the Conversation Protocol and Response Framework;
- Students were presented content from the Response Framework and Conversation Protocol;
- Campus Administrators were presented content from the Community Resilience Tips and Response (in the listening sessions).

### **Procedure**

The impact study survey instrument is structured for a pre-test / post-test analysis using paired-samples t-tests, where the full pre-test assessment of knowledge and skills was integrated with the post-test assessment. Two pre-test sections of knowledge/content and pre-test section of behavior intention (skills related to intervening on behalf of young people) were first presented to respondents from each population in the survey. Then, subjects were shown two selections of content from separate sections of the guide relevant to their population's needs, as identified by initial listening sessions identified outside of this impact study. After viewing the content, participants were then asked to answer a set of two post-test knowledge/content sections and the post-test behavior intention section related to each piece of content shown. Respondents then finished the survey by answering a set of questions related to the navigability and usability of the BRICK Toolkit website as developed in its beta form, and asked to leave commentary for how the website could be improved in terms of look, feel, or navigation. Respondents were allowed as much time as they wanted to read each section before moving on to answer questions about that section. Pre-test responses were then compared with post-test responses to analyze changes in knowledge and behavioral intention to intervene on behalf of a fellow community member. In this way, the impact study determined each subject's change in both knowledge about building resilience to extremism within the higher education community and willingness/ability to intervene.

The main hypotheses and the statistical tests to be used for analysis were recorded prior to analyzing any study data in order to ensure that post hoc data mining was not done.

This study used a questionnaire to see how the current Building Resilient and Inclusive Communities of Knowledge (BRICK) Toolkit affects students, staff, faculty, and campus administrators' levels of awareness and understanding of extremism and polarization, as well as

their behavioral intention to take action in preventing or addressing extremism and polarization on their campuses. This study also looked to test the web-version resource's site usability and how site usability might be able to be improved moving forward. The main hypotheses for this impact study were: 1) that there would be an increase in knowledge/content scores from pre-test to post-test, and 2) that there would be an increase in the behavior intention scores from pre-test to post-test. Additional hypotheses for this study are included below. Paired samples t-tests were used to measure the main hypotheses, and linear regressions, independent samples t-tests, and analysis of variance (ANOVA) were utilized in subsequent analysis of the data.

- Is there a relationship between reading the current version of the guide and changes in knowledge, understanding, and skills of how to create a more inclusive campus that is more resilient to extremism and polarization? Is there an increased knowledge of extremism, and how its components may manifest or be expressed on campus verbally and physically by different community members?
- Is there a relationship between reading the current version of the guide and having increased behavior intention to take action in preventing or addressing extremism or polarization either through interpersonal dialogue - covered in the conversation protocol - or steps outlined in the response framework?
- To what extent is the web-version of the BRICK toolkit user-friendly? Were users able to find desired information and navigate the web-based structure easily? What changes can be made to improve site usability, either through changes in structure of content, page layout, or information breakdown?

## Appendix B: Results

### Faculty

#### *Faculty: Pre-test Knowledge → Post-test Knowledge*

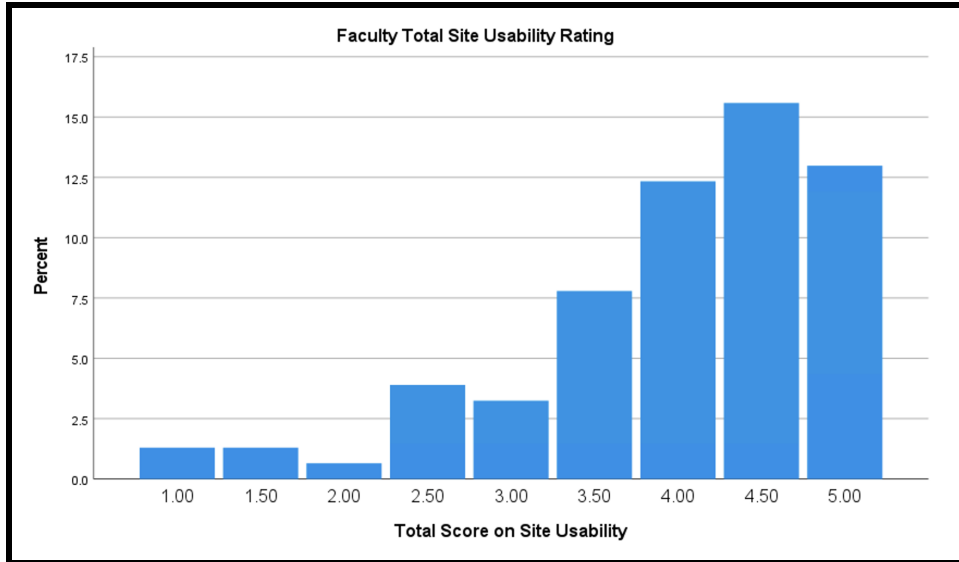
A paired-samples t-test was conducted to compare the effect of reading the resource on faculty's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a small but statistically non-significant difference for faculty before reading the resources ( $m = 4.92$ ,  $SD = 1.84$ ) compared to after having read the resources ( $m = 5.05$ ,  $SD = 1.93$ ) at the  $p < .05$  level [ $t(154) = -1.16$ ,  $p = .246$ ]. These results suggest that faculty did not dramatically change their levels of knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

#### *Faculty: Pre-test Behavior Intention → Post-test Behavior Intention*

A paired-samples t-test was conducted to compare the effect of reading the resource on faculty's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a small statistically significant difference for faculty before reading the resources ( $m = 4.23$ ,  $SD = .55$ ) compared to after having read the resources ( $m = 4.33$ ,  $SD = .53$ ) at the  $p < .05$  level [ $t(154) = -3.58$ ,  $p < .001$ ]. These results suggest that faculty improved in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

#### *Faculty: Total Site Usability*

- $N = 155$
- Range = 1.00 → 5.00
- Mean = 3.94 (SD = .88)
- Mode = 4.50



**Faculty: Site Usability Q1 → Q5**

<b>Site Usability Question 1</b>		
<b>Did you successfully navigate to this page?</b>	<b>%</b>	<b>N</b>
Yes	95.5%	148
No	4.5%	7

<b>Site Usability Question 2</b>		
<b>Was finding the page you were looking for easy or difficult?</b>	<b>%</b>	<b>N</b>
Extremely Difficult	3.9%	6
Somewhat Difficult	8.4%	13
Neither Easy Nor Difficult	8.4%	13
Somewhat Easy	32.3%	50
Extremely Easy	47.1%	73

<b>Site Usability Question 3</b>		
<b>Was navigating the website fast or slow?</b>	<b>%</b>	<b>N</b>
Extremely Slow	5.8%	9
Somewhat Slow	8.4%	13
Average	23.2%	36
Somewhat Fast	36.1%	56
Extremely Fast	26.5%	41

<b>Site Usability Question 4</b>		
<b>Did you find reading the words on the website easy or difficult?</b>	<b>%</b>	<b>N</b>
Extremely Difficult	3.2%	5
Somewhat Difficult	9.0%	14
Neither Easy Nor Difficult	11.0%	17
Somewhat Easy	39.4%	61
Extremely Easy	36.8%	57

<b>Site Usability Question 5</b>		
<b>Did you find the website's layout confusing or intuitive?</b>	<b>%</b>	<b>N</b>
Extremely Confusing	2.6%	4
Somewhat Confusing	3.9%	6
Neither Intuitive Nor Confusing	16.8%	26
Somewhat Intuitive	43.9%	68

Extremely Intuitive	32.9%	51
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## Faculty Sex

### ***Faculty Men: Pre-test Knowledge → Post-test Knowledge***

A paired-samples t-test was conducted to compare the effect of reading the resource on male faculty's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a statistically significant difference for male faculty before reading the resources ( $m = 4.65$ ,  $SD = 1.88$ ) compared to after having read the resources ( $m = 4.95$ ,  $SD = 1.95$ ) at the  $p < .05$  level [ $t(73) = -2.19$ ,  $p = .032$ ]. These results suggest that male faculty improved their levels of knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

### ***Faculty Men: Pre-test Behavior Intention → Post-test Behavior Intention***

A paired-samples t-test was conducted to compare the effect of reading the resource on male faculty's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a small but statistically significant difference for male faculty before reading the resources ( $m = 4.33$ ,  $SD = .56$ ) compared to after having read the resources ( $m = 4.42$ ,  $SD = .56$ ) at the  $p < .05$  level [ $t(73) = -2.34$ ,  $p = .022$ ]. These results suggest that male faculty improved in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

### ***Faculty Women: Pre-test Knowledge → Post-test Knowledge***

A paired-samples t-test was conducted to compare the effect of reading the resource on female faculty's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was not a statistically significant difference for female faculty before reading the resources ( $m = 5.14$ ,  $SD = 1.76$ ) compared to after having read the resources ( $m = 5.14$ ,  $SD = 1.92$ ) at the  $p < .05$  level [ $t(79) = 0.00$ ,  $p = 1.00$ ]. These results suggest that, remarkably, female faculty as a group had no change at all in their levels of knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

### ***Faculty Women: Pre-test Behavior Intention → Post-test Behavior Intention***

A paired-samples t-test was conducted to compare the effect of reading the resource on female faculty's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a small but statistically significant difference for female faculty



before reading the resources ( $m = 4.14$ ,  $SD = .53$ ) compared to after having read the resources ( $m = 4.26$ ,  $SD = .50$ ) at the  $p < .05$  level [ $t(730) = -2.70$ ,  $p = .009$ ]. These results suggest that female faculty improved in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

### ***Faculty Men vs. Women: Pre-test Knowledge***

An independent samples t-test was conducted to compare male and female faculty on their knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource. While women ( $m = 5.14$ ,  $SD = 1.76$ ) came in with slightly higher levels of knowledge prior to reading the resource compared to men ( $m = 4.65$ ,  $SD = 1.88$ ), the difference was not statistically significant,  $t(152) = -1.67$ ,  $p = .097$ . Male and female faculty did not meaningfully differ in the amount of knowledge they had about extremism prior to reading the resource.

### ***Faculty Men vs. Women: Post-test Knowledge***

An independent samples t-test was conducted to compare male and female faculty on their knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking after having read the resource. While women ( $m = 5.14$ ,  $SD = 1.92$ ) still left with slightly more knowledge of extremism than men ( $m = 4.95$ ,  $SD = 1.95$ ), the difference was not statistically significant,  $t(152) = -.61$ ,  $p = .54$ . Male and female faculty did not meaningfully differ in the amount of knowledge they had about extremism after having read the resource.

### ***Faculty Men vs. Women: Pre-test Behavior Intention***

An independent samples t-test was conducted to compare male and female faculty on their ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource. Men ( $m = 4.33$ ,  $SD = .56$ ) had slightly more intention of engaging with people on issues of extremism than women ( $m = 4.14$ ,  $SD = .53$ ), and the difference was statistically significant at the  $p < .05$  level,  $t(152) = 2.27$ ,  $p = .024$ . These results suggest that male faculty had higher levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses than their female faculty counterparts prior to having read the resources.

### ***Faculty Men vs. Women: Post-test Behavior Intention***

An independent samples t-test was conducted to compare male and female faculty on their ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after having read the resource. Men ( $m = 4.42$ ,  $SD = .56$ ) had slightly more intention of engaging with people on issues of extremism than women ( $m = 4.25$ ,  $SD = .50$ ), and the difference was statistically significant at the  $p < .05$  level,  $t(152) = 2.01$ ,  $p = .046$ . These results suggest that male faculty had higher levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses than their female faculty counterparts after having read the resources.

## **Faculty Race**

### ***Faculty Race: Pre-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on faculty's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking prior to having read the resource. Results showed that there was a significant effect of race-ethnicity on knowledge of extremism prior to having read the resource at the  $p < .05$  level for the 5 conditions [ $F(4, 148) = 3.56, p = .008, \eta^2 = .09$ ]. However, post hoc comparisons using the Tukey HSD indicate that this between-group effect is mostly driven by the difference between small numbers of Black faculty ( $m = 4.44, SD = 2.03$ ) compared to Native American faculty ( $m = 7.25, SD = .96$ ) and those faculty whose race-ethnicity was reported as Other ( $m = 7.33, SD = 1.15$ ). With only 4 Native American faculty and 3 faculty who self-identify as Other, these results are not interpretable.

### ***Faculty Race: Post-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on faculty's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that there was no significant effect of race-ethnicity on knowledge of extremism after having read the resource at the  $p < .05$  level for the 5 conditions [ $F(4, 148) = 1.93, p = .108, \eta^2 = .05$ ].

### ***Faculty Race: Pre-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on faculty's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking prior to having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of race-ethnicity on faculty's desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking prior to having read the resource for the 5 conditions [ $F(4, 148) = 2.00, p = .097, \eta^2 = .05$ ].

### ***Faculty Race: Post-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on faculty's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of race-ethnicity on faculty's desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 5 conditions [ $F(4, 148) = .63, p = .640, \eta^2 = .02$ ].

## **Faculty Income**

### ***Faculty Income: Pre-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of household income on faculty's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of household income on faculty's knowledge of issues of misinformation, disinformation, conspiratorial thinking before having read the resource for the 6 conditions [ $F(5, 144) = 2.13, p = .066, \eta^2 = .07$ ].

### ***Faculty Income: Post-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of household income on faculty's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that at the  $p < .05$  level, there was a significant effect of household income on faculty's knowledge of issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 6 conditions [ $F(5, 144) = 3.44, p = .006, \eta^2 = .11$ ]. Post hoc analysis reveals that this effect is driven by the difference between the individuals whose household income is over \$150,000 ( $m = 3.94, SD = 1.80$ ) compared to those with a household income of \$50,000 to \$74,999 ( $m = 5.94, SD = 1.64$ ), mean difference = -1.99,  $SE = .55, p = .005$ . These results suggest that higher levels of income are related to lower levels of knowledge about extremism after having read the resources.

### ***Faculty Income: Pre-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of household income on faculty's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of household income on faculty's desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking before having read the resource for the 6 conditions [ $F(5, 144) = 1.33, p = .256, \eta^2 = .04$ ].

### ***Faculty Income: Post-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of household income on faculty's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of household income on faculty's desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 6 conditions [ $F(5, 144) = 1.04, p = .397, \eta^2 = .04$ ].

***Faculty's Median Time Spent Reading the Resource:*** 10 minutes 41 seconds

# Staff

## *Staff: Pre-test Knowledge → Post-test Knowledge*

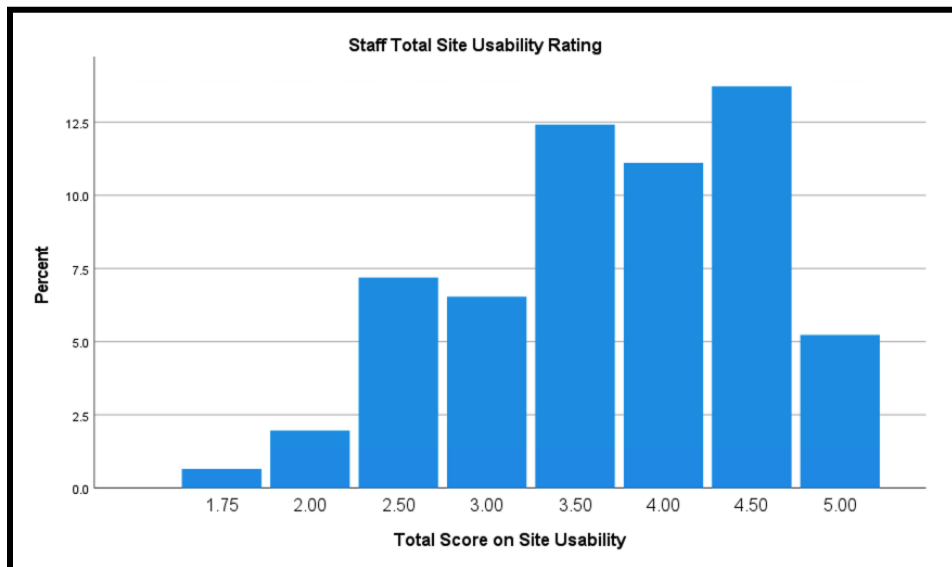
A paired-samples t-test was conducted to compare the effect of reading the resource on staff's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a statistically significant difference for staff before reading the resources ( $m = 7.93$ ,  $SD = 2.72$ ) compared to after having read the resources ( $m = 8.47$ ,  $SD = 3.10$ ) at the  $p < .05$  level [ $t(154) = -3.67$ ,  $p < .001$ ]. These results suggest that staff dramatically changed their levels of knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

## *Staff: Pre-test Behavior Intention → Post-test Behavior Intention*

A paired-samples t-test was conducted to compare the effect of reading the resource on staff's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a small statistically significant difference for staff before reading the resources ( $m = 4.09$ ,  $SD = .66$ ) compared to after having read the resources ( $m = 4.20$ ,  $SD = .70$ ) at the  $p < .05$  level [ $t(153) = -3.52$ ,  $p < .001$ ]. These results suggest that staff improved in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

## *Staff: Total Site Usability*

- $N = 153$
- Range = 1.00 → 5.00
- Mean = 3.71 ( $SD = .79$ )
- Mode = 4.50



*Staff: Site Usability Q1 → Q5*

<b>Site Usability Question 1</b>		
<b>Did you successfully navigate to this page?</b>	<b>%</b>	<b>N</b>
Yes	91.0%	141
No	9.0%	14

<b>Site Usability Question 2</b>		
<b>Was finding the page you were looking for easy or difficult?</b>	<b>%</b>	<b>N</b>
Extremely Difficult	2.6%	4
Somewhat Difficult	11.0%	17
Neither Easy Nor Difficult	15.5%	24
Somewhat Easy	36.1%	56
Extremely Easy	33.5%	52

<b>Site Usability Question 3</b>		
<b>Was navigating the website fast or slow?</b>	<b>%</b>	<b>N</b>
Extremely Slow	3.2%	5
Somewhat Slow	11.6%	18
Average	34.2%	53
Somewhat Fast	31.0%	48
Extremely Fast	18.7%	29

<b>Site Usability Question 4</b>		
<b>Did you find reading the words on the website easy or difficult?</b>	<b>%</b>	<b>N</b>
Extremely Difficult	0.6%	1
Somewhat Difficult	23.2%	36
Neither Easy Nor Difficult	14.2%	22
Somewhat Easy	32.3%	50
Extremely Easy	28.4%	44

<b>Site Usability Question 5</b>		
<b>Did you find the website's layout confusing or intuitive?</b>	<b>%</b>	<b>N</b>
Extremely Confusing	1.3%	2
Somewhat Confusing	8.4%	13
Neither Intuitive Nor Confusing	20.6%	32
Somewhat Intuitive	47.7%	74
Extremely Intuitive	20.6%	32

## **Staff Sex**

### ***Staff Men: Pre-test Knowledge → Post-test Knowledge***

A paired-samples t-test was conducted to compare the effect of reading the resource on male staff's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was no statistically significant difference on knowledge of extremism for male staff before reading the resources ( $m = 6.69$ ,  $SD = 2.32$ ) compared to after having read the resources ( $m = 6.90$ ,  $SD = 2.56$ ) at the  $p < .05$  level [ $t(52) = -.94$ ,  $p = .352$ ]. These results suggest that male staff did not

improve their levels of knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

### ***Staff Men: Pre-test Behavior Intention → Post-test Behavior Intention***

A paired-samples t-test was conducted to compare the effect of reading the resource on male staff's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was no statistically significant difference for male staff before reading the resources ( $m = 4.11$ ,  $SD = .80$ ) compared to after having read the resources ( $m = 4.18$ ,  $SD = .79$ ) at the  $p < .05$  level [ $t(52) = -1.31$ ,  $p = .195$ ]. These results suggest that male staff did not improve in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

### ***Staff Women: Pre-test Knowledge → Post-test Knowledge***

A paired-samples t-test was conducted to compare the effect of reading the resource on female staff's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a statistically significant difference for female staff before reading the resources ( $m = 8.55$ ,  $SD = 2.70$ ) compared to after having read the resources ( $m = 9.26$ ,  $SD = 3.05$ ) at the  $p < .05$  level [ $t(102) = -3.74$ ,  $p < .001$ ]. These results suggest that female faculty significantly improved their knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

### ***Staff Women: Pre-test Behavior Intention → Post-test Behavior Intention***

A paired-samples t-test was conducted to compare the effect of reading the resource on female staff's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a small but statistically significant difference for female staff before reading the resources ( $m = 4.07$ ,  $SD = .58$ ) compared to after having read the resources ( $m = 4.21$ ,  $SD = .65$ ) at the  $p < .05$  level [ $t(102) = -3.74$ ,  $p < .001$ ]. These results suggest that female staff improved in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

### ***Staff Men vs. Women: Pre-test Knowledge***

An independent samples t-test was conducted to compare male and female staff on their knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource. Women ( $m = 8.55$ ,  $SD = 2.70$ ) came in with significantly higher levels of knowledge prior to reading the resource compared to men ( $m = 6.69$ ,  $SD = 2.35$ ), the difference was statistically significant at the  $p < .05$  level,  $t(152) = -4.22$ ,  $p < .001$ . Male and

female staff dramatically differed in the amount of knowledge they had about extremism prior to reading the resource, with female faculty knowing significantly more than male faculty about extremism.

### ***Staff Men vs. Women: Post-test Knowledge***

An independent samples t-test was conducted to compare male and female staff on their knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking after reading the resource. Women ( $m = 9.26$ ,  $SD = 3.05$ ) left with significantly higher levels of knowledge after reading the resource compared to men ( $m = 6.94$ ,  $SD = 2.57$ ), the difference was statistically significant at the  $p < .05$  level,  $t(152) = -4.67$ ,  $p < .001$ . Male and female staff dramatically differed in the amount of knowledge they had about extremism after reading the resource, with female faculty knowing significantly more than male faculty about extremism.

### ***Staff Men vs. Women: Pre-test Behavior Intention***

An independent samples t-test was conducted to compare male and female staff on their ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource. Men ( $m = 4.10$ ,  $SD = .80$ ) had slightly more intention of engaging with people on issues of extremism than women ( $m = 4.07$ ,  $SD = .58$ ), but the difference was not statistically significant at the  $p < .05$  level,  $t(152) = .245$ ,  $p = .806$ . These results suggest that male and female faculty did not differ in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses prior to having read the resources.

### ***Staff Men vs. Women: Post-test Behavior Intention***

An independent samples t-test was conducted to compare male and female staff on their ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after reading the resource. Men ( $m = 4.19$ ,  $SD = .79$ ) had slightly less intention of engaging with people on issues of extremism than women ( $m = 4.21$ ,  $SD = .65$ ), but the difference was not statistically significant at the  $p < .05$  level,  $t(151) = -.179$ ,  $p = .858$ . These results suggest that male and female faculty did not differ in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

## **Staff Race**

### ***Staff Race: Pre-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on staff's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking prior to having read the resource. Results showed that there was no significant effect of race-ethnicity on staff's knowledge of extremism prior to having read the resource at the  $p < .05$  level for the 6 conditions [ $F(5, 148) = 1.96$ ,  $p = .088$ ,  $\eta^2 = .06$ ]. These results suggest that there are no



differences in knowledge of extremism prior to reading the resource for different racial-ethnic groups in this sample.

### ***Staff Race: Post-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on staff's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that there was no significant effect of race-ethnicity on knowledge of extremism after having read the resource at the  $p < .05$  level for the 6 conditions [ $F(5, 148) = 1.48, p = .198, \eta^2 = .05$ ].

### ***Staff Race: Pre-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on staff's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking prior to having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of race-ethnicity on staff's desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking prior to having read the resource for the 6 conditions [ $F(5, 148) = 1.46, p = .208, \eta^2 = .05$ ].

### ***Staff Race: Post-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on staff's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of race-ethnicity on staff's desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 5 conditions [ $F(5, 148) = 1.55, p = .178, \eta^2 = .05$ ].

## **Staff Income**

### ***Staff Income: Pre-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of household income on staff's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of household income on faculty's knowledge of issues of misinformation, disinformation, conspiratorial thinking before having read the resource for the 6 conditions [ $F(5, 148) = 1.04, p = .396, \eta^2 = .03$ ].

### ***Staff Income: Post-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of household income on staff's knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial

thinking after having read the resource. Results showed that at the  $p < .05$  level, there was not a significant effect of household income on staff's knowledge of issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 6 conditions [ $F(5, 149) = 1.42, p = .221, \eta^2 = .05$ ]. Results suggest that income did not make a difference on how much knowledge of extremism staff took away after having read the resources.

### ***Staff Income: Pre-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of household income on staff's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of household income on staff's desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking before having read the resource for the 6 conditions [ $F(5, 149) = .60, p = .704, \eta^2 = .02$ ].

### ***Staff Income: Post-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of household income on staff's ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of household income on staff's desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 6 conditions [ $F(5, 148) = 1.13, p = .347, \eta^2 = .04$ ].

***Staff's Median Time Spent Reading the Resource:*** 9 minutes 47 seconds

## **Students**

### ***Students: Pre-test Knowledge → Post-test Knowledge***

A paired-samples t-test was conducted to compare the effect of reading the resource on students' knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a statistically significant difference for students before reading the resources ( $m = 8.91, SD = 2.44$ ) compared to after having read the resources ( $m = 10.29, SD = 2.33$ ) at the  $p < .05$  level [ $t(199) = -9.80, p < .001$ ]. These results suggest that students dramatically changed their levels of knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

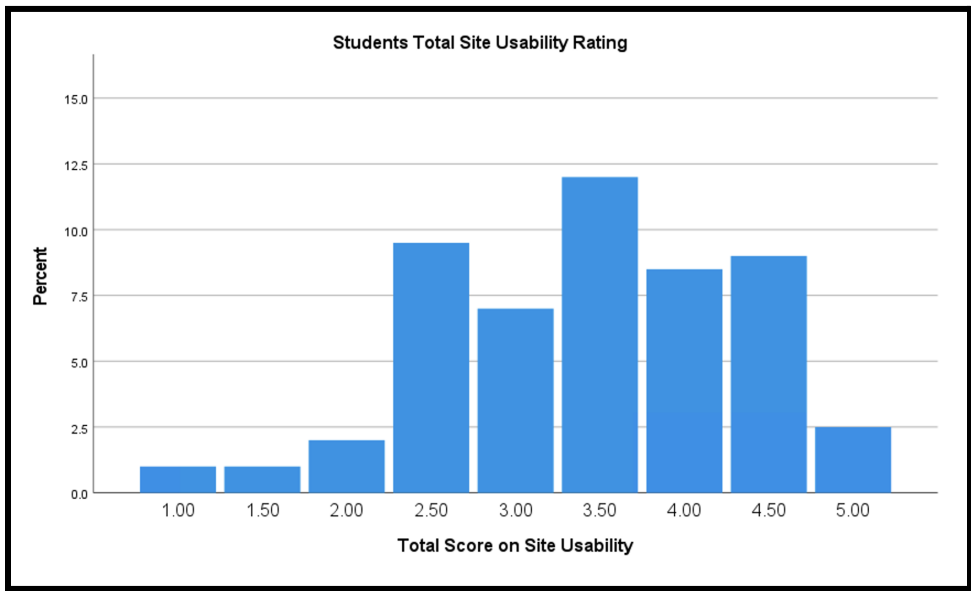
### ***Students: Pre-test Behavior Intention → Post-test Behavior Intention***

A paired-samples t-test was conducted to compare the effect of reading the resource on students' ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after

reading the resource. There was a small statistically significant difference for students before reading the resources ( $m = 3.66$ ,  $SD = .65$ ) compared to after having read the resources ( $m = 3.94$ ,  $SD = .65$ ) at the  $p < .05$  level [ $t(199) = -10.14$ ,  $p < .001$ ]. These results suggest that students improved in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

***Students: Total Site Usability***

- $N = 200$
- Range = 1.00 → 5.00
- Mean = 3.47 ( $SD = .84$ )
- Mode = 3.50



***Students: Site Usability Q1 → Q5***

Site Usability Question 1		
Did you successfully navigate to this page?	%	N
Yes	95.5%	191
No	4.5%	9

<b>Site Usability Question 2</b>
----------------------------------

<b>Was finding the page you were looking for easy or difficult?</b>	<b>%</b>	<b>N</b>
Extremely Difficult	4.0%	8
Somewhat Difficult	21.0%	42
Neither Easy Nor Difficult	8.5%	17
Somewhat Easy	38.5%	77
Extremely Easy	27.5%	55

<b>Site Usability Question 3</b>		
<b>Was navigating the website fast or slow?</b>	<b>%</b>	<b>N</b>
Extremely Slow	7.5%	15
Somewhat Slow	19.0%	38
Average	25.5%	51
Somewhat Fast	27.0%	54
Extremely Fast	19.5%	39

<b>Site Usability Question 4</b>		
<b>Did you find reading the words on the website easy or difficult?</b>	<b>%</b>	<b>N</b>
Extremely Difficult	5.0%	10
Somewhat Difficult	18.5%	37
Neither Easy Nor Difficult	13.0%	26
Somewhat Easy	38.5%	77
Extremely Easy	25.0%	50

<b>Site Usability Question 5</b>		
<b>Did you find the website's layout confusing or intuitive?</b>	<b>%</b>	<b>N</b>
Extremely Confusing	2.5%	5
Somewhat Confusing	26.5%	53
Neither Intuitive Nor Confusing	21.5%	43
Somewhat Intuitive	40.0%	80
Extremely Intuitive	9.5%	19

## **Students Sex**

### ***Male Students: Pre-test Knowledge → Post-test Knowledge***

A paired-samples t-test was conducted to compare the effect of reading the resource on male students' knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a statistically significant difference on knowledge of extremism for male students before reading the resources ( $m = 8.90$ ,  $SD = 2.50$ ) compared to after having read the resources ( $m = 10.46$ ,  $SD = 2.36$ ) at the  $p < .05$  level [ $t(103) = -7.85$ ,  $p < .001$ ]. These results suggest that male students improved their levels of knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

### ***Male Students: Pre-test Behavior Intention → Post-test Behavior Intention***

A paired-samples t-test was conducted to compare the effect of reading the resource on male students' ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a statistically significant difference for male students before reading the resources ( $m = 3.66$ ,  $SD = .67$ ) compared to after having read the resources ( $m = 3.94$ ,  $SD = .63$ ) at the  $p < .05$  level [ $t(103) = -7.32$ ,  $p < .001$ ]. These results suggest that male students improved in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

### ***Female students: Pre-test Knowledge → Post-test Knowledge***

A paired-samples t-test was conducted to compare the effect of reading the resource on female students' knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a statistically significant difference for female students before reading the resources ( $m = 8.91$ ,  $SD = 2.38$ ) compared to after having read the resources ( $m = 10.09$ ,  $SD = 2.29$ ) at the  $p < .05$  level [ $t(95) = -5.97$ ,  $p < .001$ ]. These results suggest that female staff significantly improved their knowledge, awareness, and understanding of extremism on college campuses after having read the resources.

### ***Female students: Pre-test Behavior Intention → Post-test Behavior Intention***

A paired-samples t-test was conducted to compare the effect of reading the resource on female students' ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before reading the resource and after reading the resource. There was a small but statistically significant difference for female students before reading the resources ( $m = 3.66$ ,  $SD = .63$ ) compared to after having read the resources ( $m = 3.94$ ,  $SD = .68$ ) at the  $p < .05$  level [ $t(95) = -6.98$ ,  $p < .001$ ]. These results suggest that female students improved in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

### ***Male vs. Female Students: Pre-test Knowledge***

An independent samples t-test was conducted to compare male and female students on their knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before reading the resource. Female students ( $m = 8.94$ ,  $SD = 2.40$ ) came in with essentially the same levels of knowledge prior to reading the resource compared to male students ( $m = 8.90$ ,  $SD = 2.50$ ), the difference was not statistically significant at the  $p < .05$  level,  $t(196) = -.09$ ,  $p < .926$ . Results suggest that male and female students did not differ in the amount of knowledge they had about extremism prior to reading the resource.

### ***Male vs. Female Students: Post-test Knowledge***

An independent samples t-test was conducted to compare male and female students on their knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking after reading the resource. Female students ( $m = 10.13$ ,  $SD = 2.30$ ) left with slightly lower levels of knowledge after reading the resource compared to male students ( $m = 10.46$ ,  $SD = 2.36$ ), though the difference was not statistically significant at the  $p < .05$  level,  $t(196) = -1.01$ ,  $p = .316$ . Male and female students did not differ in the amount of knowledge they had about extremism after reading the resource.

### ***Male vs. Female Students: Pre-test Behavior Intention***

An independent samples t-test was conducted to compare male and female students on their ability, confidence, and desire to engage with their campus community on issues of

misinformation, disinformation, conspiratorial thinking before reading the resource. Male students ( $m = 3.66$ ,  $SD = .67$ ) had almost identical levels of intention of engaging with people on issues of extremism compared to female students ( $m = 3.67$ ,  $SD = .63$ ). The difference was not statistically significant at the  $p < .05$  level,  $t(196) = .106$ ,  $p = .916$ . These results suggest that male and female students did not differ in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses prior to having read the resources.

### ***Male vs. Female Students: Post-test Behavior Intention***

An independent samples t-test was conducted to compare male and female students on their ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after reading the resource. Men ( $m = 3.94$ ,  $SD = .63$ ) had almost identical levels of intention of engaging with people on issues of extremism compared to female students ( $m = 3.95$ ,  $SD = .68$ ). The difference was not statistically significant at the  $p < .05$  level,  $t(196) = .115$ ,  $p = .909$ . These results suggest that male and female students did not differ in their levels of confidence, ability, and desire to engage with campus community members on issues of extremism on college campuses after having read the resources.

## **Student Race**

### ***Student Race: Pre-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on students' knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking prior to having read the resource. Results showed that there was no significant effect of race-ethnicity on students' knowledge of extremism prior to having read the resource at the  $p < .05$  level for the 4 conditions [ $F(3, 188) = 1.35$ ,  $p = .260$ ,  $\eta^2 = .02$ ]. These results suggest that there are no differences in knowledge of extremism prior to reading the resource for different racial-ethnic groups in this sample.

### ***Student Race: Post-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on students' knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that there was no significant effect of race-ethnicity on knowledge of extremism after having read the resource at the  $p < .05$  level for the 4 conditions [ $F(3, 188) = .936$ ,  $p = .425$ ,  $\eta^2 = .02$ ].

### ***Student Race: Pre-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on students' ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking prior to having read the resource. Results showed that at

the  $p < .05$  level, there was no significant effect of race-ethnicity on students' desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking prior to having read the resource for the 4 conditions [ $F(3, 188) = .393, p = .758, \eta^2 = .01$ ].

### ***Student Race: Post-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of race-ethnicity on students' ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of race-ethnicity on students' desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 4 conditions [ $F(3, 188) = .675, p = .569, \eta^2 = .01$ ].

## **Student Employment Status**

### ***Student Employment Status: Pre-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of employment status on students' knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking before having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of employment status on students' knowledge of issues of misinformation, disinformation, conspiratorial thinking before having read the resource for the 3 conditions [ $F(2, 112) = .126, p = .881, \eta^2 = .00$ ].

### ***Student Employment Status: Post-test Knowledge***

A one-way ANOVA was conducted to evaluate the effect of employment status on students' knowledge, awareness, and understanding of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that at the  $p < .05$  level, there was not a significant effect of employment status on students' knowledge of issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 6 conditions [ $F(2, 112) = 1.15, p = .321, \eta^2 = .02$ ]. Results suggest that employment status did not make a difference on how much knowledge of extremism students took away after having read the resources.

### ***Student Employment Status: Pre-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of employment status on students' ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking before having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of employment status on students' desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking before having read the resource for the 3 conditions [ $F(2, 112) = .342, p = .711, \eta^2 = .01$ ].



***Student Employment Status: Post-test Behavior Intention***

A one-way ANOVA was conducted to evaluate the effect of employment status on students' ability, confidence, and desire to engage with their campus community on issues of misinformation, disinformation, conspiratorial thinking after having read the resource. Results showed that at the  $p < .05$  level, there was no significant effect of employment status on students' desire to engage with campus community members on issues of misinformation, disinformation, conspiratorial thinking after having read the resource for the 3 conditions [ $F(2, 112) = .017, p = .983, \eta^2 = .00$ ].

***Student's Median Time Spent Reading the Resource:*** 10 minutes 15 seconds

## References

Levinsson, A., Miconi, D., Li, Z., Frounfelker, R.L., Rousseau, C. (2021). Conspiracy theories, psychological distress, and sympathy for violent radicalization in young adults during the COVID-19 pandemic: A cross-sectional study. *International Journal of Environmental Research and Public Health*, 18(15), 7846. <https://doi.org/10.3390/ijerph18157846>