

Building an Inclusive Climate on Campus

This resource guide provides academic evidence of why it is important to build a climate of inclusivity at schools of international affairs and public policy. Further, it discusses anti-racism responses, and policy recommendations for advancing inclusivity in different spheres of campus life.

Why is an inclusive climate important?

KEY FINDINGS:

- Students report less discrimination and bias at institutions where they perceive a stronger institutional commitment to diversity.
 - Campus leadership, including a diverse faculty, plays an important role in achieving inclusive institutions.
 - Students' sense of community is closely associated with feelings cared about, treated in a caring way, valued as individuals, accepted as a part of the community, and viewed as contributing to the quality of social life on campus.
 - Discriminatory campus environments negatively affect the learning of all students.
 - Increasing Black, Indigenous, and People of Color (BIPOC) student enrollment and providing opportunities for BIPOC and White students to engage with one another inside and outside of the classroom contributes to the perception that an institutional environment is more inclusive.
 - Monitoring the dynamics surrounding an institution as well as among actors in the institution is as important as monitoring students' behaviors and perceptions regarding campus climate.
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[“Advancing Diversity and Inclusion In Higher Education.” U.S. Department of Education, November 2016, 95.](#)

Students report less discrimination and bias at institutions where they perceive a stronger institutional commitment to diversity. Institutions are encouraged to develop and facilitate programming to increase the cultural competency of leadership, faculty, staff, and students. Institutions are also encouraged to perform an assessment of their campus climate related to diversity in order to identify areas for improvement. Many institutions include cultural competency training in new student orientation and require that students take coursework in diversity as freshmen. Cultural and socio-emotional support systems like personal mentoring and counseling can help all students to thrive on campus and are important for students who do not comprise a racial or ethnic majority. Successful institutional leaders create support systems individualized to students’ needs that are highly visible and accessible, and engage students in the decision-making process regarding campus climate. Successful institutions also make financial support available to close the need gap for economically disadvantaged students (see pages 41-44).

[Hurtado, Sylvia “Creating a Climate of Inclusion” in Racial Crisis in American Higher Education, The: Continuing Challenges for the Twenty-First Century, Revised Edition, ed. W.A. Smith, P.G. Altbach, and K. Lomotey, SUNY Series, Frontiers in Education. State University of New York Press, 2012.](#)

Changing access policies affect Latina/o perceptions of the “right college” for them. Simultaneously, the demographic growth constitutes a new sociohistorical force that shapes institutional contexts. Student perceptions of the institutional environment are also influenced by an institution’s historical legacy of exclusion, the numerical representation of Latina/os within the institution, and behaviors observed inside and outside of the classroom (S. Hurtado, Milem, et al. 1999). These factors constituting the climate for diversity are interconnected and influence each other. Even campuses with “race neutral” policies cannot avoid these racial/ethnic dynamics because all of these factors are embedded in a larger context of social relations among groups. Several studies reveal that many institutional factors are related to the perceptions that Latina/os students have of their college. Such views further explain the racial/ethnic dynamics within institutional contexts. Latina/os attending four-year colleges with relatively higher Hispanic student enrollment were less likely than Latinos attending institutions with low Hispanic enrollments to experience discrimination or perceive racial tension on campus (S. Hurtado 1994). Increasing Hispanic enrollments thus creates the perception that an institution welcomes Latina/os and is willing to provide a good education for them. Campuses with relatively large Hispanic enrollments provide more opportunities for White and other non-Hispanic students to interact with Latina/os and engage in a variety of classroom and out-class activities. Such interactions diminish Latina/o stereotypes and promote greater cross-cultural awareness among the student body.



David X. Cheng (2004) Students' Sense of Campus Community: What it Means, and What to do About It, *NASPA Journal*, 41:2, 216-234, [DOI](#)

This study examines different aspects of students' college life to articulate their perceptions of campus community. The findings indicate that students' sense of community is closely associated with their feelings of being cared about, treated in a caring way, valued as an individual, and accepted as a part of the community and quality social life on campus. The most negative influence on community comes from students' feelings of loneliness on campus. In order for students to have a sense of campus community, student affairs administrators should strive to build a community that (1) has an open environment where free expressions are encouraged and individuality is accepted and respected, (2) engages faculty and students in teaching and learning, (3) provides an active social and learning environment in residence halls, (4) fosters positive relationships among ethnic and cultural groups through programs and student activities, (5) celebrates traditions and heritage of the institution, and (6) provides assistance to students when they feel lonely or depressed.

Cabrera, Alberto F., Amaury Nora, Patrick T. Terenzini, Ernest Pascarella, and Linda Serra Hagedorn. "Campus Racial Climate and the Adjustment of Students to College: A Comparison between White Students and African-American Students." *The Journal of Higher Education* 70, no. 2 (1999): 134-60. Accessed October 22, 2020. DOI:10.2307/2649125.

This study examined the impact of prejudice and discrimination on the adjustment of students to college. Results indicated perceived discriminatory behavior negatively affected minority student academic/intellectual development, social experiences, and institutional commitment. Although differential effects were noted for minority and non-minorities, exposure to discriminatory behavior impinged upon the cognitive/affective development of all students. For both groups, persistence is determined by preparation for college, positive academic experiences, strong parental encouragement, and academic performance in college. For both groups, exposure to a campus climate of prejudice and intolerance lessens commitment to the institution and, indirectly, weakens decisions to persist.

[Leticia Oseguera & Byung Shik Rhee, The Influence of Institutional Retention Climates on Student Persistence to Degree Completion: A Multilevel Approach, 50 RES. IN HIGHER EDUC. 6 \(2009\).](#)

Using multi-institutional data from the Cooperative Institutional Research Program's (CIRP) annual survey of entering freshmen, the Higher Education Research Institute's (HERI) Faculty Surveys, campus registrars' offices, and IPEDS data, we evaluated the extent to which peer institutional retention climates and faculty perceived campus climates influenced individual 6-year retention rates. We used hierarchical



generalized linear models (HGLM) to examine the extent to which institutional climate (as measured by peer institutional retention climate and faculty perceived climate), net of students' ability, expectations, and family socioeconomic status, influence students' persistence behavior. We found that institutional retention climate did independently determine whether a student would persist or not. While past research has overlooked peer and faculty climates, the results from this work call for the attention of peer institutional retention climates.

Vincent D. Carales & Amaury Nora (2020) Finding Place: Cognitive and Psychosocial Factors Impacting Latina/o Students' Sense of Belonging, *Journal of Student Affairs Research and Practice*, 57:4, 355-370, [DOI](#).

Guided by several theoretical approaches to student success, this study tested cognitive and non-cognitive variables including a set of background, financial, and psychosocial factors. Regression analysis revealed five foci predicted Latina/o student's sense of belonging at a Hispanic Serving Institution. These include (1) finances/financial aid, (2) psychosocial experiences, (3) racial attitudes and beliefs, (4) high school academic performance, and (5) the notion of change in a student's life. Implications for research and practice are discussed.

Hurtado S., Alvarez C.L., Guillermo-Wann C., Cuellar M., Arellano L. (2012) A Model for Diverse Learning Environments. In: Smart J., Paulsen M. (eds) *Higher Education: Handbook of Theory and Research*. Higher Education: Handbook of Theory and Research, vol 27. Springer, Dordrecht. [DOI](#).

Drawing from converging areas of scholarship in higher education on the diversity dynamics of an institution and its surrounding contexts, this chapter explores how different aspects of the institution—all of which are influenced by and contribute to the campus climate for diversity—play important roles in achieving student outcomes that also enhance social transformation for a just society. The authors present a model to guide research and practice in creating the conditions for student success in diverse learning environments. The essence of a diverse learning environment is one that integrates inclusive practices, and is also intentional about purpose and knowledgeable about whom they educate (student identities). Actors are cognizant of their role in enhancing individual mobility that, at the same time, minimizes social inequality. Intentional education with the aim of fostering civic equality reflects a belief that our students represent our best investment for a more just, equitable, economically viable, and stable democratic society. We contend that institutions of higher education are in a position to transform power dynamics between groups that will not jeopardize an institution's existence, but rather strengthen its effectiveness in serving diverse students and creating a more equitable society.



How to build an inclusive campus climate

KEY FINDINGS:

- Institutions are encouraged to develop and facilitate programming to increase the cultural competency of leadership, faculty staff, and students.
 - Individualized mentoring and coaching can help college students, particularly first-generation students, overcome both academic and “real life” barriers such as primary care-giving responsibilities, and financial obligations.
 - Students of color, first-generation college students, and students from low-income families are at an increased risk of food and housing insecurity. Institutions can help students facing these challenges by establishing a campus single point of contact, connecting students with federal benefits, and providing emergency aid or micro grants.
 - Institutional leaders should use multi pronged methods to engage students of color and improve campus racial climate. Leaders can do so by investing in culturally focused organizations, conducting cultural climate assessments, developing peer networks and professional development trainings for student leaders, as well as summer bridge programs and student advisory committees.
 - Universities can improve campuses for transgender and gender non-conforming people by offering campus programming and support for trans individuals, changing university systems and procedures for recording one’s name and gender, encouraging greater inclusivity and recruitment of diverse groups, making physical changes to facilities, and holding people accountable for discrimination against gender non-conforming individuals.
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[Bettinger, Eric and Rachel Baker \(2011\). *The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring.* \(Cambridge, MA: National Bureau of Economic Research\).](#)

Individualized mentoring and coaching programs help college students identify strategies to overcome both academic and “real-life” barriers such as personal time commitments (work scheduling), primary care-giving responsibilities, and financial obligations. This study indicates that individualized mentoring and coaching — distinct from academic advising — can increase the odds that college students remain



enrolled in school. Mentoring and coaching might be particularly helpful for first-generation students who are less familiar with the institutional structure of higher education. Over the course of two separate school years, InsideTrack, a student coaching service, provided coaching to students from public, private, and proprietary universities. Most of the participating students were non-traditional college students enrolled in degree programs. The participating universities and InsideTrack randomly assigned students to be coached. The coach contacted students regularly to develop a clear vision of their goals, to guide them in connecting their daily activities to their long term goals, and to support them in building skills, including time management, self-advocacy, and study skills. Students who were randomly assigned to a coach were more likely to persist during the treatment period, and were more likely to be attending the university one year after the coaching had ended. Coaching also proved a more cost-effective method of achieving retention and completion gains when compared to previously studied interventions such as increased financial aid.

[Sackett, Chase, Sara Goldrick-Rab, and Katharine Broton \(2016\). Addressing Housing Insecurity and Living Costs in Higher Education. \(Washington, DC: U.S. Department of Housing and Urban Development, Office of Policy Development and Research, and the Wisconsin HOPE Lab\).](#)

New evidence from the Wisconsin HOPE Lab illuminates the challenges that today’s college students face in securing adequate housing and sufficient nutrition. According to a recent study of more than 4,000 undergraduates at 10 community colleges, approximately one-half of students struggle with food and/or housing insecurity. Specifically, 20 percent of respondents reported going hungry in the past month and 13 percent were homeless in the past year. These experiences of material hardship are not limited to the 2-year college sector. Additional research by the Wisconsin HOPE Lab indicates that 4-year college students from low- and moderate-income families also struggle to make ends meet. Some groups of students are disproportionately affected by material hardship. For example, those who are food insecure are more likely to also be housing insecure and vice versa. Students of color, first-generation college students, and students from low-income families are also at an increased risk of food and housing insecurity. Moreover, students reporting food and/or housing challenges are also more likely to report mental health challenges, including depression and anxiety. . Institutions have experimented with various strategies to support students with housing insecurities and living costs, such as establishing a campus single point of contact, connecting students with federal benefits, and providing emergency aid or micro grants.

Hurtado, Sylvia, Kimberly A. Griffin, Lucy Arellano, and Marcela Cuellar. “Assessing the Value of Climate Assessments: Progress and Future Directions.” *Journal of Diversity in Higher Education* 1(4) (2008): 204-221



The authors synthesize existing climate research and climate instruments, as well as introduce several frameworks to help educators understand how institutions and researchers have assessed diversity in the college environment. Over 90 instruments were reviewed and examined for their attention to multiple dimensions of the campus climate, diversity initiatives, and outcomes measures that capture students' values, skills, and knowledge for participation in a diverse society. Frameworks presented include a broad definition of the campus climate, a typology of campus initiatives based on an inventory of campus practice, and a typology of representative outcomes that capture cognitive, socio-cognitive, values/attitudes, and preparation for a multicultural society. Campuses that strive to become functional multicultural learning environments can now rely on a body of empirical information to guide practice and critical self-assessment to deepen their commitment to diversity. The authors recommend that campuses integrate their assessment of the climate with the evaluation of student outcomes and campus practice.

Quaye, Stephen John, Kimberly A. Griffin, and Samuel D. Museus (2012). "Engaging Students of Color," in *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations*, Stephen John Quaye and Shaun R. Harper, eds., 21-48. (New York, NY: Routledge, 2012).

Climate Assessments and Cultural Audits:

It is important for institutions to conduct regular campus racial climate assessments. Such assessments are integral to ensuring that campus administrators, faculty, and staff understand how their students are experiencing their campus racial climates, how various groups experience these climates in disparate ways, and how they can improve these climates for students of color. Student affairs assessment offices play a critical role in helping conduct climate assessments. And, where institutions do not have student affairs assessment offices, campuses can hire consultants to conduct the climate assessments for or with them. In addition, institutional cultures consist of a complex web of values, beliefs, assumptions, norms, and behaviors (Jayakumar & Museus, 2012; Kuh & Whitt, 1988; Museus, 2007). In fact, some aspects of campus cultures (e.g., cultural assumptions) are so deeply embedded in the organizational fabric of institutions and taken for granted by their members that people within these campuses never reflect on and do not completely understand these cultural elements and how they impact students of color. Jayakumar and Museus, for example, provide several examples of how assumptions that drive the daily behavior of faculty and staff on college campuses can and do negatively affect the experiences and outcomes of students of color. Thus, it is imperative that institutional leaders engage in cultural audits that can uncover these aspects of culture and unpack how they impact students of color (Museus, 2007; Whitt, 1993). However, due to the aforementioned complex and deeply embedded nature of campus cultures, it is important for institutions that seek to engage in cultural audits to involve external assessment specialists who can "make the familiar strange" and prompt institutional members to engage in a critical analysis of their taken-for-granted assumptions (Museus, 2007; Whitt, 1993).



Summer Bridge Programs:

Institutions should utilize summer bridge programs, which can enable students of color to develop peer networks and engage in classroom settings prior to the start of the academic year. Students in these programs gather support and confidence from peers involved at the institution while also gaining knowledge and skills that will prepare them for their upcoming academic experience. Summer bridge programs enable students to navigate the campus environment in the company of their peers who are also striving to do the same. Additionally, upper-level students who participated in the program should be invited to mentor students throughout this experience. By involving students who have been actively engaged at the institution, students of color see that they can also achieve in their courses despite their underrepresentation.

Student Advisory Committees:

Academic departments should develop student advisory committees. These committees can be composed of a variety of students who can provide feedback to the academic dean or department chair about deficiencies in academic content, department offerings, and cultural awareness among faculty members. The advisory committee can suggest readings reflective of students' cultural groups and recommend additional syllabi revisions or feedback that faculty can incorporate into their courses. As students are in the best positions to evaluate whether their educational needs are being met, these advisory committees provide students with opportunities to be heard by those who have the power to make changes. Consequently, the dean can filter information to faculty to improve the climate and culture for students of color.

Professional Development for Student Leaders:

To engage students of color in a wider range of campus activities and encourage students to more often engage with those from different racial and ethnic backgrounds, we urge institutional leaders to develop training and workshops that arm student leaders with tools to promote diversity within and intercultural interactions across their organizations. While the phenomenon of “self-segregation” on college and university campuses has drawn great concern and has been observed by those in various campus communities, students receive little guidance or support in their efforts to engage across difference. Thus, despite students' potential interest in and understanding of the importance of the learning that can take place when they interact with someone from a different racial or ethnic background, they may not engage because of uncertainty, discomfort, or fear and the lack of preparation to deal with these negative emotions (Fisher & Hartmann, 1995; Harper & Hurtado, 2007). This may be a particularly salient concern for White students, considering that they tend to engage across differences outside the classroom at rates lower than students of color (Fisher & Hartmann, 1995; Gurin, Dey, Hurtado, & Gurin, 2002; Hurtado, Griffin, Arellano, & Cuellar, 2008). Thus, we recommend a series of workshops for



student leaders from diverse backgrounds. The workshops would help student leaders develop strategies that would promote inclusion and increase diversity within and diverse interactions across their organizations. For example, campus administrators and student affairs professionals can help students think about how to coordinate programs and activities that provide students with an opportunity to engage in dialogues, across differences. They can also teach students new outreach strategies and how to assess whether or not they have created a comfortable environment within the group for students from a variety of racial and ethnic backgrounds. Furthermore, holding these training sessions with heterogeneous groups creates opportunities for student leaders to engage with each other, building their individual efficacy that is necessary to participate in cross-racial interaction effectively and form a foundation for future collaborations and partnerships between student groups and organizations.

Peer Networks:

Educators should provide opportunities for students of color to formulate networks with other peers of color. For instance, periodic forums comprised of students of color provide a space for students to develop and sustain relationships with students across multiple disciplines, where they can candidly discuss the challenges associated with being students of color at predominantly White institutions. These forums can enable students to share their frustrations, positive experiences, and strategies for academically achieving. In addition, third and fourth-year students can serve as peer mentors for incoming students and provide them with the social networks necessary to succeed during their collegiate tenures. Providing spaces in which students of color can connect with other students enables them to re-energize in the company of others who share similar experiences.

Safe Spaces:

“Safe spaces” created in culturally focused campus spaces and organizations, such as culture centers and ethnic student organizations, are critical to the engagement of students of color. In addition to serving as a source of support within a larger environment that is sometimes unwelcoming and less than inclusive, these organizations provide opportunities for students to interact and build connections with peers who share their backgrounds and interests (Guiffrida, 2003; Museus, 2008c, 2011; Museus et al., 2012). They may also offer students of color much-needed opportunities to develop important professional skills and competencies as they take on leadership roles within these groups and serve as an entryway to more broad engagement with faculty and other members of the campus community (Guiffrida, 2003; Harper & Quaye, 2007; Patton, Bridges, & Flowers, 2011). It is important to note that the goals of those who call for the elimination of these groups in order to create more opportunities for engagement across difference and fewer options for self-segregation do not acknowledge the important positive role that these organizations play in the lives of students of color and are therefore misguided. Rather, we must support students as they strive to engage those from racial and ethnic backgrounds different from their own and support racial/ethnic organizations as a key means of support and survival. Given the positive outcomes stemming from student participation and leadership in culturally-based



organizations, institutions must begin or continue to support their goals and efforts. As noted by Patton (2006), cultural centers are often underdeveloped spaces located far from the center of campus activity. Similarly, student organizations focused on addressing the needs of students of color may be allocated fewer resources, be marginalized, or face more stringent disciplinary sanctions than predominantly White organizations (Bourke, 2010). Investing financial resources in culturally based organizations, providing cultural centers with adequate space and staffing, and providing student groups with guidance and mentorship can promote the efficacy of these entities as they aim to engage students.

Kristie L. Seelman (2014) Recommendations of transgender students, staff, and faculty in the USA for improving college campuses, *Gender and Education*, 26:6, 618-635, DOI: 10.1080/09540253.2014.935300

Research indicates that transgender individuals frequently experience marginalisation and interpersonal victimisation within college and university settings. Missing from the literature is a discussion of what can be done to address such patterns in higher education, based upon empirical data gathered from transgender and gender non-conforming students, staff, and faculty. The present study aimed to fill this gap by reporting on solutions offered by a sample of 30 individuals in one US state while integrating a lens of intersectionality. Five resulting themes include (a) offer education, campus programming, and support for trans individuals; (b) improve university systems and procedures for recording one's name and gender; (c) encourage greater inclusivity and recruitment of diverse groups; (d) make physical changes to facilities; and (e) hold people accountable. These findings suggest institutional actions and policy changes for higher education administrators and others committed to improving campuses for transgender and gender non-conforming people.

How campus climate impacts faculty and staff

KEY FINDINGS:

- Faculty members, administrators and staff members are significantly impacted by campus climate. Research suggests that faculty members who consider their campus climate healthy and inclusive are more likely to feel personally and professionally supported.
- Research also suggests a direct relationship between workplace discrimination and negative job and career attitudes.
- Campus racial climate contributes to faculty of color satisfaction and retention.
- Tensions between women and men in the field continue to be prominent.



[Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. \(2006\). The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly*, 30\(1\), 47–58.](#)

Deficits theory posits that women scientists have not yet achieved parity with men scientists because of structural aspects of the scientific environment that provide them with fewer opportunities and more obstacles than men. The current study of 208 faculty women scientists tested this theory by examining the effect of personal negative experiences and perceptions of the workplace climate on job satisfaction, felt influence, and productivity. Hierarchical multiple regression results indicated that women scientists experiencing more sexual harassment and gender discrimination reported poorer job outcomes. Additionally, perceptions of a generally positive, nonsexist climate, as well as effective leadership, were related to positive job outcomes after controlling for harassment and discrimination.

Silverschanz, P., Cortina, L., Konik, J., & Magley, V. (2007). Slurs, snubs, and queer jokes: Incidence and impact of heterosexist harassment in academia. *Sex Roles*, 58, 179-191. DOI: 10.1007/s11199-007-9329-7

Previous research has suggested that overt hostility against sexual minorities is associated with decrements in their well-being. However, subtler forms of heterosexism and their potential effects have been overlooked, heterosexuals have not been asked how they fare in a heterosexist environment, and no research has examined whether women and men might respond differently to heterosexism. Data from 3,128 northwestern US university students (representing all sexual orientations) address these gaps. Approximately 40% reported experiences of heterosexist harassment (HH) in the past year, and those who encountered both ambient and personal HH reported worse psychological and academic well-being than those who encountered no HH. Similar patterns of findings held for sexual minorities and heterosexuals, and for women and men.

[Jayakumar, Uma M., Tyrone C. Howard, Walter R. Allen, and June C. Han. "Racial Privilege in the Professoriate: An Exploration of Campus Climate, Retention, and Satisfaction." *The Journal of Higher Education* 80, no. 5 \(2009\): 538-63. Accessed October 23, 2020.](#)

This study applies the principles of critical race theory to examine quantitatively the experiences of a national sample of 37,582 faculty. Among the key factors influencing retention and satisfaction are campus racial climate, autonomy and independence, and the review and promotion process. In this study, the notion of privilege is most prominently reflected in the relationship between racial climate with



both retention and satisfaction across different groups. Results from this national study of full-time faculty indicate that not only does a negative racial climate impede job satisfaction for faculty of color, but conversely, a negative racial climate is also associated with greater retention for White faculty. Together, these findings highlight the notion that racial hierarchy and advantage can be perpetuated without malicious intent. Previous research indicates that an institution's racial climate impacts the quality of life and experiences of people of color in the academy (Hurtado et al., 1999). Many of the hindrances described by faculty of color as contributing to a hostile racial climate involve feeling that issues pertaining to ethnic and racial diversity are marginalized, encountering a dearth of faculty and students of color in their respective departments, and experiencing a lack of support and encouragement for their research, especially if that work is concerned with issues of diversity and equity. Cross-tabulations revealed that more faculty of color who perceived a hostile racial climate (44%) indicated a desire to leave compared to those who perceived a moderate/mild (30%) or a benign racial climate (27%). This is cause for concern, given that nearly three-fourths rated the climate at their institution to be moderately to highly negative. On a positive note, however, of the faculty who reported a high level of satisfaction, an overwhelming majority (70%) had not thought about leaving the academy. Disaggregating faculty of color revealed that American Indians (44%) more often reported an intention to leave the academy, followed by African American (39%), Latina/o (36%) and Asian American faculty (27%). The differences remind us of the immense variation between (and within) racial/ethnic categories and the need to study groups individually.

Fattore, Christina (2018). Nevertheless, She Persisted: Women's Experiences and Perceptions within the International Studies Association. *International Studies Perspectives* 20 (1), 46-62, [DOI](#)

The Women's Caucus for International Studies and the ISA Committee on the Status of Women conducted a survey of the membership concerning the effects of gender on members' professional and personal lives in November and December 2015. Other iterations of this survey using similar questions were conducted in 1995 and 2006. A plurality of women and a majority of men responded that things have gotten better for women in the discipline. However, using more specific questions and asking for open responses, the survey uncovered that men and women still have very different experiences within the discipline and that the chilly climate continues to persist in international relations. The 2015 survey reveals continued concerns regarding the tension between familial responsibilities and the academic environment, overt and structural discrimination, and the perception of "reverse discrimination" against men.



Inclusionary and antiracist responses

KEY FINDINGS:

- Administrators, faculty, and institutional researchers should proactively audit their campus climates and cultures on an ongoing basis to determine the need for change.
 - Goal-based dialogues play an important role in facilitating conversations among members of diverse groups on difficult topics such as racism.
 - Academic institutions should engage students in the politics of (re)naming campus places to create a more inclusive and socially just campus landscape.
 - A positive collegiate racial climate can facilitate and lead to important, positive academic outcomes for African American students. In contrast, a negative or unsupportive campus climate is associated with poor academic performance and high dropout rates among African American students.
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Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*(120), 7-24. DOI: 10.1002/ss.254

The 2006 report of the commission appointed by U.S. Department of Education Secretary Margaret Spellings to explore needed areas of improvement in higher education called for more transparency regarding student learning outcomes on college and university campuses. Merely reporting outcomes, however, keeps the source of racial inequities undisclosed and does not result in better, more inclusive climates for learning. The consistency of results from fifteen years of empirical research, along with the nine themes that emerged in our study, make clear the need for greater transparency regarding racial realities in learning environments at Predominantly White Institutions (PWIs). Even when cues are readily available (for example, a newspaper with four front-page articles related to racial injustice), the realities of race are typically made transparent only when there is a highly publicized, racially motivated incident or when embarrassing findings from an external auditor are made public. Consistent with Kezar and Eckel's recommendation (2002a), we suggest that administrators, faculty, and institutional researchers proactively audit their campus climates and cultures to determine the need for change. As indicated in many of the nine themes, racial realities remained undisclosed and unaddressed in systematic ways on college campuses. 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 long standing reputations for being racially toxic environments. Despite fifteen years of racial climate research on multiple campuses, the themes of exclusion, institutional rhetoric rather than action, and marginality continue to emerge from student voices. Conducting a climate study can be symbolic of institutional action, only to be filed away on a shelf. We advocate that data gathered through the ongoing assessment of campus racial climates guide conversations and reflective examinations to overcome discomfort with race, plan for deep levels of institutional transformation, and achieve excellence in fostering racially inclusive learning environments.

Srividya Ramasubramanian, Alexandra N. Sousa & Vanessa Gonlin (2017) Facilitated difficult dialogues on racism: a goal-based approach, *Journal of Applied Communication Research*, 45:5, 537-556, DOI: 10.1080/00909882.2017.1382706

Racist incidents are moments that highlight the systemic racism that still exists within higher education. In 2016, the College of Liberal Arts at a historically White, Southern institution in the U.S. responded to a racist incident on campus by setting up a series of 'Difficult Dialogue on Campus Race Relations' sessions that gave participants the opportunity to reflect and respond to the incident. Drawing on literature about racial dialogues and social identity theory, the sessions were designed to promote active listening, build empathy, and provide practical tools to combat everyday racial microaggressions. We describe how communication design elements (such as small group settings, localized case studies, role-play, and ground rules) were tailored to fit the needs of various group settings and analyze participants' feedback about the perceived impact of these dialogues. We present a goal-based dialogue framework as a model to facilitate difficult dialogues in a variety of applied communication contexts. Our findings suggest that dialogues play an important role in facilitating conversations among members of diverse groups on difficult topics such as racism. It is important to take a goal-based social identity approach to designing such dialogues by selecting appropriate communication design elements (such as localized vignettes, shared ground rules, trained facilitators, and role-play techniques) to suit the differing needs and goals of the racial/ethnic identities of the participants. Difficult dialogues, like the ones presented here, are a good first step in addressing racism on campus. These dialogues open up the ability for participants to discuss racism and other controversial topics and, combined with other methods of combating racism, are an avenue for change. When designed well, such racial dialogues can encourage critical thinking to reflect on diverse perspectives, create greater empathy among majority participants for experiences of minoritized people, help form alliances across multiple groups to work collectively towards a common goal, and motivate participants to make a personal commitment to be agents of change within their circles of influence.



Derek H. Alderman & Rose-Redwood Reuben (2020) The classroom as “toponymic workspace”: towards a critical pedagogy of campus place renaming, *Journal of Geography in Higher Education*, 44:1, 124-141, DOI: 10.1080/03098265.2019.1695108

There are growing debates over removing the names of racist historical figures from public schools and university campus buildings, streets, and other public spaces. This article develops a pedagogical framework for transforming the classroom into a "toponymic workspace," where students can understand and possibly make interventions in the politics of place (re) naming within their own educational institutions. Moving away from traditionally passive treatments of toponyms, we focus on the materiality and active political-affective work behind the creation and maintenance of commemorative campus toponymies along with the complicity of place naming in creating violent social and cultural orders that have contributed to the production of racially-wounded places. We offer three instructional strategies for developing a critical pedagogy of campus place naming: (1) tracing and mapping the historical-ideological genealogies of "landscape backstories" related to naming practices and named spaces; (2) documenting and empathizing with the "affective entanglements" of educational toponyms associated with historically marginalized identities, memories, and struggles; and (3) interrogating questions of "procedural justice" within university place naming policies. We conclude by underscoring the broader aim of this pedagogical framework, which is to engage students in planning a more inclusive and socially just campus landscape.

[Solorzano, Daniel, Miguel Ceja, and Tara Yosso. "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students." *The Journal of Negro Education* 69, no. 1/2 \(2000\): 60-73. Accessed October 23, 2020.](#)

In this study, campus racial climate is broadly defined as the overall racial environment of the college campus. 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 for African American students. As reported by Carroll (1998); Guinier, Fine, and Balin (1997); Hurtado (1992); and Hurtado, Milem, Clayton-Pedersen, and Allen (1999), when a collegiate racial climate is positive, it includes at least 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. In its negative form, these researchers conclude, these elements are less likely to exist on college campuses. Our definitions of pluralism and collegiate racial diversity are synonymous. We define both as manifestations of a situation in which underrepresented racial and ethnic groups are present on the college campus and viewed as equals on the college campus; and where all students are willing to affirm one another's dignity, ready to benefit from each other's experience, and willing to acknowledge one another's contributions to the common welfare of students and faculty on the college campus. Our research



approach provides a critical framework that can be used to study how race and racism, in their micro-level forms, affect the structures, processes, and discourses of the collegiate environment. Utilizing the experiences of African American students as guides, our analysis of collegiate racial climate also takes into account the intersection of racism with other forms of discrimination such as sexism and classism. We assert that a positive collegiate racial climate can facilitate and lead to important, positive academic outcomes for African American students. In contrast, a negative or nonsupportive campus climate is associated with poor academic performance and high dropout rates among African American students (Allen, Epps, & Haniff, 1991; Carroll, 1998; Hurtado et al., 1998).

Julie Minikel-Lacocque (2013) "Racism, College, and the Power of Words: Racial Microaggressions Reconsidered." *American Educational Research Journal* 50, no. 3 (June 2013): 432–65. [DOI](#).

Based on interview data from a collective case study, this article uses current notions of racial microaggressions to explore this "subtle" racism through the voices of six Latino/a students as they transition to a predominantly White university. Using critical race theory as a framework, I argue for greater understanding and increased use of the term racial microaggressions within education generally and specifically with regard to higher education. I also, however, argue for specific changes in the existing framework of racial microaggressions, contending that the term microaggression is at times misused within academia and that this misuse has potentially negative consequences. Specifically, prior research offers four characteristics that are commonly thought to be necessary for nurturing a positive campus racial climate: the inclusion of students, faculty, and administrators of color; a curriculum that reflects the historical and contemporary experiences of people of color; programs to support the recruitment, retention, and graduation of students of color; and a college/university mission that reinforces the institution's commitment to pluralism. (Solórzano et al., 2000, p. 62) Missing from this list, notably, is the explicit mention of racism and available support systems to deal with racism. Thus, I argue for a fifth element to be added to the list, which should read, programs designed to explicitly address racism. In my many conversations with the students and the campus support staff in the study presented here and in my frequent visits to first-year courses, I learned that constructive, explicit discussions of racism are rare at MU, as are outlets that successfully support targets of racism. Until this has changed, we will continue to be "guardians of the status quo."

