4-9-2015

Did That Just Happen? Acts of Bias and Perception of Campus Racial Climate of Racially Minority Students at a Predominantly White Institution

Follow this and additional works at: https://ecommons.udayton.edu/stander_posters

Part of the Arts and Humanities Commons, Business Commons, Education Commons, Engineering Commons, Life Sciences Commons, Medicine and Health Sciences Commons, Physical Sciences and Mathematics Commons, and the Social and Behavioral Sciences Commons

Recommended Citation

https://ecommons.udayton.edu/stander_posters/696

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.
Did That Just Happen?  
Acts of Bias and Perception of Campus Racial Climate  
Jasmine Whitlow  
Advisor: Dr. Nasser Razek

Purpose of Study
To understand students' conceptualization of acts of bias, isolated or targeted towards particular population/group, how its impacts students' perception of campus racial climate, feelings about institutional response and established coping skills to contribute to persistence.

Research Questions
• How supported do students of color feel after a bias incident has occurred?  
• How did the experience(s) change the perception of institution, sense of belonging in campus community?  
• What factors contribute to student’s ability to persist despite incident(s).

Method
Snowball sampling was used in this phenomenological study. Qualitative interviews were conducted with ten students. Who identified as African American or black to gain a general understanding of experience.

Findings
Campus Climate
• Perception of physical safety  
• Perception of classroom climate  
• Climate for students of color

Involvement = Safety
• Sense of Belonging  
• Alter-community  
• Mentorship

Visibility & Identity Salience
• Low people of color visibility  
• Racial identity prioritization  
• Events stimulate awareness

Hypersensitivity/Hyposensitivity
• Desensitized response (life experiences)  
• National events and institutional response  
• Social Media

Self-Advocacy
• Teachable moments  
• Mentorship to peers  
• Navigating Relationships with admin.

Future Directions
• Continued research on AA experience at PWIs  
• Institutional examination of policies and procedures related to campus climate and bias related incidents  
• Learning from other institutions and national events on issuing occurring on campus.

“Cloudy with a chance of Microaggressions”

Acknowledgements
I would like to thank Molly, Michelle and Nasser for providing me this opportunity to conduct this research. Through this process I have grown tremendously. I want to also thank my family for being patient with me through my grad school mood swings and always supporting me. Thank you to my CSI family for all your support. Lastly thank you to my participants who were brave enough to share their story. It is because of this work and the relationships I have built that truly fulfill me.