MAKING COLLEGE CAMPUSES SAFER FOR STUDENTS OF COLOR

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West Chester University

Higher Education Policy and Student Affairs

THESIS

MAKING COLLEGE CAMPUSES SAFER FOR
STUDENTS OF COLOR

LaSheree Snyder

May 2020
MAKING COLLEGE CAMPUSES SAFER FOR STUDENTS OF COLOR

A Thesis

Presented to the Faculty of the
Department of Educational Foundations and Policy Studies

West Chester University
West Chester, Pennsylvania

In Partial Fulfillment of the Requirements for the
Degree of
Master of Science

By

Lasheree Snyder

May 2020

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Dedication

I would like to dedicate my work to all who are suffering or who have experience racial trauma. I can see and hear your cries, you are not in this alone nor forgotten about.
Acknowledgements

At this time, I would like to recognize those who have guided, supported, and cheered me on throughout my journey of completing my research. First, I would like to acknowledge Betty Nguyen. You have sacrificed so much for me to get where I am today. Thank you for always uplifting me, encouraging me to push through everything to get what I deserve, and for holding down the fort. Your strength is admirable, and it has guided me throughout my journey towards success.

Second, I would like to acknowledge Dr. Hodes. You have gone above and beyond to support me. Words cannot explain how grateful and appreciative I am of you. From the first time that we spoke on the phone, I knew you were my guardian angel. I always said that you have saved me, for you have saw the potential in me when I was struggling to find myself and path.

Third, I would like to acknowledge Dr. Mohajeri. You are the perfect representation of “good company.” Thank you for your commitment to my growth as a student, a professional, and as an individual. You have shown that strengths lie deeps within. Thank you for always supporting me, and entertaining my random rants.

Fourth, I would like to acknowledge Dr. Wozniak. Thank you for being you. You have brought originality, free spirited, and a new way of thinking to the table. Thank you for always challenging me, and pushing my thinking outside of the box. I am thankful to have had the pleasure of working with you.

Last, I would like to acknowledge my family for encouraging me to always keep going, even when they had no idea the struggles and challenges that I have faced during this time. You all are the best cheerleaders in the world, and I am beyond blessed.
Abstract

This thesis will address the racial attitudes on college campuses that have a negative effect on students of color. More specifically, I will be shining light not only on the need for action within higher education, but also the long-term and short-term mental and physical damages that rob students of their right to an equal educational experience. Through the usage of Critical Action Research as my conceptual framework and methodology, it has allowed me to share the common power struggle and challenges that students of color face on college campuses today when dealing with racism and prejudice. I propose a program intervention that challenges the university’s protocols when dealing with racial incidents, while creating a virtual safe haven for students of color through an app called “YOUGood”. In creating a new-found resource, students of color can utilize the app in which provides accessibility to additional advocacy, counseling, reporting racial incidents options, hotline, and an online support group. An effective leader of this position will be someone who is not afraid to see racism as a large systematic oppression, and also willing to act for change. I propose an evaluation through research, action, and change. This is an important topic because racism is powerful and visible, and so are the effects. It does not affect just students of color but the university as a whole.

Keywords: Racism, Sense of belonging, College campuses, Hate crimes
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Chapter 1

Many students through the years seek to find their perfect institution in higher education to call their new home by researching, visiting campuses, and attending fairs. For many students the process of applying to the perfect institution can pass by quickly without recognition of the transformative lifestyle that is about to becomes a reality. Regardless of which university is chosen by the student, the main objective of the university (staff) is to sell the idea of the institution as a dream that would best benefit prospective students despite the need for individual academic, social, and environmental interest. This objective has promoted the idea that every student will be welcomed in using their good faith and hope in educational growth, through tailored marketing strategies meant to catch the eye of each student, unfortunately this is not the case.

In communicating what the university can offer to a student, there is not always concrete evidence of what alleged ideals the campus holds. The link between what the university stands for and what the university has to offer to its students is usually missing a key component in reference to students of color (i.e. statistical numbers of hate crimes and micro-aggressions that takes place on college campus). As society progresses towards modern day life, and further away from the colonial settler’s approach to the university, faculty and staff members maybe pressured to continue teaching domination as the “natural” and that it is right for the strong to rule over the weak, the powerful over the powerless (hooks, 2017). This in turn might promote the idea that there are still race hierarchies (i.e. racism) on college campuses today.

In highlighting the most beneficial aspects of an institution, many are left unaware of the negative effects that take place within the institution. These negative effects can have an impact
on the current experience of the student and also long-term life trauma. In the process of selling the ideal image of the university to students, staff and faculty may embellish positive aspects of what the university has to offer. While neglecting relevant action, support, and resources that will truly determine and impact the student as a whole. In turn, ignorance becomes a force of visible projection, and forces students to suppress themselves vocally, mentally, and physically and pushes students of color to develop an acceptance that their placement as unequal. No matter the position of students of color, institutions are more settled with burying student experiences that will ultimately destroy who they are as a person, rather than chance the authenticity and quality of the institution repetition. For instance, in February of 2020 Michigan State University were under evaluation due to the lack of appropriate representations of historical black leaders that were hung from a tree within a display in the gift shop on campus. This incident was not only a critical moment in time, but also a grand example that showed the lack of cultural understanding, respect, and awareness the university had towards racial attitudes on campus. Many would see this as a common misunderstanding, but Michigan State University has been challenged with numerous of racial incidents over the past months (i.e. nooses that were hung on residential doors of students of color). In result, the university has issued an apology and made a commitment that all staff at that center would have to participate in a training that would help with racial bias. Although, this course of action was needed to re-/educate staff members of microaggressions and racial bias it misses the most important aspect of what was truly going on. For instance, the student’s position, voice, and impact of the incident was not at the forefront of this problem, but yet ignored and pushed into the dark. In result, most universities continue to operate in the mindset of putting out fires, rather than what call them.
In order to fully grasp the need of action to combat racial injustice that causes students of color to experience and live through long and short-term mental and physical effects among college campuses, one must first focus on the five major components that will provide insight to support an alternative solution to the problem. These five components are first, Frame of Reference and Experience. Second, Dealing with My Experience. Third, Coming to Terms as A Black Student. Four, Vision and Concern. Five, the Significance.

Frame of Reference

In research, I push the margins and focus my concern on transitioning from an illusion into a reality on campuses through a creative, supportive and genuine space in which students of color can call their own. My concern stems from my personal experience and that of my peers, within higher education and the communities surrounding the institutions. Within my concern, as I reflect back, there is one out of many experiences that has helped shaped my perspective around this important topic. As I started to grow and learn more about the world, I started to see the differences. I was becoming part of a larger problem and stereotypes that I could not comprehend. Overtime, this led to the disapproval in my existence during my undergraduate experience and gave opportunities or those who did not look like me to judge and treat me differently. I was becoming part of the stigmatized identity, black, poor, uneducated, ghetto, classless, dirty, unprivileged, and unworthy to acquire a decent experience in college.

Dealing with My Experience

I remember it as if it just happened yesterday. I walked through the door into one of the biggest classrooms my institution has on campus, which seats five hundred people. I was in complete shock. There stood and sat Black and brown people, some I knew but others I had never even seen. I walked slowly down the aisle to find a seat. I began waving and greeting all
who looked familiar, as I made my way into the fourth row, third seat from the left. The room was filled with concerned students and feeling of negativity and despair. I did not like the feeling nor the vibe of despair that the room was producing. I was so uncomfortable. To combat this discomfort, I chose to take my laptop out to check my emails, but as soon as the browser loaded, Dr. A walked in. He was an African American staff member who worked at the institution, a predominantly white college in the Northeast region of Pennsylvania alongside the mountains and river. Dr. A was always intimidating, but for some reason he had an extra attitude about him that day. As he walked down the aisle to get to the front stage, he urged everyone to be silent before sitting down so he could start talking. My eyes wandered and as I looked across the room, I could not understand the reasons behind there being only Black and brown students present. I focused my attention back to him. He expressed his concern around racism and prejudice. I thought to myself, “Oh, this is a seminar.” This made more sense to me. It was a conversation that I was quite familiar with. I had been judged and treated differently my whole life, because I have a white father and a Black mother and did not belong to just one single racial group.

While I listened to that lecture, it went from a conversation that I was used to, a familiar conversation close to my heart, to something different. As Dr. A continued to speak, something interesting happened. He started to confess his emotions and perspective on dealing with racism and prejudice on and off college campuses. Sitting there, I could feel my heart sinking into the pit of my stomach. Why had I not considered that racism could exist on my college campus by now? I felt so lost, as for some reason I always believed college was a place for adults, learning, and openness. In reality I was truly disillusioned; racism and prejudice also existed here and it was hitting home like I never knew before.
I sat there anticipating his next sentence knowing it applied to me. He proceeded to express the current situation and what was going to happen over the span of the next three days. He stated “I want all of you to understand where I am coming from. I am afraid for your life and existence this weekend. Please hear me out and listen closely for you do not want to miss any information that I am about to explain to you. This weekend will be the annual monster truck event.” Some guys to my left shifted in their seat, excited about the chance to see monster trucks in action. Others on my right and in front of me were not impressed, continuing to breathe heavily and mumble under their breath in disappointment. One person even stated, “Seriously, we need some more Black people up here.”

He quickly calmed everyone down, for we had not fully understood what was going on. He continued to speak. “This is important so hear me clearly, because this week is monster truck weekend. I want you all to know that I highly suggest that you stay on campus. I say this because a lot of racist people and groups will be in attendance, and we do not want anything to happen to any of you. Please take this seriously. Last year a couple of students did not listen to what I had to say and they went down into town. This was the greatest mistake they had ever done. These students did not only get into a fist fight but also almost got beaten to death. That did not stop there. Threats were constantly following them around on campus especially within the residence halls. If you do not believe me, well tell that to the noose that was hanging from their dorm door.”

He continued, “I want to try and keep you all safe, because to me you matter, your lives matter, but I cannot say the same for this university, nor its community.” Right at that moment, I became scared and worried, because up until this point I had dealt with what I thought was the worst, but it seemed as if there was no limitation for hatred. Looking around I could see the
worry in the eyes of everyone. My mother always said it is impossible to quiet a room full of Black and brown people, but on this occasion, you could hear a pin drop. As the room became quiet he spoke out, “I know it may seem like a lot to digest, but it will be okay if you follow the advice that I gave you.” One by one, everyone started raising their hands including me to ask questions.

I asked, “Should we be afraid to walk across campus? What is the university doing to ensure the safety for students of color?” I shouted, “This is unfair!” after asking my questions. He kindly proceeded by letting us know that we should always stay in groups and never leave each other’s side, avoid anything off campus, even if we are driving in a car. This was so bizarre to me, yet so terrifying. How could someone tell me how to live my life? I could not come to terms with the thought that when I had applied for this university, I was given a totally different perspective of what campus life was.

**Coming to Terms as A Student of Color**

I thought that this campus/my home was not only safe and supportive, but also inclusive. That was not true at all. It was as if I was only included in certain areas within the university, and not as a whole. I just could not understand, until he answered my final question that shook my soul to the core. I thought I knew my position then, but I was sure to find out I was wrong. He had begun to answer my question: “What is the university doing to ensure the safety of colored students?” He replied, “I do not know if the university is here for us, and I do not think they will ever be, for our skin runs much too dark. I speak for the university and I am trying to ensure your safety.”

In that split second, I realized that everything that I thought I knew went right out the window. It was as if the university had abandoned us when things got messy and potentially
dangerous. There were no warnings, no emails, or communication on behalf as the university expressing their support. I wonder what the university would have done if Dr. A had not stepped in personally, or if the university even knew that he called this meeting for us, the students of color? I laughed for a quick moment in realization that the university would have done nothing. Why? Because it was evident that he just proved to us how much we were worth to the university. As the meeting continued, I had a feeling that someday I would have to make a change because in reality, my peers and I did not have a place to call our own in this situation of prejudice and racism. It was showed that students of color were not acknowledged nor cared for when racism presented itself.

My experience on campus that day showed that I had to deal with what higher education was putting out, and that was the idea that the perfect university could exist. Deep down I knew that the perfect university did not exist, but for some reason I let the sale of a higher education dream blindside me. I was told to believe that progress was being made on injustice issues within higher education when in reality it was only to a certain extent with limitations. Unfortunately, there are still many problems and issues that higher education seeks to avoid talking about racism and prejudiced. For example, Ray and Simmons (1990) state that prejudice and racism has always been a persistent problem in today society, which converts to university campuses through the lack of African American cultural knowledge that prevents blacks from developing a sense of belonging. The illuminating illusion of a “diverse university” leads potential students to believe that the institutions have safe spaces tailored to a collective cultural background but in reality, it does not. In which it not only creates cultural shock, but also alienation. Students of color are not just being robbed of their experience, but also becoming traumatized in the process.

According to Broom (2019):
The sense of belonging can yield both positive (e.g., involvement, happiness, achievement, and retention) and negative (e.g., depression and decreases in health and well-being) outcomes. Strayhorn identified seven components of his sense of belonging model, which included sense of belonging as: (1) a basic human need; (2) a fundamental motive, sufficient to drive human behavior; (3) taking on heightened importance (a) in certain contexts, (b) at certain times, or (c) among certain populations; (4) related to mattering; (5) impacted by students’ intersecting social identities; (6) engendering other positive outcomes; and (7) a need that must be satisfied on a continual basis, especially because these needs change as circumstances, conditions, and contexts change (p. 752).

This constitutes a perfect chemical pool for not just temporary problems, but also potentially long-term traumatizing future problems. Although, prejudice and racism are still at the hearts of many communities, it lays at the core center of college campuses across the world.

**Vision and Concern**

My vision provides an alternative solution that will help bridge the gap between both the campus and the student through accountability and reciprocity by common agreement on social change for all. Furthermore, by understanding that trust must be built between all parties, while acknowledging that students of color are a valuable part of the whole community and not just half. To ensure all efforts are being made in the practice of social change, the university must become a part of the struggle in the supporting of students of color and the lack of cultural knowledge. The purpose of knowledge is to critically realize that all students should be equally valued core of society. In establishing accountability, the university will begin to create recognition and reciprocity long-time commitment of being a part of the marginalized group through love and empathy. Robert Kelly (2016) expresses that love and study cannot exist
without struggle, and struggle cannot occur solely inside the refuge we call the university. We must be grounded in the world we wish to make is fundamental.

**Significance**

The mission and dedication to create not only a space that is safe but also a strong mental health support network. This concern goes beyond my experience, and further into the person sitting next to you, the person who makes you smile but is dealing with pressure, the women being tormented for deciding to wear natural hair, the man being harassed because of his skin and dominance, the baby who waved at you and does not know that life is far from fair, or the person who you always knew should have the chance, but never did because of privilege. This concern is greater than you and me, but more so for us (all). As a human we all have one life to live, so this concern is for all the people who voices are always silenced. This concern is important for it can combat social injustice on college campus while holding parties accountable, but more importantly in giving back to the very people who experience and sound of mind that has been stolen. The push for change cannot stop at simply just creating a space. We must have call for action to keep students of color a priority. As an outcome, higher education has the necessary resources and ability to enact change.

The remainder of this thesis consist of four chapters. In Chapter 2, I will be in exploring the conceptual frameworks and professional competencies that I believe that is critical to the development of my concern. In Chapter 3, I will present my philosophical positionality, the history of my concern, factors that frame my investigation, and insight of my internship experience in connection to my concern. In Chapter 4, I present my program intervention, which focuses on the objectives, goals, and implantations of my alternative solution that I believe will
start bridging the gap between the university and students of color. Finally, in Chapter 5 I discuss the leadership capability that are needed to successful carry out intervention.
Chapter 2

In order to understand the critical need for change, one must first understand the foundational details that will guide my research. In Chapter 2, I will first give an overview of my thematic concern. Second, I will be discussing the conceptual frameworks which guide my research. Third, I will be defining terms for more clarification within this paper. Last, I will be connecting American College Personnel Association (ACPA) and Student Affairs Administers in Higher Education (“NASPA”, 2015) professional competencies to my concern.

Thematic Concern Statement

In today’s society, college campuses have been stifling the potential of students of color by confining them to the preconceived methodology and ideologies of the university, such as the notion that all institutions, faculty, and staff members are all in support of the wellbeing of students despite their background, skin color, gender, appearance, or educational interest. In exploration, racial attitudes on college campuses have not only shaped the experiences of students of color, but also contributed to their struggles to reach success. Through examination, my concern is that students of color are not being supported in the way that they should be when dealing with racial attitudes on campuses. In making the connections to the internal and external struggles of students of color within higher education, it leads to the discovery of the current challenges that students of color face constantly on a daily basis. In turn, it will provide insight on the short/long-term effects of mental and physical trauma that go unnoticed.

Conceptual Framework

In order to implement my intervention for students of color, I focus on Critical Action Research (CAR). CAR is a research process that provides democratic concerns through the development of knowing and the pursuit of human purpose that emerges at a complex historical
moment in time. It is seen as an approach to combat issues from multiple lenses. CAR focuses on challenging the institutional, economic, and political systems that produces and reproduces oppression through the practice of collaboration. In utilizing CAR, it also creates the opportunity to use democratization processes for action against social and civil rights injustice.

Additionally, CAR presents the notion that there is a greater transformative power in collectiveness versus individual power through the collaboration of communities, and exceeds the limits of theoretical thinking and attempts to push towards a more liberal action. In using CAR, college campuses can be improved by knowledge production through the lens of personal experience from students of color. Finally, CAR pushes the boundaries of one’s comfort zones to collectively take responsibility in encouraging change in the action, reflection, and relational practices. In using CAR, the next steps of my research that I hope to address are the following questions below:

- What are the needed resources for students of color to have a voice, and to feel safe?
- Will the university acknowledge its role in contributing to the systemic problem?
- What are the protocols and polices that are set in place when racial incidents occur?
- Can the university accept the value and worth of students of color?
- What needs to happen in order for the university to protect and support students of color?

**Phrases, Terms and Definitions**

Within this paper, it will expand on literature that negates the issue of racism within higher education. Additionally, there will be terminology that may be recognizable and some that are not. In this section, it will define the current terms, definitions, and phrases used to support the research of my work. The terms, definitions, and phrases that are used, are referenced from the professional field of higher education.
<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Action</td>
<td>Collective action is a key idea used throughout this work. Zeng, et al. (2019) define it as: “collective action, should be directly motivated by individual-level values. Basic individual values, such as the concern for others in the society (i.e., prosocial values), are universal aspects of personality that vary across individuals in all societies, serving as common predicting factors of social behaviors” (Zeng et al., 2019, pp.1-10)</td>
</tr>
<tr>
<td></td>
<td>“…are motivated by this sense of responsibility, people with prosocial values will be more likely than are their peers to participate in a collective action, such as signing a petition, joining in boycotts, or attending lawful demonstrations” (Zeng et al., 2019, pp.1-10)</td>
</tr>
<tr>
<td>Racism</td>
<td>For the purposes of this chapter, I am using Maluleke point of reference for the term racism. Although many scholars, from many fields, have written about this key concept, Maluleke in research, has provide a direct connection towards institutional racism. Maluleke defines racism as: “racism is about insult, insulting words and gestures, but it is not only about the insult of words, it is the combination of insult, violence, and dehumanization…” (Maluleke, 2020, p. 28)</td>
</tr>
<tr>
<td></td>
<td>“deadly form of institutionalization of racism occurs when racism is deftly inserted into popular culture, for example, in literature (especially children’s literature), film, folklore, language, and the public media through the peddling, repetition, and normalization of racial stereotypes” (Bolding in original, Maluleke, 2020, p. 29)</td>
</tr>
<tr>
<td></td>
<td>“racism survives not through individuals but by creating structures that will ensure its continuation and by embedding itself in key structures of society. The greatest achievements” of “racism champions of note” was their ability to create sustainable structures in which racism will be hosted. In doing this, care was taken to ensure that the instruments and structures of control, governance, and racial stereotype reproduction were not only created but constantly oiled, serviced, and primed to devour blacks and Africans” (Bolding in original, Maluleke, 2020, p. 29)</td>
</tr>
<tr>
<td>Safety</td>
<td>In research, the definition of the word safety is commonly referenced as a condition of risk or future injury within an environment. However, Zeus and Porter has taken a turn on the definition by integrating race and discourse within their definition. Zeus and Porter defines safety as: “the term ‘safety’ acts as a misnomer because it often means that white individuals can be made to feel safe. Thus, a space of safety is circumvented, and instead a space of oppressive color-blindness is established” (Zeus &amp; Porter, 2010, p.147)</td>
</tr>
</tbody>
</table>
… lack of safety ironically produces a condition where whites are more able to empathize with people of color as both groups assume the consequences for risk, whereas people of color usually assume the burdens of a “safe race dialogue” (Zeus & Porter, 2010, p.153)

“safety discourses on race are a veiled form of violence and it will require a humanizing form of violence to expose contradictions in the discourse of ‘safety’ (Zeus & Porter, 2010, p.140)

| Sense of Belonging | As humans, it is inevitable to crave social acknowledgment and acceptance within one’s community. In using Broom’s definition, it states: “define sense of belonging with two dimensions: (a) students’ connections with peers (peer belonging) and (b) their feelings of acceptance from members of the institution such as faculty, administrators, and student affairs professionals (institutional acceptance)(Dumford, Ribera & Miller, 2019, p. 12)”

“sense of belonging construct was developed as an alternative concept to social integration for understanding how Students of Color may develop a sense of membership in the university” (Broom, 2019, p.751) |

| Social Isolation | In identifying the phrase of social isolation, it can be seen as a state of alienation within one’s own environment. Gore et al. expresses social isolation as: “social isolation may be detrimental to academic achievements due to students’ concerns about the social consequences of achievement” (Gore et al. 2016)

“fear of success is a concern about the possibility that success will result in social isolation and disdain from others. Thus, social support and inclusion should alleviate that fear” (Gore et al. 2016) |

| Social Justice Advocacy | In challenging the systematic structure of oppression, Brinkman & Hirsch expands on the notion that change within the system is possible, while focusing on mental health. Brinkman & Hirsch states that social justice advocacy is defined: “…engaging in advocacy for social justice, systemic inequities that can lead to increased mental health challenges and perpetuate a cycle of oppression can be targeted for change” (Brinkman & Hirsch, 2019, p. 52)

“Social justice advocacy is intended to promote positive change for marginalized and underrepresented groups” (Brinkman & Hirsch, 2019, p.52)

“advocacy includes empowering students to engage in social justice by identifying systemic oppressive forces and behavioral responses of clients based on these forces, as well as identifying specific ways to advocate for clients within a system” (Brinkman & Hirsch, 2019, p.52) |
Students of Color

This is a commonly used term in everyday speech, and it is also used in scholarly literature. Here, I refer to one such instance of usage in the work of: “participants who self-identified as African American, Native American, Latino, or Asian American” (Morrison, 2010, p.995)

ACPA/NASPA Professional Competency

In developing a strong foundation to support my concern, I will be focusing on three major ACPA/NASPA Professional Competencies. Firstly, there is the Social Justice and Inclusion Competency. It is defined as “both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power (NASPA, 2015, p. 30). Using it will articulate the meaning of true reciprocity and collaboration between both the university and the student. Additionally, student affairs professionals will be able to understand the experiences of students of color through the development of mutual learning and authentic relationship building without bias. Furthermore, students of color will not only feel supported, but this will also contribute to combating racism and prejudice on college campuses.

Second is the Advising and Supporting Competency. It is defined similarly to the Social Justice and Inclusion Competency as “the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance (NASPA, 2015, p.36). In using the Advising and Supporting Competency within my intervention it can generate a new-found opportunity for students of color by encouraging differences through effective communication, and accountability. In doing so, student affairs professionals will be able to find the common balance between both professional and personal ethics when dealing with racism and prejudice.
Finally, there is the Student Learning and Development Competency. It is defined as the capability that “addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice (NASPA, 2015, p.32). In using the Student Learning and Development Competency, my intervention will be able to promote progressive programming that is tailored to the experience of the student first hand while providing accessibility to the appropriate and needed resource.
Chapter 3

In higher education today, there are countless ways that the university is suitable for all. The university offers competitive sports and activities, convenient and comfortable housing, tailored academic major/minor programs, etc. Despite the amount of effort and strides the university has taken to include the majority, it still lacks the essential supports for students of color. Although the university has made efforts to become more hospitable for students, there are still key factors that are left out of the conversation that has long- and short-term physical and mental effects on students of color, including racial incidents. In this section, I will explore the internal struggles of students of color within higher education. First, I will present my philosophy on the purpose of education, while challenging the power of redistribution within higher education. Next, I will present historical factors and moments that propose the idea that history matters. Following, I will discover the current state of racism on college campuses and the importance of coping and healing. Also, I will explore two factors of identity development that contribute to my concern, while sharing insight on my personal student affairs experience that has shaped my perspective that has informed my concern.

Philosophical Positionality of Higher Education

Within my positionality, I believe and stand by the notion that education should be a right, not a privilege. In our society today, education has a duty to provide equitable service to “ALL” students, no matter the skin color, gender, or background. Students should be accepted and treated as equals. Education is and should be identified as a basic human right. In turn, education should be the common ground for combating social and societal barriers, and not a playground to reproduce inequalities. Although higher education tries to negate racism with best practices, it lacks genuine compassion and effort behind it. Over the centuries, students of color
have been denied basic human rights in higher education. As time progressed, students of color
need for connection, and a sense of belonging has always lurked in the shadows, deeming them
unfit or unimportant. Students of color should feel as an equal on college campuses in every
aspect, not just utilized as the face of a diversity pamphlet.

As college campuses become more diverse and more inclusive, it continues to lack the
position of the students of color, leaving them to stagnate with racial pressures and adverse
health outcomes that will eventually affect the success and development of each student.

Students of color not only need to feel as a valued contributor to the cultural environment but
also as a worthy component. Students of color need to feel (what is currently missing) that the
institution is not only seeing racism as a core structural problem but also be willing to fight and
combat injustice without question. The need to exist in such a transformative state is vital and
critical for students of color to see comfort, suitability, love, genuinely, and action thrive in
higher education on their behalf.

Within higher education, students of color should not feel isolated, nor abandon in the
environment that promotes the idea of collectiveness and community. When racism occurs in the
setting of education, it does not consider all students, just those that challenge the “dominant”
race. These situations leave students of color vulnerable, without a sense of belonging to the
environment. Racism and bias have stunted the growth and development of students of color. In
believing that every student is a valuable part of the community of higher education, it must
provide an equitable experience to all for education is a fundamental human right and necessity.

On college campuses today, students of color are continuously struggling with existing in
an environment that does not fully support them. In understanding the actual effects of dealing
with racial trauma, transformative action can begin expanding awareness. By switching the
power dynamic from isolation to the collective, the university can achieve high reciprocity and collaboration. In turn, the university can develop a justifiable epistemology that contributes to students of color success, development, and purpose through the recognition of lived experience. With a direct approach in using dialogue to ensure knowledge production is being generated, it will create the space for theory and practice to flourish. Through transformation, the university will have the opportunity to restructure the knowledge that surrounds the campus culture, engagement, policies, protocols, methods, empathy, and the effects when dealing with racism.

In order to combat the racial tension that surrounds college campuses, higher education must begin practicing and representing what it preaches (i.e., diversity, equality, inclusion). With that said, higher education should not provide a stagnate temporary solution that gives students of color false hope. Higher education should offer a solution that makes an impact directly in self and on campuses’ structural environment.

**History Matters**

In this section, I am going to highlight a few historical moments that support my topic briefly, which includes the understanding of the university’s land and foundation in which it was created upon. This section will also challenge the university’s positionality as a private greed. Next, this section identifies the university’s struggle with power that has contribute to racialized social tension and political disputes. Lastly, this section will expand on the struggle for recognition and power for students of color within the university.

In U.S history, higher education was not only utilized for the public good, but also as an opportunity for private greed. For instance, Magolda, Baxter Magolda, & Carducci, (2019) states that “from the earliest postsecondary institutions on the land that is known as the United States, colleges and universities have participated in a profit from settler colonialism, racism, patriarchy,
and capitalist exploitation of labor” (p. 18). As a result, this provided the master narratives that encouraged not only the long-term development of biased ideologies and racial/class attitudes, control, and power but also the dismissal of injustices and inequality among those within higher education. Therefore, the university was not seen as a place that had participated in the genocide of the Indigenous people, but a place that never truly accepted nor practiced democratic values.

Additionally, there were and still is a direct connection that intertwines the U.S government to the university. Magolda, et al. (2019) expressed during the time of the removal of Indigenous people; Congress established legislation and treaties that aligned with the creation of the university’s profit. The fate of the Indigenous people of North America redefined the meaning of greed and assimilation as all for profit. According to Magolda, et al. (2019), Harvard was founded in 1636 only through the removal and genocide of Indigenous people. The plan was to not only gain the power of the land from the Indigenous people but also to create a new way of thinking for opportunities in the light of new social tension and political disputes. In turn, such actions and ideologies continued to create the opportunity for a power struggle.

Throughout history, higher education has not only struggled with keeping the ideologies and methodologies up to modern standards but also maintaining the control of power. Within higher education, its systems have not only internalized the reproduction of disproportionate privilege, class, and inequalities but also eternalized power and control over the minority population. Although the university has made strides towards being more equitable, there are still two elements that are needed to be considered to challenge the positionality of students of color on college campuses today. These two elements are redistribution of power and recognition. Both elements are critical components to obtain power and recognition.
Over the years, higher education has tried to remedy its challenges by incorporating equality and inclusion into the university to support the recognition of those identities that were not represented (i.e., marginalized and minoritized groups). According to Fraser (2000), she expresses that “the struggle for the recognition of difference’ seemed charged with emancipatory promise (p. 107).” These promises were never fully fulfilled, for the privileged needed to continue the lateral dimension to keep control over not only wealth but power too. In which, purposely left students of color within a stagnant structure of inequalities and discrimination. For instance, when exploring the attendance number at a state university, one can see that there is a racial, ethnic, and class enrollment gap. These gaps are not coincidental, but a planned strategy to keep the placement of those denied identities at the bottom of importance.

The drive for cultural differences became a hot commodity, and every university wanted to be a part of it. In the journey towards social conflict, Fraser (2000) stated, “the newly energized movements for international human rights… seek to promote both university respect for shared humanity and esteem for cultural distinctiveness (p. 108)”. This act was not only a way to practice recognition but also separatism.

Within Fraser’s argument, she claims that recognition and distribution can work only based upon how recognitions are approached. Frasier (2000) explains that not only can the rethinking of politics of recognitions begin, but also the start of solving problems that surrounds displacement and reification both as an equal or separate to develop a sense of self. Furthermore, recognitions should not be seen as the sole benefit of discourse, but also a contributor to the solution in combating racism and microaggressions on college campuses. By recognizing students of color as a valuable member of the community, the university will begin to view students of color as an essential priority to the campus environment. In turn, students of color
will not fear that they are alone in the battle of racial war, but feel a sense of belonging in knowing the university is willing to become a part of the struggle and fight. Although this action may seem promising, this is just one piece of the puzzle, i.e., power. One must not occur without the other.

Within the university, recognition is power. Power can aid the redistribution of interaction and cooperation across differences. Recognition is important because without it, redistribution cannot occur, while on the other hand, recognition can occur without redistribution, and that is the danger. There must not only be progress, but there must also be a revolution to obtain redistribution of power. Power for students of color is significant because it gives the will to fight and demand basic human rights, such as the rights to an equitable education. For instance, giving recognition can make progress, but it will not fix the problem (this can be seen as a temporary/quick fix).

A great example would be the term diversity use in higher education when referring to a variety of identities on the predominately white college campus. According to Magolda et al. (2019), the language of diversity and inclusion is not useful for realizing the goals of equity and justice works. The same institutions that are pursuing diverse and inclusive campuses without dismantling hegemonic tactic assumptions that prevent the target of increasingly diverse compositional diversity from being realized. As higher education placed an illusion of distribution of power through equality and inclusion, it began to create a new system of displacement and reification of identity politics. Identity politics are seen as constructed dialogically through mutual recognitions. Fraser (2000) states, “as the politics of recognition displaces the politics of redistribution. It may actually promote economic inequalities; insofar as it reifies groups’ identities, it risks sanctioning the violation of human rights and freezing the
very antagonisms it purports to mediate” (p. 109). In turn, it was not just a merging of identities, but a growth in the sense of tribalism that was creating the struggle that people created and remained a part of their “groups” and fighting for scarce resources that they miss the economic injustices that they have in common.

**Historical Context of Student Affairs.** Within this section, it will discuss the historical factors of student affairs. Next, within this section it will examine the start of student affairs as an organization part of campus student life. Additionally, it will examine the gaps and challenge of student affairs history in connection to my concerns.

In the history of higher education, student affairs have always been seen as position that has constantly evolved over time. In the early nineteenth century, the idea of student life had transpired from students’ revolution in the demand for the expansion of preoccupations and student actives. In willingness to change and meet the demands of the student, the university increased developmental growth through its resources, in which created a lot of attention. Although, the university has succeeded within enrolling students, it lacked the supportive foundation of student life professionals outside of the classroom. During this time, “College faculty and presidents assumed responsibility for all make or aspects of student life (Dolan & Kaiser, 2015)”. This included academic welfare and student discipline.

As higher education began to incorporate the European model within the university to become complex, it produced a new-found opportunity for student life to flourish. This new-found opportunity did not just increase enrollment, but also brought new money that would expand new administrative responsibilities. In turn, by switching the dynamic of student life, it forced the recreation of the university’s structure, allowing the space for new positions to be created and added. In result, by making the position for student life a necessity for student
development, “…practitioner believed that the extra curriculum provided opportunities for students to learn a variety of skills as they moved toward personal and social maturity (Rentz & Howard-Hamilton, 2015)”.

In pushing towards a new environment, enrollment rates went up, new wave of students came in, and challenges arise. In result, the “university did not change to meet the new students; rather the new students on college campuses were to conform to the campus traditions and histories of the past (Dolan & Kaiser, 2015),” in which created an unjust system for potential students, faculty, and staff of color. For instance, in1937, American Council on Education “developed a philosophy focused on the importance of educating the whole student…”. This notion and statement are important for it expresses that during this time frame students of color should have been deemed as important. In addition, student affairs staff members were not properly integrated or accepted within the environment leaving the history of student affairs within higher education absent. Furthermore, in research of student affairs in the historical context in reference to my concern, it does not exist. This provides the belief that the gap between the students and the university’s understanding of importance, support, and limited resources are not coincidental.

**Historical Factors that have Shaped Racial Tension.** In mirroring the effects of historical moments in time, college campuses have been influenced and deemed the placement for transitional change through the pressures of solving problems, challenges, and the implications of behaviors. This section will first explore racial discrimination and hate crimes within the environment of the university. Second, it will give an insight into the U.S historical moment that has impacted how the university responds towards racism. Third, it will expand on the efforts behind reporting racial crimes that occur on college campuses.
Edward (2017) explained: “Racial discrimination has been woven throughout the development of the U.S culture.” Every year, many students of color are victimized daily by conscious and unconscious prejudice and racial interactions. These interactions can vary from forms of intuitional racism to physical abuse, or mental harm (verbal abuse). Although racism has been a persistent struggle in America’s institutions for decades, Ray and Simmons (1990) express, “racial tension is a result of neglect to educate all students on all aspects of U.S history.” It has created a change in social climate that encourages white students, faculty, and staff members to visibility act out their racial hostilities towards students of color openly. Students of color may experience academic advisors discouraging them not to take courses based on the assumption that they cannot handle a full course load, as well as being left out in classroom and study sessions, and missed opportunity for student networking. Additionally, some professors in fear of being labeled as a racist hesitate to advise students to drop courses when they are having problems or failing the course. Despite the injustice outcomes, students of color have remained committed to standing their ground and owning their power.

In history, racism and hate crimes have always been seen as a temporary problem that could be swept under the rug. For instance, when a racial incident occurs on a college campus, it is quickly handled in such a dismissive manner to illuminate the illusion that the event never existed. Unfortunately, racism is still the underlying illness, not just for America in general, but also for its learning intuitions. Although the university portrays to be an intolerant atmosphere on college campuses when dealing with racial tension, it hides in the dark shadow of voidability and denial. During the 1960s, ’70s, and ’80s, many historical moments had taken place that would affect all college campuses across the country. In the late ’60s, several incidents occurred that

As a result of hate crimes, in 1964, Congress passed Title VI of the Civil Rights Act to ensure that all would have access to equal opportunity in higher education. In February of 1968, three students were shot and killed at South Carolina State College as the result of protesting at a segregated bowling alley for civil rights. In February of 1969, President Theodore Hesburgh of Notre Dame gave a speech that would encourage students to rebel against wars but not interfere with the civil rights of others.

In June 1978, the Supreme Court approved advantages to minorities in college admissions in the decision of Affirmative-Action during the *University of California v. Bekke* bans. Even though college campuses were repeatedly and continuously combating racial tension, it was not until February of 1989 that made students of color feel that there was some progress towards justice. While in 1989 Congress reintroduced the Hate Crime Statistics Act, it was passed by the House in 1989, and then was passed by the U.S senate in 1990, and was signed as a law in 1990 (Human Rights Campaign. (n.d.). Throughout this time, college campuses were responsible for not only reporting hate crimes but also developing strategies to overcome them. Winbush (1998) point argues,

> in the struggle to remedy racism, many college campuses had ignored the Federal Campus Security Act of 1990 that required all campuses to report crimes. It was not until college campuses seen an increase in the reporting of crimes to act by covering up incidents. For example, live campuses such as Virginia tech, Moorhead State, Miami University of Ohio, Clemson University, and the University of Pennsylvania were under
investigation for alleged volition of or in violation of reporting crimes, particularly hate-crimes.

Although Congress appears to have made strides to help fight against racism, it is critical to acknowledged their efforts as temporary Band-Aid to fix the problem. If one looks deep enough, one can examine the length and energy that it took to establish and pass the Hate Crime Statistics Act after the reintroduction was brought to the forefront multiple times. As a result, “the omission of any given institution should not imply its lack of importance, but rather challenging decisions due to space considerations (Jones et al., 2020)”. Furthermore, the lack of action, accountability, timely manner, and support of both the university and government had not only led to the false impression of justice, but rather the maintaining of racial ideologies on college campuses such as practices, policy, traditions, spaces, and the reporting of hate crimes.

**Current State**

This section provides evidence that racism is alive and thriving in modern times. Next, within this section, it will find the association between the effects of racial incidents in the connections with students’ growth and success. In turn, racism gets under the skin and cripples the educational experience for students of color. Additionally, this section will identify and define racially related stressor that contributes to the well-being of the student.

Racism on college campuses has always been taboo to acknowledge the existence of institutional collectiveness. In particular, Winbrush (1998) argues, “the notion that somehow racism would disappear because of economic prosperity was perpetuated throughout the 1990s with the idea that because racism had “died,” affirmative action or special programs targeting historically disenfranchised groups were no longer needed.” As time processes, this created not only a powerful shift in the dynamic of distribution of resources and support needed for students
of color but also created additional opportunities for racial incidents to continue to occur and grow. For instance, Ndmanu (2017) states that in 2016 there has been a significant increase in racist incidents among U.S universities, as well as substantial growth in hate groups (i.e., in 2015, there were 815 groups listed verses in 2016 it jumped to 917 groups). As racial incidents increased on college campuses, students of color were and are becoming more exposed to short-term and long-term physical and mental trauma. Thus, “crippled students learning, social skills, the ability to thrive in school, and the potential to succeed in life overall (Paterson, 2017).”

As expressed (Jones et al., 2020), the importance of dealing with racial incidents as it is critical to the development and success of people of color. Although many may identify racism as a word, or an action, one needs to see beyond the physical aspect, and into the reality of the potential mental effects. For instance, “…racism is not simply a nuisance nor a racial extension of general stressors (Ong, Fuller-Rowell, & Burrow, 2009); rather, racism experiences get “under the skin” and “into the mind” (Jones & Neblett, 2019), hampering the well-being of Black Americans1 across the life span (Jones et al., 2020),

Furthermore, in understanding that students of color are targeted and contribute towards 93 percent (Jones et al., 2020) of racial discrimination in society today, one can begin to identify and recognize racism-related stressor that affects students of color success and development. Racism related stressors are defined or conceptualized as a transaction between two parties, such as a group or individual that causes harm or threat to the well-being of self and the environment through self-motivation of racial interaction. Jones et al. (2020) quote Harrell’s six prominent types of Racism Related Stressors:

(a) racism-related life events (time-limited, specific life experiences), (b) vicarious racism experiences (observation and report of others’ racism experiences), (c) daily
racism micro stressors (subtle slights and exclusions), (d) chronic-contextual stress (social systemic and institutional racism), (e) collective experiences (“cultural-symbolic and sociopolitical manifestations of racism,” p. 46), and (f) trans-generational transmission (discussions of historical events). Importantly, these various types of racism-related stressors may (and often do) co-occur and interact, as well as interact with other stressors, including general and other-social-roles-related stressors (e.g., sexism, heterosexism, Islamophobia).

In recognizing such stressors, one can establish a tailored healing process that will focus on the coping strategies to limit the adverse effects that may be contributing to students’ mental and physical health. Through these evaluations and assessments of incoming incidences, that just might be able to interject the effects of racism. In “Understanding an individual’s subjective view of the racially stressful event and the challenges of determining if an event was indeed evidence of racism shows the importance of the skillset it takes to appraise a stressor accurately (e.g., Anderson & Stevenson, 2019; Carter & Sant- Barket, 2015).” As such, it is important to further define and understand the mechanism through which continued coping efforts lead to healing and health… (Jones et al., 2020).” By offering a “space” to confront racial incidents, students of color can begin to heal properly through collective coping.

The Importance of Coping

In this section, it will discuss the effects of racial related trauma within the experience of students of color. Second, it will propose the idea that racial incidents contribute not only towards short-term and long-term trauma, but the desire to fight back when faced with racism. Third, it will explore the process of coping and healing within students of color.
Racism is a powerful way of thinking. Hate crimes are a powerful way of commitment. Neither racism nor hate crimes will ever be deleted from our past, current, and future history. In turn, “racism may wear a new dress, buy a new pair of boots, but neither it nor its succubus twin fascism is new or can make anything new. It can only reproduce the environment that supports its own health fear, denial, and an atmosphere in which victims have lost the will to fight (Winbush, 1998).” Every day that racism is integrated into a space for students of color on college campuses, whether it be virtually, physically, or mentally it shows its power by damaging student’s ability to act. Students who take on such trauma without support or the will to fight back will eventually digest trauma as a long-term norm instead of a one-time incident. A more direct collective action is needed to fight against the struggle of mental and physical trauma. For instance, Jones et al., (2020) express that coping should go beyond individual coping and more towards a collective coping that will promote not only wellness, but also opportunities for mentorship, sense of belonging to a community, flight and fight, justification invalidation, and inter support network.

Despite racism’s effects, students of color can restore their will to fight and negate this issue if given the right tools and resources within the healing process. As an alternative solution, the utilization of a space where students of color can not only feel supported but also can report crime directly “are essential sanctuaries for members of historically marginalized groups (Brown & Mangan, 2016).” In providing an alternative solution to combat racial problems on college campuses, one must challenge the ideologies of intuitional racism. Intuional racism is defined as a public policy or practice designed for all, but that ends up discriminating against members of a specific racial group (Ndemanu, 2017) through accountability, persistence, space, advocacy, and determination. “The omission of any given institution should not imply its lack of
importance, but rather challenging decisions due to space considerations. In addition, we illuminated what coping and healing might look like across childhood, adolescence, and adulthood developmental periods. In addition, “as socio-emotional and cognitive abilities change, access to resources and services change, and the cascading effects of RRS necessitate, increasingly intentional coping strategies” (Jones et al., 2020).

Student Affairs Experience

Within this section, it will give an overview of my experience within higher education as a graduate assistant. Next, it will highlight what was learned through these experiences in connection to my topic. In addition, it will provide insight on utilizing theory into practice. Furthermore, it will discuss some of the challenges in which students of color may face within their daily routine.

Within my graduate assistantship, my experiences have influenced my concern for three critical reasons. First, within my experience, it has provided me with an understanding of identifying not only other’s racial trauma but also mine as well. In identifying racially related stressors, I became better prepared to offer useful resources such as tailored conversation, coping, and healing methods to my students (of color) during difficult times in dealing with racial incidents/aggressions. Secondly, it has provided me with the evidence that students of color are not the only people within the college campus that are facing racial incidents and trauma (i.e., faculty and staff of color). Thirdly, within my graduate assistantship involvement, I have found the connection between theory and practice to be useful in the growth of students of color. The challenges within higher education currently and in the future will be that racism, discrimination, and bias will always exist in a day to day for students and professionals of color. In turn, by becoming knowledgeable of how to deal with and manage racial tension within higher
education, it will provide the reassurance needed to create sense to belonging to the campus environment. Additionally, the two theories that have supported a significant amount of my mentorship when dealing with racial aggressions are the Evolution of Consciousness Theory and Self-Authorship Theory.

In Robert Kegan (1982) Theory of Consciousness, Kegan believed that as one develops, our personal experiences unfold in ways that are organized and not replaceable. Additionally, while growing, one can absorb to a more complex state of mind. For example, experiencing a kind of trauma will always be a constant reminder. This experience will affect not only one’s world view and perceptions but also the environment and relationships. As a result, it causes instability for one’s development. Kegan (1982) suggests that although “the process of growth can be painful.” Also, there are temporary solutions to connect in new ways rather than out the experience as a whole. Given Kegan’s theory, it expands on the notion that students of color are not just digesting racial incidents, but more importantly, hurting and not fully healing properly. If students of color are given the right tools and resources to combat an incident, one might be able to deal with the incident differently. Furthermore, during this critical time of growth in a student’s life, one must genuinely connect and offer needed support, advocacy, and resources to create a sense of belonging so that students of color may feel important and not forgotten.

While, within Baxter’s Theory of Self-Authorship (2001), one can determine the epistemological development that contributes towards a major component in the sense of self-identity and relationships. Baxter’s theory was not only to identify how student’s intake knowing knowledge, but also explained how to best support students as a whole while simultaneously challenging the very obstacles that continuously hold students back from achieving success. For example, students will discover new knowledge that will gain through personal experience. Each
experience will not only shape the perspectives in how the student sees the world but also dictate the progress and path of life. For example, if the student is always in fear and has no sense of belongingness to the university’s community, the student may choose a different path of life than wanted for self—such as isolation and depression. As a result, in using this theory, it creates an opportunity for students to take personal ownership in identifying the needed knowledge to reach full autonomy.

Moreover, my graduate assistantship has allowed me to see, hear, and witness racism and its effects. In reflection of these experiences, an opportunity arose, allowing the system to be challenged through creative thinking that will benefit not only my student (of color) but also the campus as a whole. Furthermore, by witnessing the reality of students of color, it has influenced my concern and motive to provide a solution to combat racism in real-time.
Chapter 4

In examining the impact of racism on college campuses, it is critical and necessary that we are not just reading and discussing racial tension, but thinking of new ways to combat it. Higher education must react in a way that negates and challenges racial problems. Chapter 4 will focus on the design and implementation of an alternative solution that will bring attention to racial injustice, and also create a platform that will empower students of color to take action. In this chapter, I will state the purpose, goals, objectives, and learning outcomes of the proposed intervention. In turn, I will use two theoretical frameworks that will support the development of the proposed intervention. Next, I will offer strategies for implementation. In moving forward in Chapter 4, I consider the following questions:

- What alternative resources can negate a complex political and social issue such as racism?
- How will this platform be implemented?

Program as an Alternative Solution

Although racism and prejudice hide in the shadows of the dark, it continues to be a vulnerable reality for students of color. In reflecting on my personal experience, as undergraduate students, my peers and I have witnessed and experienced the harsh effects of racism that continue to play a factor in our lives today. For example, each time racism is encountered, a part of oneself is lost, i.e., confidence, identity, placement, consciousness, and eventually self as a whole. Racism and its effects go beyond the point of invading space. It has the power to paralyze one’s mind and body. Racism is powerful, and it can cripple and create a new-found way of thinking. For instance, in my experience, people who are victims of racial incidences will begin to “walk on eggshells” when moving about their daily lives, or may have a constant feeling of drowning in a pit of anxiety and fear.
For this intervention, I will be challenging the idea that the educational experience, resources, and outcomes for students of color, when encountering and dealing with racism on campus, are lacking. In addition, the focus of this intervention is centered around the internal and external factors that indicate long/short-term mental and physical effects. Cook et al. (2012) mentions, certain effects can potentially rob students of their college experience and opportunity. In turn, student’s identity development and fundamental sense of belonging to the university should not suffer because of the racial inequaility. By exploring these issues, we will discover the missing link with inequality and social resources that are needed for students of color to succeed in spite of and beyond traumatizing experiences. In result, I will propose an application (App) that will support students of color in the process of reporting, coping, and healing when confronted with racial incidents and trauma. This proposed application will also give accessibility to a wide range of tailored resources while focusing on the student’s well-being as a whole

The Future: Making Sustainability Possible

In utilizing the United Nations Department of Economic and Social Affairs sustainability development goals, one can internalize the root of the problem. In making the related connection to how students of color are continuously forced into a cycle of oppression, one can begin transformative change outreach that challenges and interrupts the effects of racism. Agyeman (2008) articulates that:

If sustainability is to become a process with the power to transform, as opposed to its current environmental, stewardship form focus, justice and equity issues need to be incorporated in its very core. Our present ‘green’ or ‘environmental’ orientation of sustainability is basically about tweaking our existing policies. Transformative
sustainability or just sustainability implies a paradigm shift that in turn requires that sustainability takes on a redistributive function. To do this, justice and equity must move center stage in sustainability discourses, if we are to have any chance of a more sustainable future. (p. 752)

By identifying the internal and external factors of racism, I propose three complex components that will not only switch the dynamic of racial aggression on college campuses but also force change in the understanding of how racism affects students of color (seen in Appendix A). The three components are reflection, accountability, awareness. Through reflections, students will develop the ability to learn from experience by reflecting on how and why incidents occur.

Additionally, new knowledge can generate new ways of thinking and deal with conflicts. Accountability will utilize words that give meaning but also an action that provides progress. Accountability breeds new reasonability through ownership. Awareness will offer new opportunities that share insight through testimonials that will create empathy. In turn, it will also create a virtual space for acceptance of self and consciousness.

We can offer an effective plan that encourages and directly supports the action for sustainable change through proper language and work. Furthermore, in utilizing sustainability as a practice, it can start to reshape the knowledge and action that surrounds racism. In turn, by using the application within sustainability, it will create a ripple effect that expands beyond one campus and into another. Moving forward, the App can physically and virtually change how universities will approach racial incidents on campus.

In utilizing the application, it will ensure a clear understanding of the importance of advocacy and confidence when having a difficult conversation with students of color.
As a result, student affairs professionals will feel confident, connected, and equipped to handle racial disparities straightforwardly while challenging the demands for solidarity in using the App. Furthermore, student affairs professionals will not only improve the quality of the campus environment but also simultaneously support students of color in the way they should be supported by allowing them the space to heal and to react.

**Reaching Towards a Purpose**

As described in Chapter 2, using CAR within higher education presents the opportunity for growth, knowledge, and action. Through positive social change, informal practices can go beyond just generating discussion and more towards healing the community that has been impacted by racism. Implementing CAR within this intervention will discover and assist transformative power to be redirected towards those from whom it was denied. In prioritizing energy towards new strategies, higher education can begin to bridge the gap between collectiveness and community by making an action plan based on the determination and ethics in which the university stands for (shown in Figure 2). Using CAR will allow the university to see students of color as valuable people who can contribute to new perspectives, experiences, knowledge, and culture through the acknowledgment of the program’s purpose, value, and principle.

First, the use of this intervention is to advocate for all students of color to become an equal priority within higher education. Second, the value within this intervention is to ensure that all students of color understand their worth, placement, success, development, and well-being within the university’s environment. Third, recognizing the principle of this intervention is to establish students of color as a person and not a number.
Goals, Objectives, and Learning Outcome

The creation of the proposed application will provide the opportunity for students to report incidents of racial bias, aggression, and discrimination. In addition, students will be able to have accessibility to resources that can help in the process of coping with trauma. To develop a successful application that will create a “safer” campus environment for students of color, I will need to determine the goals, objectives, and learning outcomes of the program.

The goals of this intervention are:

- To create a virtual space that allows students to report, express, and share their experience of racial encounters.
- To form a way for students of color to cope and heal from traumatic experiences.
- To develop a sense of belonging, community, and support for students of color through robust advocacy and advising program.

In order to accomplish these goals, the following objectives/activities will need to take place:

- Develop an application (App) that is capable of generating reports that can be used for analytics.
- Establish policies and protocols to assist in reducing unresolved racial incidents.
- Assess and evaluate the student use of the resources.

As a result of using this application, students will:

- Be able to see the number of reports submitted by other students, allowing them to review data which will heighten awareness of racial incidents. The data may also help students understand that they are not alone in experiencing microaggressions, bias and encounters with systemic racism.
Be able to view the process and results of issue resolution. They will feel confident in knowing there is a space designed to support them and be offered information about “next” steps to take after an incident occurs.

**Foundational Base of Intervention**

In society today, higher education has been at the forefront of influencing and contributing to the development of students. It has been a gateway for modern advancement. At the same time, higher education is a place that internally struggles with racism. According to Winbush (1998), hate crimes are described as one physical or verbal act committed by a person whose motive is discrimination against another person or persons based on race, religion, sexual orientation, or national origins or who act against a person, or persons. In demand for change, students of color over the past centuries have prearranged opportunities for higher education to provide a solution to racial issues through student activism, walkout, and protest on college campuses. In turn, students of color were denied the reassurance of the university’s position in combating this issue, which left students of color exposed and targeted. As a result, while the numbers of racial incidents continue to rise among college campuses, higher education chooses to ignore their ability to generate, influence, and reproduce new ideas for combating racial incidents. In providing an alternative solution that will help combat racism, I will need to utilize two fundamental theories that will help strengthen the foundation of my research. The two theories that will be used to inform the intervention proposed would be the Critical Race Theory and Kegan’s Theory in connection to the following educational practices currently used on college campuses today. According to Patterson et al. (2016) states, these instructional practices include community building, relationship building, innovative technology, collaboration fluency, reflection, and awareness.
Critical Race Theory

Critical Race Theory challenges race and racism within social systems, such as politics, education, law, etc. The goal of Critical Race Theory is to inject and redirect systems within higher education that fuels oppression, such as racism (Patterson et al., 2016). In application, Critical Race Theory within this intervention will hold the university accountable by first identifying and acknowledging that the university is a social structure that contributes to the behavior of racism. Secondly, in doing so YOUGood will expose not only race neutrality but also evidence of on-going injustice and equality that tend to be swept under the rug. “Although colleges and universities are no longer racially segregated by law and discrimination based on race and ethnicity is illegal in educational settings, racial microaggressions—everyday, accumulative acts of hostility, ignorance, and discrimination—have substantial negative impact on campus climate and the experiences of students of color.” (Patterson et al., 2016, p. 27)

Kegan’s Evolution of Consciousness Theory

Kegan’s Evolution of Consciousness Theory is seen as a conscious practice that allows the reorganization and placement of personal experience into a complex system that helps shift the stability of our way of thinking. In application, Patterson et al. (2016) articulates that Kegan’s theory expresses the importance of applying the idea that traumatic experience of students of color does not just simply get replaced or erased out of one’s mindset, but shifted to another part of conscious that grows negative effects and can be painful. In result, students of color are temporary, healing incorrectly and reconstructing their perspective of relationships to environments and people.

YOUGood Application
In order to assist students in reporting incidents of bias, microaggressions, and racist behavior, I am proposing the creation of an application (App) that will not only provide a reporting platform but also function as a way to create a network of support. The App, colloquially known as YOUGood, is an application that can be utilized by students of color to seek additional internal and external help and tools needed to manage, report, and combat incidents of bias, microaggression, and discrimination on college campuses. Some of the tools that will be accessible through the YOUGood will be the following:

- First response hotline
- Hate crime reporting
- Connection to departments and offices that can provide further assistance such as campus safety, counseling center, ombudsperson, etc.
- A “feed” that provides upcoming events, articles, and discussion surrounding racial trauma
- Social justice advocacy
- Connection to a community and networking

Students of color, faculty, and staff would have access to a newly developed resource that will attempt to combat the struggle of isolation, mental health problems, and violence. Students of color will not only have a place to call their own during times of conflict but a virtual safe space that will provide comfort in knowing they are not alone. YOUGood App will be accessible 24/7. Additionally, YOUGood will contribute to the campus environment by creating a sense of belonging, increasing the reports of crime, encouraging awareness, and enhancing the community of support. This App’s resources will produce the following:
1. Direct access to reporting a racial incident. Students will be able to connect directly to a form through the App that will allow events to be recorded and examined by university staff (campus safety, student conduct, diversity/inclusion, etc.

2. Direct connection to a counselor who specializes in racial trauma. Students will be offered specialized counseling services that will ensure the well-being and health of the student. Once a student fills out a form, they will be contacted by a counselor as the initial check-in. Next, students will be given the option to continue seeking additional support or sign an agreement form denying additional support. Finally, the counseling services will be provided through the App or in-person (depending on the need of the student).

3. Off-campus (in-town) additional information to become more engaged and support. YOUGood will offer off-campus accessibility to upcoming information (i.e., articles, books, etc.), events, reporting incidents, support groups, and networks.

4. Connection to allies on-campus such as the diversity, equity and inclusion office, health center, wellness center, student success offices, counseling center, student leadership and involvement, etc. In making connections with many offices on campus, students will have access to a wide range of advocates that will support students in navigating the YOUGood App.

5. On the spot call or text to campus safety for immediately response. When faced with an incident in real-time, students will have access to a first response system that will connect the student directly to campus safety.
6. Support group/live chat/posting. Students will have the opportunity to tell their experiences and emotions through a group. Students will also have the capability to read the posts of others within the virtual support space and community.

7. Guidance and legal advice from an ombudsperson. In the event of a physical or verbal altercation on campus, students will be directly linked to an ombudsperson through the YOUGood for legal advice or other assistance.

8. Option to submit feedback on the App. Feedback will be offered within the YOUGood to promote constant upgrading.

9. Campus engagement-events/talks that are planned. Students will be able to view upcoming events and discussions that surround the campus environment for more clarification of the impacts of racism, while given the opportunity to reflect on self-positionally of being a student of color on a college campus.

10. Educational videos/ and conversations. In having access to educational videos and discussions, YOUGood will extend the understanding of racism on college campuses.

Some related topics that will be offered (and not limited to) are the following:

- Identifying what racial tension and microaggressions
- Signs to look for when dealing with racism
- Racial trauma
- Trauma sensitivity
- What does diversity and inclusion look like for you and your campus?
- Mental health; short and long-term effects
- Controlling and managing racially related stressors
- Accepting support and knowing when to seek help
o Troubleshooting racial incidents

o Assessments and evaluation of motivated racial incidents

11. Map of locations where incidents have occurred. In utilizing YOUGood, students will be able to use the location feature that is designed to keep track and locate racial incidents on campuses to avoid high reported areas.

12. Generate reports. When a student fills out an incident report through the use of their personal device, YOUGood will generate the information given (turn it into data) that will show the trajectory of the increasing number of racially motivated incidents that are reported.

In the following section, I will propose two components of the YOUGood App development plan. The first component is the Preparation Phase, which includes five steps to move from idea to implementation (seen in Appendix B). The second component is the Action Phase (within the 5 step of the preparation phase). In this phase, I will again present the steps necessary to launch and implement the YOUGood App on campus. Furthermore, in this section, I will provide two examples of the YOUGood App functionality (seen in Appendix B).

**Preparation Phase**

The YOUGood App will go beyond traditional reporting. The complex and comprehensive platform will address the well-being of the whole students. Within the Preparation Phase, five complex steps contribute to the development of the intervention proposed. The five steps are (1) defining the concept, (2) identifying the audience, (3) the web design and platform, (4) testing the YOUGood App, and (5) timeline for launch and Action Phase.
In Step 1, defining the concept of the application will involve the development and creation of the application. Additionally, Step 1 will focus on developing the content and research needed to build the App. This process will identify the outline, goals, and result of the App. In Step 2, the audience will be identified so that the content can be tailored support students. In Step 3, web design will contribute to the visual elements within the App, which will include the construction and customization of the App’s appearance. Also, within this step, developers will identify the needed software and systems. In Step 4, a mock-up will produce the prototype of the App and testing will begin. Next, step 5 will occur and will focus on the releasing of the first live version, and ready for Action Phase (seen in Appendix C).

There are three steps that make up the Action Phase. In Step 1, the soft rollout will focus on the transitional period of the App. The transitional period will include the seeking out volunteers to test run the App, debugging glitches, and potential complications that the App may have. Once completed, the task will be to obtain approval to run the App. Next, in Step 2, the public release checklist will focus on maintaining the progress of the App. In addition, it will ensure that all items and bases were covered and not overlooked. Finally, within Step 3, the public release will push for approval on all platforms in order to begin training and marketing of the App.

**Action Phase: Advertisement**

When moving the concern of and racial tension and microaggressions to the forefront of college campuses, change can begin to occur. By bringing these issues to light, it is the hope and belief that university leaders will begin to address these issues and not be lulled into believing that issues of bias, discrimination, and hate do not exist on campus. In order to market the YOUGood App, five platforms will be used. They are the following: (1) social media, (2)
institution website, (3) admissions materials, (4) student handbook, and (5) email. Each platform is essential because it creates different avenues to spread the word about YOUGood and creates increased accessibility to the resources found in the YOUGood App.

**Social media platforms**

Utilizing social media platforms will create access to a new audience (other campuses, and those outside of higher education). Social media helps to increase awareness, provides new ways of sharing experiences, and suggests new perspectives on how to combat institutional racism.

**Institutional website**

In using the institution’s website as a source of influence, the university has the capability to impact the perspectives of how current and future students, parents, faculty, and staff members view racial aggressions within the campus environment.

**Admissions materials and messaging**

By using the admissions process to promote and suggest the download of YOUGood, students will be able to obtain the resources offered prior to their first interaction on college campuses. Students will be prepared and confident in knowing that they have the resources to challenge bias and discrimination, specifically racism when they encounter it during their college experience.

**Student Handbook**

Students will have the ability to seek information and resources from more than one physical space. Including information about the App in the student handbook sends a message to students that the university acknowledges racism as a problem.

**Email**
Using email allows for proper communication, updates, and the visibility of incidents and their resolution.

**Expected Budget**

The four major areas that need to be considered for funding this program will be training, software and application development, programming, and marketing (seen in Appendix D).

**Training**

Funds will support in-person training and online training. In addition, funds will be used for folders, papers, and snacks.

**Software and Development**

There are costs associated with the development and purchase of technology for the App to run. In order to keep the cost as low as possible, it is best to utilize the current resources that are available on campus (using additional support in creating the App through the computer science department and I.T.). These funds will cover the remaining expenses that may be required to be outsourced.

**Programming**

Funds will be allocated towards creating and implementing an annual awareness week. This yearly one-week event will help to promote awareness of racism, discrimination and bias. It will also raise money to support students that have been financially impacted by racial incidents. For instance, if a student has obtained a hospital bill as an outcome of a racial conflict, then funds can be allocated to help the students pay the bill. The budget for programming will include the following, posters, paper, folders, name tags, rubber bracelets, speakers, volunteer lunches, movie showings, and a donation dinner.

**Marketing**
The marketing department at the university will most likely offer assistance in marketing the APP, however, in the event that if external resources are needed, extra funds are set in for use.

**Issues and Concerns**

In using the technology as the base to support a self-service intervention, the App must be continuously maintained. The support of Information Technology (I.T.) is critical to maintaining the App so that the operation can be seamless for users. To ensure the App is running effectively, depending on the personnel resources of the university, the staff in a number of areas will need to have access to updates/upgrades and historical data. The App will also have the functionality to submit tech support tickets if the user experiences glitches or errors.

One potential challenge that this intervention may face would be false reporting. Unfortunately, the App will not be able to determine what is considered accurate or inaccurate reporting. The objective of the App is to record information that will be sent directly to the ombudsperson, student conduct office, campus safety, and counseling center to determine the outcome. The second challenge would be the support of the university and the community members that it serves. In challenging the importance of the App, others with different perspectives may not see the App as useful or significant to the campus environment. The third potential challenge would be to obtain the approval to introduce the App to the university as a need resource and tool for students of color. An additional challenge might be that with more reporting, students may not want to attend the institution. Furthermore, in dealing with obstacles when implementing the App on the campus, it is crucial to address all concerns to promote healthy conversations for social change.
Chapter 5

Chapter 5 will first identify some characteristics that contribute toward effective leadership within higher education and student affairs. Next, in this section, I will explain the connection between leadership and implementation of the proposed intervention. This chapter will explore the collection of data methods that will best contribute to the success of the proposed intervention. Finally, this chapter will examine potential future goals for the proposed intervention and research.

Leadership

Within higher education, leadership is crucial because it creates unity among people in order to initiate change. Busteed (2015) states, “We have a lot of room for improvement in higher education…this is not a matter of throwing more money at the issue. It’s a matter of changing the values we espouse and the incentives and rewards aligned with those values,” which can be done through the direction of leadership if given the opportunity. According to Northouse (2016), leadership can be defined as “a process whereby an individual influences a group to achieve a common goal (Northouse, 2016, p. 6).” I define leadership as the action of uplifting and supporting not just self, but all who are contributing to the common goal through shared power. Leadership creates the path for opportunity, growth, collaboration, and sometimes accountability with constructive criticism. Within my experience, some characteristics of effective leadership within higher education would be (1) compassion, (2) integrity, and (3) reliability.

Having compassion within leadership, provides the ability to view and understand hardships and shortcomings of those around them. This characteristic will help professionals view the experience from the lens of the students. Next, having integrity, will produce self-ethics
and beliefs which develops one’s moral compass for making the right decisions. This characteristic will allow professionals to function with the utmost confidence and drive for equality in making it a mission to represent the unrepresented population. Furthermore, being reliable will establish commitment and accountability. This characteristic will provide professionals with the ability to commit to the success and well-being of the whole student. In turn, effective leadership will allow for an individual approach. As a result, the leadership style which will serve the proposed intervention best.

According Northouse (2016), laissez-faire is a leadership style that approaches leadership as a shared power among the group. This leadership style focuses on offering minimum guidance to the decision-making process. In turn, the decision-making processes sit within the group and not just one individual. In doing so, the power dynamic transfers from one person to all, to ensure suitable teamwork is essential. As a result, group members will have the freedom needed to contribute to a shared goal.

Using the laissez-faire leadership style within the proposed intervention will guarantee the equal and shared responsibility for the App. For instance, the App will produce a great deal of information that will need to be addressed, responded to and investigated. All departments that are listed as a resource must be held accountable for their shared responsibility to the App. Professionals who will have access to the App will act as the representative and the “voice at the table” in reference to each area. Each professional will have the ability to make suggestions and changes through shared understanding and agreement of all leaders at the table. This intervention will succeed if power and leadership come as a collective and collaborative effort. In service of this vision, the intervention will encourage fellow professionals to utilize this app to not only bridge the gaps between departments across the campus, but also contribute towards the
collective action in the support of students. In leading this effort on campus to express the importance of this concern, professionals will/can use data as evidence to build awareness, ideally prompting professionals to actions that will mirror the investment they have in the safety of all students.

**Assessment and Evaluation**

Although there are numerous ways of defining the term “assessment,” Gansemer-Topf and Philips (2016) state, “Despite the differences, the definitions illustrate that assessment is a formalized process that involves collecting, analyzing, and acting on the result of the data.” In turn, the process of assessment will contribute to the retention rate and success of the App. For instance, success can be seen in the numbers of students that will utilize the App including data on reported incidents, scheduled counseling meetings, participate in events held, etc. Gansemer-Topf and Philips (2016) articulate that there are three purposes for the term assessment. The three purposes are accountability, improvement, and values of social justice and equality.

In shifting the focus to assessment, accountability can provide evidence that will ensure that all parties are held responsible for their action. By tracking the data on the App, organizers/leaders can report the number of incidents and resolutions to the campus community. In turn, the collection of data about campus climate, language, culture, and incidents of racism/bias/discrimination on college campuses can help administrators understand what they may not see on the surface.

Moreover, this intervention will also use a Needs Assessment to contribute directly to the App’s success. Needs assessment is seen as a process that collects the internal and external needs of a specific group; in this case, students of color. Gansemer-Topf and Philips (2016) refer to “Needs Assessment” as a prerequisite in developing the intervention or an opportunity to
improve that intervention. In addition, this process will occur before and after the development of the proposed intervention as students’ needs are constantly evolving. In the development of the proposed intervention, it is critical to recognize the role in which assessments and evaluations contribute to the App.

Using assessments and evaluation to guide the App’s productivity, will provide information students of color experiences on college campuses but also statistical factors and analytics that provide additional insight on the needed resources to better aid students. Furthermore, data is a critical component in sustaining transformation. When thinking of the success of the intervention, it is essential to identify the key methods that will support and drive the development of the proposed program. These critical methods of assessment and evaluations are (1) Traditional Observation, (2) Unstructured Interviews, (3) Pre- and Post- Testing, (5) Surveys, and (6) Built-in Data.

*Traditional Observation*

In utilizing the traditional observation method, student affairs professionals will not just observe the experience. They must take note in full details, including how situations impacted the students. This will help professionals gain perspective on the racial climate within college campuses that students of color experience. The first step toward making social change is awareness, which the observations from my app will provide. Professionals will have access to the app, which allows them to track and monitor what students are posting and reporting.

*Unstructured Interviews*

Through an unstructured interview, student affairs will be able to hold a genuine conversation with a purpose. This method not only ensures the voice of the student will be heard
but also allows the interaction to become natural and grow organically. Some themes to look out for would be:

- Mental and Physical trauma
- Microaggressions
- Response to the incident
- Location and Safety
- Testimonial
- Timeframe
- Frequency

**Pre- and Post- Testing**

Pre- and post-testing will help student affairs professionals to understand the the knowledge, skills, abilities, feelings, and thoughts of the student before and after using the App. As a result, professionals will gain insight on the full journey of the student’s experience while measuring the transformative action overtime.

**Surveys**

Using surveys to assess the App’s functioning and its effect, student affairs professionals will be able to receive feedback that will better support the student opinion, perception, and beliefs about the App and/or incident they reported. Additionally, surveys can be constructed as an entry or exit questionnaire during the use of the App (seen in Appendix G).

**Built-in Data**

Using the App’s internal data, will generate measurable reports, incidents, resources, and the number of students using the App to the ratio of the student population on campus.
First, the success of this program depends on student affairs professionals in their response to using the App. Second, it will also be important to understand student learning outcomes as a result of using the App.

**Potential Future Goals**

In doing research on providing an alternative solution that will fight back against racism on college campuses, two populations were missed and left out of the conversation. These two populations are staff and faculty of color. In the future, addressing these new populations, will expand the understanding of campus climate by exposing the internal misrepresentation, inequality factors, and positionality of the staff and faculty of color. In moving forward, I hope this research and proposed intervention will help to shed light on the other populations suffering from racism within higher education.

Another issue that will be addressed would be the difference between institutional types. For the proposed intervention to be successful, all components that contribute to the approval must be acknowledged and handled diligently. For instance, the protocol and implementation of this intervention may vary depending on the resources, funds, policies, and needs of the institution. Not all universities will be open to the proposal, or go about implementing it the same way. For example, a public university that has been experiencing an increase in racial incidents may choose to implement this intervention. In contrast, a small private institution that has not had an increase in racial incidents may decide to keep the pre-existing protocol and practices set in place instead of implementing this intervention. Furthermore, student affairs professionals will use their influence at any institution to identify the time for institutional change to combat racial tension.
In looking ahead, some goals for this action research proposal are, first, to begin the conversation and discussion about the mental and physical health of students of color dealing with racial trauma and creating more visible programs to better aid students. Second, I would also like to submit my research as a conference proposal and write a newsletter article that tracks the progress of students of color well-being through testimonials and sharing the voices of trauma. Third, I would like to collaborate with faculty, staff, or students to put the idea and development to action.

Conclusion

Although progress has been made within the university, injustice, bias, and racism still continues to make its presence and effects known by spreading its negativity. In doing so, students of color are continuously experiencing isolation and vulnerability by the unchecked and unattended racism within the environment of college campuses. As a result, students of color are constantly living in fear, worrisome, and anxiety. In trying to negate this reality, student affairs professionals can provide the essential advocacy, support, and resources needed. In negating racial tension, one way this could be done is by creating a way for students to feel safe, and connected to the community. With the right resources, students of color can flourish and become successful in and out of the university. In researching students of color that are experiencing trauma due to racial incidents, it has shined a light on the long and short-term effects that has been contributing to the decline of the student’s development. Furthermore, by developing the YOUGood app, it will create the opportunity for students of color to heal, report, and learn through a supportive network, thus helping them succeed in and outside of the campus.
References


Student Housing, 46(1), 10–29.


http://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle


Higher education progress in the order of goals

What higher education should be functioning in the order of goals

THE STUDENT EXPERIENCE

1. Unity-shift in mindset, culture, and ideas
2. Connecting through understanding and collaborative support; bring the community into the university and vice versa
3. Inequalities begin to lower programs are successful
4. Experience with higher ed. becomes a want; engagement and understanding
5. Students are able to live without caution; eliminating the potential of harm
6. It is invisible, but still visible; programs are set in place
APPENDIX B

Preparation Phase 1 Model

- The call out for all developers to present ideas, data bases, software, and resources at the best price

- Prototype of the app
  - No functionality
  - Design and content

- To promote a healthier environment with additional resources tailored to students of color

- New and current students of color
- Faculty and staff member
## APPENDIX C

### Phase 2-Plan Of Action

| **STEP 1:** SOFT ROLL OUT | • Complete Phase 1  
• Seek Out Volunteers To Test App  
• Receive Feedback  
• Fix Bugs Or Any Complication  
• Adjust App To School Style  
• Obtain Final Approval | Expectation Time: 1 Full Academic Year  
**Finishing And Completing The Final Stages Of Development** |
|-------------------------|---------------------------------------------------------------|

| **STEP 2:** PUBLIC RELEASE CHECKLIST | • Approval Forms To Run As A Pilot Program  
• It Support-Constant Partnership - Constantly Keeping App Running And Up To Date  
• Campus Access For Selected Offices, And Student Usage  
• Approval For Policies And Protocols  
• Creation Of Tutorials  
• Marketing Strategy  
• **Support Of The University** | Expectation Time: Preparation Should Begin A Year Before “Soft Roll Out” Begins And Continue Throughout The Next 6-12 Months  
**Depends On Need Of The School Approval, And Practice Within Policies** |
|-------------------------|---------------------------------------------------------------|

### RESPONSIBILITIES OF INITIAL ACCESS

| I.T.  
Counseling  
Campus Security  
Diversity and Inclusion  
Ombuds | -Maintain and update app, while handling request from those with access  
-Provide first response check-in, and additional support and advocacy  
-Quick response to ensure students safety  
-Track incoming reports, and create awareness opportunities  
-Handles all legal affairs within reporting |

### STEP 3: PUBLIC RELEASE

| • The App Has Been Approved On All Platforms  
• Promotion And Trainings Begin | Expectation Time:1 year post approval- pubic release shoud occur.  
**Gives the time for** |
|-------------------------|---------------------------------------------------------------|
Example Of The Staff’s View/Functionality Of The App

STAFF View: News Feed, Support Group, And Reporting

EXAMPLE 1

EXAMPLE 2

EXAMPLE 3
Examples Of The Student View/Functionality Of The App

STUDENT View: News Feed, Support Group, and Reporting

**EXAMPLE 1**
- **NEWS FEED**
  - COME AND JOIN OUR DISCUSSION ABOUT
  - ALERT: INCIDENT OCCURRED! CLICK HERE
  - GET INVOLVED
    - Where: In town
    - Say No To Racism

**EXAMPLE 2**
- **SUPPORT GROUP**
  - CHECK IN-YOU Good?
    - I feel isolated on campus
    - You are not the only one, I do too
    - Hey! You should check out our counseling tab!!!

**EXAMPLE 3**
- Date: 4/2020
  - (Optional) Name: N/A
  - ARE YOU OK? YES
  - DO YOU NEED ADDITIONAL SUPPORT? I DON'T KNOW
  - NO PROBLEM, HERE IS A LINK FOR YOU TO TAKE AN ASSESSMENT TO FIGURE THAT OUT. IN THE MEAN TIME I HAVE SCHEDULED YOU AN APPOINTMENT WITH THE COUNSELOR.
  - I was walking home and someone spit on me and call me the N. word
## APPENDIX D

### Program Budget

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<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Amount Needed</th>
<th>Total Cost</th>
<th>Types of Purchase</th>
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<tr>
<td><strong>Training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-person (by request)</td>
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<td>$0</td>
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<td>This responsibility will be on the counselor and graduate student upon request</td>
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<td>Folders</td>
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<td>Snacks</td>
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<td>$30x10 (trainings)</td>
<td>$300</td>
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<td>Online</td>
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<tr>
<td><strong>Development and Software</strong></td>
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<tr>
<td>Development of App</td>
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<td>2,000-10,000</td>
<td>8,500</td>
<td>By using resources from the computer science department to support the development of the App, the university will cut prices by more than half. This will include using the pre-existing systems within the university.</td>
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<td><strong>Fundraising-Awareness Week/Tradition</strong></td>
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<td></td>
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<td>Item</td>
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<td>--------</td>
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<td>Rubble Bracelets (give away)</td>
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<tr>
<td>Movie Showing 2x</td>
<td>$400-$500</td>
<td>$400x2</td>
<td>$800</td>
<td>Based on the theme</td>
</tr>
<tr>
<td>Donation Dinner</td>
<td>$40</td>
<td>$40x100</td>
<td>$4,000</td>
<td>Buy a plate and have the option to donate- Each plate will be $60 each (double the profit)</td>
</tr>
</tbody>
</table>

**Marketing**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Quantity</th>
<th>Total</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Media advertising</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>Partnership with other departments to promote department/program</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>School Website</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Extra funds</td>
<td>$0</td>
<td>$200</td>
<td>$200</td>
<td></td>
</tr>
</tbody>
</table>

**Total**                                  |            |          | $ 15,502 |
APPENDIX E

Example of the first response feature
Hotline/Text Message (automatic reply)

- Description: Students will be able to have in-person and mobile access to support and resources. Students must have the necessary tools to seek assistance in an emergency when a hate crime or incident of bias/discrimination occurs. Students may also have the option of self-report or to report events that they witness. If this is an emergency, please leave as much detail as possible. In the case that someone does not answer, it will automatically connect you with campus safety.

The process by dialing the hotline (the same process for texting only with messages)-

1) Dial (Extension)
2) Answer the following questions
   1) Is this an emergency?
   2) Are you a student? If so, what is your I.D. number? If not, please list your full name. *Optional
   3) How may I help you? Reporting an incident? Or in need of support now? Or making an appointment to come into the office?

Reporting an incident

1) Are you hurt or was hurt at any point during this incident?
2) Do you need assistance?
3) Where there any witnesses?
4) Do you know what the person looks like, or who know them?
5) Location of the incident?
6) Time of the incident?
7) Please describe in detail the incident that has taken place?

In need of support

1) Are you okay?
2) Are you physically hurt?
3) How are you feeling?
4) Are you currently in a safe space? If not, do you know where you can go for a safe space?
5) Do you need assistance?
6) Would you like to come in for better support?

Making an appointment

1) Full first and last name
2) Student ID number
3) Brief description of how you are feeling and what is going on
4) How would you like us to help you?
APPENDIX G

Feedback Survey (Expected to be pushed out to users every quarter)

Please rate user experience

Is the app easy to navigate?

Are there any resources that you think will better support your needs?

Is there any suggestion on how to approve the appearance of the app?

Entrance and Exit Survey (Expected to appear to users every time a user uses the app)

Check In

How are you feeling?

How can we help you?

Check Out

How are you feeling now?

Did you receive the support or help you needed?