Black Broncos: An extended study of Racism
Utilizing Campus Climate Surveying

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Background: **Campus Climate**

What is Campus Climate???

How students perceive the formal and informal environments in which we learn, work, and live in a post-secondary setting

- Survey approximately every 10 years
- Explore the extent to which they value diversity and perceive it as being manifested at CPP.
Black/African American Community at CPP

- Experience with discrimination and racism higher than other student groups. Why?

- Analyze the actual African American experience at CPP. What are they experiencing in regards to race?

- Compare 2001 survey
Negative Behaviors

Have you ever been the target of insensitive or negative comments based on your race?

Percentage of Black students who have experienced
Safety

Do you fear for your physical safety because of your race/ethnicity?

- **Percentage of Black students who are fearful**

  - **2001**
  - **2014**
Representation

I feel that I am expected to represent my race or ethnicity in group discussions?

- Percentage of Black students who agree.
Literature and Other Climates

UC Berkeley: Campus Climate 2013
• Undergraduates who are not African American over estimate climate for African Americans
• Students feel faculty pre-judge based on perceived identities

UC Riverside
• 23% of respondents experienced exclusionary, intimidating, offensive or hostile conduct; 16% indicated conduct was “often” or “very often” based upon ethnicity

“The Climate for Diversity at Cornell University: Student Experiences” by Sylvia Hurtado
• Students from minority communities feel compelled to speak up, often have to take on the “burden of educating others,” and sometimes find themselves without support

• “Opportunities for interaction produce clear increases in understanding and decreases in prejudiced attitudes while also positively affecting academic success and long-term attitudes and behaviors” (Smith and Schonfeld 2003)
Methods

Black/African American Students

- Small Focus Groups
- In-Depth Interviews
- Community Engagement
Focus Group Themes
22 African-American students interviewed (9M 13 F)

• Safety Concerns
  - Low
  - Males vs. Females

• Representation of Race In Class
  - 63% of students agree
  - ”Why do black people…?” ”What's it like to live in the hood?”
  - Unwanted direct and indirect pressure to speak on topics about blacks

“ That expectation makes me not want to participate”
- CPP Student
Focus Group Themes cont.

• **Representation Outside The Classroom**
  - Burden to teach culture & respect (Dancing, Hair, etc.)

“I was the only black student there. They are aware that they are being offensive, but they do it to be funny and make jokes, but I don’t find it funny”

- Back Handed Compliments

“You don’t act like most black girls from Compton”
  - Student

“You are so pretty, I would’ve never thought you were black”
  - CPP Professor
Focus Group Themes cont.

- Dorm Life
  - Comfort and Inclusion
  - Regularity of negative behaviors in the freshman dorms

“In the dorms a boy I didn’t even know knocked on my door and asked me if I braid hair, then him and his friends just laughed and walked away. They knew what they were doing”.

“My roommate would put me on the spotlight, she dragged me down the hall to show everyone my hair. I'm not a circus act.”

-CPP Students
Focus Group Themes cont.

- Cultural Centers
  - Solo effort
  - Lack of support
  - Over-reliance from University
  - Segregation

“The center is here, the pancakes are there, black people are here, white people are there”

-CPP Student
Community Events

- Open Forums for Black Organizations, Club Meetings

“Reaction from my advisor was that my best wasn’t good enough, subliminally called me a slacker because I ride a skateboard, and dismissed me. The black community was the one who taught me the professional skills I have now”

- CPP Student
“Comfort. I don’t feel as comfortable around my white roommates and classmates”

“You don’t see black students at regular orientation, we need diversity to be more well rounded people”

“If CPP taught more about diversity and inclusion more people will be comfortable”

-CPP Students
Conclusion

- Lack of support and knowledge of resources being provided
- Racial stereotypes and negative behaviors
  - Mostly ignorant and offensive Comments
  - Lack of University teaching
- Comfort (Inside and outside classroom) and Encouragement of Culture
Future Work

• More Classes
• Required training for Staff
• Effort and support of Culture from University
• True Diversity
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