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REVIEWING CAMPUS RACIAL CLIMATE SURVEYS USING A CRITICAL RACE
THEORY PERSPECTIVE.

by

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REVIEWING CAMPUS RACIAL CLIMATE SURVEYS USING A CRITICAL RACE THEORY PERSPECTIVE

Dissertation Abstract--Idaho State University (2018)

The purpose of this multiple case study was to explore whether or not online campus racial climate surveys gather information that will assist institutions of higher education in the United States in identifying the disparate needs of African-American students and Sub-Saharan African students, especially in regard to racial microaggression within three tenets of Critical Race Theory (CRT), namely ordinariness, interest convergence, and counterstories. Research questions were derived from the purpose: determining distinctions made between Sub-Saharan African students from African-American students; status on racial microaggression within the campus racial climate for Sub-Saharan African students as defined by Critical Race Theory for education; and measurement of incidents and presence of racial microaggression in the campus racial climate. The qualitative multiple case study data were obtained from institutional websites and search engines.

Key Words: Sub-Saharan African students, Critical Race Theory, online campus racial surveys

CHAPTER I

Introduction

Speculation surrounds the increase in the number of students who do not state a racial identity in higher education surveys. It is a matter of importance to explore how institutions handle the data on unknown students, such as those from Sub-Saharan Africa and the assumptions the campus makes in ensuring a credible diversity image.

For some data reporting purposes, a campus may omit unknown students entirely from the equation, reducing the overall student population size and defectively increasing the percentage of students of color on campus relative to the whole. In other instances, unknown students may first be presumed to be multiracial, and then be categorized as “students of color” in some reports....This type of practice can negatively affect all levels of institutional function, from campus-wide strategic planning to individual programs and courses. One of particular concern is the campus racial climate for all students seeking to learn in a diverse community, and especially for underrepresented minority students. (Smith, Moreno, Pedersen, Parker, & Teraguchi, 2005, p. 10)

Overview and Theoretical Considerations

Sub-Saharan African students represent less than 10% of students in American higher education (Institute of International Education (IIE), 2012-2013). Literature regarding students of color, especially from Africa, remains minimal, yet it is important to examine the experiences of those students in a systematic manner: how they perceive, interpret, and react to higher education in America (Solórzano, Ceja, & Yosso, 2000). Sub-Saharan African students have made strides toward educational opportunity in

America since the mid-1960s, when they were airlifted to come and adopt new methods of learning in various disciplines of study (John F. Kennedy Presidential Library (JFK), n.d.; Shachtman, 2009). Over the years, these students either return to Africa in order to participate in nation building, or they choose to remain in America and pursue professional or academic interests (JFK, n.d.; Shachtman, 2009; Stephens, 2013).

Sub-Saharan African students offer various benefits for American higher education besides diversity, such as creating global opportunities for engagement with students from different backgrounds (Sue, Capodilupo, & Holder, 2008). Arthur (2010) observed that Sub-Saharan African students often share the following ties:

well-oiled networks of kin group and family relationships that are seamlessly woven into the cultural and economic production of goods and services. This human capital is translated into the formation of transnational networks of families that marshal their economic and cultural resources to implement strategies to empower themselves and at the same time confront the poverty and myriad of problems facing the African region as a whole. (p. 208)

Sub-Saharan African students are often mistaken for African-American students, probably due to the fact that they share the same skin color. African-American students have had a troubled history of facing segregation in American education. A major breakthrough occurred on May 17, 1954, when “the [Supreme] Court’s *Brown v Board of Education* decision held that segregated schools were inherently unequal and, thus, unconstitutional” (Bell, 2004, p. 24). However, on its 50th year anniversary, “the decision retains its symbolic value as a major exemplar of the country’s highest ideals, but is of marginal use in challenging the racial discrimination still deeply ingrained in the schools

and so much of the society” (Bell, 2004, p. 21). Therefore, there has been extensive literature on racial justice activism and diversity regarding African-American students. Many institutions have acknowledged the need for increased diversity participation to promote learning in a healthy campus racial climate (ACE & AAUP, 2000).

Unfortunately, few studies have focused on Sub-Saharan African students. Instead, most of the current studies of the classroom and social experiences of Sub-Saharan African students are commingled with those of African-American students or other international students as seen in various institutional climate surveys (Hurtado, 1992; IIE 2012-2013; Levin, n.d.; Lin, 2012). Such clustering of students is contrary to diversity efforts to “facilitate positive intergroup relations by recognizing that individuals within groups vary widely from one another and should therefore not be subject to group stereotypes” (Levin, n.d., p. 13). Wadsworth, Hecht, and Jung (2008) suggested that more research on the learning experiences of international students is desired. The racial climate of an institution has an impact on different international students, including Sub-Saharan African students who are bound to experience minor verbal, behavioral, or environmental injustices (racial microaggression) stemming from their ethnic group membership (Solórzano et al., 2000).

Critical Race Theory (CRT) is based on giving voice to marginalized issues in a diverse setting. The CRT for education offers a lens through which social bias embedded in different forms within the campus racial climate becomes visible to all participants (Dunbar, 2008). The CRT for education further allows the study of issues of informational subjectivity, such as race and racial microaggression. Racial microaggressions are daily occurrences of verbal, nonverbal, subtle, or environmental

slights and indignities meted out intentionally or unintentionally toward people of color. HERI (2014) provided some examples of racial microaggression: being mistaken as a member of a racial/ethnic group that is not one's own, hearing insensitive or disparaging remarks from students/faculty/staff, derogatory written comments (electronic, texts, or on walls), or exclusion from events or gatherings. The cumulative effect of racial microaggression eventually denigrates the identities of students of color in higher education (Sue et al., 2008).

Campus environments consist of four essential elements: a) physical structures, b) human features, c) organizational structures and designs, and d) perceived environments and meanings attached to the constructed environment (Muñoz, 2009). All these elements should be fully analyzed by campus authorities in order to realize an educationally purposeful climate (Muñoz, 2009). Insightful planning has significant future implications where campus climate may successfully promote or undermine safe educational climates. Muñoz (2009) stated that structural diversity in institutions “contributes to students’ sense of safety and inclusion” (p. 55) and therefore advised campus planners to engage in more research regarding race. “Cursory glances often speak in generalities about feelings of inclusion and safety rather than identifying forces, such as institutionalized racism, that affect students in collegiate environments” (p. 55).

Critical Race Theory

Critical Race Theory is a theoretical framework that “privileges the subordinated by seeking to underscore the myriad ways in which modern systems support and perpetuate racist ideologies and practices in America” (Muñoz, 2009, p. 55). Delgado and Stefancic (2012) assert that CRT:

sprang up in the 1970s, as a number of lawyers, activists, and legal scholars across the country realized, more or less simultaneously, that the heady advances of the civil rights era of the 1960s had stalled and in many respects, were being rolled back. (p. 4)

The term “Critical Race Theory” was coined in 1989 at a meeting in Wisconsin (Delgado & Stefancic, 2012; Ford & Airhihenbuwa, 2010; Matsuda, Lawrence, Delgado, & Crenshaw, 1993). CRT was “to name the emergent set of methodologies that draws on these [racial equity] principles in pursuing racial equity via the law” (Ford & Airhihenbuwa, 2010, para. 12). The purposes of CRT research and practice are to “elucidate contemporary racial phenomena, expand the vocabulary with which to discuss complex racial concepts, and challenge racial hierarchies” (Ford & Airhihenbuwa, para. 2).

CRT as a tool challenges terms such as equity and adequacy. CRT tenets generally advocate for change that can only come from changing widely held narratives that are about and affect marginalized people. In pre-civil rights American history, many public and private establishments had signs designating racial segregation. Nowadays in public or private institutions no such signs exist, yet racial disparities are masked and referred to as just common - not an aberration (Delgado & Stefancic, 2012). Bell (1980) challenged the notion that equality in social justice, sense of fairness, racial harmony is prevalent in American institutions.

Further on, Bell (1980) defined the CRT tenet “interest convergence” as interests of people of color would only be accommodated when those interests coincided with the interests of Whites. An example of a question to be raised by a researcher using CRT

interest convergence may include: will the majority group gain anything where diversity awareness or cross-racial comfortability with peers from marginalized groups is enforced?

Delgado and Stefancic (2012) stated that counterstories frame an experience or policy outcome that goes against the master institutional story. In a higher education institution, for instance, counterstories narrated by students of color on the prevalence of respect for other racial groups is instrumental to help understand, challenge, or change systems which support or segregate them (students of color) from other racial groups.

CRT remains a transdisciplinary, race-equity methodology with its origins in legal studies. Criticism of the Critical Legal Studies movement emerged because of the inability of Critical Legal Studies scholars to include race and racism in their analysis (Bell, 1992; Ladson-Billings, 2011). Initially, CRT scholarship focused its critique on the slow pace and unrealized promise of civil rights legislation. As a result, many of the critiques launched were articulated in Black vs White terms (Yosso, 2005, p. 72). The trend made people of color marginalized as their histories and experiences were silenced in the binary description of Black vs White (Yosso, 2005). Therefore, in 1998, CRT was expanded and now “critical race scholars continue to help us better understand the racialized, gendered, and classed structures, processes, and discourses in the field of education” (Yosso, Villalpando, Bernal, & Solórzano, 2001, p. 94).

Critical Race Theory for Education

Critical Race Theory is used to achieve objectives in different disciplines including education (Solórzano et al., 2000; Solórzano & Yosso, 2002a), social justice (Dunbar, 2008), and law (Dunbar, 2008; Ford & Airhihenbuwa, 2010), among many

others. The focus in the present study is to explore how institutions categorize race and racism in higher education. CRT for education is appropriate in that it

is different from other CRT frameworks because it simultaneously attempts to foreground race and racism in the research as well as challenge the traditional paradigms, methods, texts, and separate discourse on race, gender, and class by showing how these social constructs intersect to impact on communities of color. (Solórzano et al., 2000, p. 63)

Delgado and Stefancic (2012) defined CRT in education as a “scholarly movement that applies critical race theory to issues in the field of education, including high-stakes testing, affirmative action, hierarchy in schools, tracking and school discipline, bilingual and multicultural education, and the debate over ethnic studies and the Western canon” (p. 161). Three tenets used for the study included ordinariness/permanence of racism, interest convergence, and counterstories. Following are descriptions of each of the three tenets.

1) Permanence of racism/Ordinariness: In American society, racism is seen to permeate through social, political, and economic realms (AAA, 1998; Yosso, 2005). CRT views racism as an inherent part of the nation as a whole. The intersectionality of racism and oppressive practices in educational structure may be examined through histories and experiences of students of color. Multiracial events and related retreats focus on the intersectionality through reviewing racial identities/marginality in campus (Yosso, 2005). “CRT can be an effective lens for examining and challenging normative paradigms, which define mainstream policy discourse and determine appropriate concerns for education research” (Teranishi et al., 2009, p. 59). Commitment to social justice in a

racial climate takes on the form of defending affirmative action or challenging on-campus hate crimes (Yosso, 2005). Programs informed by CRT may not be popular with university administration; however, it is important to have advocacy for students of color at all times. It is therefore important for institutional processes and procedures to remain proactive, inclusive, and diverse (Teranishi et al., 2009).

2) Convergence of Interest: CRT holds that equality and equity are pursued when interests of whites converge with interests of people of color (Bell, 2004; Teranishi et al., 2009). According to Bell (2004), racial equality may not be a realistic goal because white dominated institutions absorb and adjust to prevailing challenges. Affirmative action in higher education stemmed from the legislation of civil rights. However, DeCuir and Dixon (2004) advise that the enthusiasm for civil rights legislation should be interpreted with caution because beneficiaries of affirmative action over the years have not been students of color. “Given the vast disparities between elite Whites and most communities of color, gains that coincide with the self-interests of White elites are not likely to make a substantive difference in the lives of people of color” (p. 28). The gains for international students in the arrangement are questionable. International students are recruited on the basis of having to fund their entire education and upkeep, because U.S. regulations do not allow them to receive federal financial aid (Hiraldo, 2010), although some other funding sources are possible. “Colleges and universities benefit financially from bringing international diversity to their institution. Further, their student bodies become more cultured at the expense of the international students, while the institutions’ rankings may increase” (p. 56).

3) Counter-storytelling: Counterstories are a responsive tool reacting to challenging narratives that disenfranchise underrepresented students (Dunbar, 2008). The methodological tool of counterstories has been used in the U.S. by people of color to construct alternative realities to those constructed by the dominant culture. Counterstorytelling is a methodological contribution to education research as it gives voice to previously suppressed narratives of oppression not captured in related literature (Solórzano & Bernal, 2001). Delgado (n.d.) stated:

Stories and counterstories can serve an equally important destructive function.

They can show that what we believe is ridiculous, self-serving, or cruel. They can show us the way out of the trap of unjustified exclusion. They can help us understand when it is time to reallocate power. They are the other half—the destructive half—of the creative dialectic. (p. 230)

Dunbar (2008) added that counterstories can be used positively or negatively to complement microaggressions. Counterstories can also be used by supplementing or complementing narratives of a dominant culture narrative or by competing with or contradicting the narrative upheld by the dominant culture. DeCuir and Dixson (2004) described counter-stories as a means of exposing and critiquing normalized racial stereotypes.

Critical race counterstories provide a way to communicate experience and realities of the oppressed through voice. Counterstories therefore make links between CRT of education and the inclusion of students of color in education (Ladson-Billings & Tate, 1995).

Stereotypes of Race and Racism in CRT of Education

According to Delgado and Stefancic (2012), racism is considered as ordinary and embedded in society. The authors posited that “changes in relationships among the races (which include both improvements and turns for the worse) reflect the interest of the dominant group, rather than idealism, altruism, or the rule of law” (p. 15). Race is, however, considered as a social construction and not a biological entity:

Hence we may unmake it and deprive it of much of its sting by changing the system of image, words, attitudes, unconscious feelings, scripts and social teachings by which we convey to one another that certain people are less intelligent, reliable, hardworking, virtuous, and American than others. (p. 21)

Solórzano (1997) defined racism as “the ideology that justifies the dominance of one race over another” (p. 8). He further pointed out three elements of racism: “1) one group believes itself to be superior; 2) the group which believes itself to be superior has the power to carry out the racist behavior; and 3) racism effects multiple racial/ethnic groups” (p. 8). Ford and Airhihenbuwa (2010) agreed and stated that “many institutional projects lack clarity about the nature of racial stratification. They conceptualize, measure, and analyze race- and racism-related factors using tools better suited for studying other risk factors” (para. 4).

There is a need in higher education for all participants to evaluate racial experiences of students of color. “Not only do we need to discuss the racial macroaggressions such as public or overt racial stereotypes, attitudes, and behaviors, but we also need to listen, understand and analyze the racial microaggressions” (Solórzano, 1997, p. 11). It is therefore recommended in any study on racial microaggression to

include the examination of the cumulative nature of racial stereotypes and their effects (Solórzano et al., 2000). Minor events of microaggression may be ignored for a while, but over time, serious detrimental effects have been reported (Sue et al., 2008). A conducive learning environment calls for an accountable campus racial climate.

Racial Microaggression

Chester M. Pierce coined the term “microaggressions” to define subtle forms of racism or bias to which he added that “these expressions usually go unnoticed and support status quo racial hierarchies through equally subtle and quite often non-verbal behaviors by serving as well-embedded social conditionings and tacit social indoctrinators” (Dunbar, 2008, p. 13). Ignoring overt racist acts only allows more subtle and insidious actions to increase (Muñoz, 2009). Racial microaggression is also defined as minor encounters with racism that usually go unnoticed by members of the predominant race (Delgado & Stefancic, 2012). Sue et al. (2008) suggested that minor acts of racial microaggression eventually build up to become powerful demeaning forms of communication. The authors added that racial microaggression is rarely investigated. An inquiry into racial microaggression must examine the cumulative nature of racial stereotypes and their long-term effects on minority students (Solórzano et al., 2000). Dunbar (2008) concurred that the accumulation of racial microaggression reinforces racism. Some of the online campus racial surveys to be analyzed in the study will include being mistaken as a member of a racial/ethnic group that is not one’s own, hearing insensitive or disparaging remarks from students/faculty/staff, written comments (electronic, texts, or on walls), and exclusion from events or gatherings (HERI, 2014).

Campus Racial Climate

Campus racial climate and campus racial culture are used interchangeably in literature; however, for the purpose of the present study, the phrase “campus racial climate” will be used (Museus, Ravello, & Vega, 2012). Campus racial climate was defined by these authors as follows:

.... the collective patterns of tacit values, beliefs, assumptions, and norms that evolve from an institution’s history and are manifest in its mission, traditions, language, interactions, artifacts, physical structures, and other symbols, which differentially shape the experiences of various racial and ethnic groups and can function to oppress racial minority populations within a particular institution.
(p. 32)

Allen and Solórzano (2001) stated that a positive campus racial climate is characterized by four elements: a) the inclusion of students, faculty and administrators of color; b) a curriculum that reflects the historical and contemporary experiences of people of color; c) programs that support the recruitment and graduation of students of color; and d) a college/university mission that reinforces the pluralism set by the institution. Hurtado (1992) also asserted that “institutions that increase their commitment to diversity may significantly improve minority student perceptions of the racial climate” (p. 562).

Solórzano et al. (2000) defined racial climate as the overarching environment of institutions. The collegiate racial climate is critical in determining how well the institution handles issues such as access, persistence, transfer, and graduation.

Development of an Inclusive Campus Racial Climate

Perceptions of the history of higher education in the United States evoke unpleasant struggles aimed at creating access and equity for racial minority groups. Solórzano and Yosso (2002a) pointed out that American higher education is still threatened by an erosion of race-based affirmative action and resegregation. Students of color experience incidents outside the classroom through online social media, in residence halls, and in the broader campus and community settings. Evidence of gradual attrition of students of color is seen in policies and programs related to admissions, financial aid, discrimination, and affirmative action in institutions. Hurtado, Milem, Clayton-Perdersen, and Allen (1998) noted that there exists little input in policy initiatives to bolster campus racial climate.

According to the literature, few qualitative studies of racial climates based on one institution such as Solórzano et al. (2000) were published. It was apparent there was also a gap in the literature regarding the study of racial climates from more than one institution (Harper & Hurtado, 2007). The authors further recommend that racial realities are hard to detect if the institution is engaged in asking general questions on diversity and multiculturalism. There is a need to explore campus climates – academic, interpersonal, and cross-racial interactions.

Higher education institutions are to address realities proactively rather than reactively following publicized scandals, racially motivated incidents, or negative external audit reports (Harper & Hurtado, 2007). Hurtado (1992) recommended conducting audits of the campus racial climate and cultures regularly to determine any need for change.

Statement of the Problem

Sub-Saharan African students and African-American students may share a common racial heritage and have similar physical features such as dark skin; however, many sociocultural differences exist between Sub-Saharan African students and African-American students. Differences in primary backgrounds account for disparate expectations--academic and social--as well as belief and cultural interactions (Mwaura, 2008; Namulandah, 2010). The literature pointed out that sociocultural differences have led to prejudicial norms for classroom behaviors and social relations experiences for Sub-Saharan African students (Mwaura, 2008; Namulandah, 2010).

Sub-Saharan African students are temporary migrants, while African-American students have domestic status in American higher education; hence, the two groups process the campus racial climate differently. "Understanding and analyzing the collegiate racial climate is an important part of examining college access, persistence, graduation, and transfer to and through graduate and professional school" (Solórzano et al., 2000, p. 62). Due to the unconnected backgrounds, the two racial groups experience the campus racial climate in different ways. A tendency to omit differences between people of color is a matter of concern. "What is striking in the literature is that the adjustment problems faced by international students have been generalized. The majority of studies make no distinction between the kind [*sic*] of students being studied" (Mwaura, 2008, p. 84). Survey data for Sub-Saharan African students are often commingled with those of other underrepresented students (IIE 2012-2013).

This study seeks to address this gap in the literature by using three tenets of CRT for education: ordinariness, interest convergence, and counterstories as lenses to unmask

the breadth and depth of the problem of racial microaggression in higher education, as reflected in racial climate survey instruments used in higher education.

Purpose of the Study

The purpose of this multiple case study was to explore whether or not online campus racial climate surveys gather information that assists institutions of higher education in the United States in identifying the disparate needs of African-American students and Sub-Saharan African students, especially in regard to racial microaggression within three tenets, namely ordinariness, interest convergence, and counterstories of Critical Race Theory (CRT).

Research Questions

The following questions guided this inquiry:

1. How do institutional climate surveys distinguish Sub-Saharan African students from African-American students?
2. How do data gathered by institutional climate surveys relate to three tenets (ordinariness, interest convergence, and counterstories) of CRT?
3. How do institutional climate surveys measure racial microaggression in the campus racial climate?

Definitions

To ensure uniformity and understanding, the following terms are defined as follows throughout the study:

Academic validation: An institution establishes that educational programs have “faculty who show genuine concern for students, create learning opportunities that empower students, extend opportunities to work individually with students,

and provide meaningful feedback” (Hurtado, et al., 2011, p. 55). For example, all students including students of color are held to the same academic standards required by the institution.

African-American students: people of African descent who were born, reared, and educated in the United States culture (Mwaura, 2008).

Campus racial climate: the overall feel and structure of the academic environment, history, institutional policies, services availed by students, and interrelations among students, faculty, staff and administrators (Hurtado et. al., 1998).

Counterstories: “method of telling the stories of those people whose experiences are not often told (i.e., those on the margins of society)” (Solórzano & Yosso, 2002, p. 32). For example, events or images do not speak for themselves, but people who have personal experiences, histories, and knowledge can interpret their lived stories (Solórzano & Yosso, 2002b).

Critical Race Theory: “perspectives, methods, and pedagogies that guide our efforts to identify, analyze, and transform the structural and cultural aspects of education that maintain subordinate and dominant racial positions in and out of the classroom” (Solórzano et al., 2000, p. 63).

Critical Race Theory for education: a “scholarly movement that applies critical race theory to issues in the field of education, including high-stakes testing, affirmative action, hierarchy in schools, tracking and school discipline, bilingual and multicultural education, and the debate over ethnic studies and the Western canon” (Delgado & Stefancic, 2012, p. 161).

Institutional Climate: The influence of two domains: “(a) the impact of governmental policy, programs, and initiatives and (b) the impact of sociohistorical forces on campus racial climate [context]” (Hurtado et al., 1998, p. 280).

Interest Convergence: The interests of students of color are advanced only after the learning interests of the majority students are secured, more advanced and are not under any threat (Bell, 1980). For example, a policy such as Affirmative Action makes life circumstances favorable for students of color in an institution where they are underrepresented.

Interpersonal Validation: “...actions that promote the personal and social adjustment both within the curricular and cocurricular contexts of an institution” (Hurtado et al., 2011, p. 55). For example, students’ presence in a diverse institution is confirmed by nurturing their individual differences and allowing them to share their experiences with other stakeholders in their academic journey.

Microaggression: “subtle forms or expressions of racism or bias” (Dunbar 2008, p. 43-44).

Online institutional climate survey: an electronic assessment tool used to ask students the nature of campus diversity as well as the campus mood at various time points (Tynes, Rose, & Markoe, 2013).

Online racial climate surveys: a campus-specific assessment instrument that “examines participant responses to their personal campus experiences, their perceptions of campus and their perceptions of institutional actions including

administrative policies and academic initiatives regarding campus climate”
(Rankin & Reason, 2008, p. 270).

Ordinariness: the notion that students of color should assimilate to the majoritarian students’ campus racial climate to succeed in learning and life in the institution (Solórzano & Yosso, 2002b). For example, racism is embedded in the general campus climate.

Race: stereotype defining ethnicity (Solórzano et al., 2000).

Racial microaggression: automatic and unintentional “brief, common-place, and daily verbal, behavioral, and environmental slights and indignities” (Sue et al., 2008, p. 329).

Racism: stereotype whereby one group believes itself to be superior or has the power to carry out the discriminatory behavior, over multiple racial and ethnic groups (Solórzano et al., 2000).

Institutional Validation: involves the institution taking an active interest in students and making initiatives to improve inclusion and equity on campus (Hurtado et al., 2011). An example is an institution’s effort to create an inclusive campus climate where students find satisfaction and a high sense of belonging or integration.

Students of Color: scholars who have no Caucasian white skin tone (Ladson-Billings, 2011).

Sub-Saharan African: international people born, reared, and educated on the African continent south of the Sahara desert. Sub-Saharan African students come to the U. S. for study (Mwaura, 2008).

Assumptions, Limitations, Delimitations

Assumptions. The present study included the following assumptions:

1. It was assumed that there is universality of the experience in U.S. higher education for African-Americans. It was also assumed that there is universality of the experience in U.S. higher education for Sub-Saharan African students from Sub-Saharan regions, regardless of their nation of origin.
2. It was assumed that online campus racial surveys are adequate in measuring and addressing concerns of Sub-Saharan African students and African-American students in U.S. institutions of higher education.

Limitations. The following limitations were identified and may impact generalizability of the research findings:

1. As pointed out by Dietrich and Olson (2010), higher education institutions involved in conducting surveys lack clear agreement on what to investigate. The online institutional racial climate surveys may have limited focus regarding campus racial climate and racial microaggression as experienced by Sub-Saharan African students.
2. Institutional surveys may not be aligned with the constructs being explored in the study, including CRT, racial microaggression, or racial climate. Institutional surveys also vary in their intent and history and may not be good indicators of campus racial climate. Institutional surveys capture general information about diversity within the campus.

3. Information from the online institutional surveys applicable to campus racial climate or experiences of students of color, especially Sub-Saharan African students, may be minimal.

Delimitations. The researcher established the following delimitations, which may impact the generalizability of the present study's findings:

1. The study did not cover African international students from all around the world. Instead, the focus was on students born and raised in Sub-Saharan Africa.
2. The study did not investigate campus racial climate surveys for faculty and staff.
3. The study did not address all five tenets of CRT because the nature of covering them all may unnecessarily broaden the interest scope. The study was delimited to ordinariness, interest convergence, and counterstories.
4. The study did not include blatant acts of racism such as assault/battery, but instead focused on subtle racism, namely racial microaggression, as queries in campus racial climate surveys.

Significance of the Study

Diversity in higher education is challenged by the commingling of students of color because “individuals belong to many different groups and these multiple group identities both influence and are influenced by unique life experiences, opportunities, and outcomes” (Levin, n.d., p. 14). The present study has the potential of enhancing a positive campus racial climate for current and future Sub-Saharan African students. The researcher aims to create more awareness of the danger of clustering Sub-Saharan

African students with African-American students on institutional online campus racial climate surveys. Well-developed campus racial climate surveys offer an opportunity to increase multi-ethnic student involvement. “In order for an institution to be viable, it must promote both the individual and group interests of members of the university community (i.e., students, faculty, staff, the board of trustees) and society at large” (Levin, n.d., p. 15). Higher education administrators who strategize and develop quality improvement supports can benefit from the present study in addressing racial microaggression in the institutions. Researchers involved in student development have reported gainful interventions in campus racial climate where racial microaggression exist (Solórzano et al., 2000; Solórzano & Bernal, 2001).

Institutions of higher education with diverse racial climates may potentially benefit from this study by finding new channels of articulating queries for their evaluation instruments (Dietrich & Olson, 2010). There is a need for higher education to examine the cumulative effect of racial microaggression occurring on the campus (Rouse, & Howard, n.d.; Solórzano, 1997). Hu (2007) also pointed out the possibility of such a study in gaps identified in the literature by singling out impractical policies and practices in higher education classrooms and social settings.

The present study was built on the literature and serves to raise awareness in higher education institutions of distinctive differences between Sub-Saharan African students and African-American students in institutional racial climate surveys. Ignoring race and racism only permits more subtle and unacceptable acts to remain unchallenged in the academe.

Overview of the Research Design

The present multiple case study utilized data from different online institutional climate surveys. Students completing the online surveys are considered to have had experience with the institution and are capable of rendering informed views of the campus racial climate. Data for the analysis of the research questions were drawn from 59 institutional online surveys.

The sample was composed of surveys administered in the last ten years. The researcher explored meaning in how online racial surveys address Sub-Saharan African students in higher education institutions by framing this study with CRT of education. For the purpose of this study, the researcher specifically explored how the issue of racial microaggression is checked and addressed by each respective institution.

Triangulation increases internal validity by use of multiple sources of data, such as different online campus racial climate surveys (Creswell, 2007). For the present study, the researcher did data triangulation by collecting data from multiple sources. The researcher found online campus diversity climate surveys varied across the institutions involved in the study. The online campus diversity climate surveys of interest were informative and detailed. However, some of the online surveys were not consistent with the purpose of the present study and were therefore not used.

The Internet is a practical source of institutional online campus racial climate surveys. It has been observed in the last decade that higher education institutions have been using online diversity/racial surveys as tools to inform their respective decision-making processes with the aim of achieving positive outcomes for students (National Association of Foreign Student Advisers, 2013).

Ethical considerations were observed all through the study. The researcher presented “subtle and pragmatic ethical problem [because he/she] may unintentionally focus on one alternative more than another, spending more time on the preferred choice or presenting it more cogently and convincingly” (Fetterman, 2010, p. 138). The researcher can control this subtle bias by adapting to research procedures (Creswell, 2007). In the qualitative multiple case study, the researcher is an instrument used to collect data. Due to the qualitative nature of the study, the researcher has a bias.

To control for any bias, bracketing was employed. Creswell (2007) recommended bracketing by stating that it “reduces information shared by participant in case studies....” (p. 142). The researcher was completely aware of personal experiences and controlled bias to gain clarity from the data or eliminate any preconceptions. The researcher being a Sub-Saharan African student, put aside (her) own beliefs, values, and experiences about the matter addressed in the case study. The researcher held back any knowledge about the investigation prior to and throughout the case study. Creswell (2007) advised that the researcher needs to describe prior experiences and bracket out personal views before advancing with the material of the case study.

In conclusion, “the unit of analysis must also provide for sufficient breadth and depth of data to be collected to allow the research question to be adequately answered” (Yin, 1994, p. 24). The review of the literature yielded research questions that sought to answer how CRT of education frameworks impact Sub-Saharan African students through an investigation of online campus racial surveys.

CHAPTER II

Literature Review

The purpose of this multiple case study was to explore whether online campus racial climate surveys gather information that assists institutions of higher education in the United States in identifying the disparate needs of African-American students and Sub-Saharan African students, especially in regard to racial microaggression within three tenets of Critical Race Theory (CRT), namely ordinariness, interest convergence, and counterstories. This literature review focuses on the following related content areas a) the CRT theoretical framework, b) defining CRT for Education, c) distinctions between African-American and Sub-Saharan African students in higher education, d) U.S. online campus racial surveys, and e) racial microaggression.

CRT Theoretical Framework

The origins of CRT are found in the scholarly perspectives from law (leftist Critical Legal Studies movement), sociology, history, ethnic studies, and women studies (Ladson-Billings, 1998; Yosso, 2005). Lawyers, legal scholars, and activists realized that civil rights advances had stalled; therefore, new strategies were needed to combat the inactive status. Derrick Bell, Alan Freeman, and Richard Delgado came together to write about different ways to combat emergent subtle racism, along with “Kimberlé Crenshaw, Angela Harris, Charles Lawrence, Mari Matsuda, and Patricia Williams” (Delgado & Stefancic, 2012, p. 6). The writers advocated for transcendent change by figuring out new strategies to address racism (Bell, 1992). CRT was seen as a radical interdisciplinary approach aimed at studying and resisting prevailing institutional racial oppression, inequitable distribution of power, and privilege. The movement was first known as Racial

(or the Realists). The title “realists” described the exponents of the CRT readiness to challenge the rigid status quo inherited from the early post- civil rights legislation era. The Realist notions were grounded in writings of Oliver Wendell Holmes, who used scientific lines of attack toward judges who settled cases based on value-laden personal beliefs (Bell, 1992). The movement persisted in the struggle for freedom, justice, and dignity in spite of the challenges in raising sensitive racial issues. As conceived by the proponents, the continued endeavors by the movement to advocate for minorities were likely to bring about benefits as stipulated in the civil rights movements and victories. Therefore, individual professionals from the aforementioned disciplines began to meet, talk, and engage in political actions to challenge institutional forces that were holding back civil rights (Ladson-Billings, 1998).

CRT has no identifiable start date, but its conception can be traced to the late 1970s. It was during this period that the decision of *Brown v. Board of Education* (1954) and civil rights momentum of the 1960s came under scrutiny. The aftermath of the historic ruling appeared to run into a gradual halt for institutions of higher learning. Without the persistence of the realists, legal rights for minorities under race, racism, and equality were at risk of gradual extinction. For instance, Bell (2004) theorized that the *Brown v. Board of Education* ruling was based on the interests of American policymakers. “While not mentioned in the opinion, the *Brown* decision was likely motivated by the need to counteract the reports of segregation and lynching that received international attention, particularly in the media dominated by communist governments” (p. 25). Improving the relationships with Blacks became critical to improving the U.S.

global image. It is therefore evident from time to time that social justice or fairness may be counted as beneficial for the main policymakers.

However, when the interests of Whites and Blacks were no longer mutually shared, the court began to rescind its earlier decision. Bell (2004) explained that one year after the landmark *Brown v Board* ruling, the court “in *Brown II*, reacting to the cries of ‘never’ coming from the South, and the absence of support from the executive and legislative branches, backed away from its earlier commitment, and issued a fall-back decision that enabled school desegregation” (p. 25). Delgado and Stefancic (2012) explained,

Critical race theory sprang up in the mid-1970s, as a number of lawyers, activists, and legal scholars across the country realized, more or less simultaneously, that the heady advances of the civil rights era of the 1960s had stalled and, in many respects, were being rolled back. Realizing that new theories and strategies were needed to combat the subtler forms of racism that were gaining ground, early writers such as Derrick Bell, Alan Freeman, and Richard Delgado, put their minds to the task. (p. 2)

The Realists were also discontented with the slow pace of racial reform, and so through their work, CRT emerged with a purpose to reveal what was taken for granted when analyzing race, privileges, and patterns of exclusion (Delgado, 2011; Hiraldo, 2010; Rollock & Gillborn, 2010). Academic institutions such as the University of California, Los Angeles and the University of Utah deconstructed traditional liberal approaches to legal ideology and discourse with an aim of understanding how inequalities were generated and maintained in America.

CRT focus gradually grew to include other ethnicities such as Latinas/os (LatCrit) (Ladson-Billings, 2011; Yosso, 2005), Asian critical theory (AsianCrit) (DeCuir & Dixon, 2004), and Tribal critical race theory (TribalCrit) (Brayboy, 2005). LatCrit race theory extended critical race discussions to address the layers of generalized and often inaccurate ascription (racialized) subordination that make up Chicano and Latino experiences. The LatCrit scholars asserted that racism is experienced among layers of subordination, namely ethnicity, culture, color, and mannerisms (Delgado & Stefancic, 2012; Yosso, 2005). Other racialized offshoots of the CRT family tree incorporate the racialized experiences of women, Native Americans, and Asian American communities (Yosso, 2005). “CRT’s branches are not mutually exclusive or in contention with one another. Naming, theorizing and mobilizing from the intersections of racism, need not initiate some sort of oppression sweepstakes—a competition to measure one form of oppression against another” (Yosso, 2005, p. 73).

For a tentative expository answer of what CRT entails, scholars have identified five defining elements (Delgado & Stefancic, 2012; Hiraldo, 2010; Solórzano, 1997; Solórzano & Yosso, 2002b; Yosso, 2005). The five CRT themes that form its basic perspectives, research, methods, and pedagogy include a) the centrality and intersectionality of race and racism; b) the challenge to dominant ideology; c) the commitment to social justice; d) the centrality of experiential knowledge; and e) the interdisciplinary perspective.

The centrality and intersectionality of race and racism. Intersectionality is generated from the idea that if one experiences exclusion from multiple forms, such as race or gender, there is a chance of adverse encounters with either or both.

“Intersectionality, calls attention to events and forces operating at the intersection of two or more categories, such as race and gender” (Delgado, 2011, p. 1261). Excluded individuals were reported to experience limited power as they did not belong to a single large and familiar category (Delgado, 2011). Crenshaw (1989) advanced the intersectionality theme and promoted an understanding of the complex ways in which various subordination issues related to race. There is a need to address the ills of racism by addressing the needs of the minority group through restructuring and remaking the climate if necessary.

CRT has its central insights based on the understanding that race and racism are prevalent and permanent all across the society (Solórzano, 1997). Delgado and Stefancic (2012) stated that race/racism is ordinary and a common everyday experience for all people of color. Patton et al. (2007) posited that intersectionality is seen as a model upon which one can understand, analyze, and engage with multiple social identities. Ladson-Billings (1998) further explained that intersectionality can be seen from many dimensions where individuals experience oppression based upon factors such as race, class, and disability. All these dimensions work in unison, sometimes in conflict, or sometimes in uncertain and unpredictable ways. Intersectionality has also been considered to be dynamic in nature. The process is based on the premise of understanding identities that change at different times in history and transforms through different environments. Ladson-Billings (1998) stated,

Although racial categories in the U.S. census have fluctuated over time, two categories have remained stable -- Black and White. And although the creation of the category does not reveal what constitutes membership within it, it does create

for us a sense of polar opposites that posits a cultural ranking designed to tell us who is White or, perhaps more pointedly, who is *not* White! (p. 9)

Anderson (2006) remarked that social inversions occur in response to racism. “Today, in the United States at least, the ‘mulatto’ has entered the museum. The tiniest trace of ‘black blood’ makes one beautifully Black” (p. 60).

Evans (2011) conducted a cross-lagged survey of 403 Black college students from three universities. By using an intersectionality theme in CRT, the research made comparisons across events of interpersonal discrimination, namely fear/suspicion-based discrimination, gender differences, and mental health outcomes. The author stated,

Drawing on intersectionality frameworks, the theoretical perspective utilized in this dissertation emphasizes that Black students’ unique race-gender identities relate not only to the types of discrimination they encounter, but also to the association that discriminatory events have with academic performance and mental health. (p. 3)

Results of the study confirmed the hypotheses by Evans (2011), which postulated that Black men were most likely to being treated with fear and suspicion. The results also showed that Black women experienced less overt discrimination. “These findings suggest Black men’s experiences of discrimination are more likely to be those in which they are viewed as criminal or threatening” (p. 50).

The challenge to dominant ideology. “CRT challenges the traditional claims of the legal system to objectivity, meritocracy, color-blindness, race, neutrality, and equal opportunity” (Solórzano, 1997, p. 6). Yosso (2005) added that CRT challenges White privilege and refutes the claim that affirmative action practices, such as meritocracy,

objectivity, or equality, are fully enforced in educational institutions. CRT expresses skepticism toward dominant legal claims of neutrality, objectivity, colorblindness, and incremental change (DeCuir & Dixson, 2004). DeCuir & Dixson (2004) stated,

At face-value, all appear to be desirable goals to pursue to the extent that in the abstract, colorblindness and neutrality allow for equal opportunity for all; however, given the history of racism in the U.S. whereby rights and opportunities were both conferred and withheld based almost exclusively on race, the idea that the law is indeed colorblind and neutral is insufficient (and many would argue disingenuous) to redress its deleterious effects. Furthermore, the notion of colorblindness fails to take into consideration the persistence and permanence of racism and the construction of people of color as Other. (p. 29)

A study by Schlosser (2011) examined racial attitudes of 33 police recruits, two administrators, and four instructors at Midwest Police Academy before and after training. Seventy-six percent of participants were white males, 9% were white females, 3% Mexican American, 3% African-American, and 3% biracial Latino/White. Using CRT and color-blind and dominant ideology, the author analyzed attitudes and beliefs about race and racism in a racially and ethnically diverse community. The study also analyzed classroom discourse between recruits and instructors. After 12 weeks of training, there were no significant changes in racial attitudes and beliefs among the recruits. “All instructors interviewed believed racial profiling exists to some extent” (p. 93). The study’s results indicated that when interviewing instructors, there was evidence of “colorblindness, White male ideology, and White privilege” (p. 95). Further findings

indicated that there was little interaction within the classroom on topics concerning race and racism.

The commitment to social justice. CRT offers a transformative approach to racial, gender, and class oppression (Yosso, 2005). CRT has “an overall commitment to social justice and the elimination of racism” (Solórzano, 1997, p. 7).

Brown (2004) theorized that the *Brown v. Board* decision was an example of interest convergence. The author noted that racial equality is only evident when interest converges with the interests of whites in policymaking platforms (Brown, 2004). When potentially effective racial remedies are attained, policymakers then abrogate previous decisions in fear that there may be potential threats to the interests of the predominant white society (Brown, 2004).

Viesca, Torres, Barnatt, and Piazza (2013) employed CRT in a case analysis of experiences of 22 teachers in pre-service and in-service under the assertion that social justice and its pedagogical operationalization are practiced. The study also focused on the implications of the experience of the teachers on pre-service teacher educators. A single participant who represented many of the goals to be achieved in the teacher education program was selected as the focal case for the study. The teaching practice of the participant led to her termination. The participant operationalized social justice on notions of “individual fairness and opportunity while her beliefs about accommodating diversity, regarding students’ culture and learning styles, changed significantly” (p. 106). The authors perceived that “pedagogy oriented toward social justice challenges traditional notions of schooling by viewing the teacher as an agent of social change who prepares students to critique social structures and the myths that maintain them” (p. 98).

The absence of social justice themes based on student learning, educator as activist, and recognition of inequalities among students was contrary to CRT perspective. The study concluded that there are potential inconsistencies between actual beliefs and practices of educators who claim to teach social justice. CRT offers an important lens on understanding the social and political constructs of race and how they all come together to inform policies, societal values, law, and collective actions of individuals.

The centrality of experiential knowledge. CRT “recognizes that the experiential knowledge of Women and Men of color are legitimate, appropriate, and critical to understanding, analyzing, practicing, and teaching the law and its relation to racial subordination” (Solórzano, 1997, p. 7). Academic institutions are advised to be aware of the importance of experiential knowledge of students of color as such information is critical in raising awareness on racial subordination. Understanding experiential knowledge of students of color gives educators and community workers opportunities to identify and acknowledge as strengths the transformational resistance strategies used by students navigating through higher education (Solórzano & Bernal, 2001). The authors further stated that “one example is Student of Color who holds a critique of cultural and economic oppression and is motivated to go to graduate school by a desire to engage in a social justice struggle against this oppression” (p. 324).

Patton, McEwen, Rendón, and Hamilton-Howard (2007) wrote about student affairs professionals and posited,

An awareness of their attitudes toward diversity and multiple identities can empower or thwart the developmental experiences of the students they encounter. Not adhering to the dominant value structure and embracing the critical race

theoretical perspective is an important step in creating spaces for safe dialogue, reducing microaggressions on campus, and moving one step further toward understanding the intricacies of multiple identities, including race. (p. 47)

The interdisciplinary perspective. CRT “challenges ahistoricism and the unidisciplinary focus of most analyses and insists on analyzing race and racism in the law by placing them in both an historical and contemporary context using interdisciplinary method” (Solórzano, 1997, p. 7). Solórzano and Bernal (2001) recommended the use of history and contemporary contexts when carrying out CRT studies in education.

The five themes represent a challenge to existing modes of scholarship as the themes help in understanding how racial stereotypes are used to maintain the subordination of students of color (Solórzano, 1997). However, the themes remain a guiding lens in informing the present research on international students from Africa. “Looking through a CRT lens means critiquing deficit theorizing and data that may be limited by its omission of the voices of people of color” (Yosso, 2005, p. 75).

Defining CRT for Education

Throughout American history, race and racism have shaped social, political, and economic realms (American Anthropological Association [AAA], 1998; Yosso, 2005). Racial Realists perceived racism as a “means by which society allocates privilege and status” (Delgado & Stefancic, 2012, p. 21). Race is a contested concept and potentially controversial. According to the statement on race made by the AAA (1998) and Delgado and Stefancic (2012), race is a social construct and not a biological reality. Therefore, anyone can undo the sting of race by intentionally erasing consciously negative racial connotations when interacting with others in society.

Color-blind assumptions tend to be used as masks to hide covert academic ideologies based on racism (Kumasi, 2011) or as devices used regularly to ignore discriminatory criteria for inclusion (Hylton, 2008). CRT for education challenges the assumption of color-blindness through research, pedagogy, and practice (Mwaura, 2008; Solórzano & Yosso, 2000). CRT challenges dominant Eurocentric beliefs of colorblindness, neutrality, and meritocracy that serve to justify social inequalities.

Much progress has been made in regard to CRT and educational research. “CRT in education refutes dominant ideology and White privilege while validating and centering the experiences of People of Color” (Yosso, 2005, p. 74). Also CRT for education is different from other CRT themes because “it focuses on the racialized, gendered, and classed experiences of communities of color and offers a liberatory and transformative method for examining racial/ethnic, gender, and class discrimination” (Solórzano, Ceja, & Yosso, 2000, p. 63).

However, more needs to be done to develop CRT methodology and analysis in higher education. “CRT challenges the notion that normative framing is an effective lens through which to examine educational equity issues. Essentially, normative framing is typically invoked to identify how different racial groups are unevenly distributed across a particular outcome (for example, participation or graduation)” (Teranishi, Behringer, Grey, & Parker, 2009, p. 59). CRT for education poses a challenge to the dominance of race and racism by examining how educational theory, practice, and policy are used to handle students of color (Solórzano, 1998). The five themes that characterize research methods and pedagogy in CRT for education include 1) the permanence of racism, 2) the challenge to dominant ideology, 3) intersectionality/interest convergence, 4) counter-

storytelling, and 5) critique of liberalism (Ladson-Billings, 1998; Hiraldo, 2010; Solórzano, 1998; Solórzano et al., 2000; Yosso, 2005). For purposes of the study, the researcher only used 1), 3), and 4). The rationale for not including the second and fifth tenets was because the present study sought first to establish whether online racial campus climate surveys made distinctions between African-American students and Sub-Saharan African students. The study restricted itself only to students' experiences and did not include faculty and staff. The omitted two tenets address institutional inequality based on political and property rights that address faculty and staff in the racial campus climate.

1) Permanence of racism/ordinariness. In American society, racism permeates through social, political, and economic realms (AAA, 1998; Yosso, 2005). CRT views racism as an inherent part of the nation as a whole. The intersectionality of racism and oppressive practices in educational structure may be examined through histories and experiences of students of color. Multiracial events focus on the intersectionality through reviewing racial identities/marginality in campus (Yosso, 2005). "CRT can be an effective lens for examining and challenging normative paradigms, which define mainstream policy discourse and determine appropriate concerns for education research" (Teranishi et al., 2009, p. 59). Commitment to social justice in a racial climate takes on the form of defending affirmative action or challenging on-campus hate crimes (Yosso, 2005). Programs informed by CRT may not be popular with university administration; however, it is important to have advocacy for students of color at all times. It is important for institutional processes and procedures to remain proactive, inclusive, and diverse (Teranishi et al., 2009).

2) Challenge to dominant ideology. The culture has racism embedded within and as a result, different levels of inclusion and exclusion prevail to determine advancement (Hiraldo, 2010; Ladson-Billings, 1998; Solórzano, 1998). Different rights are awarded disproportionately, including the right of possession, the right to disposition, the right to use and enjoyment, and the right of exclusion (DeCuir & Dixon, 2004). The racial culture in higher education affirms revisionist history of different races and highlights academic advancement in retention or outreach efforts. Recommendations for higher education institutions to intentionally move beyond hosting cultural festivals by addressing challenges faced by students of color was made. The underrepresented population need not remain under the assumption of color-blind diversity methods, whereby students of color remain invisible regardless of their physical presence, scholarly merits, and immigration status.

3) Intersectionality/Interest Convergence. CRT holds that equality and equity are pursued when interests of whites converge with interests of people of color (Bell, 2004; Teranishi et al., 2009). Affirmative action in higher education stemmed from the civil rights legislation. Bell (1992) defined the interest convergence principle in CRT as the fact that people of color make major gains in political, economic and other social advances as long as these benefits serve interests of White European Americans. The interest convergence principle is exemplified, for example, by the decision of the U.S. Supreme Court in *Brown* or by diversity initiatives in predominantly white institutions. Harper (2007) posited that there were dire consequences for Historically Black Colleges and Universities (HBCUs) because of *Brown* and subsequent court decisions. “By the late 1960s and early 1970s HBCUs throughout the country were engaged in a recruitment war

for their very survival with predominantly white colleges and universities eager to attract academically talented Black students” (p. 111). HBCUs were no longer the sole access for African-American students pursuing higher education since predominantly white colleges and universities attracted talented Black students (Harper, 2007).

Institutions of higher education gain financially from fees paid by non-resident students, including international students, and also from increasing diversity. The gains for international students in the arrangement are questionable in matters such as receiving a college education. International students, especially undergraduates, are recruited on the basis of having to fund their entire education because U.S. regulations do not allow them to receive any U.S. government-sponsored financial aid (Hiraldo, 2010). There are financial aid opportunities for international students pursuing advanced college degrees, including institution-sponsored fellowships, graduate assistantships, and scholarships. “Colleges and universities benefit financially from bringing international diversity to their institution. Further, their student bodies become more cultured at the expense of the international students, while the institutions’ rankings may increase” (Hiraldo, 2010, p. 56).

4) Counterstorytelling. Counterstories are a responsive tool for reacting to challenging narratives that disenfranchise underrepresented students (Dunbar, 2008). The methodological tool of counterstories has been used in the United States by people of color to construct realities alternative to those constructed by the dominant culture. Counterstorytelling is a methodological contribution to education research as it gives voice to previously suppressed narratives of oppression not captured in related literature (Solórzano & Bernal, 2001). Delgado (n.d.) stated,

Stories and counterstories can serve an equally important destructive function.

They can show that what we believe is ridiculous, self-serving, or cruel. They can show us the way out of the trap of unjustified exclusion. They can help us understand when it is time to reallocate power. They are the other half—the destructive half—of the creative dialectic. (p. 230)

Dunbar (2008) added that counterstories can be used positively or negatively to complement microaggression. Counterstories can also be used by supplementing or complementing narratives of a dominant culture narrative or by competing with or contradicting the narrative of the dominant culture. DeCuir and Dixson (2004) described counterstories as a means of exposing and critiquing normalized racial stereotypes. “The use of counterstories allows for the challenging of privileged discourses, the discourses of the majority, therefore, serving as a means for giving voice to marginalized groups” (p. 27).

Critical race counterstories provide a way to communicate experience and realities of the oppressed through voice. Counterstories make links between CRT of education and the inclusion of students of color in education (Ladson-Billings & Tate, 1995). Critical race counterstories are a direct challenge to majoritarian stories because of the way they disrupt dominant perceptions of race to reveal the realities of racism ... and other forms of subordination experienced by People of Color (Huber, 2008, p. 5).

5) Critique of liberalism. Due to the history of slavery in America, “the idea that the law is indeed colorblind and neutral is insufficient (and many would argue disingenuous) to redress its deleterious effects” (DeCuir & Dixson, 2004, p. 28). Token commitment to diversity is seen as a means to justify ignoring and dismantling race-

oriented policies. For instance, hiring a single person of color in a diversity position only to assign a colossal amount of responsibilities threatens inclusion policies (DeCuir & Dixson, 2004). The argument that society should be colorblind fails to address inequity and inopportunity.

In summary, the reality of life in higher education is that in spite of its publicity of open and democratic racial climates, students of color find it hard to navigate this environment (Ladson-Billings, 1998). CRT of education posits that racism is pervasive across educational institutions (Delgado & Stefancic, 2012). The ordinariness of race/racism is evident by the reproduction of inequities between racial groups in seemingly race-neutral matters such as student attainment gaps (Solórzano, 2002) and status (Mwaura, 2008). Understanding the racial climate and utilizing relational learning environments that produce equitable achievement for all students is critical. The CRT movement in general is comprised of a group of activists and scholars “interested in studying and transforming the relationship among race, racism, and power. The movement considers many of the same issues that conventional civil rights and ethnic studies discourses take up in broader perspective” (Delgado & Stefancic, 2012, p. 1). CRT for education presents basic perspectives usable as analytic tools to examine qualitative data (DeCuir & Dixson, 2004).

Distinction between African-American Students and Sub-Saharan African Students in U.S. Higher Education

African-American Students in U.S. Higher Education. Executive orders in the eras of presidents Franklin D. Roosevelt, John F. Kennedy, and Lyndon B. Johnson introduced the legal concept of affirmative action (U.S. Equal Employment Opportunity

Commission [EEOC], 2014). Affirmative Action “was developed as a way to level the playing field for groups that had been historically marginalized on the basis of gender or race from opportunities to develop, perform, achieve and contribute to U.S. society” (Lomotey, 2010, p. 81).

Legal precedents in the American legal system set foundations for removing segregation in higher education as evidenced in the following early (pre-*Brown*) Supreme Court rulings: *Missouri ex rel. Gaines v. Canada* (1938), *Sipuel v. Oklahoma State Regents* (1948), *McLaurin v. Oklahoma* (1950) and *Sweatt v. Painter* (1950). Wallenstein (2005) argued that the U.S. Supreme Court rulings have been used as historical milestones in modern American education but that they are best seen as symbolic markers and not as explanations for change in school policy and procedure. Thelin (2004) argued that prior to World War II, “enrollment prospects for black students remained limited, not only in the segregated states but nationwide” (p. 232). It was not until the 1960s that African-American students began to make major inclusion strides in entering predominantly White colleges and universities, but higher education continued to underemphasize civil rights. Racial integration in higher education was marked by hostility and violent student protests. Efforts to desegregate were perceived as half-hearted and also as token compliance (Thelin, 2004). “By the beginning of the 1970s, most legal barriers for the inclusion of African-Americans and women in higher education--and other areas-- had been abolished. National and local governments instilled laws that ended most overt discrimination and racial segregation practices” (Lomotey, 2010, p. 81).

Sub-Saharan African students in U.S. Higher Education. Colonial

governments in Africa offered limited access to higher education (John F. Kennedy Presidential Library and Museum [JFK], n.d.). “The Second World War, however, changed everything. As a consequence, the colonial powers in Africa came to face the immediate prospect of decolonization (in the political sense) much sooner than they had ever anticipated” (Lulat, 2005, p. 430). “It is only when it became clear that independence was just around the corner that the colonial powers began to hastily develop and implement plans for a proper higher education system closely patterned on theirs” (Lulat, 2005, p. 15).

A sense of urgency to educate Africans to take civil service, diplomatic, and teaching jobs was pervasive in the 1940s through the early 1960s as decolonization of the continent gathered momentum. There were, however, no universities, especially in East African countries (JFK, n.d.; Shachtman, 2009). The Carnegie Corporation launched a colossal grant that set up the Ashby Commission in Nigeria, which later had a prolonged learning impact in the entire African continent. Carnegie personnel held the view that relevant and reformed education was key to the development of the African continent (Lulat, 2005). Scholarships intended for qualified students were limited. Stephens (2013) stated that “opposition continued from the colonial government and white settlers to higher education for all but a chosen few Africans, especially to higher education in America” (p. 21).

The first of three airlifts funded by private donations occurred in late 1959. The period between 1959 and 1961 marked the largest influx of international students enrolled in colleges and universities in America and Canada (Stephens, 2013). “At a key

point in the 1960 presidential campaign, a dynamic young leader from Kenya named Tom Mboya visited Senator John F. Kennedy. Mboya led a campaign of his own that would eventually bring hundreds of African students to America for higher education” (JFK, n.d., para. 1). Intense fundraising efforts in Africa and America were carried out to enable African students to attend American universities. The purpose for reaching out to the emerging African nations was to encourage democracy in Africa. The African students encountered challenges on many levels, such as racial segregation, different social and cultural norms, and higher costs for basic living.

Sub-Saharan African students experienced different academic challenges as this was their first time in a multi-racial environment (American Council on Education & American Association of University Professors [ACE & AAUP], 2000; Hurtado, 1992). In spite of the hardships, Sub-Saharan African students were determined to complete their education and return back home. The impact of American education was evidenced by the students engaging in nation-building roles (Stephens, 2013). Sub-Saharan African students study in America today in fewer numbers than in the previous century. “In many African countries, there is limited domestic capacity in tertiary education to accommodate all the students who wish to pursue higher education” (Institute of International Education [IIE 2012-2013], p. 7). Statistical data for the years 2011/12-2013/14 indicated a -1.2% change for students from Sub-Saharan African alone (Institute of International Education [IIE 2014]).

Due to their small numbers, the Sub-Saharan African students can have negative experiences in campus racial climates as discussed by ACE and AAUP (2000). “A solo [person] is likely to be objectified and treated as representative of a category than as a

unique person. When a person is a solo or part of a very small minority, then both she and majority others are more likely to perceive her participation as either anomalous or discrepant” (p. 51).

Campus Racial Climate Surveys

In an era of “evidence-based” practice, institutions have made initiatives to formally self-assess the campus racial climate for issues related to racial/ethnic minorities among other diverse groups’ interests (Harper & Hurtado, 2007). Hurtado, Arellano, Griffin, and Cuellar (2008) stated that these institutions have taken up a proactive approach to intentionally plan, identify, and solve issues on race relations for purposes of advancing social progress for future generations. Such efforts include confronting racism, hostility, tension, harassment, and discrimination through different elimination channels, for example, by administering campus racial climate surveys. A healthy campus climate will both reflect the inclusion of all cultures and perspectives in research and teaching. Institutions seek to foster educational outcomes such as monitoring the skills and abilities of its constituents in preparing them to be tolerant citizens in an increasingly multiverse society (Hurtado et al., 2008).

To quantify sources of potential issues or concerns of the academic community on diversity, data and sustained assessment are recommended. Data are also needed to establish a baseline for an institution to understand whether or not there is success on climate issues and whether there are areas needed for constructive changes to be made (Milem, Chang, & Antonio, 2005). Harper and Hurtado (2007) added that data gathered from campus racial surveys are critically important in guiding conversations for transforming institutions. “The campus climate is part of an intricate web of relations,

socially constructed by individuals in an environment” (Hurtado et al., 2008, p. 204). Campus racial climate is seen from four dimensions ranging from a) an institutional historical background of inclusion or exclusion of racial groups, b) the diversity structure consisting of representation of racial groups, c) the interracial perceptions and attitudes between and among diverse student groups in academe and, d) intergroup behavioral relations between and among racial/ethnic groups (Hurtado et al., 1998). Each of the aforementioned areas requires intentional efforts by institutions of higher learning to inspire civility and nurture diverse values for future adaptability in an increasingly multicultural society. “These efforts should be guided by a willingness to question our assumptions, consideration of the experiences of different ethnic groups and an overriding concern for a quality of life on campus that will be conducive to student development” (Hurtado, 1992, p. 564). Campus climates, therefore, have to be assessed and addressed across different departments, in-/off-campus communities, underrepresented groups, residence halls, disciplines and other constituencies within an institution (Milem et al., 2005). For purposes of the study, student racial climate surveys were examined.

Higher education institutions use racial climate surveys to learn how they can improve campus experiences for students (Hurtado, 1992). Student diversity survey data “illustrate the conditions apparent for underrepresented groups on campuses with variation in Black, Latina/o, and Native American undergraduate enrollment” (Hurtado & Ruiz, 2012, para. 2). The institutions value the feedback of all of their constituents by tracking reports of harassment, bias, and discrimination in the campus racial climate. Campus racial climate surveys are significant for respective institutions because they

inform their educational knowledge base on various diversity initiatives (Hurtado et al., 2008). Issues of concern addressed in the surveys include “academic adjustment (such as language, learning styles, and educational expectations) and cultural and social adjustment (social interaction, discrimination, value system)” (Mwaura, 2008, p. 113). Institutions administer racial climate surveys to present an overview of patterns of interracial relationships faced by racial/ethnic groups in a diverse environment. The surveys capture “specific accounts of campus racial climate, including various types of discrimination or harassment” (Hurtado & Ruiz, 2012, para. 5). Campus racial climate surveys serve as a motivating force to change diversity initiatives, such as in the facilitation of intergroup relationships and incorporation of diversity-related issues across educational experiences for students, administrators, faculty, and staff (Milem et al., 2005).

Researchers have observed that institutions design their campus racial surveys to investigate “how diversity is related to differences in students’ thinking and reasoning skills” (Hurtado et. al., 2008, p. 216). Different strategies for assessment are evident in the literature, including a) undergraduate student experience survey items with narrative assessment, b) graduate experience survey including narrative assessment, c) surveys for all the academic community with a narrative assessment for the institution to learn what more can be done to promote success for all in the campus, d) surveys for underrepresented groups and, e) surveys based on exit interviews of underrepresented groups (Hurtado et al., 2008; Milem et al., 2005).

The outcome for such survey designs is to capture the expectations and experiences of students to see whether there is awareness of interpersonal relations across

the diverse environment. The guiding essence for the surveys is to provide context for understanding students' perceptions of their experiences in campus racial climate, verifying whether or not their expectations were met. Institutions also pose questions to find out whether or not there is disjuncture between students' perceptions and experiences to develop useful solutions for desirable interracial relations.

Campus racial climate surveys are administered to students, administrators, faculty, and staff. "Additionally, most campus racial climate research has been conducted with students as the unit of analysis, comparing the perspectives and outcomes of White students to either Black students or students of color broadly" (Hurtado et al., 2012, p. 216). Institutions administer campus racial surveys in a number of different ways.

Campus racial climate surveys are used to determine how institutions make future planning on diversity within a friendly specified context (Milem et al., 2005). In a hostile campus racial climate, the campus community is less likely to adjust academically with no real sense of belonging. "Campuses that wish to make progress in becoming functional multicultural learning environments now have a vast amount of empirical information [campus racial climate surveys] to guide practice... to deepen the commitment to diversity on a campus" (Hurtado et al., 2008, p. 218). A healthy campus racial climate is characterized by an institution's intentional resolve to measure the real experience of the campus community. In an unhealthy campus racial climate, hostile tension diversity goals and institutional missions are not realized. Self-assessment of the campus racial climate matters because it is an evidence-based indicator of achieving an inclusive campus environment (Hurtado et al., 2008).

Racial Microaggression

Racial microaggression is defined as the brief and common automatic and unintentional verbal, behavioral, and environmental slights directed toward people of color (Sue, Capodilupo, & Holder, 2008). Solórzano (1998) described racial microaggression as an unconscious yet subtle form of racism exhibited by nuances and code words. Sue et al. (2008) asserted there are three forms of microaggression: 1) microassault, 2) microinsult, and 3) microinvalidation. “A microassault is an explicit racial derogation characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions” (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal & Esquilin, 2007b). Microinsults are defined as the insensitivity and rudeness expressed through behavioral and verbal expressions (Sue et al., 2007b; Sue et al., 2008). Microinsults and microinvalidations “tend to be expressed unconsciously by the perpetrator, yet communicate a hidden demeaning message to the person of color” (p. 32). Few studies have been conducted in a systematic manner on how one perceives, interprets and reacts to acts of covert racial microaggression (Solórzano et al., 2000). Sue et al. (2008) proposed that in research it is important to “identify paradox associated with describing microaggressions as unintentional, subtle, covert, and innocuous, when these events can be experienced as jarring, overt, and harmful” (p. 330).

Harwood, Hunt, Mendenhall, and Lewis (2010) conducted an empirical study to describe the experiences of students of color at the University of Illinois at Urbana-Champaign (Illinois). The study explored how various forms of racial microaggression impacted ten undergraduate students of color, both male and female, and the coping

strategies they adopted. Goals of the study included educating the campus community on fostering an inclusive Illinois community rather than engaging in negative racial microaggression practices, as well as providing the administration with recommendations on improving the campus climate for all members of the community. Results revealed that racial microaggression was rampant across the institution and the surrounding community. The authors limited their research on racial microaggression within the university housing context through focus group participants. Further findings reported that “racial microaggressions ranged from racial jokes by peers to racial slurs written in the dorm elevators. In addition, environmental microaggression ranged from perceived segregation of the dorms to stereotypes about living in the projects” (p. 8).

Coping strategies developed by students of color included ignoring the racial slurs or by assuming the aggressor is ignorant or cowardly. However, the authors reported that the research revealed “a complexity of issues taking place within the university residence halls. These issues affect students academically, emotionally, physically, and psychosocially” (p. 11). One participant almost dropped out of school in his freshman year. The study provided suggestions on re-evaluating the educational policies and also offered recommendations on providing multicultural driven practices in university housing.

Deleterious effects of racial microaggression. Studies on overt forms of racism are plenty, but research on the covert forms are not adequately addressed (Sue et al., 2007a). A study to identify the covert impact of racial microaggression directed at American Asians identified a number of issues. The results showed eight microaggressive themes: alien in own land, ascription of intelligence, denial of racial reality, exoticization

of Asian American women, invalidation of interethnic differences, pathologizing cultural values/communication styles, second-class citizenship, and invisibility (Sue et al., 2007a). “Most participants described strong and lasting negative reactions to the constant racial microaggressions they experienced from well-intentioned friends, neighbors, teachers, co-workers, and colleagues (p. 77). The deleterious effect of the themes was the categorization of the American Asian as a minority myth that may be used to rationalize neglect of the group in research studies or intervention programs. Also, the development of the minority myth minimized the voice of American Asians in a democratic society (Sue et al., 2007a). Solórzano et al. (2000) recommended that any inquiry regarding racial microaggression include an examination of the “cumulative nature of racial stereotypes and their effects” (p. 62).

Although the racial climate in higher education has improved over the years since the 1960s, it “remains a troubled source of discomfort for many students. An outward appearance of relative calm masks many serious concerns and strong feelings about race and other forms of difference that percolate just below the surface” (Rouse & Howard, n.d., para. 2). It is reported that differences between minority and majority students in U.S. institutions “cannot be explained by examining a few overt racial incidents. We must be willing to listen more carefully to minority students, faculty and staff to hear the nature of the day-in/day-out, routine experiences that contribute to their discomfort” (para. 6).

CRT offers a specific set of theoretical principles with which to identify the importance of racial microaggression experienced by Sub-Saharan African students in a hostile higher education. CRT themes can be used to investigate the predicament of

African students in a racial climate. One of the themes of CRT speaks to the centrality of race and racism and the intersectional nature of other forms of subordination (Solórzano & Bernal, 2001). There is minimal literature on Sub-Saharan African students; Sub-Saharan African students experience different challenges in higher education that differ from those of African-American students, including race, class, language, gender, and immigration status among others. The “minority status brings with it a presumed competence to speak about race and racism” (Delgado & Stefancic, 2012, p. 9). The unique voice of color is heard in an uneasy tension probably due to different histories and experiences. The literature identifies some triggers of the tension in higher education as likely to stem from oppression of and lack of communication with students of color especially on matters new to the dominant population.

Curbing Racial Microaggression in Higher Education

Campus racial climate. Fostered by the inclusion of races in universities, a campus racial climate model began in the 1950s. “The civil rights movement, the elimination of *de jure* segregation in the public sector (*Brown v. the Board of Education*), litigation in areas related to the Civil Rights Law (Title VI), and a surge in minority enrollments up until the mid-1970s raised the level of public consciousness regarding inequalities in education of minority groups” (Hurtado, 1992, p. 540). The literature further indicates that extensive research has been done on minorities in higher education; yet surprisingly few empirical studies have focused on campus racial climates (Hurtado, 1992). “Just as we recognize that developing high quality academic advising programs requires continuous evaluation and attention over many years, so should we realize that

improving a university's racial climate will require long-term, intentional effort throughout the university" (Rouse & Howard, n.d., para. 3).

It is important to understand and evaluate campus racial climate because of the role it plays in examining college experience trends for students. Tynes, Rose and Markoe (2013) defined racial climate as the "perceptions, attitudes, behaviors, and expectations around race, ethnicity, and diversity of the institution members" (p. 102).

Solórzano et al. (2000) posited that students of color in predominantly white institutions tend to navigate through a number of challenges. Defining campus racial climate, the authors described how a positive racial climate can be characterized by four elements,

- a) the inclusion of students, faculty, and administrators of color; b) a curriculum that reflects the historical and contemporary experiences of people of color;
- c) programs to support the recruitment, retention, and graduation of students of color; and d) a college/university mission that reinforces the institution's commitment to pluralism. (p. 62)

A negative form of campus climate is evident where any one of these four elements is nonexistent. Campus racial climate consists of structural diversity, psychological climate, and behavioral dimensions (Hurtado, 1992). Researchers view racial climate as two alternative interpretations: "a) selective institutions and large campuses are environments that are more likely to attract protest-prone students, and b) large institutions are characterized by an impersonal atmosphere and lack of concern for the individual student thereby promoting student discontent" (Hurtado, 1992, p. 542).

The report by ACE and AAUP (2000) provided results of the nationwide survey of major universities in America. The survey was mailed to a representative sample of college and universities engaged in social sciences, humanities, education, and business at Carnegie Research-I institutions where faculty members were asked to share their attitudes and views toward diversity at their institutions. The final survey response was 47 percent. The survey findings indicated racial and ethnic diversity are “necessary but not sufficient for creating the most effective educational environment” (p. 62). Hurtado (1992) asserted that “despite visible programmatic activity, institutions continue to vary considerably in their commitment to diversity” (p. 543). The author added that perceptions toward racial climate differ by institution, especially with the dimensions of location and ethnic composition of the campus playing key roles. A comparative group analysis is therefore recommended in order to understand racial climate issues.

In conclusion, the study of the campus racial climate is important in finding out experiences of individual students.

Summary

Key stakeholders in higher education continue to struggle with the complexities of balancing a cohesive campus racial climate. There has been racial alienation and isolation experienced by students of color attending predominantly white universities in the USA (Ladson-Billings, 1998). Despite institutional efforts to diversify the student body and to improve academic environments for racial minorities, few studies have examined online campus racial climate surveys and their relationship to minority students’ experiential outcomes (Harper & Hurtado, 2007). Empirical research has documented the marginalization of Sub-Saharan Africa students in the academy. This

study evaluated whether or not online campus racial climate surveys sufficiently gather information that assists institutions of higher education in the United States in identifying the disparate needs of African-American students and Sub-Saharan African students, especially in regard to racial microaggression within three tenets (ordinariness, interest convergence, and counterstories) of Critical Race Theory.

State of the Literature

First, there is a paucity of research on the specific population of Sub-Saharan African students in the United States. The Sub-Saharan African students are grouped or combined with African-American students in racial campus surveys used by a majority of higher education institutions. For instance, in the national Diverse Learning Environments Survey, references used to describe students of color with origins from Africa as “African Americans” and “Blacks” (Higher Education Research Institute at UCLA [HERI], 2012). In addition, a report on campus climate noted that racial categories used in the study were grouped together to reflect views from Black, African American, and Mixed Race (half Black), thus this analysis follows the practice of the students in using both Black and African American.

Second, institutional climate surveys on racial microaggression toward Sub-Saharan African students specifically are nonexistent as defined by CRT for education. Although there is literature on racial microaggression and its effects on African-American students, there was no similar research that addressed Sub-Saharan student group satisfactorily and effectively. Harper and Hurtado (2007) advised,

As long as administrators espouse commitments to diversity and multiculturalism without engaging in examinations of campus climates, racial/ethnic minorities

will continue to feel dissatisfied, all students will remain deprived of the full range of educational benefits accrued through cross-racial engagement, and certain institutions will sustain longstanding reputations for being racially toxic environments. (p. 20)

Third, there is no research literature on how institutional climate surveys measure the extent of incidents and prevalence of racial microaggression. “Many campuses are unaware of the magnitude of the problems faced by racial/ethnic groups in environments where they are underrepresented” (HERI, 2012, para. 4).

CHAPTER III

Methodology

The purpose of this multiple case study was to explore the efficacy of online campus racial climate surveys that gather information to assist institutions of higher education in the United States in identifying the disparate needs of African-American and Sub-Saharan African students, especially in regard to racial microaggression within three tenets of Critical Race Theory (CRT), namely ordinariness, interest convergence, and counterstories. The following research questions guided this study:

1. How do institutional climate surveys distinguish Sub-Saharan African students from African-American students?
2. How do data gathered by institutional climate surveys relate to three tenets (ordinariness, interest convergence, and counterstories) of CRT?
3. How do institutional climate surveys measure racial microaggression in the campus racial climate?

Research Design

Within the spectrum of qualitative research, the study design used a multi-site case study method. The case study approach is a qualitative research methodology used to investigate a group or population “or hear silenced voices” (Creswell, 2007, p. 40). In turn, qualitative research seeks to empower individuals’ life experiences by means of their (individuals) understanding of complex and detailed information rather than rely on information imposed beforehand (Creswell, 2007). Therefore, qualitative methods are used to explore a social phenomenon from the perspective of different sources of information -- for instance documents such as institutional online racial climate surveys

used in the study -- involved for the purpose of contextualizing pertinent issues in their socio-cultural-political settings and sometimes in order to transform social conditions. Documents produced by universities should have a relationship to the experiences of students and be an indirect reflection of individual experiences (Creswell, 2007).

Qualitative research includes CRT (Bogdan & Biklen, 2007; Creswell, 2007). “CRT scholars would see racism as part of the context of a specific educational problem” (Bogdan & Biklen, 2007, p. 22). Creswell (2007) added that in CRT methodology, the researcher uses race and racism “in all aspects of the research process; challenges the traditional research paradigms, texts, and theories used to explain the experiences of people of color; and offers transformative solutions to racial, gender, and class subordination in our societal and institutional structures” (p. 28).

The rationale for the use of the multi-site case study is that the method lends itself to the nature of the research questions for the present study. The study will involve the collection and analysis of data from different cases (Bogdan & Biklen, 2007; Merriam, 2009). “The case study research involves the study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context)” (Creswell, 2007, p. 73). Creswell (2007) advised that case study research is not a methodology but the choice of the researcher based on what is to be studied, explaining that case studies are used by the researcher to investigate the depth of a program, event, activity, process, or individuals. Multi-site case study researchers collect and analyze data from several geographical sites to develop a descriptive model that includes all the cases of the phenomena of interest. The researcher explored meanings in how online racial surveys address Sub-Saharan African students in higher education institutions.

This multiple case study method research design used data from multiple institutions, namely document analysis (Bogdan & Biklen, 2007). The researcher created a rubric as discussed under instrumentation hereafter. The cases for the study were 59 online campus racial climate surveys for different higher education institutions in America. The online campus racial surveys were drawn from all the regional divisions of the United States as seen in Figure 1.

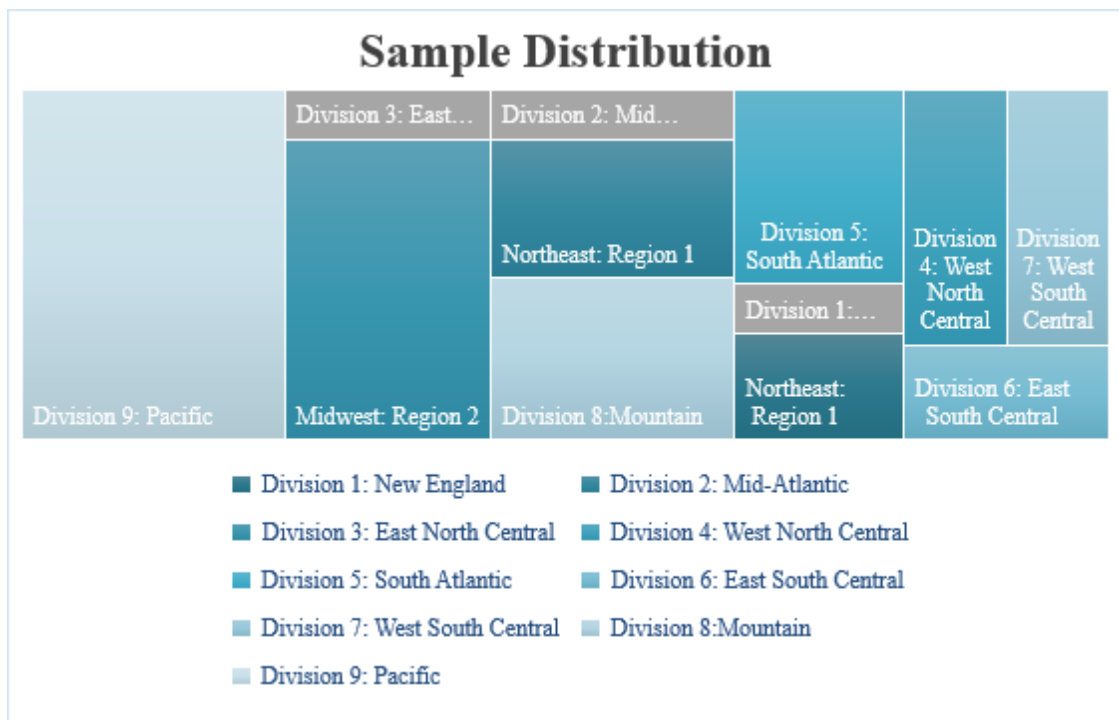


Figure 1. Sample Distribution Across the United States

Sampling

Inclusion Criteria. In order for an institution and its online racial climate survey to be included in this study, several inclusion criteria needed to be met:

Institution

- Institution is university level.
- Institution has an international students' office.
- Institution is geographically situated in the United States of America.
- Institution has an enrollment of at least 25 Sub-Saharan African students.

Online campus racial climate surveys

- Campus racial climate surveys are public and online.
- The date of administration of the campus racial climate survey was 2002 or later.

Sample. The primary source of data was institutional websites. Out of 78 institutions across the U.S. that met the institutional inclusion criteria, 59 online campus racial climate surveys met the inclusion criteria for the study. Data for the analysis of the study were drawn from these 59 online campus racial climate surveys from 48 public and 11 private universities in the U.S.

Among the online racial climate surveys, the researcher reviewed nine multi-campus surveys, 40 single-institution surveys, six institutional surveys administered specifically to international students, and four classroom surveys. Selected institutions were screened by a series of criteria with the overarching consideration based on their ability to administer an online campus racial climate surveys to students of color. An example of a campus racial climate survey (from North Carolina State University, 2015) is shown in Appendix C.

Instrumentation

Racial Climate Survey Scale (RCSS). A review of the literature revealed that a Racial Climate Inventory (Pike, n.d.) was developed and used to study institutional racial climate for social work schools and programs. Pike (n.d.) developed two scales for faculty and students. “Both scales were written at the group level because the literature had identified a greater tendency for minority group members to perceive racial prejudice and discrimination at the group rather than the individual level” (p. 4). The researcher created the RCSS, base on Pike’s inventory, to determine whether questions posed on institutional surveys asked students about their experiences within the institutional racial climate or whether racial climate surveys were more targeted.

The researcher conducted self-assessment and acknowledged personal bias regarding the present study having experienced campus racial climates in the U.S. The researcher has therefore been very careful and sensitive not to impose personal biases, views, or preconceptions on the data. The researcher achieved objectivity by bracketing herself through the process of holding back personal experiences and lived experiences of being a Sub-Saharan African student.

Another explanation for the term “bracket” in the literature is that it is the process whereby the researchers suspend their own reality in order to study the reality of everyday life (Bogdan & Biklen, 2007). Merriam (2009) posited that the researcher-participant relationship and the purpose of the qualitative study determine how much the researcher is ready to handle ethical dilemmas, especially where validity of the data findings and dissemination is concerned.

The researcher was inspired by the Racial Climate Inventory (RCI) (Pike, n.d.). The development of the RCI had an objective to operationalize racial climate in a particular program within an academic institution. Likewise in the present study, a rubric [the (RCSS) (Appendix A)] served as the data collection instrument with an objective to measure the different online campus racial climate surveys relative to the three research questions: a) the presence or absence of distinguishing between Sub-Saharan African students and African-American students b) whether three CRT tenets (ordinariness, interest convergence, and counterstories) were observed in online campus racial climate surveys and c) any measurement of racial microaggression as outlined in the third research question.

For the purpose of credibility, the rubric was vetted by a subject matter expert for face validity. Further, biases of the researcher were minimized since the rubric was reviewed and validated by members of the committee in the study. By use of the RCSS, the researcher checked to see if the online campus racial climate surveys addressed the research questions (see Table 1).

Table 1

Process to Develop and Validate RCSS

	Description	Generalized Rubric	Examples of application from the sample's surveys
Step 1	RCSS inspired by Pike, C. K. (n.d.). Measuring racial climate in schools of social work: Instrument development and validation	Reading through literature to identify campus racial climate content – institutional validation, academic validation in the classroom, Interpersonal validation and racial microaggression; discussion among faculty; input from faculty	Researcher used RCSS to evaluate the first five alphabetical online campus racial surveys; faculty gave feedback
Step 2	Reviewed feedback; Restated content in outcome	RCSS focused on student experiences within and outside of the classroom; RCSS reviewed to be more relevant for online racial climate surveys; RCSS objectives addressed three research questions	Used sample data to assess RCSS; Faculty reviewed RCSS; added detailed description to objectives
Step 3	Determined ability of RCSS to capture campus racial climate	Assessed RCSS's ability to differentiate individual environments	Assessed RCSS on the first alphabetically placed sample
Step 4	Analyzed data check reliability and further validate RCSS	Determine reliability RCSS; further assessment of sample	Further assessment of RCSS for repeatability

Step 1: Researcher was inspired by Pike, C. K. (n.d.). Measuring racial climate in schools of social work: Instrument development and validation. In step one the researcher identified input in the literature on campus racial climate content, namely institutional validation, academic validation in the classroom, interpersonal validation, harassment,

and bias. The exploration and typing in keywords from each question on the RCSS was then carried out and later saved in a Word document. Input from discussion with faculty whose expertise in rubric making was used.

Step 2: Researcher reviewed extensive feedback. Different changes were made including the a) restating of content in objectives; b) changed outcome content questions to use a binomial yes/no standard to evaluate outlined objectives; c) RCSS was further reviewed to be more relevant for online racial climate surveys.

The first RCSS question was reviewed to address the first research question. Question 2 in RCSS addressed climatic institutional commitment in creating a sense of belonging for all students. Students were to share their perceptions on whether their respective institutions facilitated the growth of an inclusive racial climate (Harper & Hurtado, 2007). Just like in CRT tenet of ordinariness, RCSS question 2 checked to see if online racial climate surveys asked students of their perceptions of the role their respective institutions addressed fairness, racial tension, social justice among other related means used to create a comfortable racial climate.

Step 3: Step three was a pilot process as shown in Appendix D. The researcher wanted to pinpoint where racial climate outcomes consistently tied with the RCSS by assigning areas addressed. For the first outcome, the RCSS outcome investigated whether online campus racial surveys made a distinction between African-Americans and Sub-Saharan African students. For the second RCSS outcome, institutional validation addressed by CRT of education in ordinariness was addressed. The question investigated whether online racial climate surveys asked students about their perceptions of the institutional racial environment. The RCSS third and fourth questions addressed

academic validation issues in the racial campus climate. In seeking to find out whether there was mutual gain for all majority and students of color in curriculum and class environment. The RCSS was used to find out whether students were asked about their experiences within the structured campus environment, namely classrooms with their peers or with faculty. The RCSS also investigated whether online racial surveys asked students whether they experienced efforts made to promote learning and personal development. Interest convergence in CRT speaks to the mutual benefits for the majority and students of color, hence questions 3 and 4 covered the tenet in the RCSS.

Question five investigated whether online racial climate surveys examined how students experienced interpersonal validation from peers and others in unstructured racial campus climate. The CRT tenet on counterstories lends itself to the fifth RCSS outcome. The literature discussed stated that counterstories are an effort to understand the presence or absence of racial harassment and an effective point to begin a judicial remedy (Ladson-Billings, 1998). The researcher noted from faculty feedback the likelihood of an overlap with the second RCSS question. To address the concern, the researcher ensured that the second RCSS question would be addressed by RCSS investigating whether online racial climate surveys asked students on how the respective institution made initiatives to create a sense of belonging for all students. Also, for the fifth question, the RCSS would investigate whether the online racial climate survey asked the students about their perception of racial discrimination/bias among students and others in the unstructured diversified campus.

The sixth RCSS question investigated whether online racial climate surveys asked students if they experienced racially rude, insensitive, derogatory, or demeaning

encounters through physical or written means. Such explicit behaviors were also described in the literature as racial microaggressions.

Step 4: The researcher determined whether RCSS differentiated between the outcomes. An assessment and analysis of online racial climate surveys were carried out for the first five alphabetical institutions as seen in Appendix E. To increase the reliability of RCSS the researcher measured repeatability by assessing five more online racial climate surveys. The researcher, therefore, designed the RCSS as an analytic rubric that articulated the level of the sampled institutions on each of the criteria presented by the research questions for the study. The RCSS was informed by the evaluative criteria as described in the columns titled Objective/Outcome, and which were defined as a) pre-baseline, b) baseline, c) emerging, d) established, and e) definitive. Under evaluation criteria, the rubric checked whether the institution addressed campus racial climate or not as reflected in the online racial climate surveys. Based on the literature on subjective experience by students of the campus climate, the following four dimensions were addressed: 1) institutional commitment to diversity, hence institutional validation, 2) academic validation in the classroom as seen in positive cross-racial interaction or negative cross-racial interaction, 3) satisfaction with diverse perspectives also referred to as interpersonal validation, and 4) discrimination and harassment. The questions for the RCSS (see Appendix D) analyzed each dimension under questions 2 through 6, and was administered to a sample of the first five online campus racial surveys. In addition, the RCSS measured whether the online campus racial surveys made a distinction between African-American and Sub-Saharan students. The researcher used the RCSS to measure

the campus racial climate surveys of the sample using the aforementioned five levels (pre-baseline, baseline, emerging, established, and definitive).

Content validity for the RCSS was reached by a process that involved consultation with selected experts in the higher education field. Results of the field test allowed the researcher to assess clarity, credibility, and reliability. The RCSS was field tested for reliability for the measures used to yield consistent results. It was important for the researcher to see if all the online campus racial campus survey questions addressed the critical elements of the research questions. The rubric had a number of revisions. First, there was a need to clarify the “objective’s function.” The researcher reworded the objective as descriptors or RCSS rubric questions after consulting and receiving feedback from faculty. Second, there was a need to phrase the RCSS rubric descriptors as either an objective or an outcome because the answer is usually in the affirmative (yes) or negative (no). Third, the researcher reworded the objectives to reflect distinct behaviors addressed in the online campus racial surveys. Fourth, the researcher provided the level of performance for each descriptor to capture the distinction between the different criterion levels, that is RQ1, RQ2, RQ3, and RQ4 respectively. Fifth, the researcher pilot tested the RCSS by applying it to five samples of online campus racial surveys. The pilot test results are shown in Appendix E. Responses from the pilot test were used to assess clarity and reliability of questions in measuring online racial climate surveys.

The rubric gives qualitative feedback on the online campus racial climate. Dimensions were the individually numbered items on which the surveys were evaluated, in other words, the outcome of what was evaluated. Number one addressed the question on whether distinctions were made between African-Americans and Sub-Saharan African

students. Number two addressed institutional validation. Numbers three and four asked questions on academic validation. Number five addressed the question on interpersonal validation. The sixth question addressed the question on racial microaggression. Action verbs with measurable and observable items for each of these questions were reviewed.

On top was the scale with values ranging from pre-baseline (the sample's surveys did not have any question addressing the RCSS objective), baseline (no link was present in the survey item to the respective RCSS objective), emerging (there was a vague connection in the survey to the respective RCSS objective), established (there was one clear link in the survey to the respective RCSS objective), and definitive (there were two or more clear links in the survey to the respective RCSS objective).

The researcher ensured that there were relationships between the RCSS objectives and the research questions for the study (see Appendix D). The statements gave the researcher the criteria with which to evaluate the online campus racial surveys (see Table 2).

Table 2

Relationship between RCSS Descriptors and Research Questions

RCSS Rubric Descriptor	RQ1	RQ2	RQ3	RQ4
1. Distinction made between African-Americans and Sub-Saharan African students.	X			
2. Student perception of campus diversity environment is a clear objective of RCSS.		X		
3. Student perception of institutional academic and/or social support, based on racial background, is a clear objective of RCSS.		X	X	
4. Students' perception of institutional efforts made to foster diversity opportunities that promote learning and personal development is a clear objective of RCSS.		X	X	
5. Students' perceptions are sought regarding discrimination based on racial background is a clear objective of RCSS.		X	X	
6. Survey questions ask whether students experience explicit behaviors in the campus that indicate a lack of respect for populations of diversity.				X

Data Collection Procedures and Data Analysis

Using the inclusion criteria above, the researcher collected online racial climate surveys from 59 institutional websites across the USA in the Spring and Summer of 2014. Appendix C illustrates an example of an institutional website with an online racial climate survey. The institutional websites yielded a total of 78 online racial climate surveys. There was a variety of online presentations in the way the surveys were formatted. The researcher, therefore, organized the non-pdf formatted data into pdf formats before uploading the information into the selected software (see Appendix C).

Coding

Data Segments. The researcher began the process of coding by condensing the collected data by first reviewing online campus racial surveys for significant phrases and words as informed by the literature. A total number of significant phrases was determined after a thorough review of the online campus racial surveys. Each word or phrase of significance to the study was considered a data segment. A total number of 681 significant data segments was determined. The researcher addressed the first research question by examining the online campus racial surveys for any distinctions made between African-Americans and Sub-Saharan African students. For keywords on CRT tenets of ordinariness, interest convergence, and counterstories, the researcher relied on the literature to determine the appropriate material. Social justice and proactive institutional initiatives are a means to secure and advance the interests of every stakeholder in institutions, which include universities (Bell, 1980). A win-win atmosphere has to be created to meet the interests of all participants. Under ordinariness, questions in online campus racial surveys asked students how the institution was doing in

intentionally creating a sense of belonging by use of words such as “fairness, racial tension, and social justice.” The respective online campus racial surveys sought to find out from students whether there were genuine efforts to create an inclusive racial climate, hence academic validation. On interest convergence, questions gauged students on academic validation by asking how the classroom atmosphere was. Keywords used for the CRT tenet included “diversity awareness and cross-racial comfortability” with people and academic material. Interpersonal validation in the campus climate was addressed in the online campus racial climate surveys by asking students their perspectives and initiatives they personally took to promote a rich academic experience. Questions raised included keywords such as “respect for other racial groups, confirm/support/segregation from other racial groups.” The same approach was discussed in the literature for CRT tenet on counterstories.

The researcher identified the keywords as data segments that could help in answering the research questions. Data analysis began at this point where the coding process was done by reading through each of the identified online campus racial surveys.

Concept Clustering. The data segments were then clustered and labeled under shared key concepts. The process involved cross-checking the literature for similar significant questions. For example, a significant question as, “Please rate the overall campus climate on the following dimensions, with a rating of 1 being the most positive. (As an example, for the ‘friendly-hostile’ dimension, 1=very friendly, 2= somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)” was linked to CRT tenet on ordinariness. The concept provided the basis of clustering similar significant questions raised in online campus racial surveys. The researcher continued to

extract similar information from online campus racial surveys and in order to reduce overlap and redundancy of codes, the labels assigned were termed as broad categories (Creswell, 2007). The researcher then grouped the broad categories of information that were similar in themes. The coding process took a few weeks for the researcher to look carefully and compile a list of data segments to ensure that no critical detail was left out (see Appendix D). Through constant comparisons, the researcher began to see interrelated data segments. The researcher continued to make comments and highlights to pertinent data as a measure to assist in the coding and categorization process. Also, the researcher continued to peruse the data for more emergent matches, patterns, and themes. The process of sieving through the information helped in reducing the large database. It was at this point that the researcher entered data in QDA Miner. An upload of all the 59 online climate surveys in their pdf format into the program was carried out. The next task involved assigning codes to highlighted data across all the online campus climate surveys. Guided by the literature in Chapters I and II respectively, assigning of codes was done electronically using the codes as follows: Red was for African American, Sub-Saharan African Students, green for ordinariness, cyan for interest convergence, pink for counterstories, and purple for racial microaggression.

In the analysis of the gathered data, the researcher coded the information for two purposes: a) description (data segments) and b) development of themes to be used in the study (Creswell, 2007). Data were therefore first described by data segments within the online racial climate surveys and labeled them within the identified area (see Figure 2).

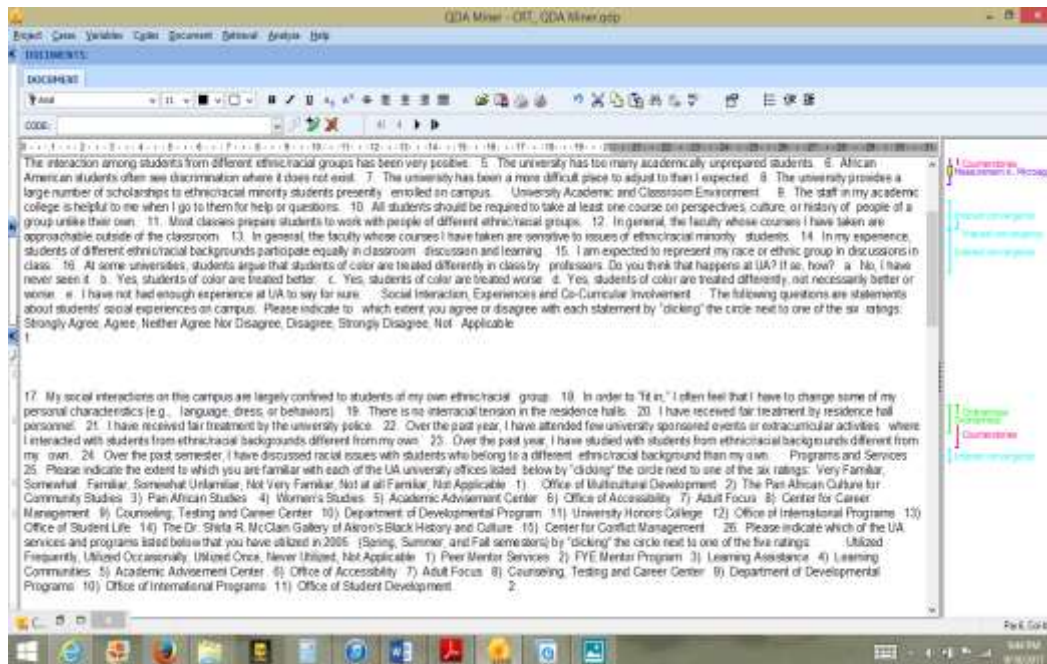


Figure 2. Presentation of data segments as carried out electronically on QDA Miner.

For further organization, the data were arranged in order to eventually merge the codes into categories. The codes were first grouped into three categories. For example in the first research question, the data segment would be “what is your race? If the answer was African/African-American/Black, the concept would then be African-American/Black; the category would then be put under “commingled.” Table 3 shows one example of how codes were combined to form a category.

Table 3

Merging Concepts into Categories

Concepts	Categories
African/ African-American/Black	African student groups commingled
International	
Aliens	

The final categories for the study are listed in Table 4 indicating how data segments were organized and reduced to the final three categories. Appendix G shows the detailed list on how the data segments were broken down into codes and then into categories.

Table 4

Categories

	Categories
Category	African student groups commingled
Category	Category: Ordinarity (institutional validation), interest convergence (academic validation), and counterstories (interpersonal validation)
Category	Racial microaggressions

QDA Miner Lite Software (hereafter referred to as QDA Miner Lite) is a tool that assisted the researcher to further organize, sort, plan, and analyze the data from the institutional online surveys. QDA Miner Lite also served as a depository for the data collected.

Bogdan and Biklen (2007) assert that software programs facilitate data analysis by simultaneously sorting data into several different categories.

Computer software for qualitative data analysis enables the researcher to code easily the same segment of data in multiple ways, to compare data that have been coded differently but might be related to a similar theme or analytical frame, and to use different approaches for the same data. (p. 189)

The researcher began by analyzing surveys for a common theme. The researcher discovered that a theme might be expressed in a single word, a phrase, a sentence, or a paragraph. For the first research question, the researcher noted whether each institution's online racial climate survey did or did not distinguish between Sub-Saharan African students and African-American students.

The researcher approached the second research question by basing the themes suggested in the research literature. For the CRT tenet of ordinariness, the literature defined the view as one held by institutions and organizations that racism is an everyday occurrence. Solórzano, Ceja, and Yosso (2000) asserted that the ordinariness of racism means color-blind policies are accepted as the norm in academic institutions. The authors further stated that the general notion in the academy was that everybody was treated in the same manner irrespective of one's race. The practice appears positive and neutral in general, but justifies social inequalities that may result in tense relationships, questioning of social justice practices, and racial prejudice. The researcher derived from the literature words for the CRT tenet on ordinariness as "racial tension," "social justice," and "fair treatment."

For the CRT tenet on interest convergence, Bell (1980) defined the view as racial realism. Delgado (2000) further defined interest convergence as the process whereby the prevailing white power institutions encourage racial advances for people of color only when these advances also promote the self-interests of the white institutions. People of color only gain concession when interests of whites are served. For instance, civil rights advancements were seen only because the white society benefited socially, politically, and economically (Ladson-Billings, 1998). Therefore words appropriate under interest convergence were “diversity awareness” and “cross racial comfortability with similar/different peers.”

The third CRT tenet in the study was counterstories. By definition, counterstories are narratives told by students of color to remind them of their identity in relation to the predominant white group of students (Delgado, n.d.). Counterstories are an initial approach to understanding racism and a start in seeking judicial recompense (Ladson-Billings, 1998). Therefore, counterstories are “required for a complete analysis of the educational system” (Ladson-Billings and Tate, 1995, p. 58). Counterstories are not relayed forcefully and they offer creative discussion where any institution can further research and make changes to be more inclusive (Dunbar, 2008). Under counterstories, the following phrases were used: “respect for other racial groups” and “confirm support/segregation from other racial groups.”

Racial microaggression is defined as the intentional or unintentional verbal, behavioral, and environmental inequities meted toward students of color (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal & Esquilin, 2007b). There are three types of microaggression: “microinsults (rudeness and insensitivity, demeaning a person’s

heritage), microassaults (explicit racial derogation and discriminatory behavior), and microinvalidation (excluding or negating experiences)” (Tynes, Rose & Markoe, 2013, p. 104). Racial microaggression may appear trivial; however, the cumulative nature results in major stressors to students of color as the act (racial microaggression) breeds feelings of marginality (Sue et al., 2007b). Words used for racial microaggression included “use of slang terms when referring to populations of diversity,” “derogatory behaviors,” and “derogatory verbal responses.”

The researcher then read through the 59 online campus racial surveys. Each online racial climate survey was read and reviewed for a period of time and each time, the researcher noted observations – data segments. In the latter part of this chapter and in Chapter IV, the researcher will explain more on data segments. The researcher sought contrasts and comparisons in the data in preparation for the next stage of description. The researcher then purposively focused on setting up new computer files for the data categories and the matching data. For the description phase, the researcher constructed and described the identified categories in an inductive analysis (Bogdan & Biklen, 2007; Creswell, 2007). Inductive analysis allows for categories to emerge from identified patterns found in the case study (Patton, 1990). Through induction, the researcher put together the units within the identified categories in order to find a theme.

The researcher then began to classify and code the data once saturation levels were attained (that is, the researcher began to see redundancy in the data), then labeled the respective categories according to the content outlined in RCSS (# 1) (see Appendix A). Axial coding (Creswell, 2007) was used where related categories were combined.

The researcher was systematic in classifying the categories around the emergent themes (baseline, emerging, established, or definitive) from the data sources.

Under the interpreting phase, the researcher ensured the interpretation of the emergent categories corresponded to the purpose of the research questions. Last, the researcher organized the information for the qualitative case study by writing out a descriptive narrative, then an analysis of the data gathered, and finally interpreted the significance of the study for stakeholders in higher education for the representing phase.

The researcher was able to reduce the data segments into concepts of 13 for distinction , 27 for ordinariness, 42 for interest convergence, 26 for counterstories, and 22 for racial microaggression. A detailed summary of the results will be provided in Chapter IV. The concepts were then reduced into one category for distinction. The researcher saw an emergent interrelationship between ordinariness, interest convergence, and counterstories and therefore combined the six categories. There were three categories of racial microaggression that were reduced to one. Table 5 shows an example of data segments obtained from online campus racial surveys and how the data were organized, then merged into concepts, categories, and themes. The researcher continued to analyze the online campus racial surveys for the main themes of the study to emerge as will be explained in Chapter IV.

Table 5

Merging Data Segments, Concepts, and Themes

Data Segments From Online Campus Racial Climate Surveys	Concepts	Categories	Themes
African-American/Black	African/ African-American/Black	African student groups commingled	Despite the effort to collect inclusive demographic data by identifying students with African features, there was no observable data to show distinctions between African-American students from Sub-Saharan African students.
Black/African American	International		
Black racial groups from Africa	Aliens		
North African			
African			
Black or African American (e.g., Jamaican, Nigerian, Haitian, Ethiopian, etc.)			

Summary

The researcher used a multiple case study to investigate different surveys of racial campus climate across 59 institutions. RCSS questions examined disparate needs of African-American students and Sub-Saharan African students. The first research question addressed whether online campus racial surveys made distinctions between African-American students and Sub-Saharan African students. The second research question examined whether online campus racial surveys addressed three components of Critical Race Theory (CRT), namely ordinariness, interest convergence, and counterstories. The third research question investigated whether online campus racial surveys addressed racial microaggression as experienced by students of color within the campus racial climate. Data were collected by reading through the documents from 59 different

institutions. The RCSS was developed to analyze the online campus racial surveys using questions with pertinent dimensions of institutional climate. Data collection procedures involved reading, reviewing, and taking notes of data segments. In Chapter IV, the researcher will provide a detailed description of the 59 online campus racial surveys and the background of the study as guided by the research questions.

CHAPTER IV

RESULTS

The purpose of this multiple case study was to explore whether or not online campus racial climate surveys gather information that assists institutions of higher education in the United States in identifying the disparate needs of African-American students and Sub-Saharan African students, especially in regard to racial microaggression within three tenets of Critical Race Theory (CRT), namely ordinariness, interest convergence, and counterstories. The results presented follow the purpose of the study and the research questions using the instrumentation discussed in Chapter III.

The researcher begins the chapter with a description of institutional profiles. Next, the researcher will describe the identification of data segments, what concepts were generated, then how the concepts were combined into categories and how these categories and themes were developed. The researcher has condensed some of the data into tables to provide the reader with more information. Excerpts from some online campus racial climate surveys will be displayed for a detailed description of the significant questions used in the study.

Institutional Profiles

Out of a total of 78 Online racial climate surveys, 59 met the inclusion criteria. Table 6 depicts general characteristics of the 59 online campus racial surveys.

Table 6

General Characteristics of Online Campus Racial Surveys

	Variable	%	(N)
Location	Urban	49	(29)
	Suburban	46	(27)
	Urban/Suburban	5	(3)
Ownership	Private	17	(10)
	Public	83	(49)
Size	1-10000	14	(8)
	10001-50000	81	(48)
	50001-100000	5	(3)
Year of Survey	2002 – 2003	5	(3)
	2005 – 2008	10	(6)
	2009 – 2011	24	(14)
	2012 – 2015	37	(22)
	2016 – 2017	24	(14)
Survey Questions	Closed	32	(19)
	Closed and open-ended	68	(40)
Office	Center for Diversity and Inclusion	14	(8)
	International Student Services	27	(16)
	Office of Global Engagement	59	(35)

Summary of the RCSS

The online campus racial surveys presented their questions in varied ways, where some were more exhaustive than others. Key concepts identified in the online campus racial surveys included the perception of the campus climate by students and how racial diversity practices are addressed by the respective institution. At each institution, students were asked some or all the questions raised in the study. Most (66%) of the online campus racial surveys had a closed question approach where statements had true/false or

students were to choose one of the Likert-type responses. The remaining 34% of the online campus racial surveys had mixed questions, which included closed questions as described above and open-ended questions where students were allowed to elaborate on their answers. The online campus racial surveys also had established international administrative offices for purposes of addressing international students and scholars who varied across the 59 online campus racial surveys.

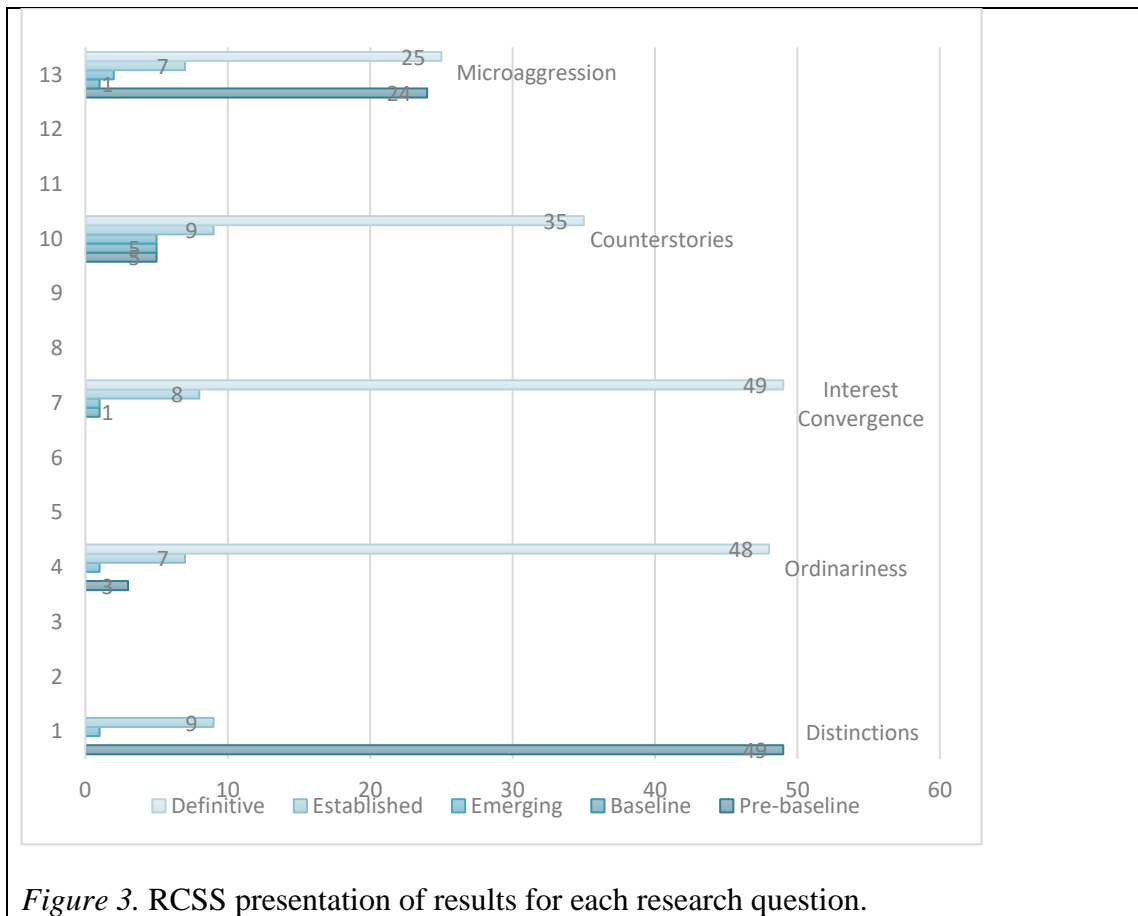
Mixed African student groups. There was a tendency to group students with African origin in one category. Of the 59 institutions, 49 made no distinctions between African-American students and Sub-Saharan African students. There was a repeated pattern of the following: African-American/Black; Black or African-American (any of the Black racial groups of Africa) or African-American/African/Black. Ten institutions had attempted to break up the cluster. For example, the University of California, Irwin, Idaho State University, Wesleyan University, and the University of Wisconsin Oshkosh, listed students from Africa or referenced students from North Africa.

There were no references made to distinguish among African student groups. Sub-Saharan African students were commingled with African-American students, possibly on the basis that both groups share a common skin color, or possibly because no one thought to make a distinction. The University of Chicago's 2016 online campus racial survey mentioned the Sub-Saharan students in a combination with other students from different continents, that is "Black or African American (e.g., Jamaican, Nigerian, Haitian, Ethiopian, etc.)."

Since 59-online campus racial surveys did not make distinctions between African-American students and Sub-Saharan African students, the researcher could not explore

questions on experiences of Sub-Saharan African students in the institutions using the three CRT tenets. It was also not possible to learn from the online campus racial surveys what kinds of questions on racial microaggression were addressed to Sub-Saharan African students.

Institutional validation. The surveys of 48 institutions asked students their perceptions of how their respective universities were performing on creating an inclusive environment as shown in Figure 3. Also, seven institutions met the “established” criterion on the RCSS’s first question, which means the institutions had at least one objective in asking students for their opinion regarding the campus climate. An approach used by some institutions to address the presence of familiarity was done by asking positive questions regarding the campus environment. North Carolina State University asked, “Does the NC State Libraries provide adequate resources on diversity for my coursework?” and the University of Arizona asked students to respond to “Classrooms have adequate technology resources available for teaching and learning.” Also, Princeton University wanted students to share their perceptions on academic resources “Please assess the following academic and research resources: research facilities (laboratories, instrumentation, other technical support, infrastructure, etc.”



According to some questions, different rating scales were used to ask students whether they perceived (or otherwise) the presence of racial tension or fair treatment in the respective institutions. In a general sense, most of the institutions posed an overall question on how students perceived the racial climate. For example, Minnesota State University, Mankato asked, “How well is Mankato doing on diversity?” or the University of California, Irvine had “Overall, how comfortable are you with the climate at UCI?” Bloomsburg University, Western Washington University, San Jose State University, the University of Delaware, Tarleton University, and the University of Massachusetts approached the prevalence of justness/injustice by asking students whether they perceived racial tensions. Other institutions phrased the question differently by asking

students whether the statements provided were true or false, e.g., Texas University A&M had “At Texas A&M people from different backgrounds get along well.”

Other institutions appealed to responses of students based on established campus networks ranging from administrative leadership to presence of multicultural programs for instance, “A variety of multicultural events and activities are offered” was posed by the University of North Dakota. The University of Missouri, Kansas City stated, “I feel that UMKC provides a new student orientation that adequately addresses multicultural diversity.” San Jose State University posed, “In the past two years, have you participated in any organized activity (conference, workshop, retreat, etc.) designed to promote sensitivity and/or understanding of diversity issues at SJSU?”

Academic validation. A total of 49 institutions asked students several questions regarding cross-racial comfortability within classrooms (see Figure 3). Another seven institutions addressed the same issue in a less extensive approach. A category that emerged was the amount of diversity feedback asked of students’ experience in the classroom. The University of Arizona asked, “As a UA graduate student, please indicate your level of satisfaction with the following services specifically for graduate students:...” Portland State University asked students whether courses undertaken explored issues or diversity in race. The University of Central Oklahoma posed a post-diversity approach statement, “I have expanded my perspective on global problems and issues.” Students were also asked to rank their general perceptions of the campus racial climate; for example, Oregon State University asked “Overall, how comfortable are you with the climate in your academic college (e.g., College of Science, College of Agricultural Sciences, College of Liberal Arts, etc.)? North Carolina State University’s

question was stated as, “Interaction with individuals who are different from me (e.g., race, national origin, etc.) is an essential part of my college education.” Rutgers University had detailed questions about the classroom atmosphere ranging from diverse experience between graduate students, interactions of students in reading groups, academic relationships with faculty, and expectations for students in the diverse group. The University of Colorado asked students whether the classroom atmosphere was respectful, open, and had non-judgmental interactions among students irrespective of their social backgrounds. California State University Sacramento was proactive in promoting diversity awareness in classrooms as the institution asked students whether they raised issues related to racial or ethnicity in classroom discussions.

Students were asked how satisfied they were with their learning environment, the academic material, the interaction among students, and their relationship with faculty and staff. St. Thomas University approached the issue of diversity, in the classroom by asking students from a baseline and post-baseline perspective on issues of diversity as seen in “Before taking this course I had the opportunity to learn about research and methods to study diversity and multicultural issues.” Then later the same survey asked students to rate their awareness on whether the university embraced diversity as part of its mission. Case Western University had a post-diversity approach where the online campus racial survey asked students to agree or disagree on whether they had new values after interacting with students from different racial/ethnic backgrounds in class. Penn State University asked students to share their views: “Course activities in my general education courses (through presentations, assignments, discussions, etc.) have included varied perspectives.”

Interpersonal validation. Opinions of students were sought by different institutions to know how students interacted among themselves around the campus in general. Some questions were open-ended, which allowed students to share their thoughts in detail. North Carolina State University provided a list of reasons why students tended not to interact by giving likely responses:

The following is a list of reasons why people might not interact with those from different backgrounds different from their own. For each, please indicate to what extent it might limit your interactions with students who are different from you:

- a. Conflicting feelings about cultures.... b. Worry that people won't understand c. Uncertainty about what to say.... d. Fear of appearing insensitive e. Prefer to interact with people f. Lack of opportunity.... (p. 8)

Figure 3 (on p. 62) shows fewer institutions than in the previous two questions on institutional and academic validation addressed the interpersonal validation question on the RCSS, with only 35 meeting the definitive criterion. Eight other institutions met the established criterion on the RCSS.

UCLA had “Within the past year, have you observed any conduct or communications directed toward a person or group of people at UCLA that you believe has created an exclusionary (e.g., shunned, ignored) environment? Who was the source of this behavior? How many times have you observed this type of conduct? If you would like to elaborate on your observations, please do so here ...” Other institutions remained with shorter formats of rating scales with the answer section requiring either a yes/no response. For instance, the University of Southern California asked students whether they had “Opportunities to meet and interact with people from home nations different than

mine.” Case Western Reserve University asked students to respond whether the following statements were either true or false: “I have felt discriminated against at CWRU because of my racial, cultural, or ethnic background,” and “I have ample opportunities to meet people of different racial, cultural, or ethnic backgrounds.”

Subjected to racial microaggression. Online campus climate surveys were almost evenly split between the two extremes on racial microaggression with 24 institutions on the baseline criterion as there was no question on racial microaggression, 25 institutions, however, addressed the question extensively as seen in Figure 3 (on p. 62). The category emerged consistently across the online racial climate surveys when the question directly addressed racially related infractions within the institution. In addition to asking students whether they had been subjected to physical attacks due to their racial backgrounds, different institutions addressed the issue of unconscious bias. This is the subtle verbal, non-verbal, written, or drawn assaults, that are meted toward people of color, in a diversified setting. Oakland University asked students for more details by stating, “How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments. Offensive written comments. Offensive visual images. Threats of physical violence. Physical assaults or injuries.”

Witnessed racial microaggression. Miami University combined both issues of having experienced or witnessed racial microaggression in one general question that stated, “How many times since coming to Miami have you been harassed or discriminated against because of your race?” The University of Delaware asked two questions on whether students were a) “Target of derogatory remarks,” and b) “Target of

racial/ethnic profiling.” The University of California, Santa Cruz, was introspective on the subtle attacks and asked students,

Within the past year, have you observed any conduct or communications directed toward a person or group at UCSC that you believe has created an exclusionary intimidating, offensive and/or hostile (bullied, harassing) working or learning environment? What forms of behaviors have you observed or personally been made aware of? (Mark all that apply) Deliberately ignored or excluded?

Derogatory remarks? Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts? Derogatory written comments? Derogatory phone calls? Feared for physical safety? Graffiti/vandalism (e.g., event advertisements removed or defaced)? Intimidated/bullied? Isolated or left out when work was required in groups? Racial/ethnic profiling? Physical violence? Threats of physical violence? Other (please specify).

California State University, East Bay added another component of asking the student to respond from a third-party perspective by asking,

Based on your experience, how would you describe the attitudes and behaviors of people at CSUEB towards people with characteristics listed below: Have you seen or heard insensitive or disparaging comments, behaviors, or gestures directed towards people on this campus with characteristics listed below: Ethnic/racial minorities....

Rutgers University followed the third-party approach of asking students the following question, “I have personally witnessed (as a third party) explicit racist comments or behavior by someone in the philosophy department.” At the Massachusetts

Institute of Technology, a rating scale of Never, Rarely, Occasionally, Often, and Very Often was provided to answer these two items, “Felt insulted or threatened based on your social identity (e.g., race, national origin, etc.)?” and “Witnessed someone else being insulted or threatened based on some aspect of that individual’s social identity?”

Action taken by student after the racial microaggression act. Students at Michigan Technological University were asked to rate their personal perspectives on diversity-related principles and goals for the following questions:

24. When I hear derogatory remarks made by my peers aimed at particular identity groups (e.g., racial, etc.), I challenge them. I have participated in derogatory comments and/or jokes toward specific identity groups (e.g., racial, etc.). I have apologized for derogatory comments I made, and/or jokes I’ve participated in, or consciously changed my behavior in this area. I am often aware when someone might be offended by derogatory comments or jokes.

Oregon State University worded its question a little differently by asking, “Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to work or learn at OSU? Note: If you would like to elaborate on your experiences, please go to item 66 where space is provided.” Bloomsburg University had similar questions as California State University, East Bay, but had an extended section on finding out the source, the likely motive behind the aggressive behaviors, the reaction of the student, and finally on how the issue was reported and acted upon by the institution. The RCSS scored these surveys as having met the “definitive” status.

The researcher combined the categories of institutional validation, academic validation, and interpersonal validation into a single theme: Checking for racial identity gaps for Sub-Saharan African students and institutional aspirations through the lenses of CRT tenets. The online campus racial surveys did not make distinctions for the Sub-Saharan African students, contrary to the objectives of the institution to be all inclusive. In institutional validation, the university strives to create an environment where all students embrace a sense of belonging regardless of their racial background. On the CRT tenet of interest convergence, the literature showed that after the historical period of absorbing Sub-Saharan African students in U.S. institutions in the 1960s, scholarship opportunities for Sub-Saharan students waned (Lulat, 2005). Therefore academic validation for Sub-Saharan African students' classroom experiences may be overshadowed by the feedback from other students with whom they are commingled in the demographic section of online climate racial surveys, e.g., African-Americans. Classroom perspectives for students of color are important for critical race theory of education in ensuring inclusive scholarship. The opportunities for the underrepresented Sub-Saharan African students to effectively be heard through the CRT tenet for counterstories was muzzled due to the closed-ended questions found in online campus racial surveys. The impact on interpersonal validation for Sub-Saharan African students in an out-of-class climate environment was also not evident in the online campus racial surveys, probably due to the previously discussed issue on commingling of two racial groups as one. Also, the study highlighted the need for institutions to be aware of the existence of Sub-Saharan African students in their midst. Acknowledging that racial microaggression exists in higher education institutions makes people aware of ways they

unconsciously reinforce racist stereotypes for students of color (Solórzano, Ceja, & Yosso, 2000). It would have been more enlightening to see how Sub-Saharan students experience the cumulative effects of racial microaggression.

Themes

After constant comparison as described previously, three themes emerged as shown in Table 7. In Table 7, the researcher showed how data segments were combined to form concepts. The concepts were combined to make categories that were then merged into themes.

Table 7

Themes Made from Categories

Theme	Categories
Theme 1: <i>Despite the effort to collect inclusive demographic data by identifying students with African features, there was no observable data to show distinctions between African-American students from Sub-Saharan African students.</i>	Category: Mixed African student groups
Theme 2: <i>Checking for identity gaps between racial reality and institutional aspirations through the lenses of CRT tenets.</i>	Category: Ordinariness(institutional), interest convergence (academic), and counterstories (interpersonal)
Theme 3: <i>Students were provided an opportunity to create counter-spaces in response to racial microaggression that was either experienced either directly or indirectly.</i>	Category: Racial microaggression

Three themes emerged 1) Despite the effort in the surveys to collect inclusive demographic data by identifying students with African features, there were no observable

data in the surveys to show distinctions between African-American students from Sub-Saharan African students; 2) There was checking for identity gaps between racial reality and institutional aspirations through the lenses of CRT tenets; and 3) Students were asked how they perceived discrimination and/or harassment directly or indirectly. The themes all address the research questions for the study.

Theme One: *Despite the effort in the surveys to collect inclusive demographic data by identifying students with African features, there were no observable data to show distinctions between African-American students from Sub-Saharan African students.* The theme emerged from the one category that appeared throughout the data. The category was carefully labeled as commingled African student group. Distinctions made were different across the data, however, no differentiation was made between African-American students and Sub-Saharan African students.

Theme Two: *Checking for identity gaps between racial reality and institutional aspirations through the lenses of CRT tenets.* The second theme came from the following categories: 1) institutional validation, 2) academic validation, and 3) interpersonal validation. The theme showed that the categories shared some pattern as different institutions asked students how they perceived racial inclusion.

Theme Three: *Students were provided an opportunity to create counter-spaces in response to racial microaggression that was experienced directly or indirectly.* The researcher combined three categories 1) subjected to racial microaggression, 2) witnessed racial microaggression and, 3) action taken by student after the racial microaggression act into a single theme. Questions presented asked students whether they had experienced racial microaggression. This was an indication that the institution

wanted to provide counter-spaces for personal or witnessed feedback on the prevalence of the vice.

Findings Guided by the Research Questions

Research Question One: “How do institutional climate surveys distinguish Sub-Saharan African students from African-American students?” The theme addresses the demographic section of online campus racial climate surveys. Theme One: *“Despite the effort in the surveys to collect inclusive demographic data by identifying students with African features, there were no observable data to show distinctions between African-American students from Sub-Saharan African students.”* A document study of 59 online campus racial climate surveys was completed by the researcher. Data were analyzed to find distinctions made between African-American students and Sub-Saharan African students. The process used was iterative. The data mentioned African-American students extensively while Sub-Saharan African students were inferred under “Black,” “Black racial groups of Africa,” “African,” “international,” “non-resident-alien,” or “Other African.” Nine of the online campus racial surveys had more than one demographic race category. For example, the University of California, Los Angeles had “African/African American”.

In the online campus racial surveys, students were asked to participate in informing their respective institutions on what prevailed. A pattern of merging African-American students with “Black” and “Other” was evident across most of the online campus racial surveys. For instance, Miami University asked, “How do you identify yourself? (Please mark all that apply): African American/Black.” This response was among other responses in the demographic section of the online campus racial surveys.

North Carolina State University posed, “What is your race/ethnicity?” African American/Black/Other.”

However, eight online campus racial surveys dated between 2014 – 2017 posed some answer choices as follows: “African American,” “African,” “Black Caribbean,” “Black,” “North African,” “Other African,” “African American/Black” (if you wish please specify).” The problem with the use of “Other African” may have been a reference to any international student of African descent who may come from Europe or Asia. The researcher found a single online campus racial survey from the University of Chicago that framed the question as, “Black or African American (e.g., Jamaican, Nigerian, Haitian, Ethiopian, etc.).” It was clear that few online campus racial surveys mentioned students from around the world however, these surveys clustered them under the unbracketed category.

Research Question Two: “How do data gathered by institutional climate surveys relate to three tenets (ordinariness, interest convergence, and counterstories) of CRT?” The theme that addressed the second question was Theme Two: *Checking for identity gaps between racial reality and institutional aspirations through the lenses of CRT tenets*. In order to determine whether online campus racial surveys addressed three tenets of CRT, namely ordinariness, interest convergence, and counterstories, the researcher used the working definitions outlined in the literature (see Table 8) as a means of comparison with the online campus racial surveys.

Table 8

Comparison of Three CRT Tenets to Themes

Themes	CRT of Education Tenets
Theme 1: <i>Despite the effort to collect inclusive demographic data by identifying students with African features, there was no observable data to show distinctions between African-American students from Sub-Saharan African students.</i>	Ordinariness: racial issues made to appear as adequately addressed in an inclusive harmonious campus climate, therefore it is harder to recognize racial injustices committed
Theme 2: <i>Checking for identity gaps between racial reality and institutional aspirations through the lenses of CRT.</i>	Ordinariness: racial issues made to appear adequately addressed in an inclusive, harmonious campus climate, therefore it is harder to recognize racial injustices committed Interest convergence: dominant group will tolerate and encourage academic advances for students of color only if these interests also promote the majority's interests Counterstories: experiential oppositional narratives that unearth prevailing racial ills
Theme 3: <i>Students were provided an opportunity to create counter-spaces in response to racial microaggression that was either experienced either directly or indirectly.</i>	Ordinariness, Interest Convergence, and Counterstories

The researcher compared the content of the online campus racial surveys to see how they reflected the three CRT tenets (see Table 7 on p. 68). The three CRT tenets used were ordinariness, interest convergence, and counterstories (Solórzano, Ceja, &

Yosso, 2000). Specifically, the researcher searched for relationships between CRT tenets and the online climate racial surveys. The CRT tenet on ordinariness or permanence of racism is a critique to liberalism and therefore students of color are presented with notions of fairness and satisfaction that informs a colorblind reasoning that overlooks racial gaps in institutional policy (Ladson-Billings & Tate, 1995).

Harper and Hurtado (2007) observed that diversified campus climate policies were framed using colorblind ideologies. For example, one university asked, “The messages/information I am getting from campus leaders about diversity and inclusion is generally consistent, regardless of the source (e.g., from University administrators, administrators in my College and in my Department.)” However, other online campus racial surveys addressed the CRT of ordinariness within academic spaces by asking students how well the institution was doing on handling racial diversity. The University of California, Irwin posed, “Overall, how comfortable are you with the climate at UCI?” Bloomsburg University asked students, “How would you rate the climate on campus for persons from the following racial/ethnic backgrounds?” The main challenge in these questions was there was no objective definition for the terms used, such as “comfortable,” which would camouflage self-interest and privilege of the dominant racial group.

The online campus racial surveys shed light on the forces at play in campus classroom settings through interest convergence. Bell (1980) held that policies and procedures for people of color are not advanced unless they are mutually favorable to the dominant group. It is important for institutions to build awareness and relationships with the diverse body of students for inclusive dividends to be realized. North Carolina State

University had an extended list, some of which included: “I am often ignored in class even when I attempt to participate,” “When I make a comment in my courses, I am usually taken seriously by the instructor,” and “Because of a personal characteristic I have (e.g., race/ethnicity, religion, etc.), I sometimes get singled out in my courses to speak on behalf of a specific group.” These questions sought to learn students’ experiences in the institutionally-initiated classroom environment. For the questions on counterstories, the questions addressed student-initiated interpersonal experiences with other students in the out-of-class environment.

A CRT framework suggests caution against a master narrative on colorblindness in a “post-racial” era . Counterstories argue against majoritarian stories that function to distort the presence and voice of students of color (Delgado, 2000). On counterstories, 49 institutions asked students to share their privileged or hostile experiences when out of class (Solórzano, Ceja, & Yosso, 2000). Counterstories challenge an institutional general perspective on campus climate. For an expression on out-of-class racial campus experience, counterstories were evident in some of the online campus racial surveys. For example, Western Washington University posed, “I discuss diversity-related issues with friends,” and “I have experienced discriminatory (race) behavior on campus within the last 12 months.” The University of Texas at Austin asked students, “Have you experienced discrimination based on the following from any of these groups of people?” Villanova University also asked, “As a person of color, please indicate whether or not you have experienced the following situations in classroom, meetings or offices on this campus. I have felt isolated or left out when work was required in groups,” “I have felt

that I am expected to present a viewpoint that must always be different from the majority,” “I have felt that I am expected to speak on behalf of all members of my race.”

Categories description of Theme Two. The topic of race in institutions of higher education is often avoided when a meaningful discourse comes up (Harper & Hurtado, 2007). Three categories from the CRT tenets were combined to justify the second theme of checking for identity gaps between reality and the aspirations of the respective institutions. Racial disparities exist in campus climates as race realism counteracts the way institutional policies falsely suggest post-racial conditions regardless of the actual voices from students of color (Hurtado, 1992). The online campus racial surveys mostly employed a 4-point (or sometimes 5-point with a neutral addition) Likert type rating scale of strongly agree, agree, disagree, and strongly disagree. For instance, questions asked students whether they were in agreement or disagreement with matters concerning the campus racial issues being made to appear equal on the surface (Solórzano, Ceja, & Yosso, 2000).

Eight online campus racial surveys provided more opportunities for students to share information regarding the questions. Villanova University had the following question on ordinariness:

How satisfied are you with your campus experience/environment regarding multiculturalism at this college/university? (Mark one) Very satisfied? Satisfied? Neutral? Dissatisfied? Very Dissatisfied? If you would like to offer your own suggestions on how the college/university may move forward to improve the campus environment for people of diverse backgrounds, please use the space below.

A total of 35 institutions as shown in Figure 3 (on p. 62), addressed the classroom environment by asking questions on whether students of color advanced academically alongside their colleagues in the majority group. Two options (closed and open-ended questions) on how to answer were provided as indicated by the academic validation category. Figure 4 illustrates the kind of questions addressed under the academic validation category.

D. How satisfied are you with the following aspects of your program and University Services, if they are applicable to you?

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
Program issues						
40. Classroom facilities	-	-	-	-	-	-
41. Rapport between students and faculty in the program						
42. Collegiality of students in the program	-	-	-	-	-	-
43. Opportunities for teamwork and collaboration	-	-	-	-	-	-
44. Opportunities to apply what you learn in the classroom	-	-	-	-	-	-
45. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	-	-	-	-	-	-

Figure 4. Excerpt from University of La Verne's graduate student online campus survey, 2011.

The University of Akron continued to show an example of how categories informed theme two as evidenced in the provision of options for students to respond, for instance, "At some universities, students argue that students of color are treated differently in class by professors. Do you think that happens at UA? If so, how?"

Research Question Three: "How do institutional climate surveys measure racial microaggression in the campus racial climate?" The theme that addresses the third research question was: Theme Three: *Students were provided an opportunity to create*

counter-spaces in response to racial microaggression that was experienced either directly or indirectly.

Some of the online climate racial surveys presented students with the opportunity to voice their experience with racial microaggression by setting apart a section for negative experiences to be shared. Other online campus racial surveys provided links to forms that provided space for more detailed explanations and descriptions of racial microaggression. Oakland University addressed the issue on racial microaggression as shown on Figure 5.

17. How often have you **personally experienced** any of the following as a student on this campus?

	Never	Not very often	Moderately often	Very often	Extremely often
Offensive verbal comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offensive written comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offensive visual images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats of physical violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical assaults or injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 5. Excerpt from Oakland University's online campus climate survey, 2013.

Categories description of theme three. From the demographic evidence of multiple racial backgrounds, 32 institutions of higher learning used the data to deepen an understanding of racial microaggressions within their respective climates. The 32 institutions focused on establishing and defining interpersonal presence of prevailing racism in color-blind climates. There were three interrelated categories that justified the theme of “creation of counter-spaces across the entire campus racial climate.” In the classroom setting, North Carolina State University asked students to respond to the

following statements and questions: “While a student at NC State, about how often have you heard faculty/instructors make negative, inappropriate, or stereotypical statements related to race/ethnicity,” and “I have been stereotyped by students in a course I was taking.” The institution further probed the out-of-class experience by asking, “While a student at NC State, about how often have you heard other students make negative, inappropriate, or stereotypical statements related to race/ethnicity?” and “Your likelihood of stopping yourself from using language that may be offensive to others?”

Twenty-five online campus racial surveys asked students if they had experienced racial microaggression by first checking if students had encountered the practice. For example, UCLA created space to counter racial microaggression. Officials at UCLA first observed the cumulative effects of racial microaggression that may affect learning by asking students about subtle forms of and responses to racial microaggression. The first question in this regard was,

Within the past year, have you personally experienced any exclusionary intimidating, offensive and/or hostile (bullied, harassing) behavior at UCLA? No [Go to Question 18] Yes, but it did not interfere with my ability to work or learn. Yes, and it interfered with my ability to work or learn. What do you believe the conduct was based upon and how often have you experienced it?

Later in the same online campus racial survey, UCLA continued to reach out to create opportunities for students to share their experiences of racial microaggression as shown in Figure 6.

61. What forms of behaviors have you observed or personally been made aware of? (Mark all that apply)
- ☐ Assumption that someone was admitted/hired/promoted based on his/her identity
 - ☐ Assumption that someone was not admitted/hired/promoted based on his/her identity
 - ☐ Deliberately ignored or excluded
 - ☐ Derogatory remarks
 - ☐ Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
 - ☐ Derogatory written comments
 - ☐ Derogatory phone calls
 - ☐ Feared for their physical safety
 - ☐ Feared for their family's safety
 - ☐ Graffiti/vandalism (e.g., event advertisements removed or defaced)
 - ☐ Intimidated/bullied
 - ☐ Isolated or left out when work was required in groups
 - ☐ Isolated or left out
 - ☐ Racial/ethnic profiling
 - ☐ Receipt of a low performance evaluation
 - ☐ Receipt of a poor grade because of a hostile classroom environment
 - ☐ Physical violence
 - ☐ Singled out as the spokesperson for their identity
 - ☐ Threats of physical violence
 - ☐ Victim of a crime
 - ☐ Other (please specify) _____

Figure 6. Excerpt from University of California, Los Angeles' online campus survey, 2014.

In the interest of the study, students from Sub-Saharan were not visible in these online campus racial surveys. Sub-Saharan African students were commingled in the overall categories across all the institutions investigated. Figure 7 shows an exhaustive list of races descending from the African continent under the “African-American/Black” label.

28. What is your racial/ethnic identity?
(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)
- ☐ African American / African/ Black
 - ☐ African American
 - ☐ African
 - ☐ Black Caribbean
 - ☐ Other African/African American / Black (if you wish please specify) _____
 - ☐ White
 - ☐ European / European descent
 - ☐ North African
 - ☐ Other White / Caucasian (if you wish please specify) _____
 - ☐ Other (please specify) _____

Figure 7. Demographic distinctions of students from Africa

The fourth category had a non-racial category where students were asked to state, “some other race, ethnicity, or origin (please specify):_____” Students were asked to describe in an open question to specify their identity.

Summary

The chapter began with an introduction of the sample of institutions whose online campus racial surveys were utilized for the study. The process of coding was then outlined on how data segments were picked, and the development of concepts and categories that were combined, enabling the researcher to identify the final three emergent themes. Data analysis started with 672 data segments. Later 18 concepts were created and these were then merged into 10 categories. The researcher then analyzed the data to describe how online campus racial surveys made distinctions between African-American students and Sub-Saharan African students, checking how identity gaps between racial reality and institutional aspirations used the lenses of CRT tenets, and how students were given an opportunity to create counter-spaces in response to racial microaggression that was experienced either directly or indirectly. Chapter V discusses conclusions drawn from the data and recommendations for future studies.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this multiple case study was to explore whether or not online campus racial climate surveys gather information that assists institutions of higher education in the United States in identifying the disparate needs of African-American students and Sub-Saharan African students, especially in regard to racial microaggression and the three tenets of Critical Race Theory (CRT), namely ordinariness, interest convergence, and counterstories. In observing evidence-based practice, it is important to regularly assess experiences, attitudes, concerns, and aspirations of students. Such efforts aim for higher performance in accountability and institutional learning for all stakeholders, including students of color.

The Internet is a practical source of institutional online campus racial climate surveys. It has been observed in the last decade that higher education institutions have been using online diversity/racial surveys as tools to inform their respective decision-making processes with the aim of achieving positive outcomes for students (National Association of Foreign Student Advisers, 2013). The researcher found that online campus racial climate surveys and related campus publications varied across the 59 institutions involved in the study.

The 59 online campus racial climate surveys were demographically similar in that all institutions had diverse student bodies, including both racially diverse and international students. Typically, the institutions were located in urban and suburban areas. Of particular interest to this study, each of these institutions had at least 25 students from the Sub-Saharan region of Africa.

The study posed three research questions:

- 1) How do institutional climate surveys distinguish Sub-Saharan African students from African-American students?
- 2) How do data gathered by institutional climate surveys relate to three tenets (ordinariness, interest convergence, and counterstories) of CRT?
- 3) How do institutional climate surveys measure racial microaggression in the campus racial climate?

The researcher will summarize the case study in relation to existing literature pertaining to the issue at hand and examine how the present study contributes to the literature covered so far. Conclusions will then be drawn from the discussion after which recommendations for future research will be outlined.

CRT in education used in research serves two purposes: 1) critiquing policies and procedures that are both overt and covert using CRT lenses (DeCuir & Dixon, 2004) and, 2) exploring the prevalence of racism and means to resist racism (Ladson-Billings & Tate, 1995; Solórzano & Bernal, 2001). In making suggestions for future studies in CRT in education, researchers were advised to use CRT tenets to unearth normalcy, a façade presented in academic settings (DeCuir & Dixon, 2004). In consideration of race as a factor in inequity in the academic setting, Ladson-Billings and Tate (1995) asked, “how do we decide who fits into which racial classifications? How do we categorize racial mixtures?” (pp. 48-49). The literature struggles to make sense of the concept of race, yet the concept is used to disguise many ills such as social inequity. The rationale for not including the second and fifth tenet was because the present study sought to first establish whether online racial campus climates made distinctions between African-American

students and Sub-Saharan African students. The study restricted itself only to students' experiences and did not include faculty and staff. The omitted two tenets address institutional inequality based on political and property rights that address all stakeholders in the racial campus climate.

Ladson-Billings and Tate (1995) concluded that racial matters, such as neutrality or colorblindness, need to be challenged for institutional reorganization to accommodate people of color. Bell (1980) advanced the notion that interests belonging to people of color are achieved when their interests bond with those in an institutional culture (e.g., campus mission, departmental climate, or classroom climate). According to Solórzano, Ceja, and Yosso, (2000), for students of color to realize their own reality, they have to construct that reality socially. Delgado (2000) added that by giving counterstories, people of color are provided with a safe preservation of the experiences lived. Also through the sharing or exchange of the stories, people of color are able to overcome narrow ethnocentrism.

Discussion

The three research questions guided the analysis and led to the three themes:

- 1) Despite the effort in the surveys to collect inclusive demographic data by identifying students with African features, none of the institutional climate surveys recorded distinctions between African-American students and Sub-Saharan African students;
- 2) Questions in online campus racial surveys asked students to see if there were identity gaps between racial reality and institutional aspirations using the lenses of CRT tenets;
- and 3) online campus racial surveys asked students about their perceptions of occurrences

or non-occurrences of racial microaggressions. Following is an in-depth description of the outlined themes:

Theme One: *Despite the effort in the surveys to collect inclusive demographic data by identifying students with African features, there were no observable data to show distinctions between African-American students from Sub-Saharan African students.*

The researcher found that online campus racial surveys made no distinctions between African-American students from Sub-Saharan African students. The two groups of students were commingled. The study calls attention to a silent and isolated group of students (international students from Sub-Saharan Africa) who may experience the campus racial climate differently from their African-American counterparts. Placing all these students into one group can be seen by some stakeholders as an exclusionary practice contrary to the inclusive mission of higher education; however, if other students from all around the world are distinguished and celebrated for their diversity, it would not hurt to do the same for the Sub-Saharan African students. Online climate racial surveys examined in this study indicate that data do not differentiate within racial/ethnic categories.

One of the categories within the general theme was termed as “other people of color.” This kind of grouping broke up the African-American/Black category into African-American/African/Black/Black Caribbean and North African. Of importance was to see how the grouping was carried out in institutions that adapted it. Students were to check off their race under African-American/African/Black within the following categories: African-American, African, Black Caribbean and, Other African/African-

American/Black (if you wish please specify). Sub-Saharan African students in this case do not fit since they are not specifically identified under the label for this race category.

For the North African category, students were to identify themselves first as White, which presents a dilemma for dark-skinned North Africans, who are thus excluded. Another closely similar category labeled Black or African-American as any of the Black racial groups of Africa. The literature indicated how Sub-Saharan African students have different backgrounds and experiences from their African-American counterparts. Therefore, this study of surveys again shows how the students from Sub-Saharan representation were carried through the grouping process.

This was another institutional attempt to be inclusive of students not listed in the race/ethnicity demographic labels. Consistent with the literature on CRT tenet of counterstories, discriminated students who find themselves filling out the fifth category may experience a sense of isolation (Delgado, 2000). Interesting is that after the researcher updated the online campus racial surveys with 12 more recent online campus racial surveys, she found the same terminology is still in use in all. Using the CRT of education ordinariness tenet, persistent racial disparities are a normal everyday experience for students of color in higher education (Delgado & Stefancic (2012). This also confirms findings by Harper and Hurtado (2007) that minority students report on campus climate surveys of prejudicial treatment and racially hostile campus environments.

Theme Two: *Checking for identity gaps between racial reality and institutional aspirations through the lenses of CRT tenets.* The multi-racial composition of the campus climate in the United States moves away from the previous Black/White diversity

ideology. As Bell (2004) asserted, “we know that the permanence of racism emanates from the determination of whites to dominate blacks and other colored peoples with little regard to the hidden, but no less real, costs of that dominance” (p. 1065). Under the demographic race/ethnicity section, it was clear there were other students of color involved in the system, therefore recognizing and assessing daily realities and racial realities is critical. With the assistance of CRT tenets, the researcher was able to see how the online campus racial surveys attempted to promote diversity and facilitate benefits for students of color. The questions invited students to elaborate or pick an answer on the following: a) their overall experiences while enrolled in the institution, b) the state of the racial campus climate, c) institutional efforts to be more inclusive, and d) more insights or recommendations the student may provide.

CRT tenet of ordinariness used for the study established a framework that emphasized the need to explore lived experiences such as values, beliefs, and racially oppressive practices in a multi-racial institution. As per the tenet, the researcher found that the online campus racial surveys included 19 closed choice (by use of Likert rating scales) and 40 open and closed-ended questions. For the 19 closed choices, the online campus racial surveys used a technique that appealed to reduced response time to complete the survey.

The second CRT tenet used in the study was interest convergence, which according to Bell (1980), not only admits the prevalence of racial inequality, but also promotes the elimination of racial injustices. Using the CRT lens for interest convergence, institutions are encouraged to acknowledge the presence of privilege and the occurrence of racial disparities to successfully create social justice spaces and ease

campus racial tension (Hurtado, 1992). The study showed that Sub-Saharan African students were not acknowledged by different institutions. Instead these students were commingled with their look-alike African-American students in the demographic section of online campus racial surveys. The 59-online campus racial surveys grouped Sub-Saharan African students based on their shared similarities of skin color. It was therefore unable to determine the CRT tenets and racial microaggression experiences of Sub-Saharan African students in the online campus racial surveys. In other words, the CRT for education framework lens was blurred by the lack of distinction between the two groups of students.

The CRT tenet on counterstories was used as a lens to explore the online campus racial surveys for how students were allowed spaces to share their perspectives either in the form of narratives or storytelling. The multiple-choice question options where students were allowed to select a counterstory summary were inadequate from the CRT tenet of interest convergence. The experiences outlined in the online campus racial surveys were from other sources and not from the students of color. Students were asked to comment on their own out-of-class experiences with the following: a) whether there was communication among students from different racial backgrounds, b) any experiences of social isolation, and c) whether respectful interactions were observed (or not observed). Some highlights included efforts by the institution to create spaces where students were asked how they perceived the campus racial climate. As noted in the literature, the size of the institution plays a major role in understanding how students experience the campus racial climate (Hurtado, 1992). The online campus racial surveys were intentional in exhausting the CRT tenet on ordinariness where students were asked

about racial tension and social justice in institutions. Evidence of commitment to social justice and advocacy for on-campus racial inclusivity was presented strongly on online campus racial surveys (Yosso, 2005). Left with restricted space to express these questions due to the limited question set up, the online campus racial surveys largely were not exhaustive in the endeavor. This appeared to be in conflict with the intended objective of the online campus racial surveys, as voices of students were silenced with brief spaces to either agree or disagree with the questions raised. Leading questions broadly hinted institutional standards of inclusion. The CRT tenet on interest convergence encountered the same treatment. Students were asked to identify classroom spaces on whether there was cross-racial comfortability between students, students and faculty, and students and staff. Any barriers or confrontational issues could not be captured by the limited online campus racial surveys question space for most of the institutions. The online campus racial surveys also addressed in multiple ways different forms of invisibility or marginality for students of color in out of the class environment. Questions on the existence of facilities, or activities within the university community that accommodated students of color were asked. The online campus racial surveys also asked questions on how extensive incidents of bias were in the institution.

Close-ended questions are an effective means of gathering information, however, they do not cover the scope of the personal experiences of the respondents. Participation of students in taking the online campus racial surveys did not reflect the reality in the respective institutions. Two of the surveys provided students with little opportunity to express themselves at length for the three CRT tenets in general. The practice leaves the

researcher to wonder whether institutions need an alternative survey approach to accurately determine the reality of campus racial climates in the institutions.

Theme Three: *Students were provided an opportunity to create counter-spaces in response to racial microaggression that was experienced directly or indirectly.*

Institutions offered students the opportunity to check off the racial microaggression from a list of coated choices. Questions on racial microaggressions being sensitive in nature were attempted by some institutions. Different forms of racial microaggression, such as microassault, microinsults, or discriminatory acts, were expressed in socially appropriate wording. Students were therefore presented with situational examples of racial microaggression to assist in the description of their personal encounters. Students were asked to share personal or witnessed encounters with the social ill. By collecting overall information on microaggressions, students are informed better of its prevalence and ways to address such incidents while in the institution, and hopefully, they can prevent future incidents in their careers. The problem with the approach was explained in the literature where it was suggested that students needed support systems in the campus racial climate to talk about the prevalence of racial microaggression (Harper & Hurtado, 2007).

Conclusions

The study explored several issues using CRT lenses and the online campus racial surveys where results were noted. First, in as much as the online campus racial surveys indicated awareness of diverse students from all across the world, not even one online campus racial survey reflected a distinction between African-American students and Sub-Saharan students under the race/ethnic identity demographic category. African-American students and Sub-Saharan African students were commingled on the 59 online campus

racial surveys, again, possibly on the basis of sharing the same color of skin, or possibly because no one thought to make a distinction. Previous studies had suggested studying the campus racial climate from multiple perspectives using CRT lenses (Solórzano, Ceja, & Yosso, 2000). Findings for this study indicated that institutions had not grasped race as a social construct as viewed from CRT lenses. The issue of combining students under race/ethnic groups in online campus racial surveys is one such example. Students from Sub-Saharan Africa were to be identified as “African-American” and hence the consistent identity label of African-American/Black. The 59-online campus racial surveys suggested that students of color from Sub-Saharan Africa should have identified themselves as African-American/Black or Black or African-American category. It is therefore clear that the online campus racial surveys did not capture Sub-Saharan African students’ experience of the campus racial climate from the perspective of CRT lenses, as suggested by Solórzano, Ceja, and Yosso (2000). The generalizing of the two groups of students made it impossible for the researcher to explore the three CRT tenets effectively to learn the experiences of the Sub-Saharan African students. Also, owing to the fact that the online campus surveys did not make distinctions between African-American students and Sub-Saharan African students, it was not possible to capture the Sub-Saharan African students’ experiences of racial microaggression.

A majority of the online campus racial surveys used the Likert rating scales. The problem with the data collection mode is that the administration may not get a rich sense of the campus racial climate. Closed questions as seen across the online campus racial surveys may be preferred by institutions to solicit pertinent information; however, this practice may stifle more important information in regard to racial interactions. The voices

of students of color may be homogenized in the cursory assessment of the campus racial climate. Without counterstories and comments, potential diversity issues cannot be analyzed effectively or meaningfully.

Efforts to change the racial campus climate surveys using CRT tenets facilitate the realization of the inclusive mission of the institution in preparing its students for future careers. Treading lightly on racial microaggressions today has graduates of higher education institutions unsure about how to interact with a globally diverse workplace. Learning opportunities across different campus racial spaces can be hindered by coating the subtle nature of racial microaggressions. Racial tensions in higher education need not be existent in this century, yet media headlines increasingly cover incidents that should have been quelled within the institution. In covering the sensitive racial microaggression forms, institutional administrators may not be aware of the prevailing hostile racial climate. The unawareness may probably be due to how campus racial surveys address the issue of racial microaggressions. Once again, extra effort to understand the magnitude of racialization would create a campus racial climate that churns continual safe multi-racial innovativeness and knowledge. The array of cultural richness in inclusive racial campus often goes unacknowledged, as the results of the study showed. However, by using the CRT of education framework, the skills and abilities from students of color may create a larger social space for all stakeholders (Yosso, 2005).

Recommendations

The results of the study showed the need for continual assessment of online campus racial surveys to address campus-wide satisfaction. The following recommendations are made in the interest of best practice in paying attention to emergent

inclusion issues to create diverse graduates who value racial climates beyond the academy.

1) Recommendations that arise from the research questions. Institutions of higher learning will need to consider refining the demographic data on campus racial climate surveys. Clear distinctions in identifying underrepresented students of color improve an inclusive racial climate.

Data are needed to serve as baseline for the campus to understand how to address concerns raised. Institutions will be in a better position to analyze comments critical in identifying issues raised by all students.

2) Recommendations for improving campus racial climate surveys. This research may provide more insight in enhancing education on the need for respect for others regardless of their racial or ethnic background. Consistent with this line of discussion, more visibility of CRT tenets on online campus racial surveys is recommended across institutions. Literature suggests that it is only after such a review that considerations can be made to change the African-American/Black category to regional places of origin, especially for students of color.

A true reflection of perceptions of students can be hard to be realized with the use of closed choice surveys. Future survey iterations would need to include more open-ended questions where students are provided more room to share their perceptions openly. If it is an institution's purpose to provide students with diversity learning opportunities, online campus racial surveys would be better if issued with more spaces for anecdotes and comments. By creating the expression space, the institution may collect

supportive racial reality data. The administration also would be in a position to respond to problematic race issues immediately.

3) Recommendations for institutions to improve the campus racial climate.

Regular institutional campus racial climate assessment needs to be done more frequently to address racial inequities in the institution. The study provides a framework for institutions to consider in creating a healthy racial campus climate using CRT lenses. Identifying all constituencies of the student body is critical to achieving an all-inclusive environment. Uniform efforts to cover global regions from where all students originate as acknowledged in the demographic section would be a healthy step in the right direction of the campus climate. Recommendations to have additional data collection methods such as interviews, focus groups, or international office record perusal, are among the few alternatives suggested. It is only after such a review that considerations can be made to change the African-American/Black category to regional places of origin, especially for students of color.

Students of color have raised their voices especially after experiences with racial marginality and microaggressions. At UCLA, students of color created a social space where students of color congregate every Wednesday for two hours to be around each other, where they share and acknowledge their campus climate experiences.

4) Recommendations for Future Research. CRT for education challenges race neutrality. Instead, the framework recognizes lived experiences of students of color as the legitimate and appropriate means to analyze and teach on racial subordination (Solórzano & Bernal, 2001). Future research should explore support/segregation for Sub-Saharan African students separately from other racial groups. When factoring the ever-changing

racial composition of higher education institutions, it would be interesting to see how race-sensitive research will be advanced to raise informed diversity awareness. The researcher therefore proposes more research informed by CRT for the interest of advocacy for the ever-changing statistics on students of color, such as Sub-Saharan African students. Also, future research may use CRT of education to challenge impractical policies on the diverse population by exposing the silenced voices of students of color (Bell, 2004).

Another proposed area of interest for future research using CRT of education is proactively examining the cumulative nature of racial microaggressions. Institutional data from diversity offices on stakeholders' personal, sociohistorical, and cultural experiences would inform the potential research on race using CRT of education.

Summary

It is the hope of the researcher that policy makers – in collaboration with educators – would find and enforce measures to resolve issues raised. Continuous assessment and implementation of campus racial climate surveys can create and foster positive racial spaces for students to learn and interact in a diverse campus climate. It is important for institutions to monitor and support their volatile campus racial climate since the administration is held responsible for what transpires within its walls.

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Appendix A

The Racial Climate Survey Scale (RCSS)

Objective	Pre-Baseline	Baseline	Emerging	Established	Definitive
	Has no link to objective's function. No objective is stated in terms of constituent experience. No connection to objective's primary function.	Links to objective's function is missing. Outcome/Objective is stated in terms of constituent experience. Connection to objective's primary function is unclear.	Links to objective's function may be present. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is inferred.	Includes links to at least one of the objective's function. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is clearly stated.	Includes links to at least two of the objective's function. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is clearly stated.
1. Distinction are made between African-Americans and Sub-Saharan African students.					
2. Student perception of campus diversity environment is a clear objective of online campus racial survey.					
3. Student perception of institutional academic and/or social support, based on racial background, is a clear objective online campus racial survey.					
4. Students' perception of institutional efforts made to foster diversity opportunities that promote learning and personal development is a clear objective of online campus racial survey.					
5. Students' perceptions are sought regarding discrimination based on racial background is a clear objective of online campus racial survey.					
6. Survey questions ask whether students experience explicit behaviors in the campus that indicate a lack of respect for populations of diversity.					

Note: Inspired by Pike, C. K. (n.d.). Measuring racial climate in schools of social work: Instrument development and validation. Retrieved from https://scholarworks.iupui.edu/bitstream/handle/1805/2317/Pike_Measuring_Racial.pdf?sequence=1

Glossary

The following definitions developed to clarify terms and concepts used in RCSS only.

- Function: Focused description of characteristics used to judge targeted area.
- Link: Alignment with the set standards of definition as applicable to students with origins from Africa or CRT tenets.
- Objective: Observable and measurable statement in the survey identifying as applicable to students with origins from Africa or CRT tenets.
- Students' perception: Personal observation through which respondents make sense of the campus climate around them.

Appendix B

Selected Institutions in the Online Racial Survey Study

Name of Institution

Bloomsberg University College	University of Akron
Case Western Reservation University	University of Alaska
California State University East Bay	University of Akron
California State University Sacramento	University of California Irvine
CUNY	University of California Los Angeles
Ferris State University	University of California San Diego
Idaho State University	University of California Santa Cruz
Indiana University Bloomington	University of Central Florida
Kean University	University of Central Oklahoma
Miami University	University of Chicago
Michigan Tech. University	University of Colorado Boulder
Mississippi State University	University of Delaware
Massachusetts Institute of Technology	University of Florida
Minnesota State University Mankato	University of La Verne
North Carolina State University	University of Massachusetts Amherst
Northeastern University	University of Memphis
Oakland University	University of Missouri
Oregon State University	University of New Mexico
Penn State University	University of North Carolina
Portland State University	University of North Dakota
Princeton University	University of Northern Colorado
Purdue University	University of Oregon
Rutgers	University of Southern California
San Jose State University	University of Texas Austin
St. Thomas University	University of Wisconsin Madison
Tarleton State University	University of Wisconsin Oshkosh
Tennessee Technological University	Utah State University
Texas A & M	Wesleyan University Campus
Tufts University	Western Washington University

Appendix C

North Carolina State University

NC STATE UNIVERSITY
North Carolina State University
2015 Campus Climate Survey
(Undergraduate Students)
Annotated Questionnaire

The NC State University 2015 Campus Climate Survey was available online from April 6, 2015 through May 4, 2015. 1,795 of the 20,693 undergraduate students in the survey population submitted the survey, for an 8.7% response rate (margin of error plus or minus 2.1 percentage points). For detailed information on the survey methodology, population, and response rates for various subgroups of the population, see the [Introduction, Research Methods, and Response Rates](#) report available online.

This document includes frequencies of responses to all survey questions, excluding "don't know" and "not applicable" answers from the base calculations. The total N size on which the reported percentages are based are noted in the "N=n" information for each question. Mean ratings and standard deviations are also reported where appropriate. "Don't know" and "NA" responses are not included in the calculations of means.

Section A: Your NC State Experience

N=1,791 Mean=3.3 StDev=0.67	A1. In general, how would you evaluate your overall experience at NC State?
43.9%	4: Excellent
47.0%	3: Good
8.3%	2: Fair
0.9%	1: Poor

N=1,790 Mean=4.1 StDev=0.76	A2. How satisfied are you with your overall <u>academic</u> experience at NC State?
28.4%	5: Very satisfied
55.9%	4: Satisfied
11.8%	3: Neutral
3.2%	2: Dissatisfied
0.6%	1: Very dissatisfied

N=1,790 Mean=3.9 StDev=0.89	A3. How satisfied are you with your overall <u>social</u> experience at NC State?
24.1%	5: Very satisfied
47.4%	4: Satisfied
20.7%	3: Neutral
6.8%	2: Dissatisfied
0.9%	1: Very dissatisfied

Appendix D

RCSS Version Used in the First Pilot Test

Outcome/Objective	Pre-Baseline Has no link to objective's function. No objective is stated in terms of constituent experience. No connection to objective's primary function.	Baseline Links to objective's function is missing. Outcome/Objective is stated in terms of constituent experience. Connection to objective's primary function is unclear.	Emerging Links to objective's function may be present. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is inferred.	Established Includes links to at least one of the objective's function. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is clearly stated.	Definitive Includes links to at least two of the objective's function. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is clearly stated.
1. Distinction made between African-Americans and Sub-Saharan African students.	S1 S2 X S3 X S4 X S5 X	S1 S2 S3 S4 S5	S1 S2 S3 S4 S5	S1 S2 S3 S4 S5	S1 X S2 S3 S4 S5
2. Does the institution ask students how they perceive the campus environment and diversity?	S1 S2 S3 S4 S5	S1 S2 S3 X S4 S5	S1 S2 X S3 S4 S5	S1 X S2 S3 S4 X* S5	S1 S2 S3 S4 S5
3. Do institutional surveys ask students' perceptions of how the institution provides sufficient academic and/or social support, perspectives, and experiences based on racial, background?	S1 S2 S3 S4 S5	S1 S2 S3 S4 X S5	S1 S2 X? S3 S4 S5	S1 X S2 S3 S4 S5	S1 S2 S3 S4 S5 X
4. Does the institution ask for students' perception of the efforts made to foster diversity opportunities that promote learning and personal development?	S1 X? S2 X S3 X S4 S5	S1 S2 S3 S4 X S5	S1 S2 S3 S4 S5	S1 S2 S3 S4 S5 X	S1 S2 S3 S4 S5
5. Are students asked whether they experience discrimination based on any of the following identities: racial background?	S1 S2 S3 S4 S5	S1 X S2 S3 S4 X S5	S1 S2 X S3 X S4 S5	S1 S2 S3 S4 S5	S1 S2 S3 S4 S5 X

6. Survey	S1	S1	S1	S1	S1 X
questions ask	S2 X	S2	S2	S2	S2
whether students	S3	S3	S3	S3	S3 X
experience	S4	S4 X	S4	S4	S4
behaviors, verbal,	S5	S5	S5	S5 X	S5
and non-verbal					
responses in the					
campus that					
indicate a lack of					
respect for					
populations of					
diversity.					

S1 Bloomsburg University College S2 California State University Sacramento S3 Case Western Reservation University
 S4 California State University East Bay S5 CUNY John Jay

Appendix E

RCSS Version Used in the Second Pilot Test

Objective	Pre-Baseline Has no link to objective's function. No objective is stated in terms of constituent experience. No connection to objective's primary function.	Baseline Links to objective's function is missing. Outcome/Objective is stated in terms of constituent experience. Connection to objective's primary function is unclear.	Emerging Links to objective's function may be present. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is inferred.	Established Includes links to at least one of the objective's function. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is clearly stated.	Definitive Includes links to at least two of the objective's function. Outcome/Objective is stated in terms of the results of student experience in campus climate. Connection to unit's primary function is clearly stated.
1. Distinction are made between African-Americans and Sub-Saharan African students.	S 1 X S 2 X S 3 X S 4 X S 5 X	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5
2. Student perception of campus diversity environment is a clear objective of online campus racial survey.	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 X S 2 X S 3 X S 4 X S 5 X
3. Student perception of institutional academic and/or social support, based on racial background, is a clear objective of online campus racial survey.	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 X S 2 S 3 S 4 S 5	S 1 S 2 X S 3 X S 4 X S 5 X
4. Students' perception of institutional efforts made to foster diversity opportunities that promote learning and personal development is a clear objective of online campus racial survey.	S 1 S 2 S 3 S 4 S 5	S 1 X S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 S 2 X S 3 X S 4 X S 5 X
5. Students' perceptions are sought regarding discrimination based on racial background is a clear objective of online campus racial survey.	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 X S 5	S 1 S 2 S 3 S 4 S 5	S 1 X S 2 S 3 S 4 S 5	S 1 S 2 X S 3 X S 4 S 5 X
6. Survey questions ask whether students experience explicit behaviors in the campus that indicate a lack of respect for populations of diversity.	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5	S 1 S 2 S 3 S 4 S 5 X	S 1 S 2 X S 3 S 4 X S 5	S 1 X S 2 S 3 X S 4 S 5
S1 Bloomsburg University College S2 California State University Sacramento S3 Case Western Reservation University S4 California State University East Bay S5 CUNY John Jay					

Appendix F

Original Data Segments

Research Question 1.

- Black or African American
 - Are you an international student?
 - Black/African-American
 - African American / African/ Black? African American? African? Black Caribbean?
- Other African/African American /Black (if you wish please specify)
- Middle Eastern/Southwest Asian/North African, Other Middle Eastern/Southwest Asian/North African (if you wish please specify)
- Black or African American,
 - U.S. citizen, Permanent resident of the U.S., International student living in the U.S.
 - Black or African American
 - African Americans International Students*
 - African American/Black Other
 - African American/Black Other
 - African American/Black Students.... International/ Immigrant Students
 - African (if you wish please specify) (1) _____ ?
 - African American/Black (not Hispanic) (if you wish please specify)
 - What country are you from?

Research Question 2.

The words for the CRT tenet on ordinariness were “racial tension,” “social justice,” and “fair treatment.”

- Promoting an atmosphere of cooperation and collaboration among students
- Fair to all students regardless of racial or ethnic background
- Do you feel you belong at Purdue?
- Do you feel safe on Purdue’s campus?
- The campus community needs to work together to create a supportive and welcoming climate for all students, faculty, and staff.
- Please rate the cultural climate of your department or program? Very inclusive of individuals with diverse backgrounds and interests? Somewhat inclusive of individuals with diverse backgrounds and interests? Inclusive of individuals with diverse backgrounds and interests? Somewhat intolerant of individuals with diverse backgrounds and interests? Very intolerant of individuals with diverse backgrounds and interests
- How would you describe your current attitude towards the University of Oregon?
- I have been treated fairly by other students in my classes.
- Using a scale of 1-5, please rate the overall climate at UCSC on the following dimensions: (Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile) Positive for People of Color • • • • • Negative for People of Color

- Using a scale of 1-5, please rate the overall climate at UCSC on the following dimensions: (Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism) Not racist?
- Relationships with other students Unfriendly, Unsupportive, Sense of alienation, Friendly, Supportive, Sense of belonging.
- Attending campus events and activities (special speakers, cultural performances)
- Overall, how satisfied are you with the diversity in each of the following settings on your campus?
- Faculty are fair to all students regardless of their racial or ethnic backgrounds
- Students are resentful of others whose race/ethnicity is different
- The campus has done a good job providing programs/activities that promote multicultural understanding
- The amount of effort made by school to improve relations and understanding between people of different backgrounds
- Racial/ethnic separation on campus
- School commitment to the success of students of different racial/ethnic groups.
- Friendship between students of different racial/ethnic groups.
- Interracial tensions in the residence halls
- I believe that Bloomsburg University is biased based on race
- How would you rate the climate on campus for people who are from racial minorities
- I believe the campus climate encourages free and open discussions

- I perceive racial tensions on campus
- Please list any organizations/offices/departments which you feel foster diversity/inclusion on campus in the text box below.
- Please list any organizations/offices/departments which you feel inhibit diversity/inclusion on campus in the text box below.

Under CRT tenet interest convergence were “diversity awareness,” and “cross racial comfortability with similar/different peers.”

- I would recommend attending CSUEB to someone whose ethnic or cultural background is the same as my own
- CSUEB is preparing me to live and work in a diverse society
- Enhanced appreciation for cultural diversity
- Overall, how comfortable are you with the climate at OSU?
- I would love to [participate] since i am an international student. I have alot to show and would love to perform and share my culture? international grad student would love to have all the information to get involved.
- Serious conversations with students of a different race or ethnicity than their own
- Thus far, how satisfied are you with each of the following aspects of your experience at Princeton? The diversity of the student body,
- This course explored issues of diversity (such as race, class, gender, sexual orientation ability)
- This course explored issues of diversity (such as race, class, gender, sexual orientation ability)

- I have felt comfortable saying what I think about racial/ethnic issues in my classes.
- How does each of the following affect the climate for diversity at UCI? Providing diversity training for students?
- To what extent do you agree that the courses you have taken at UCI include sufficient materials, perspectives and/or experiences of people based on their: age
- Overall, how comfortable are you with the climate at UCI?
- Overall, how comfortable are you with the climate in your department/work unit/academic unit/college/school/clinical setting?
- Overall, how comfortable are you with the climate in your classes?
- Included diverse perspectives (different races)
- Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?
- There are lots of campus events which I think is great, shows the university is really trying to bring all kinds of people together
- Students of different backgrounds participate equally in classroom discussion and learning.
- Speak with others about my racial/ethnic background.
- Be in situations where I'm the only person of my racial/ethnic group.
- Say what I think about racial/ethnic issues.
- Being with people whose racial/ethnic backgrounds are different from my own.

- Exposed to history/issues of racial/ethnic group in activities and programs in the residence halls.
- Exposed to history/issues of racial/ethnic group in other school programs or activities.
- Exposed to history/issues of racial/ethnic group in informal interactions and conversations with friends.
- Number of courses focused on racial/ethnic groups in the U.S
- My program actively recruits graduate students from underrepresented groups.
- Diversity is good for Miami and should be actively promoted by students, staff, faculty, and administrators.
- Participating in multicultural or ethnic activities on campus
- STU is a university that supports diversity
- That embracing diversity is a part of the mission of STU
- The climate here at St. Thomas University openly accepts people of all backgrounds and abilities
- My experience at St. Thomas University helps me work effectively with people of diverse background
- I have become more sensitive and aware of issues having to do with people from diverse backgrounds
- My experience at STU with people of diverse backgrounds will help me in my career /workplace?
- Are there other areas of personal diversity you expect the campus to be welcoming of ?

- Seeking professional development opportunities
- Awareness (dispositions): Appreciate individual differences
- Appreciate learning and cultural differences
- BU includes materials, and/or perspectives, and/or experiences that reflect experiences or perspectives of people based on
- The curriculum at BU includes materials, and/or perspectives, and/or experiences that reflect experiences or perspectives of people based on their:..

Under CRT tenet counterstories, the following phrases were used: “respect for other racial groups” and “confirm support/segregation from other racial groups.”

- Subtle discrimination is tolerated on this campus
- I feel comfortable raising a question in class about something I don’t understand
- Collaborating with colleagues
- I feel awkward in certain situations at CSUEB because I am the only person of my racial/ethnic/cultural background
- Students at Michigan Tech benefit from gaining knowledge, skills, and experiences around diversity issues.
- Do you feel respected at Purdue?
- Responses to 10 key measures of student satisfaction
- What types of professional development support/assistance are available to you either in your department or from the university? How satisfied are you with them? Cross cultural communication? Cross-cultural awareness?
- Responding differently to your experience/s based on your race?

- Creating an environment in which you felt discriminated against based on your race?
- Expressing a biased or negative attitude toward you and/or your experience/s based on your race?
- Expressing a biased or negative attitude toward you and/or your experience/s based on your race?
- How much do each of the following groups on this campus respect diversity?
- I feel that I am respected on my campus
- variety of interesting diversity
- Become more understanding of differences on race/ethnicity
- My social interactions are largely confined to students of my race/ethnicity
- This school does not promote respect for diversity
- Respect by students for other students of different racial/ethnic groups.
- I had full access to all the same facilities as any
- Encountered barriers at STU due to my race/culture
- People of different cultures and abilities were welcome and included at my school
- I feel valued by other...
- Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?
- People speaking with an accent
- People speaking limited English

Under racial microaggressions, words such as derogatory, threat, physical or verbal aggression, jokes, profiling, intimidation, unsolicited social media, vandalism, graffiti, stereotyping/labeling.

- Have you been treated in an insensitive manner or unfairly treated on campus because of your personal characteristics listed below (N-never; S-seldom; F-Frequently; A-Always)? Race
Use of slang terms when referring to populations of diversity,” “derogatory behaviors,” “derogatory verbal responses.”
- Over the past year, how often have you felt physically threatened while on campus?
- When I hear derogatory remarks made by my peers aimed at particular identity groups (e.g. racial, etc.), I challenge them.
- I have apologized for derogatory comments I made, and/or jokes I’ve participated in, or consciously changed my behavior in this area.
- I am often aware when someone might be offended by derogatory comments or jokes.
- I notice when people are being left out of activities and make efforts to include them.
- Over the past year, how often have you experienced academic/intellectual bias from students?

- Within the past year, have you observed any conduct or communications directed toward a person or group of people at UCI that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) working or learning environment?
- I was the target of racial profiling.
- What forms of conduct have you observed or personally been made aware of?
(Mark all that apply) racial profiling, someone being deliberately ignored someone being stared at others excluded from activities derogatory remarks other (specify)
- Have you personally experienced any offensive, hostile, or intimidating conduct that has interfered unreasonably with your ability to learn at OSU?
- What forms of behaviors have you observed or personally been made aware of?
(Mark all that apply) Deliberately ignored or excluded? Derogatory remarks? Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts? Derogatory written comments? Derogatory phone calls? Feared for their physical safety? Graffiti/vandalism (e.g., event advertisements removed or defaced)? Intimidated/bullied? Isolated or left out when work was required in groups? Isolated or left out? Racial/ethnic profiling? Receipt of a poor grade because of a hostile classroom environment? Physical violence? Singled out as the spokesperson for their identity? Threats of physical violence? Other (please specify) _____

- Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) behavior at UCI?
- I received threats of physical violence. I received a low performance evaluation. I was singled out as the spokesperson for my identity group. I was the target of derogatory verbal remarks. I was the target of graffiti/vandalism I was the target of physical violence I was the target of racial/ethnic profiling I was the target of stalking. I was the victim of a crime. I was the victim of derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts
- How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments, Offensive written comments, Offensive visual images, Threats of physical violence, Physical assaults or injuries
- expectations about my academic performance because of my race/ethnicity
- Need to minimize various characteristics of my racial/ethnic culture to be able to fit in here
- Because of a personal characteristic I have (e.g., race/ethnicity, religion, etc.), I sometimes get singled out in my courses to speak on behalf of a specific group.
- I have been exposed to an intolerant atmosphere created by students in a course I was taking.

- I have been exposed to an intolerant atmosphere created by the instructor for a course I was taking about how often have you heard faculty instructors/students/staff make negative, inappropriate, or stereotypical statements related to race/ethnicity
- Inappropriate conduct. Observed exclusionary conduct. During your time at BU, have you observed any conduct directed toward a person or group of people on campus that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing)
- What forms of exclusionary, intimidating, offensive and/or hostile conduct based on a person's identity have you observed or personally been made aware of? (Mark all that apply)? Assumption that someone was admitted/hired/promoted based on his/her identity (1)? Assumption that someone was not admitted/hired/promoted based on his/her identity (2)? Bullied/Intimidated (3)? Deliberately ignored or excluded (4)? Derogatory remarks (5)? Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts (6)? Derogatory written comments (7)? Derogatory phone calls (8)? Feared for their physical safety (9)? Feared for their family's safety (10)? Graffiti (e.g., event advertisements removed or defaced) (11)? Isolated or left out when work was required in groups

Appendix G

Reduction of Data Segments

