

## **Black Student Perception on IU Mask Policy Enforcement and General Feelings of Safety on Campus**

Valeria Hernandez, Taelor McCarthy, Jaelyn Millon, & Jeffery Waters

### **Abstract**

Through a qualitative study, the researchers sought to understand the Black student perception of COVID-19 mask policy enforcement and general feelings of safety on campus at Indiana University-Bloomington. In doing so, the researchers sought to understand how to mitigate unnecessary harm and enhance the overall Black student experience on campus. The researchers sent out a demographics survey and conducted individual virtual interviews to gather student narratives. Each of the twelve interviews consisted of one participant and two researchers. The researchers proceeded to individually code each interview analyzing the deductive themes. The researchers then collectively discussed their findings and pulled inductive themes. The three deductive themes were experiences with microaggressions and general feelings of safety, mask enforcement policy, and support on campus. The two inductive themes were gender identity and the compounding racial and COVID struggle. The research concluded that overall, Black students' feelings of safety on campus felt heightened throughout the COVID-19 pandemic and viewed the mask enforcement policy to be enforced unfairly between Black and White students. Based on the inductive themes, deductive themes, and conclusion, the researchers presented recommendations to campus partners.

### **Keywords**

Mask Enforcement Policy, COVID-19, Feelings of Safety, Black Student Experience

*Valeria Hernandez (she/her/hers) is an alumna from the University of Florida, having earned a dual degree in Psychology and Family, Youth, and Community Sciences with a minor in Educational Studies. She is graduating from IU's School of Education in the Higher Education and Student Affairs program with a certificate in College Pedagogy. She served as a Graduate Supervisor for Diversity Education and worked as a Practicum student and intern for New Student Orientation. Valeria also worked with La Casa helping facilitate the Latina Initiative as well as the Office of Sorority and Fraternity Life as a Leadership, Prevention, and Wellness Educator.*

*Taelor McCarthy (she/her/hers) graduated from the University of Cincinnati in 2018 with a Bachelor of Arts in Psychology and a minor in Communications. Prior to starting her graduate work at Indiana University-Bloomington, Taelor served as a Chapter Consultant for Phi Mu Fraternity. At IU, Taelor held an assistantship as a Graduate Advisor in the Office of Sorority and Fraternity Life. Taelor also completed her practicum work with Students in Transition and additional experiences as a Graduate Hearing Officer in the Office of Student Conduct.*

*Jaelyn Millon (she/her/hers) earned her Bachelor of Arts in Spanish with Chemistry and Biology minors at Hanover College. At Indiana University-Bloomington, Jaelyn earned her Master of Education in Higher Education and Student Affairs with a certificate in College Pedagogy and served as a Graduate Supervisor with Residential Programs and Services. Additionally, Jaelyn completed a practicum as the Bias Response Assistant and served as a Title IX Hearing Panelist. Jaelyn presented on Black Undergraduate Women at Predominantly White Institutions at the Indiana Student Affairs Association Annual Conference (ISAA) in 2019.*

*Jeffery Waters (he/him) graduated from Oakland University in 2018 with BAs in Psychology and Women & Gender Studies. Jeffery came to Indiana University-Bloomington to study Public Health in 2018; however, he started the Higher Education and Student Affairs program in 2019. He also completed three Graduate Certificates (Public Health, Sexual & Reproductive Health, and College Pedagogy). His assistantship was with Residential Programs & Services as a Graduate Supervisor. Jeffery's practicum was with The Media School as a Recruiting Coordinator and continued that work as the Recruiting Assistant. Jeffery also interned with the University of Cincinnati as the Academic Initiatives Intern.*

Suggested citation:

Hernandez, V., McCarthy, T., Millon, J., & Waters, J. (2020). Black Student Perception on IU Mask Policy Enforcement and General Feelings of Safety on Campus. *Journal of the Student Personnel Association at Indiana University*, 30-52.

## Introduction

Black students who attend Predominantly White Institutions (PWIs) interact with a different campus climate unlike their White counterparts (Easterwood, 2016). In Fall 2020, Indiana University-Bloomington's (IUB) undergraduate enrollment of African American students was 4.9%, an underwhelming statistic compared to the 73.4% undergraduate enrollment of White students (University of Institutional Research and Reporting, 2020). In a model comparing campus minority enrollments to other BIG 10 institutions, data from 2018 shows that IU's diversity enrollment, although has increased from 2005, is 23.7% of Degree-Seeking Undergraduates which falls behind ten BIG 10 institutions. University of Nebraska-Lincoln, University of Wisconsin-Madison, and University of Iowa fall behind IU, respectively. Degree Seeking Undergraduates is defined as Black, Hispanic, Native American, Asian/Pacific Islander, and Two or More Races (Campus Minority Enrollments Compared to Peers, 2018). IU is a Predominately White Institution (PWI) which keeps Black students at a disadvantage of needing to navigate a PWI, and this becomes even more difficult when considering the COVID-19 pandemic. Black communities have been impacted by campus climates continually being racially charged as events of police brutality and being disproportionately affected by COVID-19. Liu et al. (2020) noted that the "perceived discrimination associated with wearing masks may contribute to greater mental distress. . . this novel form of discrimination should be monitored" (p. 1). Amongst other discriminatory actions such as microaggressions and stereotypes, Black students are continuing to face racism that goes unnoticed on campuses.

Black men face specific stereotypes as being aggressive, threatening, and criminal (Arnett Ferguson, 2000; Collins, 2004; Smith et al., 2007) and many reported that they experienced more frequent interactions with campus and local police compared to other students (see also Smith et al., 2007) (McCabe, 2009, p. 139).

In following the CDC recommendations and guidelines and the Public Health Order issued by Monroe County requiring masks to be worn in public, IUB has adopted a mask policy, requiring the entire student population to wear masks in campus buildings, classrooms, and in outdoor spaces where physical distance of six feet cannot be practiced. When students are found in violation of the COVID guidelines and policies, they are required to follow the guidelines for IU's three-strike system.

The purpose of this study seeks to understand the Black, undergraduate student perception of the COVID-19 mask policy at Indiana University - Bloomington (IUB). Given the double pandemic of racism and health discrepancies of COVID-19 negatively impacting the Black population, the researchers wanted to seek ways to mitigate unnecessary harm and enhance the Black student experience on campus. To do this, we seek to answer the following research questions:

1. What is the Black undergraduate student perception of the mask policy enforcement as it relates to the impact on Black communities?
2. What is the Black undergraduate student perception of general feelings of safety on campus?

## Literature Review

While there are several variables that come into play when looking at the way COVID-19 and mask mandates have influenced different populations, the way Black students navigate through their current contexts at Indiana University can be explained by looking into the history of their experiences before and during the pandemic. The researchers used the racial climate framework

and CECE indicator to frame the questions and approach to the study in order to gauge how Black students felt IU valued racial and ethnic diversity. The researchers also elected to use these frameworks in order to see if and how students felt culturally validated by the institution. To properly understand the context, the term microaggressions will be defined and placed into context of the students' physical environments on campus, followed up by the sociopolitical context of the COVID-19 pandemic and response inside and outside of IUB.

### **Theoretical Frameworks**

In order to evaluate the level of care that Student Affairs practitioners and administrators are providing to their culturally diverse student population, the researchers conducted the study through the lens of the sixth Culturally Engaging Campus Environments (CECE) Model: Cultural Validation. The implementation of the Cultural Validation model allowed students to reach optimal success, persistence, and the completion of their degree (Museus, 2014). According to Museus, the Cultural Validation Model "suggests that students who are surrounded by postsecondary educators who validate their cultural backgrounds and identities will have more positive experiences and be more likely to succeed in college" (p. 212). The researchers strived to create recommendations to campus partners and administrators to ensure that the Black student population is actively receiving adequate and appropriate support.

Adding onto this, when looking at campus racial climate, researchers must first define what campus climate even means. The researchers adopted Petersen and Spencer's definition of campus climate (2009) defined as "the current common patterns of important dimensions of organizational life or its members' perceptions of and attitudes toward those dimensions" (p. 7). In this study's case, the important current dimensions and perceptions will be the intersection of a Black racial identity and general feelings of safety within Indiana University and how that interacts with the perception of COVID-19 mask policies. Past studies of campus racial climate have demonstrated that students of color report less favorable perceptions of campus racial climate, with one third of these students of color in the sample having experienced some sort of harassment compared to 22% of White students. For these students, most forms of harassment came from derogatory racial comments (Rankin & Reason, 2005, p. 56). Taking this into account, the overall framework used to create the questions revolved around Woodard and Sims's (2000) recommendation on "the perceived value of the concept of diversity on campus" (as cited by Hart & Fellabaum, 2009, p. 224). It is important to note that the individual microaggressions discussed that are perpetrated by White students are a microcosm of racism being ingrained into the university which showcases institutionalized racism at play.

### ***Microaggressions***

Dissecting microaggressions on college campuses is imperative in understanding the racial tensions that are present during a COVID era. Garcia and Johnston-Guerrero (2015) provide a definition for racial microaggressions below:

Sue et al. (2007) defined racial microaggressions as "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group" (p. 273).

Microaggressions can be intentional or unintentional; however, they portray negative effects toward the targeted individual. These negative effects can cause harm toward the targeted individual which are invalidating and offensive.

Many microaggressions can be taken as micro, or just aggression (Garcia & Johnston-Guerrero, 2015). Many incidents we see on college campuses today are more relative to old-fashioned racially-based incidents or outwardly racist situations. Many of these are mistaken as (micro)aggressions and easier to invalidate. Black men are often seen as aggressive and treated as such by non-Black populations in their actions and words (McCabe, 2009). These experiences are seen as (micro)aggressive in nature and are inevitably offensive to the target individual or group. A key component is that microaggressions happen in daily interactions with others and have found a commonplace on college campuses.

### **COVID-19**

The pandemic has made more evident the racial disparities occurring in a sociopolitical context. According to Egede and Walker (2020):

A lack of financial resources resulting from years of structural racism confers a host of social risks, including food insecurity, housing instability, and limited access to transportation. In addition, people facing these risk factors are less likely to have insurance to pay for Covid-19 testing and are more likely to avoid using the health care system because of high costs (p. 2).

These have been issues affecting the Black community historically in the United States, in conjunction with the reality that the Black community has been disproportionately affected by the COVID-19 pandemic in areas stated by Egede and Walker (2020). Black Americans have the highest mortality rate at 88.4 deaths per 100,000- more than double of their White counterparts (APM Research Lab, 2020). Universities tend to be a microcosm of what is happening on a nation-wide scale (Rodin, 1997). Indiana University has its own climate regarding racial tension with COVID-19, seeing the realities of how their communities are being affected back at home. Conversely, another aspect of COVID-19 would be the increase in unrest amongst Black Americans regarding mask enforcements and the implications for their safety. According to Ruiz et. al (2020) “about four-in-ten Black and Asian adults say people have acted as if they were uncomfortable around them because of their race and ethnicity since the beginning of the outbreak, and similar shares say [sic] they worry that other people might be suspicious of them if they wear a mask in public” (p. 4). When looking at an email analysis in 2009, it showed most emails tend to focus on Black men who “are portrayed to be a threat to neighborhood safety” in predominantly White neighborhoods (Lowe, Stroud, Nguyen, 2017). These fears compounded with other microaggressions experienced by Black students could influence their perspectives towards mask mandates.

## **Methods**

In order to critically analyze the way that Black undergraduate students perceive the current climate at IU campuses amidst the two pandemics, COVID-19 and systemic racism (Williams & Youmans, 2020), we decided to take a qualitative approach in order to collect in-depth student narratives about their individual experiences. We collected data through two primary methods: a demographic form and twelve individual, virtual interviews. We intentionally recruited students for the study on the IU Bloomington campus. We chose to include a demographics survey through the Qualtrics platform to help them make a note of and understand the various social

identities that may have played a role in their experience as Black undergraduate students and help with inductive themes based on their answers and social identities from the virtual interviews.

## Positionality

Our research team consists of individuals who identify as Black, Latinx, and White. Considering these identities, our goal was to acknowledge our implicit biases, work to remove these biases, and remain aware of the societal power dynamics during our virtual interviews. Given that our researchers are actively involved with various student groups on campus such as Sorority and Fraternity Life and Residential Life, it is important to acknowledge the relationship that exists between the researchers and participants. After hearing and reading testimonies on social media from Black folks at IU and across the nation sharing their struggles in navigating two pandemics simultaneously, it was evident that these incidents negatively affected our students within the spaces they worked in. Our motivation stemmed from the desire to help IU's Black undergraduate students to feel safer on campus in a climate of high racial tensions by seeing which IU COVID policies directly harm these students and addressing them.

## Recruitment

In order to best recruit a variety of participants who self-identify as Black, researchers utilized the convenience and criterion sampling strategies (Thomas, 2006). The researchers recruited students who live in the campus residence halls as well as students involved in sorority and fraternity life, the Media School Ambassadors, New Student Orientation, and Residential Programs and Services. The researchers recruited participants through the use of virtual flyers distributed through GroupMe, email listservs, and through individually reaching out to students they directly worked with to share the opportunity. Recruitment methods were also utilized through the IUB Black Student Union and the Neal-Marshall Black Culture Center by requesting them to forward the virtual flyers created. Pseudonyms were given to the participants to allow for anonymity when discussing the findings later. Researchers also recruited participants by engaging with students face-to-face at the Indiana Memorial Union, Woodlands Dining Hall, and other various outdoor spaces with high areas of student traffic. The researchers initially were interested in conducting focus groups; however, after difficulties coordinating the focus groups, the researchers found it easier and more engaging to conduct individual, virtual interviews instead.

## Demographics Survey

In order to properly gauge who the study is representing and how to properly vet participants, the researchers used a demographics survey. This was done in order to accurately describe the sample size and target group in conjunction with placing participants into the appropriate focus group (Hughes, Camden, & Yangchen, 2016). The questions prompted the following information about the students: racial identity, gender identity, ethnic identity, age, and class standing (*Appendix A*).

Regarding demographics, the term *gender identity* is defined “as a person’s deeply-felt, inherent sense of being a boy, a man, or male; a girl, a woman, or female; or an alternative

gender... These gender identities may or may not correspond to a person's sex assigned at birth or to a person's primary or secondary sex characteristics" (APA, Divisions 16 and 44, 2015, p. 20). This is asked in order to gauge which of the focus groups the participants will be placed in. The study wants to acknowledge "the fact that many social justice problems, like racism and sexism, are often overlapping, creating multiple levels of injustice, " (Crenshaw, 2017). Keeping this in mind for the analysis of perceptions regarding mask enforcement, each group was divided on the basis of gender identity to take into account the intersecting experience between race and gender within the following focus groups: Black female-identifying people, Black male-identifying people, and a mixture of gender identities.

In addition to gender identity and race, it is important to look at ethnic identity. Ethnicity is defined as "a social group that shares a common and distinctive culture, religion, language, or the like" ("Ethnicity", n.d.). According to the US Census Bureau (2013), "it is important to collect information about ethnicity and race because it can help researchers to assess disparities in health and environmental risks." By asking for ethnic identity, it opens up the avenue for students who believe they need to choose between their race or ethnicity when looking at groups or communities (i.e. an Afro-Latina woman) by offering them that choice. It also allows the researchers insight to see if cultural and ethnic backgrounds influence the participants' responses in addition to their racial background.

Another aspect of identity that is being taken into account within the demographic survey is the participants' age. At Indiana University, approximately 40% of the student body falls outside of the 18-21 traditional student age while about 76% of the student body identify as undergraduate students (College Factual, 2020; College Tuition Compare, 2020). Student experiences might vary based on age despite being enrolled as an undergraduate student in conjunction with their class standing (i.e. first year, second year, etc.).

Regarding ethical consideration when utilizing the surveying platform, researchers determined that anonymity would be strongly protected through this Qualtrics platform considering the security of the website. Though the question types revealed the identities of the students, the Qualtrics form is secure in that the students needed to utilize the Duo feature and their IU credentials. The researchers were the only individuals with access to the demographic responses.

### **Individual Interviews (Virtual)**

According to Hurtado, Milem, et. al (1998), there are four dimensions to be considered when analyzing campus climate, and racial and ethnic climate are amongst them (as cited by Hart and Fellbaum, 2009). Our questions were framed around the following theme, "To what extent do campus operations demonstrate that racial and ethnic diversity is an essential value?" (Hurtado, Milem, et. al, 1998 p. 297). We also used the CECE Model from Museus (2014), crafting the questions through the lens of cultural validation as the indicator to see if Black students felt their safety was being valued simultaneously with their racial identities as racially minoritized students (*Appendix B*).

The interviews were scheduled to last between thirty to forty-five minutes as "participants are likely to suffer from fatigue when discussions are longer," (Nyumba, Wilson, Derrick, & Mukherjee, 2018). By keeping it close to that time range, students were more likely to continue to stay engaged within the conversation. The dialogues used a semi-structured model, paired with guided questions, to provide support and direction for the session and facilitator while allowing for freedom of discussion. This process paralleled what we would have done with

the focus groups; the questions planned to be used for focus groups were instead used verbatim within the individual interviews.

Due to the virtual nature of the interview sessions, the researchers took notes and audio recorded the individual interview Zoom sessions. The virtual interviews lasted for around thirty to forty-five minutes on average and were facilitated by two researchers per interview. It is important to note that this aspect of the interview was communicated with participants and only researchers had access to these recordings. The recordings were immediately destroyed following the completion of the study in order to protect and respect the participants' identities, narratives, and confidentiality.

### **Data Analysis**

The researchers predicted three deductive themes that would surface during interview sessions based on the literature review. Those themes were: support on campus, microaggressions and general feelings of safety, and mask policy enforcement. In addition to the deductive themes, the researchers identified two inductive themes after analyzing the data given the meaningfulness to participants: gender identity and the compounding racial and COVID struggle.

Upon completion of the interviews, it was the responsibility of each researcher to analyze recordings of each interview. During the individual listening sessions, the researchers utilized pre-coding methods by highlighting and making a note of codable moments in the voice recordings to bring to the collective coding session (Saldana, 2015). After the individual pre-coding, the researchers each compiled notes of deductive themes and then came together to discuss similarities and differences of the deductive themes. The researchers came together because “. . . team members must coordinate and insure that their sometimes individual coding efforts harmonize . . .” (Saldana, 2015, p. 36). This collaborative coding allowed each researcher to present their pre-coding and come together to decide how the deductive themes were brought up and to merge all of the notes before the manual coding commenced. Through the coding process, the researchers discovered gender identity, an additional theme that surfaced. As a result of these discussions, the researchers were able to come to a consensus as to what themes are relevant to the study and how they drive the results. The researchers pointed out themes in the voice recordings and discussed with each other how each theme was mentioned by the participants through manual coding methods (Saldana, 2015). The frequency of the themes provided the relevancy across all of the individual interviews and how they were discussed put together a story of the participants' experiences. In order to assure ethics of the study and opportunity for rapport building with the participants, the researchers were transparent with the participants before initiating the interviews regarding the method of collecting and recording the data. The researchers also assured the participants that the data would be destroyed immediately upon completion of the study.

### **Limitations**

There are a few limitations when looking at the two main selected methods of collecting data. When looking at demographic's surveys, there is always the potential that participants are not answering honestly. In conjunction with this point, given the demographic survey will be administered digitally, there is the possibility of non-responsive participants as well as a lack of accessibility if participants do not have WiFi or internet access (Jones, Baxter & Khanduja,



2013). While this is something outside of the researchers' control due to COVID-19 restrictions, it is still important to recognize those implications and who is potentially being left out.

A limitation of the focus groups was lack of participant availability. When creating focus groups, there was difficulty in finding dates and times that worked best to create three identity-based groups to promote and facilitate fruitful dialogue and conversation. Because of this, the researchers decided to conduct individual interviews. This decision was made collectively by the researchers. Choosing to conduct individual interviews allowed the researchers to develop rapport with the participant with ease and to be appropriately attentive to student narratives that were shared.

Additionally, given the health and safety risks of conducting the interviews in person as a result of the COVID-19 pandemic, the individual interviews were conducted via Zoom. An ethical consideration the researchers must prepare for and prevent is the potential of "zoom-bombing" in which an unwelcome individual joins the meeting, compromising the confidential space that researchers created. For this reason, the researchers enabled the waiting room feature to give the researchers complete control over who would be allowed to enter the meeting. Lastly, while acknowledging the various ethnic and racial identities that the researchers have, the researchers have considered the sensitivity of the information being shared as well as the verbal and nonverbal ways that the questions are posed in order to prevent any potential re-traumatization from occurring.

## Findings

The three deductive themes that the researchers predicted prior to analyzing the data were present within the individual interviews conducted. These three themes were microaggressions and general feelings of safety, mask enforcement policy, and support on campus. After analyzing the data, the researchers discovered gender identity and a compounding racial and COVID struggle as two inductive themes that were also present during these interviews. Each theme is further examined and supported by student narratives shared with the researchers.

### Microaggressions and General Feelings of Safety on Campus

An overarching theme that researchers were interested in understanding more about relates to the aggressions or microaggressions that students may experience on campus before and after the impact of the Coronavirus pandemic. Additionally, researchers gathered narratives on student perspectives of safety at Indiana University-Bloomington. When researchers asked the participants about their experience with aggressions in general as it relates to their racial identity, all but one of the participants gave tangible examples of times when they had encountered these experiences. These experiences took place in academic, residential housing, and general public areas around campus.

Many of the students mentioned feeling isolated in the classroom given that they are often the only or one of very few Black people in the classroom or laboratory. Rose described a situation where peers and professors would be exclusionary, and Azula shared an experience where professors have reprimanded or scolded the Black students for incidents that non-Black peers would also be doing without being yelled at or scolded. Azula stated, "A lab supervisor came into the lab. . . and yelled at [me and another student of color] for having our phones out and yelled at us telling us how disrespectful it was, while everyone else watched and then put their phones away. I put my phone away, but everyone else was doing it too." Similarly, Isaiah explained that within the residence halls, he has been written up for incidents multiple times this

year but his non-Black co-workers responsible for the same actions were excused. Daniel stated that in casual situations, non-Black people tend to ask invasive and inappropriate questions. People have asked him about his hair, if his father was ever home, and if he had a plug for illegal substances.

When asked about their general experiences with aggressions or microaggressions on campus specifically in regard to the mask policy enforcement, students overwhelmingly stated that they had not experienced or noticed many microaggressions in relation to the mask policy. While the participants did not explicitly stress that they experienced any microaggressions, examples were given that read as microaggressions. As the researchers, we will not label their experiences as such; however, these examples can objectively read as microaggressive. Toph stated that “I get a lot of snickers when people walk past me. They will go out of their way to make sure they don’t walk past me.” Toph also mentioned that “cop cars slow down to watch me. As soon as I enter a building, people look at me. I genuinely think that the cop car slowing down is annoying.” Toph explained a situation when an older White man walked past her as she was wearing her mask and the man grunted and stared at her. She said, “it’s like my presence disturbs them for some odd reason. Like it’s very obvious that I’m a student.” Angelica expressed her frustration regarding her experience with the mask policy. She stated that “it’s on a case-by-case basis when a person is written up, so you never know if you’re going to get written up”. By this, Angelica was referring to being documented by an RA or another university official, which would consequently initiate a conduct record.

### **Mask Enforcement Policy**

Due to the nature of the study and interview questions, there was overwhelming data on experiences of wearing masks and the mask enforcement policy, which was anticipated as we predicted deductive themes. Of our 12 participants, all expressed that wearing masks is important. Separate from the mask-wearing requirement on campus, seven participants reported that wearing a mask helps to prevent being infected or exposed to the virus and is a stress-free way to protect oneself and others.

Experiences with the mask enforcement policy differed. While all participants are impacted by the mask enforcement policy by being students at IU, some participants held positions as RAs within residence halls and had an extra layer of enforcement responsibility amongst their residences. Erica mentioned that there are “inconsistencies with residences who are being written up and who are not.” She continued to say that “someone has been written up over the times needed to be removed from the residence hall.” In residence halls there is a three-strike system if a resident is seen without wearing a mask. Angelica reported inconsistencies with wearing masks. “There are loopholes within the policy, and they pick and choose who they want to write up.” An example that was given regarding these loopholes was not having to wear a mask outside but as soon as you enter a residence hall without a mask, you are written up. Another example given by Isaiah was in relation to fellow RA’s being issued consequences of not wearing masks. “I do know about three RAs who had their mask under their nose. . . all three of them were written up but one was fired, and she was Black.”

When asked about experiences with the mask enforcement policy and how they differ from non-Black students at IU, ten participants spoke to personal or observed experiences of inequities. Most participants also expressed how mainly White students are seen without wearing a mask or White students feel more comfortable enforcing the policy. Katara shared an experience of friends who identify as Hispanic, “three White girls told them to put their masks on and they had

almost called the police.” Participants expressed always being cautious and that they always have their mask on for experiences such as this. Erica spoke to her opinion of how she doesn’t see a difference in mask enforcement but sees a difference in mask enforcement response amongst White students; “I had a White resident from California who said my parents pay \$50,000 per year for me to be here so I don’t have to wear a mask.” This is an example of mask enforcement response and how it intersects with privilege or potentially “entitlement” as Erica expressed.

Participants shared feelings of the mask enforcement policy being too strict and others experiencing that the policy was not strict enough. DeJaye stated that “in recent times of being on campus, so many are not wearing masks. . . it’s just a piece of fabric.” Isaiah stated that “I think that it is very strict and that’s good in a sense, but I think that a lot of times people adversely get hurt by the COVID-19 policies.” Isaiah gave an example of his resident who stepped out to take his trash, “like slipping your mask off for a second or stepping out to take the mask off for a second and a student can be sent home.” Though the participants’ experiences varied, many of the students expressed their perceptions of inconsistencies about the mask policy enforcement.

### **Support on Campus**

The participants discussed different aspects to their perceptions of support on campus, or lack thereof and gave their insight into how supported they feel by the institution. Every student discussed aspects of support through different offices or resources; however, not every student knew about the resources or how to utilize said services. Azula shared, “I know they [support services] exist and that’s basically it.” Azula also shared that she only knows of these different support services based on her position on campus working in residence life. Azula’s experience aligns with the other participants. The only participants who were aware of the services provided on campus and what they provide were employed student leaders.

The participants who did not explicitly share that they held a student leadership role either did not know the support services provided or the extent to what those services provided. After being asked if she knew about support services on campus, Rose shared, “I do not, I would utilize these resources if it really bothered me.” This sentiment aligns with other students who shared that they would seek out resources if it surpassed a breaking point. Joan shared, “I feel if it gets worse, then I’ll go seek help, but for right now I’ll just let it be.” The participants who did not explicitly share that they were student leaders all came to the conclusion that they either had heard of the resources or not at all and they would either utilize them if they knew more or use the services if it surpassed a threshold.

Lack of support on campus also comes from the faculty and other academic/residential living spaces. According to our data, ten out of twelve participants shared that they had experienced a form of microaggression in the spaces that were supposed to provide support for their experience on campus. These microaggressions often surround their racial identity of being a Black student on IU’s campus, Rose shared, “Once, I was the only girl in a physics class and the only Black person too. I sat in the front, but I wasn’t even acknowledged by the professor.” Rose felt that she was overlooked due to her identities of being a Black woman and did not feel supported in

that environment. Chris shared, “. . . surprised looks in class if you know an answer, or if you’re the one who has a grasp on the course material.” These spaces harbored racial microaggressions for these participants and created a hostile, non-supportive environment.

Two participants spoke more explicitly on the intersecting microaggressions and creating non-supportive spaces, Toph shared, “People make assumptions even more because they can’t see my face.” Jeff shared, most people decide to cross the street with COVID, but it happens more when it’s cold and I’m wearing a hoodie and mask.” These two participants shared how the intersection of their racial identity and mask policies have created situations of assumptions and more weariness around them. These can contribute to a lack of support experienced in general on campus.

### **Gender Identity**

While the previous themes were deductive in nature, we found that the participants described similar experiences and perspectives when grouped by the basis of gender. Of our twelve participants, four identified as male, one as non-binary, and seven as female. When asking about general feelings of safety on campus, mostly everyone agreed on the fear surrounding COVID. However, when it came to feelings of safety and experiences of microaggressions based on their racial identities, the approach to their responses differed greatly.

When talking about the intersection between wearing masks, every single man-identifying student generally denied claims about ever having been targets of racial microaggressions and feeling unsafe when being asked directly. “COVID doesn’t care about your race so everyone is a danger. I’ve never felt threatened as a Black person, so I guess I’ve been pretty chill on that front too,” Isaiah shared. Chris also mentioned he had not experienced any racial microaggressions, but he considered himself “lucky in that regard.” Daniel also stated he had never experienced any racial microaggressions regarding the mask policy. In a similar vein, Emerald shared that he doesn’t “walk around with the perception that [he is] Black. [He] just walk[s] around like a student. [He has] not had an experience where [he has] felt conscientious of [his] color and [he is] grateful because of that.”

Despite never explicitly claiming experiences of microaggressions, many participants shared experiences of microaggressions per our definition in the literature review, even if they were unable to label it as such. Most of the men shared that the only time they have been aware of their race was when they were the only person of color in a room, or people being hyper-aware of their presence. Three of the four men (as well as the non-binary student) talked about wanting to appear less threatening when wearing masks, but no one has treated them differently for it. Six women in the group shared tangible experiences regarding microaggressions on campus outside of the mask policies, with four of the seven women referencing their hair as a source of these experiences.

### **Compounding Race and COVID Issue**

The second inductive theme noted by the researchers regarded the compounding struggles Black students experienced in regard to their race and health discrepancies presented in the Black community with COVID. All but one participant discussed experiencing a form of racial microaggression pre-COVID. When asked about their IU experiences during COVID, many of the responses turned into worries of public health and less about the racial components. A few participants discussed how we are in a public health crisis, not a race issue, Katara shared, “Right now, it’s not based on race, it’s based on public health.” This is an example of students seeing one issue at a time, and not seeing it as a multi-layered situation. When one problem appears, the others do not simply disappear. This became apparent with some of the participant’s interviews. The microaggressions on campus were still present; however, with the harsher mask policy enforcement on Black students, this has created a compounding issue and more for Black students to navigate on IU’s campus.

This became even more apparent when talking about how Black students have had differing experiences in terms of mask policy enforcement than their White counterparts. Toph shared, “When I take my mask off, I’m breaking the rules. If White students take their masks off, they’re getting a breath of fresh air.” The racial microaggressions have manifested into differences in enforcement between Black and White students. This seemed to manifest in a majority of the interviews with the participants with one exception who believed that race was not an issue on campus, Emerald shared “I haven’t heard any friends with a COVID race story . . . American society is on the COVID factor in general, not the race thing.” Emerald shared earlier that he does not believe that race is an issue on campus and that he feels like “. . . just another student . . .” on campus. Emerald’s experience seems to be the outlier from the other participants’ experiences. Race and COVID have compounded and created an intersecting way to create more microaggressions toward Black students on campus. Many students’ experiences have evolved into an intersecting and compounding issue of race and COVID.

## **Discussion/Implications**

### **Mask Enforcement Policy**

The experiences shared by the participants speak to the racial climate that is apparent on IU’s campus. For example, Black students seemed to be more hyper-aware of the mask policy enforcement when reflecting on their own personal experiences as well as other Black peers’ experiences. The inequities expressed amongst participants show the potential differences in the mask enforcement policy of Black students compared to their non-Black peers. Many of the participants shared internalized fears of discrimination based on how mask policy would be enforced. They felt that they may be targeted based on their observed experiences or as a result of institutionalized racism. Together, the narratives show the inconsistency with how the policy is being enforced among their Black peers.

An additional implication regarding the mask enforcement policy is the intersection of two “pandemics”: the impact the COVID-19 pandemic has had on the Black community and the racial pandemic that is manifested in our society. When talking

to our students, we found that their experiences regarding fear of being racially profiled while wearing masks (particularly our Black men participants) align with the findings of Ruiz et. al (2020). Students shared that during efforts of protecting themselves and others from the virus by wearing a mask, they sensed fear from other students while walking around campus. A student even mentioned that individuals suspected them of planning to steal something simply because they looked like a thief. Not only are Black students experiencing racism in their daily lives, but they are also simultaneously navigating the health discrepancies of the COVID-19 pandemic.

### **Black Women's Experiences**

As stated in the discussion section, an inductive theme we discovered was the difference in approaches and lenses on our students on the basis of gender. The Black women in our study as a whole tended to provide us with more tangible examples of experiences with racial and gender microaggressions addressed towards them pre-COVID and concurrently. Several of these instances involved people touching them or their hair and asking “is this real?”, according to Azula. In addition to this, many of the women talked about being afraid of walking around at night or walking alone in general and found comfort in being surrounded by friends or people. The men in the study did not discuss experiences of wanting to be around other individuals in order to feel more safe. The women tended to be more cautious not only because of their race, but in conjunction to their gender identity and the fear of being sexually assaulted.

The women also spoke about mentors (typically other faculty of color) who have helped them succeed in their undergraduate experiences, which would align with our framework of the CECE model of cultural validation (Museus, 2014). Toph's experience highlighted this in her interview, by sharing the reason she was able to get back into her scholarship program after she had been harassed and bullied for a semester by a group of men was because a Black professor took the time to invest in her and helped her re-register for courses and get involved. “If it wasn't for the [African American and African Diaspora Studies] department, I genuinely would have dropped out and I don't know what I would have done,” she shared.

### **Student Support**

One theme that the researchers discovered during the participant interviews is that students are aware that there are resources available to them on campus when they encounter difficult situations, but they have many misconceptions and uncertainties about these forms of support. Student employees and student leaders interviewed during this study stated that they felt informed about the resources on campus. For example, each of the participants who are Resident Assistants were aware of resources available to them in the Dean of Students office such as Bias Incident Reporting and CARE reporting.

An additional common theme researchers noticed is participant's hesitancy to report because they did not think that their situation called for support from the Dean of Students office or they were hesitant due to misconceptions of reporting and attaching their name to a Bias Incident Report. When asked if he sought out these resources after experiencing incidents of

bias, Isaiah stated that “I guess I’m aware of these resources, but they’re not the first thing I would think of. My mindset has just been ‘wow this is crazy’, but I’ve never thought that I should fill it out. You think when stuff happens, I just wonder if it’s really that big of a deal to report it.” When the researchers explained the Bias Incident Reporting process to the participants and stated that typically students are able to remain in control regarding how they choose to proceed, the majority of the students expressed their surprise. Daniel said, “I didn’t know that students had such a wide variety of options [when reporting bias incidents], so I will definitely spread the word to my friends. I most definitely think I would have felt more encouraged to utilize bias incident reporting if I would have known about the wide variety of options.” Overall, each participant stated that they would have utilized these resources had they known more information about the process of bias incident reporting or the support services in general at IU.

## **Recommendations**

In order to enhance the Black student experience and mitigate any unnecessary harm placed on Black students at IU, the researchers have made the following recommendations for the department of First Year Experience (FYE), Office of Student Conduct (OSC), Residential Programs and Services (RPS), the Dean of Students office, and the Office of the Vice Provost for Faculty & Academic Affairs. Each recommendation was based on Museus’ (2014) cultural validation CECE model and Woodard and Sims’s (2000) recommendation on “the perceived value of the concept of diversity on campus” (as cited by Hart & Fellabaum, 2009, p. 224). With this in mind, each recommendation aims to provide the resources for faculty and other campus partners to best support Black students at IU.

### **The Office of First Year Experience Programs (FYE)**

Our recommendation for FYE is more effective marketing for bias incident reporting and support services provided by the Dean of Students. Orientation is a monumental part of the transition for students and the perfect opportunity to disseminate information to incoming students. According to Baxter Magolda’s Self-Authorship theory, incoming students are more likely listening to external formulas and will take what they are told at face value from authority figures (Baxter Magolda, 2001). Enhancing the marketing techniques for FYE would provide an ideal opportunity to make sure that all students know about the services provided through the Dean of Students office. Many of the participants did not know about what services were provided on campus, aside from CAPS or going to a professor/mentor. Bias incident reporting and other services were primarily known by student employees or leaders through their positions on campus. Spreading knowledge more widely and effectively would mitigate confusion regarding such resources and would ensure that students have the knowledge to use resources that are provided on campus to combat racial/COVID microaggressions.

### **Office of Student Conduct (OSC) and Residential Programs and Services (RPS)**

The researchers realized an opportunity for collaboration between two of the most prominent areas of student engagement: the Office of Student Conduct (OSC) and Residential Programs and Services (RPS). RPS houses 33% of Indiana University’s students (U.S. News,

n.d.), majority of which are first year students. The opportunity to collaborate presents itself here since there are several staff members working in residence life trained on writing up students for COVID violations, with multiple strikes leading to conduct cases. Many student interactions happen in the residence halls, and based on the participants' feedback, where they spend a lot of time because of COVID restrictions. Due to this, majority of mask enforcement write-ups occur within the residence halls. Currently, through RPS's residential curriculum and Student Engagement Plans, it is the RA's responsibility to talk about the policies and regulations to their residents through Community Builders and Community Meetings that occur at the beginning of the year. However, there is no mandatory way to assess if every resident fully comprehended the content of these meetings. In conjunction to this, currently student employees are the ones who receive a bulk of the preventative training programs that fully allow them to understand the context and rationale behind policies while residents might not.

When students are found in violation of the COVID guidelines and policies, they are required to follow the guidelines for IU's three-strike system. As it currently stands, the first violation results in an educational conversation between the student and a hearing officer on the importance of wearing a mask without an official sanction. This means students do not receive an extensive conversation with accountability measures on the understanding of the importance of the mask enforcement policy until after they have been written up for their first violation. As stated earlier, about half of our participants believed the mask enforcement policy was too strict and enforcement was not uniform across the board. We are led to believe that while the students in general believe in the importance of wearing a mask (the policy), they might not agree with the methods of the enforcement (the context).

Recognizing that COVID has the potential to end in the future, we wanted to take the concept of prevention beyond the mask enforcement policies. We would recommend for OSC to collaborate with RPS to have a mandatory form of accountability (taking attendance) and assessment (i.e. a quiz on Canvas) after the residence hall community meetings. These meetings would range in topics that would not just talk about the policies put in place, but the rationale of the enforcements and importance of them. Tying back to Museus' (2014) cultural validation, this recommendation relies on proactive philosophies which informs practitioners to be preemptive to cultural issues and the why before issues arise. Students feel heard and feed into their cultural validation when practitioners are proactive in conjunction to being reactive, as opposed to solely the latter.

### **Dean of Students Office and Office of the Vice Provost for Faculty & Academic Affairs**

Given that an overwhelming majority of the participants stated that they have experienced aggressions, microaggressions, and feelings of isolation regarding being "the only one" in academic settings, the researchers would like to make recommendations addressing this student struggle. Researchers would like to recommend that the Dean of Students office, in collaboration with the Office of the Vice Provost for Faculty and Academic Affairs, create a mandatory online canvas module for faculty regarding racial competency specifically as it relates to how they should be supporting Black students in the classroom at IUB, a Predominately White Institution.

An additional recommendation that researchers hope the Dean of Students office and the Office of the Vice Provost for Faculty and Academic Affairs will collaborate on and strive towards is creating a Training Coordinator position who would collaborate with the Director of



Bias response. The Training Coordinator would focus specifically on conducting mandatory online or in-person training for faculty as they support their Black students who are “the only one” in the academic setting. According to Keonya, Lisa, and Campbell-Whatley (2016), “an interesting impact from the [Summer Diversity] Institute was a sense of validation for faculty to be themselves. . . [and] it was okay to be in the process of developing. . . Students also became more aware of and questioned their language, attitudes, and behaviors relative to diversity” (p. 6). Consequently, the researchers find that this recommendation would be quite beneficial for preparing faculty for interactions with their students in the classroom.

### **Dean of Students Office and Office of the Vice Provost for Faculty & Academic Affairs**

Given that an overwhelming majority of the participants stated that they have experienced aggressions, microaggressions, and feelings of isolation regarding being “the only one” in academic settings, the researchers would like to make recommendations addressing this student struggle. Researchers would like to recommend that the Dean of Students office, in collaboration with the Office of the Vice Provost for Faculty and Academic Affairs, create a mandatory online canvas module for faculty regarding racial competency specifically as it relates to how they should be supporting Black students in the classroom at IUB, a Predominately White Institution.

An additional recommendation that researchers hope the Dean of Students office and the Office of the Vice Provost for Faculty and Academic Affairs will collaborate on and strive towards is creating a Training Coordinator position who would collaborate with the Director of Bias response. The Training Coordinator would focus specifically on conducting mandatory online or in-person training for faculty as they support their Black students who are “the only one” in the academic setting. According to Keonya, Lisa, and Campbell-Whatley (2016), “an interesting impact from the [Summer Diversity] Institute was a sense of validation for faculty to be themselves. . . [and] it was okay to be in the process of developing. . . Students also became more aware of and questioned their language, attitudes, and behaviors relative to diversity” (p. 6). Consequently, the researchers find that this recommendation would be quite beneficial for preparing faculty for interactions with their students in the classroom.

### ***Dean of Students Office***

In order to address the common theme of students being unaware of the options that Bias Incident Reporting provides students, the researchers recommend that the Dean of Students office create a student leadership position focused fully on supporting Black students through programming. This upperclassmen student leader would lead Black student support groups focused on processing through and finding coping mechanisms for being the only Black student in academic, residential, and other areas of campus. According to Cox et al. (2018), “. . . Black students in the present study explained receiving support from several sources within the university, primarily their peers. Most research on Black student engagement shows that they receive support from their peers, particularly their Black peers (p. 209). For this reason, researchers found it most appropriate that the person facilitating these support groups is a Black student leader.

Another recommendation that the researchers would like to propose to the Dean of Students office is to have the Director of Bias response or a representative of the Dean of Students office present at Student Staff trainings for Residential Life focused specifically on the misconceptions that students have about reporting bias incidents. The researchers would then hope that the Dean of Students office would encourage Resident Assistants and CommUNITY Educators within RPS to emphasize these misconceptions during community floor meetings and general interactions with the students who live on campus

### **Conclusion**

The COVID-19 pandemic in addition to a “racial pandemic” has introduced additional difficulties for Black students on campus. Overall, research shows that general safety on campus has not been cultivated on campus prior to the pandemic and continues to be a stressor with the mask policy enforcement. Support on campus, while available for the student population, is not presented in appropriate ways to be utilized as such to enhance the student experience, specifically the Black student experience. General safety and support on campus is necessary for successful collegiate experiences and must be advocated for as we continue to navigate COVID-19 and eventually, a post-COVID world.

## Appendix A: Demographics Questions

The list of demographic questions, per the Qualtrics survey, are as follows:

1. *First and Last Name*
2. *What are your pronouns?*
3. *IU Email*
4. *Age*
5. *What is your gender identity?*
6. *What is your ethnic identity?*
7. *What is your current year at Indiana University-Bloomington?*
8. *Do you currently live on campus?*
  1. *If yes, do you live in a residence hall or Greek facility?*

Qualtrics Link (preview):

[https://iu.co1.qualtrics.com/jfe/preview/SV\\_bEs0tMkogSyMd7L?Q\\_CHL=preview&Q\\_SurveyVersionID=current](https://iu.co1.qualtrics.com/jfe/preview/SV_bEs0tMkogSyMd7L?Q_CHL=preview&Q_SurveyVersionID=current)

## Appendix B: Individual Interview Protocol

- Introduction
  - Welcome participants
  - Introduce yourself as facilitators and graduate student researcher
  - Explain what individual interviews are
  - Allow participants to introduce themselves (Name, pronouns, year, fun fact)
- Purpose of Study & Confidentiality
  - The purpose of this study is to gather student narratives about their personal experiences regarding mask enforcement policy in order to make recommendations for the Dean of Students office to consider in order to further support Black students and mitigate unnecessary harm that Black students experience.
  - Due to the virtual feature of the individual interviews, the researchers took notes and audio recorded the interview sessions. It is important to note that this aspect of the interview was communicated with participants and only researchers had access to these recordings. The recordings were immediately destroyed following the completion of the study.
  - Pseudonym
- Introduction of questions
- Individual Interview Questions - Back and forth
  - What has been your experience as a Black student on Indiana University's campus?
    - How has that changed through your years at IU, if at all?
    - Has your experience changed at all with the transition to virtual learning?
  - Can you speak specifically on your experience with your feelings of safety on campus before compared to now in a COVID environment? Has that changed with COVID rules and regulations?
  - Do you feel that wearing a mask is important? Why or why not?

- What are your thoughts and feelings on the mask policies in place around campus?
- What has been your experience with wearing masks on campus?
  - In relation to being a Black student?
    - Black woman?
    - Black man?
    - Black gender non-binary, if applicable?
- What experiences have you had in relation to mask enforcement that may differ from non-Black people on campus?
- Have you experienced aggressions or microaggressions on campus due to mask policies? How did you navigate those experience(s)?
- Aggressions or micro-aggressions as a result of racial identity?
- Did you find support on campus after experiencing these situations? How did you utilize those resources?
- (If applicable) Are you aware of services that are provided through the Dean of Students Office (ie bias incident reporting, CARE reporting)?
  - If yes, have you utilized these?
  - If no, would you seek these out if you knew more about support the office provides?
- What resources have you utilized on campus to find support during COVID? What are resources you have heard of but may not have utilized them yourself?
- Would you like to discuss other aspects of your experience as a Black person on IU's campus in relation to mask policy enforcement?
- Close individual interview session
  - Thank participants
  - Provide contact information if further follow up is requested
  - Explain how data will be analyzed and shared
- During individual interviews
  - Utilize guided questions to prompt participants
  - Use probes and follow up questions where needed

## References

- American Psychological Association, Divisions 16 and 44. (2015). *Key terms and concepts in understanding gender diversity and sexual orientation among students*. Retrieved from <https://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/key-terms.pdf>
- Baxter Magolda, M.B. (2001). Pathways into young adulthood. In M. B. Baxter Magolda *Making their own way narratives for transforming higher education to promote self-development* (pp. 37-70). Sterling, VA: Stylus.
- College Factual. (2020). IU Bloomington student population stats. Retrieved from <https://www.collegefactual.com/colleges/indiana-university-bloomington/student-life/diversity/#chart-age-diversity>
- College Tuition Compare. (2020). Student population at Indiana University-Bloomington (IU). Retrieved from <https://www.collegetuitioncompare.com/edu/151351/indiana-university-bloomington/enrollment/>
- Cox, W., Dorley, T., McDougal, S., Wodaje, H. (2018). Black Student Engagement: Resilience & Success Under Duress. *Africology; The Journal of Pan African Studies*. 12(7). 192-215.
- Crenshaw, K. (2017). *The urgency of intersectionality* [Video file]. Retrieved from [https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality?language=en](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en)
- Easterwood, A. (2016). Racial Stressors and the Black College Experience at Predominantly White Institution. 1-49. doi: 129.237.33.46
- Ethnicity. (n.d.). In Dictionary.com dictionary. Retrieved from <https://www.dictionary.com/browse/ethnicity>
- Hart, J., Fellabaum, J. (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education*, 1(4), 222-234.
- Hughes, J. L., Camden, A. A., Yangchen, T. (2016). Rethinking and updating demographic questions: Guidance to improve descriptions of research samples. *Psi Chi Journal of Psychological Research*, 21(3), 138-151.
- Hurtado, S., Milem, J., et. al (1998). Enhancing campus climates for racial/ethnic diversity educational policy and practice. *The Review of Higher Education*, 21(3), 279-302.
- Indiana University (2018). *Campus Minority Enrollments Compared to Peers*. Retrieved from [https://uirr.iu.edu/facts-figures/enrollment/diversity/IUBLA\\_peer\\_comparison\\_2020.pdf](https://uirr.iu.edu/facts-figures/enrollment/diversity/IUBLA_peer_comparison_2020.pdf)
- Jones, T. L., Baxter, M. A. J., Khanduja, V. (2013) A quick guide to survey research. *Annals of The Royal College of Surgeons of England*, 95(1), 5-7.

- Keonya, B., Merriweather, L., & Campbell-Whatley, G. (2016). The Effects of Diversity Training on Faculty and Students' Classroom Experiences. *International Journal for the Scholarship of Teaching and Learning*, 10(1), 1-9.
- Lowe, M. R., Stroud, A., Nguyen, A. (2017). Who looks suspicious? Racialized surveillance in a predominately white neighborhood. *Social Currents*, 4(1), 34-50.
- Mukherjee, N., Huges, J., Sutherland, W. J., McNeill, J., Van Opstal, M., Dahdouh-Guebas, F., & Koedam, N. (2015). The Delphi technique in ecology and biological conservation: Applications and guidelines. *Methods in Ecology and Evolution*, 6, 1097–1109
- Museus, S.D. (2014). The culturally engaging campus environments (CECE) model: A new theory of success among racially diverse college student populations. In M.B. Palmer (Ed). *Higher education handbook of theory and research* (pp. 189-227). Springer.
- Nyumba, T., Wilson, K., Derrick, C. J., Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and Evolution*, 9, 20-32.
- Peterson, M. W., & Spencer, M. G. (1990). Understanding academic culture and climate. In W. G. Tierney (Ed.), *Assessing academic climates and cultures. New directions for institutional research* (No. 68, pp. 3–18). Jossey-Bass.
- Perry, W. G., Jr. (1970). *Intellectual and ethical development in the college years*. Holt, Rinehart and Winston.
- Rankin, S. R., & Reason, R. D. (2005). Differing perceptions: How students of color and White students perceive campus climate for underrepresented groups. *Journal of College Student Development*, 46, 43–61.
- Ruiz, N., Horowitz, J., & Tamir, C. (2020). Many Black and Asian Americans say they have experienced Discrimination amid the COVID-19 outbreak. *Pew Research Center*. <https://www.bing.com/newtabredir?url=https%3A%2F%2Fwww.pewresearch.org%2Fsocial-trends%2F2020%2F07%2F01%2Fmany-black-and-asian-americans-say-they-have-experienced-discrimination-amid-the-covid-19-outbreak%2F>
- Saldana, J. (2015). *The coding manual for qualitative researchers*. SAGE Publications.
- Thomas, S. L. (2006). Sampling: Rationale and rigor in choosing what to observe. *The SAGE handbook for research in education: Engaging ideas and enriching inquiry*, 393-404.
- University Institutional Research and Reporting (2020). *Proportion of Degree-Seeking Minorities Among Known, Domestic Students*. Retrieved from [https://uirr.iu.edu/facts-figures/enrollment/diversity/1-IU\\_BL\\_base\\_2020\\_update.pdf](https://uirr.iu.edu/facts-figures/enrollment/diversity/1-IU_BL_base_2020_update.pdf)

United States Census Bureau. (2013). 2010 Census race and Hispanic origin alternative questionnaire experiment. Retrieved from [https://www.census.gov/2010census/pdf/2010\\_Census\\_Race\\_HO\\_AQE.pdf](https://www.census.gov/2010census/pdf/2010_Census_Race_HO_AQE.pdf)

U.S. News. (n.d.) *Indiana University-Bloomington*. Retrieved from <https://www.usnews.com/best-colleges/indiana-university-bloomington-1809/student-life#:~:text=Indiana%20University%2D%2DBloomington%20has,of%20students%20live%20off%20campus.>

Williams, J. L., Youmans, Q., R. (2020). *Two pandemics, one responsibility: Constructing a response to COVID-19 and systemic racism*. American College of Cardiology. Retrieved from <https://www.acc.org/membership/sections-and-councils/fellows-in-training-section/section-updates/2020/06/12/14/42/two-pandemics-one-responsibility-constructing-a-response-to-covid-19-and-systemic-racism>