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In the eye of the student: a qualitative study of the perceptions of campus racial climate at a private PWI

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**IN THE EYE OF THE STUDENT: A QUALITATIVE STUDY OF THE
PERCEPTIONS OF CAMPUS RACIAL CLIMATE
AT A PRIVATE PWI**

by
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Abstract

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The purpose of this qualitative study was to (a) assess the current campus climate at a private Predominately White Institution, (b) assess is there is a difference between the perceptions of campus racial climate between White students and Black students, (c) assess what the students believe the institution is doing well to promote a welcoming atmosphere, and (d) assess what the students believe the institution should be doing better to promote a welcoming atmosphere. A total of 19 participants took part in individual interviews to examine the above areas. Interviews were transcribed and data were analyzed through content analysis.

The study found that there was a difference between the perceived campus racial climate between White and Black students. Differences were expressed in how students felt on campus, in social settings, and in the academic environment. Furthermore, students articulated initiatives that they believe the institution should be doing better to promote a more welcoming atmosphere, such as creating more culturally diverse programming, offering more institutional support to ethnic student organizations, and creating more room in the academic track for collaboration of students between majors.

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Chapter I

Introduction

In 1957, Little Rock, Arkansas made an attempt to desegregate the schooling system by enrolling nine Black students to the local high school. September 4th was the first day of school and these nine children were met a with hostile welcome. The students were guided into the high school, through a side entrance, with police escorts due to a hostile mob protesting in the front of the building (Little Rock School Desegregation 1957. n.d.). This is what America's racial climate was only 60 years ago. A world of separation and hatred that lacked any mutual understanding; race divided all.

The United States has progressed in its racial climate since the 1950s but the there is still much more to be done. Over the past decade, American high schools have become more segregated then they were in the past (Orfield, 2009). The difference today is that the segregation does not only focus on race but also encompasses class, family, and community educational backgrounds, which impacts the experience of high school students, what they are exposed to, and what resources are available to them. The racial composition of the United States is changing with the proportion of White students decreasing and the proportion Black and Latino students increasing (Johnson & Lichter, 2010). And yet Black and Latino students, two of the largest minority groups, attend schools that are more segregated today then during the Civil Rights Movement (Orfield, 2009). The sad

reality is that when these students make a transition to college, many will be confronted with their first substantial interracial contact experience.

Statement of the Problem

A college experience should be a positive experience for everyone pursuing a degree. A major part of creating that positive college experience is related to how welcome students feels at a college or university and if they feel connected to the campus. While higher education institutions are actively working to enroll a diverse student body, research suggests that the not all students experience a similar campus environment. For example, minority students at a Predominantly White Institution (PWI) might not feel as welcome and supported as students who are of the racial majority (Elkins, Braxton, & James, 2000). In addition, the research also demonstrates that students of diverse racial and ethnic backgrounds have divergent perspectives regarding aspects of campus life (Baber, 2012). However, few studies had compared various racial and ethnic groups' overall perception of the campus racial climate, asked the students what they believe the institution is doing well, and what they could be doing better in order to create a more welcoming environment for all students.

Purpose of the Study

The purpose of the study was to investigate student's perception of the campus racial climate at a small, private Predominately White Institution (PWI) in the Mid-Atlantic region. In addition to investigating student's thoughts on what the university is doing well to promote a welcoming atmosphere, the study sought

to investigate what the university could do better to improve the college experience for all undergraduate students.

Assumptions and Limitations

It is assumed that at any institution, all members of the community do not perceive the campus climate the same and this can be especially true for the experience of Black students who attend a PWI. In order to correct for this assumption, the study provided questions that explored a variety of factors that could contribute to perceived campus climate. The limitations of this study included: the size of the population, how the sample was selected, and the potential for compensation. In addition, there was an unknown openness of student's ability to share their honest opinions of campus climate to me as the researcher. The results of this study may differ from studies conducted at other colleges and universities. Lastly, the use of interviews may have contributed to researcher bias. The researcher's personal background and experiences may have biased the study as I held a position at the university in the Office of Residence Life.

Operational Definitions

For purposes of this study, the following terms are operationalized:

1. Black: Racial/ethnic identifier for persons of African American descent.

2. Campus Racial Climate: The real or perceived racial atmosphere of the campus environment as it related to interpersonal, academic and professional interactions.

3. College Student: Any person who took classes at the undergraduate level during the 2013-2014 academic year at Henry University.

4. Racial Incident: A visible action, event, spoken or written word communicating a negative or offensive racial message toward a targeted person or group.

5. White: Racial/ethnic identifier for persons of racial heritage that is Caucasian.

Research Questions

The study investigated the following questions:

1. What is the perceived campus climate at Henry University?

2. Is there a difference in the perceived campus racial climate between selected White students and Black students?

3. What is the university doing well in regards to campus racial climate?

4. What do selected students think the university could do in order to improve the campus racial climate?

Overview of the Study

Chapter II provides a review of scholarly literature significant to this study. This section includes the current racial climate in the Unites States, a brief history of higher education and race, a conceptual framework relevant to Whiteness and Black student experiences, as well as a discussion of the benefits from a positive campus climate, and a summary of related studies.

Chapter III describes the study methodology and procedures of the study. Included is a description of the context of the study, the population and sample used in the study, as well as the instrumentation, procedure, and data analysis.

Chapter IV includes the results of the study and aforementioned research questions. Tables and direct quotes are used to illustrate various themes that emerged from data analysis.

Chapter V summarizes the findings of the study and conclusions that can be drawn from the data. In addition, the section provides recommendations for practice and further research.

Chapter II

Review of the Literature

United States Current Racial Climate

The United States of America marked a new page in its history in 2008 when Barack Hussein Obama II, the first bi-racial president, was elected into office. Since his re-election in 2012 many articles have been printed that America is on the path to a "post-racial America" (Brazile, 2013, p. 1). After all, the United States has several regions where the demographics demonstrate a majority of people of color. In addition, children of color are expected to compose the majority of Americans younger than 18 years old by 2042 (Roberts, 2008). However, becoming more visually diverse does not constitute that, as a country, the United States has moved past racial stereotyping and discrimination; that can only be measured by actions of the people living within that society.

During the last presidential election in 2012, there were several instances of racist comments from our country's potential future leaders. One example was from Representative Michele Bachmann when she accused Huma Abedin (wife of Anthony Weiner, former U.S. representative) of being a part of a Muslim conspiracy to infiltrate the Department of State due to her ethnic heritage. Another example was when presidential candidate Mitt Romney stated "No one's ever asked me to see my birth certificate; they know that this is the place that we were

born and raised" during a campaign in Michigan (LaPoint, 2012, p. 2). Furthermore, just

recently, the actions of Donald Sterling, owner of the NBA Los Angeles Clippers,

illuminate how a privileged person views cross-racial interactions. He was videotaped

saying he thinks it is ok to "love or spend time" with a Black person, as long as it is done

privately and not broadcast for the world to see because it is today's "culture" (Karimi,

Sutton, & Ellis, 2014). If these actions were used to measure the propensity for racial

tolerance within the United States, one might wonder how far along America is on the

path to being "post-racial."

If that is what the racial undertones are at a political level, then what does it look

like on a national level? In 2012, 51% of Americans expressed explicit anti-black

attitudes, which is a 3% increase from a 2008 (Ross & Agiesta, 2012). In addition, a news

release from the Bureau of Labor Statistics (2013) reported that the median weekly

earning for Black men working at full time jobs were $666, or 75% of the median for

white men ($888). Furthermore, during the 2009-2010 academic year, Black students

who graduated with a bachelor's degree represented 12.5% of the population, while

White students made up 72.8% (National Center for Education Statistics, 2012). In

addition to the gap racial gap between graduation rates, there are also gaps within

perceived campus climate. In 2005, Rankin and Reason surveyed more than 7,000

students at 10 different universities across the nation on racial harassment. The study

found that both White students and Black students observed incidents of racial

harassment on campus at similar rates. However, 32% of Black students perceived their

campus as racist, compared to only 18% of White students. In addition, there was a 10%

gap between White students (60%) and Black students (49.6%) feeling welcomed into the classroom (Rankin & Reason, 2005). Furthermore, underrepresented college students at low-diversity institutions reported more incidents of stereotyping, discrimination, and harassment on campus. Almost two-thirds of underrepresented students reported being the target of verbal comments in low-diversity environments, with the majority (67.2%) of these students being Black (Hurtado & Ruiz, 2012).

As the United States demographics are moving forward to a more racially diverse society, it is important that the next generation of leaders and practitioners can function within a diverse environment. Colleges and universities' campus climate plays a large role in how students learn to navigate living in a diverse environment. It is important to continually investigate the gaps in perceptions between how White and Blacks students experience campus climate, particularly at low-diverse institution, and what changes could these institutions make to facilitate a welcoming campus environment for all students.

The Racial History of Higher Education

In order to analyze the college experience of today, it is important to understand the history of Black students in higher education. Prior to the Civil War, there was no structured higher education system for Black students. Slave codes and public policy prohibited the education of Blacks in various parts of the nation. The first higher education institution for Blacks was established in 1837 when the Institution for Colored Youth was founded in Cheyney, Pennsylvania. Shortly after, two other Black institutions were established; Lincoln University (1854) and Wilberforce University (1856). The

primary mission of these institutions was to provide elementary and secondary schooling for their students since slave codes prevented Blacks from receiving such education previously. It was not until the early 1890s that Historically Black Colleges and Universities (HBCUs) began to offer courses and programs at the postsecondary level (Office for Civil Rights, 1991).

After the Civil War, in 1890, the Second Morrill Act was enacted. The passage of this act provided public land-grant institutions specifically for Blacks in each of the southern and border states. As a result, new HBCUs were established and previously private Black schools became under public control. These institutions offered courses in agricultural, mechanical, and industrial subjects, but they offered few college-level courses and degrees (Office for Civil Rights, 1991).

In 1896, the U.S. Supreme Court's decision in Plessy v. Ferguson established a "separate but equal" doctrine for public education. Although this had direct implications for elementary and secondary schools, it also impacted HBCUs. Due to the Supreme Court's decision, Plessy encouraged HBCUs to focus on teacher training to provide adequate instructors for segregated schools. In addition, the expansion of secondary schools for Blacks reduced the need for HBCUs to provide that instruction and therefore, allowed more focus on college-level courses. By 1953, more that 32,000 students were enrolled in private HBCUs and over 43,000 students were enrolled in public Black colleges. The students from these institutions provided the teachers, ministers, lawyers, and doctors for the Black community in a racially segregated society (Office for Civil Rights, 1991).

In 1954, the U.S. Supreme Court's decision in Brown v. Board of Education rejected the previously established "separate but equal" doctrine. However, despite this case, most HBCUs remained segregated, operating with poorer facilities and budgets compared to traditionally White institutions. This resulted in HBCUs to be at a considerable disadvantage in providing adequate libraries, scientific and research equipment, and capabilities to their students. However, most Black college students attended HBCUs regardless of this aspect. Today, HBCUs continue to be a vital resource in the nation's educational system for Black students even though they only make up just 3% of the nation's institutions (Office for Civil Rights, 1991). Furthermore, many HBCUs are also serving white students, which is dissonant to their historic mission. HBCUs have served as a learning institution and also to foster a sense of self and purpose in Black students who were denied access to education elsewhere. An article in the Washington Post questions if the presence of White students on an HBCU campus is a racial move forward or is it a more conversational topics that requires deeper insight (Crockett Jr., S. A. 2013).

The Presence and Impact of Whiteness

White privilege still exists in society today, like it did over 100 years ago, but the difference is that today it is less overt. Peggy McIntosh (1988) coined a phrase called the "invisible knapsack" which alludes to all of the privileges that Whites carry around with them all the time and are unaware. McIntosh cites examples such as finding affordable housing in an area where she would want to live; if she is pulled over by a police officer she does not have to worry its because of her race; when she learns about history, people

of her race are depicted; and she knows her skin color does not work against her in financial situation. McIntosh lists a total of 26 daily privileges she has because of her White skin and the list can even be expanded from there.

Applying this lens and focusing it out a bit more broadly, it is possible to apply White privilege at the institutional level. Gusa (2010) coined the term White Institutional Presence (WIP) to refer to the "customary ideologies and practices rooted in the institution's design and the organization of its environments and activities" (p. 467). There are four attributes of WIP: White ascendency, monoculturalism, White blindness, and White estrangement. The composition of White ascendency includes a sense of superiority, a sense of entitlement, domination over racial discourse, and White victimization (Gusa, 2010). The aspect of White victimization is particularly important because it translates as follows: "Black progress equals White Loss" (Powell, 2005, p. 23). Bonilla-Silva also comments on this feeling of superiority by addressing hostile actions that White people say or do, such as "playing the race card," make accusations of reverse discrimination, accusing minorities of being too sensitive (2008). White ascendency creates a hostile environment for Black students, inside the classroom and out. Monoculturalism is the belief in the normalcy of the White culture, which reflects in all facets of institutional practices and policies. Monocultural values are embedded in the environment of PWIs and can be found in areas such as dinning halls, authors covered in classrooms, physical space on campus, entertainment brought onto campus, and holidays celebrated. White blindness arises from a failure to recognize White racial identity and ideology. White blindness is the result of a person not identifying that White, like Black,

is a race and therefore, is just another political-social construction category. White blindness will maintain White Institutional Presences at PWIs because the oversight and false understanding of their racial dynamics on campus. Whites do not have to take responsibility for their racial identity because they do not have to examine its complexity in maintaining the dominant status quo (Bonilla-Silva, 2006). Whiteness is seen as "normal," especially at PWIs, and therefore, most White students do not have to face the construct of their race unless they choose too; another privilege they hold. The last attribute of WIP is White estrangement, which is the distancing of Whites physically and socially from people of color (Gusa, 2010). However, for the most part, Whites do not construe their social isolation and segregation from Blacks as something racial. Bonilla-Silva and Embrick (2007) examined White's interpretations of racial segregation and isolation. It was found that 67.7% of students stated that on a daily basis the five people they interact with most were not Black (Bonilla-Silva & Embrick, 2007).

Black Students Attending Predominantly White Institutions

Given that Historically Black Colleges and Universities only comprise 3% of higher education institutions and that college enrollments today are on the rise, the number of Black students attending Predominantly White Colleges (PWIs) has increased. The G.I. Bill and the *1964 Civil Rights Act* (Freeman, 1998) opened the doors for many Black students to attend PWIs to obtain their education. However, admission into PWIs only is one small step and when taking a closer looker, some troubling data have been found in the literature. The gap between graduation rates of Black students and White students becomes larger, a the national average, when focusing on the number of Black

students attending PWIs (Guiffrida & Douthit, 2010). In addition, Black students who graduate from PWIs tend to have substantially lower grade point averages then do White students (Bowen & Bok, 1998). Furthermore, when compared to their White peers, Black students at PWIs are more likely to develop perceptions of a racially hostile climate on campus. These feelings lead to a sense of alienation and feeling a lack of commitment and connection to the institution (Elkins, Braxton, & James 2000).

In 2012, Baber found several themes when studying persistence in Black students attending PWIs. One theme regarded racial resiliency where students did accept labels and found them as challenges to their identity. Students reported feeling challenges with their peers outside the classroom and with professors in the classroom. One student reported that a friend went through her iPod and found music that was deemed "too White" and that the student needed a "Black Intervention." The student felt as though she needed to change the music she was listening too in order to keep her racial identity. Inside the classroom, another student reported that she felt she had to prove her intelligence each semester because the new teachers did not know how well she did last semester. Each term began a new slate where she felt she had to prove her academic worth in the classroom. In 2004, Brower and Ketterhagen explored Black student's expectations entering into a PWI as opposed to Black Student's expectations entering into an HBCU. They found that Black students at PWIs who remained enrolled spent more of their time with themselves on academic work and with a small number of friends. In addition, Black students who remained enrolled at a PWI set higher goals for GPAs then did Black students attending HBCUs. Also, Black students at PWIs seem to use a

"defensive pessimism" strategy to set their academic expectations. Setting a semester GPA goal was important for the students to remain enrolled however, they did not feel satisfied if they achieved the goal. Brower and Ketterhagen (2012) concluded that Black students at PWIs seemed to have a harder time negotiating between academic and social demands and they seemed to work harder to remain enrolled. Another aspect that was identified as impeding to the Black student experience at PWIs is the concept of ethnic worry, which "has been conceptualized as increased apprehension or feelings of added scrutiny because of one's ethnicity" (Phelps, Tranakos-Howe, Dagely, & Lyn, 2001, p. 95). If students are feeling ethic worry, they could be less courageous, feel like they do not belong, and less open to new experiences and opportunities. It is used as a stabilizing and self-protective mechanism for racial and ethnic minorities as a coping mechanism (Phelps et al., 2001).

In 2007, Harper and Hurtado interviewed 278 students on five college campuses to examine the current issues regarding campus climate, racial attitudes, and racial isolation on campus and the results of the study indicated nine themes. The first theme, called Cross-Race Consensus Regarding Institutional Negligence, states that racial minorities and White students expressed frustration with the incongruence of institutional values of diversity without any enactment. The second theme focuses on the fact that race is an avoidable topic. Students and staff spoke of the lack of race-related conversations that occurred on campus. The third theme concentrated on self-reported racial segregation on campus. The campuses are segregated and all students, staff, and faculty were aware but no one knew how to address the inequality. In addition, several

white participants expressed an interest in building interracial friendships but did not know how. The fourth theme consisted of gaps in social satisfaction by race, especially between White students and their Black peers. The White students often expressed feelings of social satisfaction, whereas the Black students expressed the highest degree (of any racial category) of dissatisfaction with the social environment on campus (Harper & Hurtado, 2007).

The fifth theme found focused on reputational legacies for racism at colleges and universities. Some of the Black students reported expecting racism upon entering the college or university based on the history of the institution. In addition, the Black students reported that the universities they chose were viewed negatively within the Black community based on the history. The sixth theme related to White students overestimation of minority student satisfaction. The White students thought that the "others" had the same positive experience that they were having. When a White student was questioned on why, he/she responded that they just figured that "everyone loved it here." The seventh theme deals with Whiteness in space, curricula and activities. A black student that was interviewed stated,

> Everything here is so White. The concerts: White musicians. The
>
> Activities: catered to White culture. The football games: a ton of drunk
>
> White folks. All the books we read in class: White authors and white
>
> viewpoints. Students to my left, right, in front, and in back of me in class:
>
> White, White, White, White. I feel like there is nothing for us here beside
>
> the [cultural] center, but yet [this university] claims to be so big on

diversity. That is the biggest white lie I have ever heard. (Harper &

Hurtado, 2007, p. 18)

The eighth theme is related to consciousness-powerlessness paradox among the racial minority faculty. Many of the staff personnel interviewed were fully aware of the degree to which minority students were disadvantaged and dissatisfied and how segregated the campus was. However, the topic of race was not an issue to be discussed openly because the administration would be upset if someone raised the question. The last theme focused on that fact that every focus group reported that this was the first time that any institutional effort was made to inquire about the qualitative realities of their racialized experiences (Harper & Hurtado, 2007).

Furthermore, in 2012, a qualitative study examined the experiences of Black students in respect to racial climate at a highly selective liberal arts PWI (Pittman). The study employed individual semi-structured interviews to gain an in-depth exploration of the racial climate. During the interview process, Pittman sought to gain a holistic picture and asked varied questions about the student's college experience. Some of the questions asked included: about the student's home environment, experiences with faculty and administrators, experience with peers, why they choose to attend that institution, what happens when the issue of race comes up in class. Pittman found that Black students had less affirming experiences with campus racial climate, socioeconomic status, and class exacerbated an adverse campus racial climate and that persistent patterns of racial incidents over three decades contributed to negative lived experiences for Black students (2012).

Benefits Extending from Positive Campus Climate

The literature has demonstrated that race relations on campus have a strong influence in terms of climate. Black students attending higher education institutions that are low-diverse/PWI have perceived higher levels of hostility on campus then do their White peers and this gap is important to address for all students, regardless of their racial background. In 2010, Bowman completed a meta-analysis for college diversity experiences and cognitive development by examining 17 studies that had a total of 77,029 undergraduate participants. Overall, Bowman found that college diversity experiences are significantly and positively related to cognitive development. In addition, some types of diversity experiences seem to be more effective then others at promoting cognitive growth. Specifically, interpersonal interactions with racial diversity are the most strongly related to cognitive development. Although diversity coursework, diversity workshops, and interactions with nonracial diversity are all positively associated with cognitive growth, the effects are significantly smaller then those for interactions with racial diversity (Bowman, 2010). The more developing minds, such as college students, participate in diverse environments, the more progress the students will have in building productive relationships with persons from a different racial background.

Summary of the Literature Review

Since the establishment of the Institution for Colored Youth was founded in 1837 at Cheyney, Pennsylvania, the opportunity and access to higher education for Black citizens has made substantial progress. There are more Black students attending college today than there have ever been in the past. However, there is a large gap between

graduation rates of Black students and White students and this becomes larger when focusing on the number of Black students attending PWIs (Guiffrida & Douthit, 2010). In addition, Black students who graduate from PWIs tend to have substantially lowers grade point averages then do White students (Bowen & Bok, 1998). Furthermore, when compared to their White peers, Black students at PWIs are more likely to develop perceptions of a racially hostile climate on campus. These feelings lead to a sense of alienation and feelings of a lack of commitment and connection to the institution (Elkins, Braxton, & James, 2000). Lastly, and possibly most important, institutions with hostile campus climates have students who are missing out on the benefits of working with students from different backgrounds.

Qualitative studies, such as Pittman (2012), provide the student voice for how campus racial climate is being experienced. It is imperative to continue to work towards an equal college student experience and to continually readdress these important questions. How are today's Black college students attending PWIs experiencing their campus climate? Do they feel as though the institutions are following through with the promise of diversity? In addition, there seems to be an area in the literature that has not been fully explored; if the students are not experiencing a welcoming environment or feel their experience is lacking in some aspect, what do the student's think that institution should be or could be doing better to create an optimal learning experience? Thus, this study sought to investigate the current perceptions of overall campus climate and campus racial climate from selected students at Henry University. In addition, this study sought to

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explore what the selected students believed the institution was doing well to promote a

welcoming atmosphere for students and what, if anything, could the institution do better.

Chapter III

Methodology

Context of the Study

This study was conducted at a small, private university in the Mid-Atlantic region of the United States, Henry University. Henry University was founded in 1884 as a business school focusing on manufacturing textile goods starting with just evening classes. After the Depression years, the school entered a new milestone and was allowed to offer baccalaureate degrees. During the 1950-1970s the student population doubled as programs in the arts, sciences, and business grew. Today, Henry University has three colleges, which offer over 50 baccalaureate degrees serving an undergraduate population of approximately 3,000 students (Henry University History, n.d.).

The mission of Henry University focuses on creating a student-centered environment "that prepares graduates for successful careers in an evolving global marketplace" (Henry University Mission, n.d.). A collaborative environment is stressed, inside the classroom and outside, to provide a space for students to learn in diverse and challenging surroundings. In addition, Henry University expresses that it is a learning community where "integrity, creativity, ethics, responsibility, and free exchange of ideas are valued" (Henry University Mission, n.d.).

Henry University is recognized as a leader in architecture, design, engineering, business, textiles, and health and sciences. The curriculum is designed to

encompass a liberal arts foundation with a professional education approached through its three colleges: the College of Design, Engineering, and Commerce, the College of Science, Health, and Liberal Arts, the College of Architecture, and the Built Environment. Inside the classroom, Henry University maintains a 12:1 student/faculty ratio, which allows for a supportive relationship to form between professor and student. The campus occupies over 100 acres with more than 50 buildings including residential facilities, classroom space, library, laboratories, design studios, athletic facilities, and a student center (Henry University Facts, n.d.).

Population and Sample Selection

In the fall semester of 2013, Henry University had 2,834 undergraduate students enrolled. The racial demographics for the student population were as follows: White 60%, Black/African American 13%, race unknown 9%, Hispanic 7%, Asian 4%, nonresident 3% , two or more races 2% (M. Palladino, personal communication, November 30, 2013). The target population in this study was all of the undergraduate students attending Henry University during the 2013-2014 academic year. The target sample selection was 20 undergraduate students from the 2013-2014 academic year; 10 students who identified as White and 10 students who identified as Black. The final sample selection was 19 undergraduate students from the 2013-2014 academic year, 9 students who identified as White and 10 students who identified as Black. A random sampling method was used to mirror the target population in terms of sex, class rank, and race. Four random generated lists were created for each class year that broke down the target population by gender and race. For example, there were four random generated lists for the sophomore class: one for Black male students, one for White male students,

one for Black female students and one for White female students. The first name at the top of every list was invited to participate in the study via email (Appendix A) until the proportional sample needs were met. As the study progressed, the random sampling method failed to produce the required number of student volunteers. Thus, I reached out to university administrators to request suggestions of students would be interested in participating and met the criteria. I was able to recruit the remaining five students needed for the sample.

Instrumentation

In this study, a qualitative approach as used to explore the perceptions of campus racial climate to reveal a thorough, complex, and vivid picture of the student experience. In addition, the themes that emerged from this approach might reveal aspects that are typically not included in surveys or questionnaires.

The qualitative approach in this study consists of 19 individual interviews of undergraduate students, in a private location. Each interview was recorded for transcription purposes and videotapes were used to analyze non-verbal cues such as response time. The interview process was based on a semi-structured format (Appendix B) was derived from a protocol utilized in a dissertation conducted by Edward L. Pittman in 2013, which examined campus racial climate at a highly selective liberal arts institution. The semi-structured interview questions inquired about the participant's background, activities on campus, interactions with faculty, interactions with peers, how topics of race are addressed and over all campus atmosphere. The interviews ranged from 5-20 minutes in length, with the average interview length being 10 minutes. In addition to the semi-structured interview, each participant completed a demographic questionnaire,

which provided information of age, sex, race, parent education level, racial composition of high school, involvement on campus, and sense of welcoming at Henry University.

The interviews were semi-structured with a protocol of 12 set questions with the optional follow-up or probing. Topics covered in the interview related to activities the participant was involved with, describing the campus atmosphere, relationships with faculty members, where the participant spends most of their time of campus, what administrators they seek support from, describing student interactions between races, describing the academic environment, what happens when race is brought up in class, what HU is doing well to create a welcoming atmosphere, and what HU could do better to create a welcoming atmosphere.

Once the interview was completed, the recorded interview data were professionally transcribed. Then, I offered each participant an opportunity to authenticate the accuracy of the transcription. Each participant reviewed typed transcript and confirmed that all the information was correct or if a correction was needed, a follow up meeting occurred. Additionally, the majority of participants responded that they appreciated the participate in the study because it allowed them to explore feelings, reflect on experiences, and understand the power of their own voice and opinion.

Data Collection Procedure

I conducted a pilot test with two local colleagues to ensure the instrument was clear and valid. Then, I submitted an application to the Institutional Review Board (IRB) at Rowan University and Henry University simultaneously. Henry University granted approval first with the condition that approved status from the IRB at Rowan University was also achieved. Once I received approvals from both universities, I met with a

professional at Henry University to obtain the random sample of students at Henry University.

After the random generated lists were completed, I began to invite students to participate in the study via email (Appendix A). Once the participant agreed to participate in the study, both parties agreed upon a time and private setting. The participants read and signed the informed consent form (Appendix B) and completed the demographic questionnaire (Appendix C) before the interview process took place. The interviews were video and audio recorded in order to analyze non-verbal data and responses to the questions posed during the interview process. Before the recording process began, each participant was asked to create a pseudonym for his or her identity. Then the recording began and I began the semi structured interview protocol. At the conclusion of the interview, I explained that a professional would transcribe the audio file from the interview and then I would reach out to the participant via email for verification of the transcript's accuracy. Then, I explained that at the conclusion of my data collection, I would be raffling off two $100 gift cards as a thank you for participation. After the interview was completed, the audio was separated from the video file using iMovie and saved as an audio file. The audio file was then shared with a professional who transcribed the interviews.

Data Analysis

After the interviews were completed, the data from the instrument were transcribed and then reviewed by each participant for verification. After I received confirmation that the transcription was accurate, content analysis was used for analysis. In addition, I also analyzed the video footage for non-verbal data.

Sisco's (1981) rules and procedures or local analysis of written data was utilized as a guide for the content analysis. Units of data were determined by locating phrases or descriptors in the interviews. Phrases were edited by deleting unessential words and correcting syntax. The data were then examined for similarities and differences, resulting the formation of logical themes. Then I determined the frequency of descriptors for each theme. In addition, verbatim quotes were used to illustrate the participants' thoughts and perceptions (Sisco, 1981). Through this content analysis, the research questions could be addressed, thus leading to a better understanding of campus racial climate at a private PWI.

Chapter IV

Findings

Profile of the Sample

The participants in this study were selected through random assignment utilizing a purposeful proportional sample to mirror the characteristics of the undergraduate population. One interview was conducted with each of the 19 participants during the Spring 2014 semester. Seven of the participants were 19 years of age, two were 20 years of age, seven were 21 years of age, and three were 22 years of age, with the mean age of participants being 20.31 years. Table 4.1 summarizes the participant's demographic data. Table 4.2 summarizes the participant's majors, and Table 4.3 summarizes the participant's parental education level.

Table 4.1

Demographics of Sample (N=19)

Category	f	%
Gender		
Male	8	43%
Female	11	57%
Race		
Black	10	52%
White	9	48%
Transfer Status		
Transfer Student	1	6%
Non Transfer Student	18	94%
Residency Status		
Commuter	1	6%
Lives On-Campus	18	94%
Academic Standing		
Freshman	4	21.3%
Sophomores	4	21.3%
Juniors	4	21.3%
Seniors	7	36

Table 4.2

Majors of Sample (N=19)

Category	f	%
Architecture	3	15%
Engineering	2	10.2%
Fashion Merchandising	2	10.2%
Graphic Design	2	10.2%
Law & Society	2	10.2%
Interior Design	2	10.2%
Interior Design	2	10.2%
Pre-Med	1	6%
Business Administration	1	6%
Fashion Design	1	6%
Occupational Therapy	1	6%
Psychology	1	6%
Construction Management	1	6%

Table 4.3

Parent Education Level of Sample (N=19)

Category	*f*	*%*
Parent's Education Level: Bachelor Degree	5	26%
Parent's Education Level: Masters Degree	4	21%
Parent's Education Level: Doctorate Degree	3	15%
Parent's Education Level: Some College	2	10.2%
Parent's Education Level: Vocational	2	10.2%
Parent's Education Level: Associates Degree	1	6%
Parent's Education Level: HS Diploma	1	6%
Parent's Education Level: GED	1	6%

Participant Biographic Sketches

The following is a brief biography of each of the 19 participants who took part in the study.

Bruce is a Black male freshman from Haiti who is an Engineering major. He chose to attend Henry University because his parents really liked the institution and wanted him to stay close to home. Bruce is on the rugby team, a member of the Black Student Union, and is in the Honors program.

Jessica is a White female freshman who is from Bala Cynwyd, Pennsylvania and is a Textile Design major. She chose Henry University because it was well known for the design programs and her major is exactly what she wants to be doing. Jessica is on the basketball team and is currently looking to get more involved on campus.

Blaire is a Black female freshman from north New Jersey who is an Occupational Therapy major. She chose to attend Henry University because of the dual-major for her degree. Blaire is involved with the Black Student Union, the Gay-Straight Alliance, the dance team, and the Psychology Society.

Derrick is a White male freshman from Kennett Square, Pennsylvania who is a Construction Management major. He chose to attend Henry University because he liked the campus, enjoys being in the city, and the institution had his major with a business focus. Derrick is currently pledging to a fraternity, has an on campus job, and participates in the long-boarding club.

Matt is a White male sophomore from San Diego, California who is a Law and Society major with a minor in Psychology. He chose to attend Henry University because it was located in a big city and he received a scholarship to attend. Matt is a member of the lacrosse club team and the mock trial team on campus. In addition, he is a member of Phi Alpha Delta and serves as a resident assistant at one of the on-campus residential facilities.

Renae is a Black female sophomore from Philadelphia, Pennsylvania who is Fashion Industry Management major. She chose to attend Henry University because she felt like the institution had a good reputation. In addition, she has a mother who is an administrator on campus, so she received tuition benefits. Renae is a commuter student who is a member of the Black Retail Action Group (BRAG).

Elizabeth is a White female sophomore from Harrisburg, Pennsylvania who is a Architecture major. She chose to attend Henry University because it had her major, the school seemed to have a positive environment, and the students in studio were welcoming to her. Elizabeth is involved in the Pump Up Program, which works with a local high school to have college students serve as academic mentors to high school's students.

Donté is a Black male sophomore from Wilmington, Delaware who is a Fashion Merchandising Management major. He chose to attend Henry University because it had a

desirable major and his uncle is an alumnus. Donté is involved in Circle K, which is a volunteer organization that promotes service, leadership, and fellowship.

Sam is a Black male junior from Baltimore, Maryland and is a Business Administration major. Sam transferred to Henry University because a friend who was currently attending recommended the school to him. Sam is not involved in any campus activities but enjoys attending events.

Amber is a White female junior from Ellicott City, Maryland who is a Graphic Design major. She chose to attend Henry University because she did not have any design experience and her program did not require a portfolio. She also liked the institution because it was small and representatives said they would "take her from nothing to something" which was exactly what she wanted. Amber works as a resident assistant at one of the on-campus residential facilities and spends much of her time in the studio.

Capree is a Black female junior from Harrisburg, Pennsylvania who is Psychology major. She chose to attend Henry University because of the campus life without actually visiting campus. She reported that the website was so user friendly she was able to get a sense of what the institution was like without actually visiting. Capree is a CHOICES facilitator, a First Year Experience Coordinator, a member of the Gay-Straight alliance, and the Black Student Union. She is also passionate about doing community service projects.

Joe is a White male junior from Long Island, New York who is a Mechanical Engineering major. He chose Henry University because they sent him an email, which got him interested in the institution. He also liked the location of the institution because it

was a nice "mix of country and city." Joe participates in a lot of intramurals on campus and has an on campus job.

Olivia is a White female senior from Maryland and is an Architecture major. She chose Henry University because it was a small school, in a "nice area" that had an accredited program for her major. Olivia has a job on campus, is a member of an Architecture club, and works as a resident assistant at one of the on-campus residential facilities.

John is a Black male senior from Tampa, Florida who is a Law and Society major. He chose to attend Henry University because it was smaller than the other institutions he was considering, had access to the city but was not in the heart of it, and liked the small classes. John is on the track team, has a job on campus, and is a part of the Black Student Union.

Ginger is a Black female senior from Abington, Pennsylvania who is a Fashion Design major. She chose to attend Henry University because it had her major and her aunt is an alumnus. Ginger has been involved as a START leader (orientation leader) and is currently working as a resident assistant at one of the on-campus residential facilities.

Peter is White male senior from the suburbs of Philadelphia who is an Architecture major with a minor in Graphic Design. He chose to attend Henry University because it had his major, he liked the location, and it was close enough to home. Peter spends most of his time in the studio but enjoys hanging out with his friends and going long boarding.

Danielle is a Black female senior from Maryland who is a Pred-Med major. Danielle chose to attend Henry University because it had her major, she wanted a small

atmosphere, and liked the location of being close to the city. Danielle is involved on campus in the Black Student Union and the Honors Student Association. She also enjoys public speaking and is very interested in HIV and AIDS work.

Michelle is a White female senior from Springfield Delaware who is a Graphic Design Communications major. She chose to attend Henry University because it had her major, she enjoyed the scenery of campus, and liked the feeling of being close to the city but not "in" the city. Michelle is part of Alpha Lambda Delta and works as a resident assistant at one of the on-campus residential facilities. Michelle enjoys working out at the gym and she also has an off-campus job.

Tara is a Black female senior from Virginia who is an Interior Design major. She chose to attend Henry University because the program for her major was ranked nationally and because recruiters did not over send/ "pester" her with information about the institution. Tara is a member of the International Interior Design Association (IIDA).

Table 4.4 shows the pseudonyms, class rank, and racial identities of the 19 participants.

Table 4.4

Pseudonym Names, Class Rank, and Racial Identity of Sample (N=19)

Pseudonym	Class Rank	Racial Identity
Bruce	Freshman	Black
Blaire	Freshman	Black
Jessica	Freshman	White
Derrick	Freshman	White
Renae	Sophomore	Black
Donté	Sophomore	Black
Matt	Sophomore	White
Elizabeth	Sophomore	White
Sam	Junior	Black
Capree	Junior	Black
Amber	Junior	White
Joe	Junior	White
John	Senior	Black
Ginger	Senior	Black
Danielle	Senior	Black
Tara	Senior	Black
Olivia	Senior	White
Peter	Senior	White
Michelle	Senior	White

Analysis of the Data

Research Question 1: What is the perceived campus climate at Henry University?

Content analysis was used in order to determine how the participants perceived the overall campus climate at Henry University. During the interview process, participants were asked questions about atmosphere, relationship with faculty members, where do they spend most of their time on campus, and administrators they seek support from. The following breaks down each question of campus climate and the content analysis for each question.

"How would you describe the atmosphere at Henry University?" There were three main themes that arose in response to this question. The first theme was that the campus

was welcoming. Participants used words/phrases such as friendly; everyone knows each other, welcoming, more open and accepting than high school, and "good." The second theme was that campus was clique-y. Participants used works/phrases such as divided, off-putting, stick to their own, hard to break-in, and clique-y. Interestingly enough, many participants who used a descriptor in the first theme also used one from the second theme as well. For example, Danielle stated "I think it's pretty friendly here, I mean for the most part. Our campus is pretty divided, though, as well. The students don't seem to click and we don't seem to have a unifying anything." Another participant, Michelle, stated "I do feel it's kind of clique-y, you can see it when you are in the Student-Center…but when I gravitate, like, I do it to people who are more like me I guess." The third theme that emerged was that campus was laid-back. Participants used words/phrases such as chill, easy-going, mellow, and laid-back. Across all three themes, there appeared to be an even distribution of responses from both Black and White Student. Table 4.5 shows the frequency and rank order of descriptors for the atmosphere of Henry University.

Table 4.5

Results of Content Analysis of Campus Atmosphere

Theme	f	Rank Order
Welcoming		
Friendly	3	2
Welcoming	3	2
Everyone knows each other	2	3
Intimate	2	3
More open than HS	1	4
Good	1	4
Community-based	1	4
Clique-y		
Clique-y	5	1
Divided	3	2
Off-Putting	1	4
Busy	1	4
Laid-Back		
Laid Back	2	3
Comfortable	1	4
Calm	1	4
Mellow	1	4
Relaxed	1	4
Chill	1	4
Quiet	1	4

"How would you describe your relationship with most of the faculty members?" There were three main themes that arose in response to this question. The first and most prominent theme was a positive relationship. Participants used words/phrases such as good, friendly, gets along, willing to talk, willing to help, cool, understanding, easy to contact, good communication, and the feeling that they are not just a number. One participant, Ginger, stated that "I'm not just a number, I'm actually a name or a person, and like, I know them and they know me, so I think that that's awesome. I never thought I'd get to know faculty on that level." The second theme that arose was a neutral

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experience with faculty. Participants used words/phrases such as normal, I communicate with them over email, not close, and haven't established a relationship yet. The third theme was negative experience with faculty. Only one student experience in this theme and the words/phrases were butts heads and delivers feedback too harshly. The participant stated, "I think it's just the way criticism is delivered, like we expect you to give honest criticism of our projects, but the way it was delivered to us was like, hurtful." Overall, the students reported a very positive relationship with the faculty members at Henry University and there no substantial differences in answers between White students and Black students. Table 4.6 shows the frequency and rank order of descriptors of the relationships with faculty members at Henry University.

Table 4.6

Results of Content Analysis of Relationships with Faculty

Theme	*f*	Rank Order
Positive Experience		
Good	7	1
Willing to Help	2	2
Not Just a Number	2	2
Open	2	2
Easy to Contact	2	2
Get along	1	3
Willing to Talk	1	3
Cool	1	3
Friendly	1	3
Understanding	1	3
Good Communication	1	3
Invested	1	3
Very Close	1	3
Hands On & Helpful	1	3
Really Nice	1	3
Neutral Experience		
No Relationship	2	2
Normal	1	3
Negative Experience		
Delivers Feedback too Harshly	1	3

"Who are the Administrators that you seek support from?" There were three main themes that arose in response to this question. The first and most prominent theme was that students sought support from faculty members and academic advisors. The second theme was that students sought support from their supervisors for their on-campus job. The last theme was a compilation of various other support personnel that were named, including no one at all. Overall, students of both races sought out their faculty members, and on-campus supervisors equally. However, there were four students who stated that they did not seek support from anyone on campus and those students were all Black and in their first two years of college. In addition, all of the five students who reported

reaching out to their advisors for support were White students of various class years.

Table 4.7 shows the frequency of descriptors and rank order of the Administrators that

students seek support from at Henry University.

Table 4.7

Results of Content Analysis of Administrator Support

Theme	f	Rank Order
Faculty/Advisor Support		
Faculty	7	1
Advisor	5	2
Supervisor Support		
On-Campus Supervisor	5	2
Administrative or Peer Support		
No One	4	3
Residence Life Professional	2	4
Dean of Students	1	5
President of University	1	5
Peer-worker	1	5
Coach	1	5

Overall, there were few variations in non-verbal cues from students of both racial

backgrounds. Black and White students seemed comfortable in answering questions, had

good eye contact with me and had little to no pause when answering questions.

Research Question 2: Is there difference in the perceived campus racial climate

between selected White students and selected Black students?

Content analysis was used in order to determine how the participants perceived

the campus racial climate at Henry University. During the interview process, participants

were asked to explain what happens when race is discussed in the class and to describe

the interactions between different racial groups on campus. The following breaks down

each question of campus climate and the content analysis for each question.

"How would you describe the interactions between White students and Black students on campus?" There was a difference found in the choice of words that White students and Black students used to describe the interactions. Black students primarily used either neutral or negative descriptors when asked to describe the interactions between White students and Black students. Some of the neutral descriptors that were used were normal, fine, average or not openly racist. Ginger stated, "I don't think there is much of a problem…um…there is a some racism but likes like a small amount of people and the Black students know who the racists are, oddly enough. I don't really think there is problem, our interactions are fine." Even a few students used positive descriptors such as good, everyone gets along or open. Bruce stated, "For the most part I feel like it's really integrated, even though I feel we have a very small Black population here." However, the majority of descriptors used were negative highlighting issues of segregation, feeling awkward being a monitory, ignorant, and a standoffish environment. John stated that "I feel like a lot of the times you just look around, you see people in their own groups, racially a lot of the times. I have a mix of friends I guess. Um…but I would say that in general, everyone is kind of with their own race." Another student, Danielle, stated, "there's not much conflict at all, but, um, a lot of stuff is said…like, while you think other people aren't listening. People can feel like they are not saying something offensive because there isn't a body of the opposite race around but they really are." Table 4.8 shows the frequency of descriptors and rank order used by Black student talking about interactions with White students.

Table 4.8

Results of Content Analysis Descriptors of Black and White Interactions: Black Students

Type of Descriptor	Category	f	Rank Order
Negative	Segregation	5	1
Negative	Standoffish	3	2
Negative	Awkward	2	3
Neutral	Average	2	3
Positive	Open	2	3
Neutral	Normal	1	4
Neutral	Fine	1	4
Positive	Good	1	4
Positive	Gets Along	1	4
Negative	Ignorant	1	4

Conversely, White students used more neutral and positive descriptors with only a few negatives when describing the interactions between Black and White students. White students primarily used neutral descriptors such as no discrepancies, fine, I don't see race, fair, not that bad, and not hate. Elizabeth stated, " I don't really see much of a difference, like…it's never really been a big factor of, like, our school." Some positive descriptors were used such as good, pretty open, and better than high school. Derrick disclosed in his interview that he was from a rural part of Virginia where race was prominent issue but at Henry University "it's different here, it's like…. it's almost like its not a thing here, people are just people, you know, we are all too busy to care about any of that at this point, so…it's nice." Then a few students used some negative descriptors identifying that people did form cliques based on race and that the clubs on campus were divided but did not elaborate too much on the subject. Furthermore, those that did use negative descriptors followed up with a neutral or positive descriptor immediately afterwards. For example, Matt stated, "I mean… I do see cliques where it's majority Black or White

people…but I do see interactions. I mean personally speaking, I have my own friends of all races, um... there's no real, like divide." Table 4.9 shows the frequency and rank order of descriptors used by White students talking about interactions with Black students.

Table 4.9

Results of Content Analysis Descriptors of Black and White Interactions: White Students

Type of Descriptor	Category	f	Rank Order
Neutral	No discrepancies	4	1
Neutral	I don't see race/color	4	1
Neutral	Fine	1	2
Neutral	Fair	1	2
Neutral	Not that Bad	1	2
Positive	Good	1	2
Positive	Open	1	2
Positive	Better than HS	1	2
Negative	Cliques	1	2
Negative	Divided Clubs	1	2

In addition to the variation in the descriptors used to describe interactions between Black and White students, there was also a variation in non-verbal cues. The Black students responded with very little to no pause when answering the question. In addition, they kept eye contact with me, became more animated with their gestures, and maintained good posture. Conversely, the White majority participants had a long pause before being able to answer the question and seemed to have a hard time starting off their first sentence; tripping over filler words such as "well" and "I think." White students also had poorer eye contact with me, fidgeted with their hands, and seemed unsure of what words to use. Overall, it appeared that the Black students were more willing, open, and ready to answer questions about race whereas, the White students seemed unsure of the questions and were focused on using the "right" language.

"How would you describe the interactions between Black and Latino Students on campus?" There was a consistency found in answers from both Black and White students regarding Latino/a interactions which was, there are no to few Latino/a students on campus. As a result, the majority of the students felt as though they could not comment or elaborate on these interactions due to the low population. During the interview process, the majority of participants had a long pause and/or looked unsure of what to say because they had a hard time recalling who, of their classmates, was of a Latino/a decent. However, there was one outlier in the sample population who felt that the interactions between Black students and Latino student were separated. Capree stated, "I don't really see as much of an interaction between them as I would like there to be, they seem to be more separated than of my liking, and I think that just stems from history and how people were raised culturally."

"How would you describe the interactions between White and Latino Students on campus?" Similar results were found as from the previous question about Black and Latino student interaction. The majority of students said they had not seen any interaction or could not recall a time of an interaction because the population at Henry University was so small. However, there were two outliers in the sample population. One had explained that that he had a friend in his residence hall that was Latino and they usually joked around with him about it. When asked for a specific example, Derrick responded that a typical joke would be if his Latino friend got a burrito for lunch, someone would say, "you would get a burrito." Derrick went on to explain that the joking around was in good fun and that if someone ever crossed a line, and then they would just apologize.

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Furthermore, one of the participants, Elizabeth, is in a relationship with a Latino male and expressed experiences that he was shared with her about being a Latino male at Henry University. Elizabeth stated that her boyfriend told her he feels very alone on campus because there is no one around who is like him. He asked Elizabeth how she would feel is she was the only White person at a school that was mainly Black. She expressed that she would feel very strange and alone. Elizabeth also shared that people constantly tell her that her boyfriend looks like a "badass" and she thinks it is because he is Latino. She stated "I don't think he would look like much of a 'badass' if he were a white guy, probably…because he's like a 'shrimpier' kind of guy."

Overall, there were no variations in non-verbal cues between Black and White students when answering questions about interactions with Latino students. Students from both racial backgrounds seemed to pause at the question and related that they had limited interaction with Latino students. This resulted in students taking longer to describe a relationship. In addition, all students were unsure of how to describe the relationship with Latinos of the racial party in which they did not belong. For example, White students had a hard time describing the relationship between Black and Latino students because they were not involved in those interactions directly.

"What happens when the question of race comes up in class?" The majority of students, Black and White, stated that talking about race in class is awkward and can get uncomfortable. The majority of participants highlighted that race is a difficult subject to talk about, even in an academic setting. However, Black students and White students reported different feelings while talking about race in the classroom. Black students

reported feelings of being at the center of attention, expected to speak for their race, and

are always outnumbered in the classroom. Capree stated:

"There have been times when I have only been the only African-American

person in the class, the only Hispanic person in the class, and when race

does come up, there's always that instance where everybody turns and

looks at me, or any of the other students who are African-American, so it

gets a little awkward. Um… I feel like sometimes the professors are

uncomfortable, like it's a topic they don't want to bring up, they're not

comfortable bringing it up, um, it's something not talked about as much,

because I guess people feel as though we've already made

accomplishments and got past a certain level where it's not as much of a

big deal, but it is still an issue that does need to be talked about, race will

always be an issue as long as we don't talk about it."

Other participants, such as Blaire, stated that she feels White students are

reluctant to participate in the conversation. She provided an example of a

professor using the word "Negro" when discussing a book and Blaire stated "the

White students kind of like cringe and you know, look at the Black people in the

room, just to see if it was okay or whatever." In addition, expressions of being

asked or looked to for the purpose of speaking on behalf of their race arose. Tara

stated that she has had professors ask her about how thing are 'normally' done

which made her feel very awkward. Tara articulated that "I am a completely

different person, you shouldn't just leave it up to one person to speak on behalf of

their whole race." Furthermore, one of the participants elaborated she felt as

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though she was held to a higher standard academically because of that fact that her race was so visible. She stated

> "[Black] People feel like they can't be late to class, like they feel a White student could, because no one would notice if a White student came late to class everyday. But like when you are a Black student who sits in the back…do you know what I mean? You have to make the extra effort sometimes so you feel like your not being judged. Those are the kind of things that like….happen."

Table 4.10 shows the frequency and rank order of descriptors used by Black students of race in class.

Table 4.10

Results of Content Analysis Descriptors of Race in Class: Black Students

Category	f	Rank Order
Feelings on Being An "Only"	6	1
Feelings of being Center of Attention	5	2
Uncomfortable	4	3
Awkward	4	3
Raw/Ignorance	4	3
Professors seem Ignorant	2	4
Professor was engaging	1	5

While many White students reported that discussions of race in the classroom are awkward and uncomfortable, it was for reasons of feeling guilty and being afraid to say the wrong thing. The majority of White participants reported feelings of uncertainty about language and as a result, felt reluctant to participate. One student reported that she used the phrase "colored" instead of "person of color" and did not really understand the difference between the two. Elizabeth reported being unsure of what vernaculars were

socially acceptable because no one has ever had a conversation with her about how to talk about race. Many White students reported that they do not know what language to use and are afraid to say the wrong thing. Another student reported that the subject seems so difficult to talk about that he wonders if the topic should be talked about in class at all? Reports of the classroom being quiet and the tension being clear were also common. Furthermore, a couple of students reported that race does not come up very often in class at all and if it does, the scope of the conversation is focused. There were two outliers in the sample population who felt that topic of race was not a problem for students to discuss because it was in an academic environment. Amber stated, "I haven't had a lot of classroom experience about race, but I think generally people of all races are all generally comfortable discussing race in an academic environment, like if there is a specific example." Table 4.11 shows the frequency and rank order of descriptors used by White students of race in class.

Table 4.11

Results of Content Analysis Descriptors of Race in Class: White Students

Category	f	Rank Order
Worried about Language	6	1
Uncomfortable	4	2
People are quiet	4	2
Feelings of Guilt	2	3
No problem discussing it	2	3

In addition to the variation in the descriptors used to describe what happens when the question of race was brought up in class, there was a difference in the nonverbal cues. Students from both races were fairly quick to respond that things are quiet and awkward in the classroom when the subject of race is discussed. However, the Black students were

quicker to respond then White students about how they felt during those situations. In addition, the Black students were more animated with their expressions when describing their experiences, such as eyes widening, hand gestures, and shaking their heads. Whereas, White students displayed more closed off body posture, shrugging their shoulders, and seemed unsure of how to describe the interactions.

Research Question 3: What do the selected students think the university doing well in regards to campus racial climate?

Content analysis was used in order to determine how the participants perceived the campus racial climate at Henry University. During the interview process, participants were asked questions about what they think the university is doing well to promote a positive campus racial climate.

"What do you think Henry University is doing well to promote a welcoming atmosphere for students of different racial backgrounds?" Students of both racial backgrounds highlighted two main areas that the university does well to create a welcoming environment. The first area is that the university has a strong orientation program which makes the incoming students feel welcomed and open to making new relationships. It was also noted that the office in charge of hiring the Orientation Leaders does a good job making sure the group is very diverse so that every student can see someone with whom they can relate. Areas of diversity for the Orientation Leaders that were highlighted were race, class year, and sexual orientation. The second area that students agreed that the university did well is offering culturally diverse programming that was open to everyone on campus. Students highlighted certain types of events that

demonstrated cultural programming such as a cultural showcase, student cultural organizations' programming, a unity week, and a celebration of the lights.

There were a few outliers who stated neutral descriptors. One student stated that that she simply did not know that the university was doing well because she do not attend any events on campus due to the requirements of her majors. Another student stated that she felt like there were a few forums for students to discuss diversity but it was not a major focus of the institution. Table 4.12 shows the frequency and rank order of descriptors used by both Black and White students what the university is doing well to promote a welcoming atmosphere on campus.

Table 4.12

Results of Content Analysis: University Doing Well to Promote Welcoming Atmosphere

Category	f	Rank Order
Cultural events on campus	11	1
Orientation program	7	2
Neutral response	2	3

Overall, there were no noticeable differences in non-verbal cues between Black and White students for how well the university does in promoting a welcoming atmosphere. All of the participants seemed comfortable answering the questions and did so with a fair amount of ease.

Research Question 4: What do the selected students think the university could do in order to improve the campus racial climate?

Content analysis was used in order to determine how the participants perceived the campus racial climate at Henry University. During the interview process, participants

were asked questions about what they think the university could be doing better to improve the campus racial climate and an open-ended question about their experiences at Henry University.

"What do you think that Henry University could be or should be doing better to create a welcoming atmosphere?" While there was some overlap in student responses, there was a difference noticed in the type of suggestions that were given by Black students and White students. The Black students overwhelming reported that an increase of cultural activities on campus would help promote a welcoming atmosphere. They expressed that while there were events going on campus the frequency, topics, and times were not varied enough to meet the needs of the student population. Also, a group of upper class students suggested bringing back old programs or initiatives that the university no longer sponsors, for example bringing back cultural food options in the dinning hall that go beyond just Mexican food. Another student reported that she was a "Diversity Ambassador" last year, which provided an opportunity to focus on diversity events or trips, but the program did not continue this year and she had no idea why. In addition, encouraging student organizations to work with each other to bring groups of students together was another frequent suggestion what was made by 52% of the population.

Furthermore, there was a theme that developed among the students who were active participants in the Black Student Union (four out of the 10 black students who participated) who expressed feeling a lack of institutional support for their campus organization. All four of the students reported feelings that their club was under funded, did not have events advertised to the level that other organizations did, and that the

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university did not value them. One of the students reported that the Black Student Union (BSU) was responsible for providing all of the programming for Black History Month. Danielle stated that "the offices don't really seem to care about diversity, like they way they make it seem like they do. There is no other campus that I know of that makes one student organization responsible for a whole month of programming…like the schools has kind of left us hanging on various occasions…I just don't think its fair." In addition, all of the students who participated in the study and are members of BSU reported instances that the club's events are not advertised to the same level as other organizations. Issues that were reported revolved around no advertising support, having their approved advertisements taken down early, not having functioning equipment, not having their events advertised on the campus wide calendar when submitted in advance, and having room spaces doubled-booked. All of the students expressed that it does not seem like things are being done on purpose but it seems "funny" to them that it happens consistently and no other organization seems to face the same hurdles.

The White students reported some similar suggestions but then also added ideas to the list of things the university could be doing better to support a welcoming atmosphere. About one third of the White students reported that an increase in culturally diverse events on campus would bring more awareness and students together. In addition, another third suggested that the university should increase the offering of different academic options in the sense of having more flexibility with minors or free electives. Some of the students reported that it is easy to self-segregate by major since the academic programs are very intense, students have little or no time to socialize with those outside their major. Olivia stated,

"I feel like there could be more options academically to connect with different, like, classes. We have so many majors that it's all pretty much separated by major but like with the option of having different classes and minors would allow having kids to work with different students and different organizations."

In addition, one student added that she felt an increase in scholarships to high school students in the area who are from a lower socioeconomic class would increase the diversity on campus and make students feel more supported. Lastly, there were about a third of the White students who did not know what suggestions to put forth. Amber reflected that,

"This is so tough to answer because, like I am a middle-class White person, I don't have this strong feeling of like, 'I need to be heard.' I haven't really struggled because of stereotypes against me, or like, all of these things that so many people have to deal with all the time. It is almost unfortunate that I don't, like, have a huge passion for that but it affects like how much a person has a heart for seeing diversity and being pushed to appreciate it."

"Is there anything else you want to add or share about your experience at Henry University?" Only about half of the students choose to answer the open-ended question about their student experiences but the majority of those who did, reaffirmed that they enjoyed their experience at Henry University and it was an

overall positive experience. Many even expressed that the university has been making positive strides towards diversity and offered some encouraging words for administrators and students. Danielle reported that since her freshman year, the number of minority students has increased visibly. Capree wanted to urge students to speak up more about their ideas, passions and things they want to have happen on campus so that they can be apart of the change they want to have happen. And lastly, Derrick reported "While I am here, things are like, brighter…like we're moving towards a better…just…society in general, where at back home it's kind of like everyone's dragging their feet about everything."

Overall, there were only one significant non-verbal cue between Black and White students for how the university could be doing better to promote a welcoming atmosphere and that was the response time. The Black participants had little to no response pause time when answering the questions and were able to articulate concrete ideas for improvement. However, the White participants took longer to answer the questions and were less likely to provide concrete ideas for improvement.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This thesis investigated the campus racial climate at a private Predominately White Institution. The study aimed to determine what the overall campus climate was at Henry University. Secondly, if there was a difference in the perception of campus climate among students based on race. In addition, the study aimed to see what the students thought the institution was doing well to promote a welcoming atmosphere and, lastly, what the institution could be doing better to promote a welcoming atmosphere. Nineteen participants took part in the study and met the necessary requirements for the sample selection. Each participant was a student of the 2013-2014 academic year, self-identified as Black or White, was between the class years of freshman through senior, and self-identified as male or female.

Each participant took part in an individual interview during the Spring 2014 semester. The interviews took place in a private location and the questions were focused on several aspects of campus climate, race interactions, perceptions how the institution promotes a welcoming atmosphere, and what it could improve upon. Each interview was videotaped, the audio file separated, and transcriptions prepared.

In order to analyze the data, qualitative analysis was used to code transcribed interviews. Content analysis allowed for descriptors to emerge and themes to be identified. The frequency of the themes and descriptors was illustrated in table format. Participants' direct quotes were also utilized to discuss themes and to illustrate the real experiences and perspectives of the participants.

Discussion of the Findings

Research Question 1: What is the current perceived campus climate at Henry University?

The participants discussed that the overall atmosphere at Henry University was three-fold; welcoming on certain fronts, clique-y on others, and laid-back. Across all three descriptors, there appeared to be an even distribution of responses from both Black and White students. Ironically, at Henry University, the majority of students describe the atmosphere as welcoming and yet when pressed for examples of acceptance and integration, words and nonverbal cues suggest division. This is consistent with Harper and Hurtado (2007) who found that students are aware the campus is segregated and that students tend to self-segregate but do know how it might be addressed. In regards to relationships with faculty members, both Black and White students characterized the relationship as positive. Students felt as though their professors took the time to get to know them, were reachable and supportive. Moreover, the upper-class students reported seeking support from faculty members or advisors much more than from administrators on campus. This is consistent with the conclusions of Pittman (2012), where participants described high levels of

engagement and interaction with faculty across racial lines. Overall, both Black Students and White students described the campus climate similarly.

Research Question 2: Is there a difference in the perceived campus racial climate between selected White Students and Black students?

This study found that there is a perceived difference of campus racial climate between White and Black students, which confirms what is published in the knowledge base. Black students reported a difference in perceptions socially with their peers on campus. The Black students primarily used either neutral or negative descriptors when describing the interactions between White and Black students. More specifically, descriptors used highlighted issues of segregation, feeling awkward being a minority, ignorant interactions, and a detached environment among students; Black students cited personal experiences attesting to their perceptions. Elkins, Braxton, and James (2000) reported that Black students at PWIs are more likely to develop perceptions of a racially hostile campus climate. Whereas, the White students tended to use more neutral and positive descriptors when describing the interactions between Black and White students. More specifically, descriptors used were neutral such as no discrepancies, fine, I don't see race, fair, and not hate. Furthermore, many of the White participants stated or alluded to the fact that "they do not see race" when considering their interactions with their peers. This suggested the presence of White Blindness and a false understanding of the racial dynamics on campus (Gusa, 2010). Furthermore, both White and Black students reported that there was separation in terms of race within and among social groups and people gravitating to "their own."

Harper and Hurtado (2007) found that at a PWI campus, students are aware that they self-segregate but no one knows how to address it.

In addition, some of the Black students reported feeling like they had to put in extra effort to prove themselves in the classroom or feelings of not being able to be late to class like a White student could. This demonstrated a level of ethnic worry for Black students on campus, which had manifested feelings of being under scrutiny because of their ethnicity (Phelps, Tranakos-How, Dagely, & Lyn, 2001). Furthermore, when discussing topics of race in an academic setting, it was found that students from both races felt uncomfortable and awkward. When discussing their experiences, the majority of participants only identified one academic class in which the topic was brought up and some struggled to find any classes. In 2007, Harper and Hurtado found that race is an avoidable topic and there is a lack of race-related conversations that happen on college campus. At Henry University, there seems to be a lack of race-related conversations happening which is resulting in students being reluctant to participate because of fear of saying the wrong thing or causing offense to a peer.

Research Question 3: What is the university doing well in regards to campus racial climate?

The participants emphasized two areas in which Henry University was doing well to promote a welcoming atmosphere for students of all racial backgrounds. The first area is that the university has a strong orientation program which makes the incoming students feel welcomed and open to forming new relationships. Students expressed that the leaders were welcoming and diverse amongst themselves, which

helped make all students feel welcomed. The second is that the university does offer

culturally diverse programming which is open to everyone on campus. Students were

able to highlight certain events that demonstrated this effect but the majority of them

were annual events that only happened at one point during the year; such as a unity

week, cultural showcase, and a celebration of the lights. While the participants

highlighted the annual cultural events as an aspect of cultural awareness the

institution does well, it demonstrates a Monoculutralism norm at Henry University

(Gusa, 2008).

Research Question 4: What do selected students think the university could do

in order to improve the campus racial climate?

This study found that all of the Black students and about one third of the

White participants were in agreement that the university needed to offer more

culturally diverse programming and events. Some of the participants even commented

that the university says it is committed to diversity but does not show that

commitment as well as it could. This finding is congruent with what Harper and

Hurtado (2007) asserted in their concept of Cross-Race Consensus Regarding

Institutional Negligence. The students want to see a more visual commitment to

diversity with programming and events on campus so that they can explore and

interact with each other on different levels. The participants wanted to see an increase

in what the university is currently offering for culturally diverse events and

programming. In addition, two students recommended that one way to accomplish

this was by having more culturally diverse food options being offered in the dining

halls throughout the academic year.

Another finding was that the students who were involved with the Black

Student Union reported feelings of being treated differently than the primarily White

organizations on campus. They expressed feelings of being stifled as a group in

availability of advertising, having spaces double booked, equipment that fails to

work, and a lack of institutional support. When discussing their experiences, it was

clear that ethnic worry was present (Phelps, Tranakos-How, Dagely, & Lyn, 2001).

The participants stated that the hurdles they face as a student organization, does not

seem to happen to any of the primarily White student organizations, such as the

Students Activities Board. They struggled with trying to avoid feeling like it was

done on purpose because of their ethnicity but noted much coincidence in the patterns

of repeated scheduling difficulties. Furthermore, the students expressed a lack of

institutional commitment because the BSU was responsible for providing all of the

programming for Black History Month. It was clear that the students who are a part of

the BSU felt that Monocultural values (Gusa, 2010) are embedded in the

programming on campus and what events receive priority or even attention.

Another suggestion that was offered was to create some "free space" in the

academic schedule where students could complete courses that do not relate to their

major at Henry University. Students reported that their majors leave little room for

exploring other interests which prevents them from meeting students who are outside

their direct major. An opportunity to create academic interactions with students from

several majors through minors or free electives would provide a wider forum for

students to interact. It was suggested by several students in the study that self-

segregation also happens by major because of the "lifestyle" that students within various majors lead due to scheduling of classes and studio time.

In addition, one student suggested that the university should increase the availability of scholarships to high school students who are from a lower socio-economic status from the area. It would bring in more diversity to the institution, help those students who received scholarships feel less alone and create a better relationship with the local community. Lastly, about one third of the White participants were unable to make suggestions because they do need feel a need to explore diversity since they are in the cultural norm at Henry University. Their responses were illustrative of White Blindness that White, middle-class students have as a privilege. They do not have to face the construct of race unless they choose to and because they do not encounter it on a daily basis, the drive to explore the construct of their race is absent.

Conclusions

This study was able to affirm findings from previous studies and provide some integral information of the campus racial climate at Henry University. The selected students described the atmosphere as welcoming but when asked to expand on the rationale behind it, examples of words and nonverbal cues that suggest division were provided. Furthermore, the majority of the participants expressed perceptions of the campus being very clique-y and that students gravitate to "their own" group; the two main areas of separation found were based on race and by major. Reasons included a lack of culturally diverse programming and events for students to attend, and the rigor

of academic performance keeps students primarily in contact with only those who are in the their major.

The data also showed that the majority of participants expressed a positive relationship with faculty members. Students expressed that the faculty were willing to help, willing to talk, were good at teaching and saw the students as a person rather than a number. Furthermore, the majority of students reported that they sought faculty members and/or their advisors for support rather then seeking out administrative staff.

In terms of perceived racial campus climate, the data showed that there was a difference in perception between Black and White students on campus. The Black students expressed feeling a more racially hostile campus in socializing with their peers and inside the classroom. The data suggested that the Black students were more aware that there were concerns of racism on campus, there was segregation by race, they felt like the environment was detached, and that they felt awkward being a minority. No student expressed feeling openly discriminated against; rather there were more subtle undertones in the culture on campus. However, the White students primarily used positive and neutral descriptors to describe the interactions on campus. In addition, about half of the White students commented about not seeing race and thought it was a non-factor at their school.

Furthermore, inside the classroom the difference in perception was noted. Both White and Black students felt that talking about race created an awkward and uncomfortable environment but gave different reasons. Black students reasoned that because they were one of a few minority students or the only minority student a classroom, they were treated differently. The Black students felt as though professors

asked them to speak on behalf of their race, whereas the White students watched their facial expressions for social cues during conversation. The White students felt like they were unsure of what to say without offending others, expressed feelings of guilt, and were generally uncomfortable with the topic.

Lastly, although Henry University is doing some culturally diverse programming the data suggest that the majority of the students would like to see an increase in institutional commitment to diversity. This was expressed through creating more culturally diverse programs at various times and on various topics, encouraging student organizations to work with each other to create events to bring student leaders together, offering culturally diverse foods in the dining halls regularly, offering more scholarships to lower SES local high schools students, and building in more academic freedom to explore working with students from other majors.

Overall, the data show that there is room for Henry University to grow in order to create a more positive campus racial climate. Through the analysis of the data, several themes and concrete suggestions were made that could be utilized in moving forward. The data show that the students do not know how to have conversations about race and often avoid the topic. It should be the responsibility of the institution, its faculty and administrative members to create opportunities to have these discussions with students. The institution has an opportunity to not only increase students' aptitude for having conversations based on race but changing the way conversations are perceived. When asked about racial interactions, all students immediately went to address problems or went to defending that there was "not an issue" here. Not one student highlighted positive interactions between races as a

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standard. The institution has an opportunity, through programming and academic instruction to not only promote the hard conversations about race but also to work on bridging the gaps and creating a shared experience for students of different races and ethnicities. Additionally, the institution should consider the voices of their students who have provided them with feasible ideas that could be implemented to improve the overall student experience and campus racial climate.

Recommendations for Practice

Based on the findings presented in this study and previous research on the topic, the following recommendations for practice of campus racial climate at Predominately White Institutions are presented:

Institutions should revisit any missions or values that are focused around diversity and create a committee to assess if the institution is following through with its diversity goals. Considerations should include:

1. Being aware of the student body demographics and what institutional supports are being offered. What student organizations are available, what programs and events are being scheduled and the support students feel they have.

2. Creating opportunities for students to have conversations about race inside and outside the classroom. In addition, have faculty and administrators trained on how to properly facilitate this discussion.

3. Being aware of the dining options on campus and what culture tends to be represented most often or least often. Consider if students feel like their culture is represented in the dining options on campus.

4. Making sure there are avenues for students to explore academically outside their major to have a varied experience in academia but also with their peers.

5. Creating campus wide programming that is varied on the subject of identity, varied in times, and in format of presentation.

6. Present to findings of this study to the Henry University administration for consideration.

Recommendations for Future Research

1. Future studies on campus racial climate at Predominately White Institutions should be conducted with larger populations.

2. Future studies on campus racial climate at Predominately White Institutions should be conducted on various campuses to determine their institutional needs.

3. A study should be conducted at Henry University using a mixed method approach, which would incorporate surveys in addition to more individual interviews.

4. Formulate a longitudinal study at Henry University to see results in enhancing the campus racial climate in the next five years.

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Appendix A

Email Invitation to Subjects

Dear Name,

My name is Ashley Rivard. I am a master's candidate at Rowan University conducting research for my thesis on campus racial climate.

I would like to interview you for about 60 minutes to discuss your experiences, meanings and perceptions about the experience of the campus racial climate at Henry University. Your participation in this important study on campus racial climate will be helpful and allow professionals at Henry University understand more about the environment of campus. Approximately 20 students will be participating in this study.

If you agree to participate, you will be invited to a designated and agree upon private location where conversations will be kept CONFIDENTIAL. Any information obtained in connection with this study and that can be identified will be used only for the research of this study. The interviews will be video recorded for researcher purposes only. Before the interview begins, all participants will choose a pseudonym for their identity "on camera." In addition, all video recordings will only be viewed by myself and a third party professional who will transcribe them.   Please ready carefully before deciding to participate. Prior to the interview, I will ask you to sign a form in my presence that states you understand the topic begin discussed and that you are participating on your own accord. At the end of the study, I will be raffling off two $100 visa gift cards as a token of appreciation for those who participated in the study.

If you are interested, I can speak with you as soon as possible to discuss your participation. Please respond by email and we can arrange a convenient time and private location for the interview. If you have any questions or concerns about the study, please contact me.

I look forward to speaking with you.

Sincerely,

Ashley Rivard
Masters Candidate
Rowan University
Graduate School of Educational Services, Administration and Higher Education

Appendix B

Informed Consent

Informed Consent Form

I agree to participate in a study entitled "Campus Racial Climate" which is being conducted by Ashley Rivard, master's candidate at Rowan University.

The purpose of this study is to evaluate the current campus racial climate at Philadelphia University in terms of experiences inside the classroom, experiences with staff or administrators, and social interactions with peers on campus. The data collected in this study will be examined, compiled and compared to previous studies and will be submitted for publication in Miss Rivard's thesis.

I understand that I will be required to answer questions during a semi-structure interview in a private location. My participation in the study should not exceed one hour.

I understand that my responses will be confidential, as will all the data gathered. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

I understand that my participation does not imply employment with the state of Pennsylvania, Philadelphia University, the principal investigator, or any other project facilitator.

I understand that my participation will involve videotaping and audio recording of my participation.

If I have any questions or problems concerning my participation in this study, I may contact Ashley Rivard at 215-951-2741.

_____
Participant Name (Please print)

I agree to be videotaped:

_____
     (Date)   (Signature of Participant)

I agree to be audio recorded:

_____
     (Date)   (Signature of Participant)

_____
(Signature of Participant)   (Date)
By signing this form, the participant understands and acknowledges all of the terms listed above, and the participant had chances to ask questions about the study.

_____
(Signature of Investigator/or person explaining the form)   (Date)

Appendix C

Demographic Questionnaire

Demographic Questionnaire

1. Age: (a) 18-19 (b) 20-21   (c) 22-23   (d) 24+

2. Sex: (a) Male (b) Female   (c) transgender   (d) cisgender
          (e) prefer not to disclose

3. What is your primary racial: (a) Black (b) White   (c) bi-racial

4. Academic Standing: (a) Freshman   (b) sophomore   (c) junior   (d) senior

5. Are you a transfer student? (a) Yes   (b) No

6. How many of your parents attended college?
   (a) none   (c) two
   (b) one   (d) three or more

7. What is the highest level of education held by a parent or guardian?
   (a) GED   (e) associate's degree
   (b) High School Diploma   (f) bachelor's degree
   (c) Vocational/Technical Certification   (g) masters degree
   (d) some college courses   (h) doctoral degree

8. Please estimate the racial composition of the high school you last attended?
   (a) 75 to 100% students of color   (d) 15 to 24% students of color
   (b) 50 to 74% students of color   (e) 5 to 14% students of color
   (c) 25 to 49% students of color   (f) less than 5% students of color

9. How many hours during a typical week do you spend on academics outside of
   classroom instruction?
   (a) 15 to 20 hours   (d) 1 to 5 hours
   (b) 10 to 14 hours   (e) less than an hour
   (c) 5 to 9 hours   (f) 0 hours

10. How many hours during a typical week do you spend on socializing or interacting with peers?

(a) 15 to 20 hours   (d) 1 to 5 hours

(b) 10 to 14 hours   (e) less than an hour

(c) 5 to 9 hours   (f) 0 hours

11. Do you belong to any campus organizations? (a)Yes   (b) No
If so, how many? _____

12. On a scale from 1-7 (with 1 being not welcoming and 7 being completely welcoming) do you feel the campus climate is at Philadelphia University?
_____

13. On a scale from 1-7 (with 1 being the wrong choice and 7 being the perfect choice) do you feel that Philadelphia University was the right choice for you? _____

Appendix D

Semi-Structured Interview Protocol

<u>Semi-Structured Interview Protocol</u>

Please state your name for the record.

1. Tell me about yourself. What is your major? Where are you from?

2. Why did you choose to attend Philadelphia University?

3. What kinds of activities are you involved in on campus?

4. How would you describe the atmosphere at Philadelphia University?

5. How would you describe your relationship with most faculty members?

6. Where do you spend most of your time on campus?

7. Who are the administrators that you seek support from? Why?

8. How would you describe the interactions between White and Black students?

   Follow up: Black and Latino? White and Latino?

9. How would you describe the academic environment here?

10. What happens when the question of race comes up in class?

11. What do you think Philadelphia University is doing well to promote a

    welcoming atmosphere for students of different racial backgrounds?

    Follow Up: What do you think the Philadelphia University could or should be

    doing better to create a welcoming atmosphere?

12. Is there anything else you want to add or share about your experience at

    Philadelphia University?

Appendix E

Site Approval: Henry University
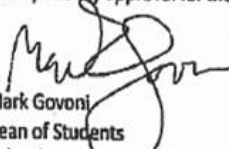
November 11, 2013

To Whom It May Concern:

Ashley Rivard has asked me to endorse her research project for her graduate program at Rowan University.

Ashley is in her third year as a Resident Counselor (aka hall director) at ⸱⸱ University. She is also interning at our Learning and Advising center this year.

Ashley has done outstanding work for us over that time. She reviewed her project with me and has worked through the necessary IRB process. I am pleased that she is taking the time to study our students and her project will be part of our Student Life assessment program.

Ashley has my approval for the project. Please contact me if you have any questions.

Mark Govoni
Dean of Students

govonim@philau.edu
215-951-2740

OFFICE OF THE DEAN OF STUDENTS

Appendix F

IRB Approval: Rowan University

Rowan University

January 29, 2014

Ashley Rivard
4201 Henry Avenue
Philadelphia, PA 19144

Dear Ashley Rivard:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project, category 7, through its expedited review process.

IRB application number: 2014-118

Project Title: In the Eye of the Student: A Qualitative Study of the Perceptions of Campus Racial Climate at a Private PWI

In accordance with federal law, this approval is effective for one calendar year from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Shreekanth Mandayam, Associate Provost for Research (shreek@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Burton Sisco, Educational Services, Administration, Higher Education, James Hall

Office of Research
Bole Hall
201 Mullica Hill Road   856-256-5150
Glassboro, NJ 08028-1701   856-256-4425 fax

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Appendix G

IRB Approval: Henry University

MEMORANDUM

TO: Ashley Rivard
FROM: Prof. Rick Shain, IRB Chair
DATE: February 11, 2014
RE: PU13-44

Thank you for submitting an application to the Institutional Review Board at
University for approval of your research study entitled: "In the Eye of the Student: A
Qualitative study of Perceptions of Campus Racial Climate at a private PWI." (PU13-44)

An expedited review of your application was conducted by our IRB in January 2014, which
required documentation of your research's IRB clearance from Rowan University. We
received the approval letters from Rowan University on February 7, 2014. Upon review of
the letters, the   University IRB has granted expedited approval of your research
for one year ending February 11, 2015.

Good luck with your research.