

Experiences with Diversity: An Exploratory Study

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**Abstract**

A study was conducted at Aurora University, a small private mid-western campus, which included 195 participants. A questionnaire was designed to gather information regarding four categories: demographics, factual information about participants' experiences with racism, perceptions of racism, and a set of open-ended options. While a large amount of data was collected, the primary questions utilized in analysis were regarding participants' perceptions of the existence of racism, to what extent racism is a problem, their self-report of their own prejudice, and the rating of the racist climate on Aurora University's campus. In analysis there was evidence of significant differences in the way Blacks rated racism in comparison to Whites and Latinos. Similarly significant differences were found when comparing participants' results based on their year in school.

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### **Background**

This writer lived in Pekin, Illinois her entire life until moving away to college. Pekin, IL is a medium-sized town of approximately 34,000 people near the Heart of Illinois. Pekin could not be considered a racially diverse town. Rather, a person would be pressed to find someone in the town who is not white.

Pekin has a reputation for being racist. Much of this reputation is likely a derivative of the legacy of the community high school's mascot, the "Chinks," a derogatory term for a person of Chinese descent. Literally, at basketball games a "chink" and "chinklette" would come to the center of the court and bow. This became controversial in 1964, when Pekin High won the state basketball championship. While the ceremony was reportedly done respectfully, with time, enough outrage erupted in response to using the racial slur that the official mascot was changed.

While the mascot may have changed, the "chink" legacy remains. Going along with the theme, Pekin also supported the "Chink Rink", a local roller skating arena. The name of this facility existed into the 80s, even after the mascot changed. Today, in 2010, there are rumors of racism in Pekin, IL that linger, and subtle things are interpreted as having racial undertones. For example: There was a sign on a bridge at one of the major entrances to Pekin that read, "No blacks after 5:00PM". There was a business in Pekin closed within the last three years, but whose building and sign still stands that was named Karen's Kountry Kottage. One could wonder what intentions were behind the choosing of the name. There is a rumor that the KKK meets in McNaughton Park on Tuesday nights. As a personal example, my father picked up a KKK business card at a store in South Pekin at a store approximately five years ago.

## Literature Review

### Introduction

In 2010, some people may question whether racism exists. While there have been shifts in the way racism is demonstrated, evidence of its current existence can be detected. The type of racism that today's society is confronted with may be less obvious. This is not to say that blatant racism has disappeared either, but that it is less frequent and seemingly less severe. On the other hand, modern racism, or the continuation of racist thoughts and feelings, is pervasive. Jokes, snide comments, and disapproving looks are common ways in which modern racism is executed. However, not everyone recognizes racism in contemporary society.

The likelihood of people being exposed to others who are not like them at some point in their life is high. Since people often live and interact in areas in which they will be relatively close to other people who are different from them, it is important to investigate how they view each other. Unfortunately, it is unlikely that people will be honest in revealing prejudices held against other groups because it would reflect negatively on the confessor. In addition, there is a range in how individuals define racism, including what constitutes racism, and how prevalent or serious it is. For this study a survey was designed to explore views of racism and experiences with racism, as related to their diversity exposure growing up and among their friends.

### General

Historically, race has been an issue that has divided people, driving separation between groups. There have been movements towards integration and multiculturalism, but where does society stand today, in 2010? In a day in which a black man has been elected President of the United States of America, some people may question whether racism exists. While this study will examine participants' perception of racism today, including to what extent they believe racism exists, it is important to look at

the roots of racism to better understand the evolution that has taken place, as well as what prospects are for the future. Sydell and Nelson (2000) state that “although Civil Rights reform in the 1960s inaugurated an era of forced semiequality between the races, it may be that emotion and cognitions cannot be legislated” (p. 627). Thus, even with progress, it is likely that racism has not been completely eradicated. Yet, not everyone agrees. Fischer and Good (1994) reflect about the value of perceptions, concluding that they are an important informative source of information regarding people’s experience of experiences, but “may say little about actual behavior” (p. 353).

### **Prejudice**

“Historically, prejudice has been assessed as an explicit, consciously held negative evaluation... [that] has typically predicted more deliberate behaviors” (Zanna, Hing, Chung-Yan & Hamilton, 2008, p. 971-2). “Deliberate”, “outward”, “vocal”, “expressive”. These terms and many others can be used to describe what is meant by the term explicit prejudice. The term explicit prejudiced can also be equated with overt and/or blatant prejudices, which are terms used throughout pieces of literature on prejudice and racism. While these terms do not have identical meanings, they are related and occur in much research. Being aware of the linguistic overlaps may help alert the reader for future reference readings.

It has been reported that the social acceptability of explicit discrimination has decreased over time (Smith and Ross, 2006). In short, being upfront about why certain practices are used and certain people chosen over others is no longer allowed to be explained by race, even if race is at the root of the decision. If explicit prejudice was allowed, there would not be an issue with these practices. Fisher and Hartmann (1995) report that data suggests that minority students are reminded daily of their minority status, which can influence their feelings of being out of place and uncomfortable on predominantly white campuses. These reminders, however, may not always be intentional. In a follow-up study at a

university, it was found that “both overt and covert forms of racism persist” even showing a significant increase in both in comparison to the original study” (Pillay & Collings, 2008, p. 1061). This information suggests that while not all encounters with prejudice are explicit, that many may still be, and the events are not going unnoticed by all of the people involved.

Implicit prejudice may be less intentional. Zanna, Hing, Chung-Yan and Hamilton (2008) describe implicit prejudice as “automatically activated negative associations with an outgroup... [that] has predicted more spontaneous behavior, such as nonverbal friendliness” (p. 972). The concept that this type of prejudice is automatic is essential to attempting to understand its existence and function in society. Implicit prejudice could be a feeling, or a gut reaction. The feeling could be recognized by the person, or the person may be oblivious. However, even if the person displaying implicit prejudice is not aware that he or she is doing so, that does not mean that the effects go unfelt. D’Augelli and Herschberger (1993) state that “covert discrimination, such as being ignored by faculty or other students, surely has an impact on African American student’s perceptions of campus climate” (p. 69). It is likely that being on the side the prejudice is against could cause many people angst in multiple areas of their lives. Thus, even when harm is not intended, people can be hurt by the effects of implicit prejudice. As specificity increases, the type of prejudice can be labeled, leading to more descriptions of how that form of prejudice is utilized in society.

### **Racism**

Racism is a difficult term to define. If 100 people were asked to define racism, it is very possible that 100 different responses would emerge. For the purpose of this study, Raby (2004) will be referenced for an initial definition of racism as: “any action or institutional practice... that subordinates people because of their colour or ethnicity” (p. 368). If racism was only a term, it would seem much more manageable. Unfortunately, there seems to be evidence of existence of racism far surpassing a

one-dimensional description. Similar to prejudice, there are even varying forms of racism that have been described. In the following paragraphs some of the key forms that have been the topic of much attention in research will be briefly explained.

Modern racism could be considered the hot-button issue of recent research on racism.

Examples of “modern racism could include opposing affirmative action or feeling uncomfortable around people of another race” (Sommers & Norton, 2009, p. 119). Thus, modern racism is not supported by obvious racist action, but rather more underlying thoughts and low-key and non-direct expressions of these thoughts. One may question how this specific form of racism came to be. One predominant theory includes the notion that modern racism may emerge when “it is no longer socially acceptable to express views reflecting prejudice or white supremacy” (Pillay and Collings, 2004, p. 608). If this theory is accurate, the roots of modern racism likely date back to the civil rights movement, moving towards a pinnacle since that point, which may have not even been reached yet. It has been argued that modern racism is more deeply ingrained into society because of its subtlety (Pillay and Collings, 2004). While many people verbally and internally oppose racism, it may be difficult to combat if it is not easily recognizable.

The development of modern racism has taken place over the last few decades. The continuation of modern racism may be viewed by observing children and considering the influence of in-group bias. According to Aboud and Doyle (1996), “with age, children appear to adopt more positive attitudes toward the out-group, while simultaneously maintaining their early pro-White/anti-Black bias” (p. 373). Children seem to initially favor the majority, yet begin to acknowledge and accept minorities as they get older and are potentially exposed to diversity. Still, the bias that was instilled early on may not completely disappear. This phenomenon may allow for polite interactions, with roots of self-preference lingering under the surface. If children are developing two ideologies simultaneously, it makes sense

that they would counter each other, predominantly neutralizing each other in day-to-day interactions. However, the existence of both may also allow for occasional imbalances in some and more permanent imbalances in others. The balancing act offers opportunity for small slips, whether intentional or not, to come out, demonstrating the roots of racism buried beneath polite social interactions.

While modern racism may be a form of racism not uncommon to the twenty-first century, there is nothing to say the traditional racism has completely disappeared. In fact, a study by Jones suggests confirmation that old-fashioned, traditional racism does exist, and that it may be possible for multiple forms of racism to coexist (Pillay and Collings, 2004, p. 608). The decrease in traditional racism may be “perhaps in part because of changes in law and public policy” (Entman, 1992, p. 342). Examples of traditional racism that can be seen today “could include violence toward a person because of race or use of racial epithets in conversation” (Sommers & Norton, 2009, p. 119). Unfortunately, traditional racism still occurs, even if its presence is not as chronic as in the past. Similarly, the severity of many of the examples of traditional racism may be more minor, yet still significant, than previous examples.

A term used less frequently is aversive racism. One reason for the limited use of the term is the unfamiliarity with the term and the confusion with the relating overlap between aversive and modern racism. Aversive racists

“unconsciously hold negative feelings toward out-group members due to normal cognitive, motivational, and sociocultural processes, such as the in-group bias or exposure to a hierarchical society... Theoretically, aversive racists differ from modern racists in that they are more liberal and they have internalized nonprejudiced values to a greater degree” (Zanna, Hing, Chung-Yan & Hamilton, 2008, p. 973).

Aversive racism may be the type of racism that is most commonly exhibited. Sniderman and Tetlock (1986) offer the example that “the person who disagrees with court-ordered busing or with racial quotas *is a racist* (p. 174). People may claim to value diversity and equality, but still end up reinforcing notions of stereotypes by their comments and actions.

Zanna, Hing, Chung-Yan & Hamilton (2008) state that “modern racists believe that discrimination no longer exists and that Blacks are making too many demands that upset the status quo” (p. 972). By this definition, modern racism could be equated as quite similar to aversive racism, even if not identical. In not believing that discrimination takes place in present day society, modern racists are not as likely to recognize racism that is around them, including aspects of racism that they themselves may be taking place in. Similarly, “racism may take precisely the form of supporting the principle of equality, but resisting implementation of it” (Sniderman and Tetlock, 1986, p. 174).

### **Influences on the Development of Racism**

While knowing some of the foundations of prejudice and racism can be beneficial, learning about how racism develops may offer more insight as to how to combat it and prevent its development in the future. With this in mind, the following paragraphs will offer information regarding influences that are commonly referenced to have an impact on people’s development of racism.

Parents are often given credit for how their children turn out, whether good or bad. When considering the development of prejudices in children, parents and the way children are raised are often cited as critical factors. And Doyle contrast two options of the possibilities in how children are impacted by their parents in their development of prejudice. “[C]hildren receive direct training in attitudes from their parents or, more likely, simply observe and imitate racial labels and their associated emotions” (1996, p. 372). This quote highlights the uncertainty and discrepancies in how prejudices develop and what impact varying factors have on outcomes for children. Parents can initiate positive reinforcement

in addition to allowing their children to watch and imitate their behaviors as a means of developing, or not developing, racist attitudes (Smith and Ross, 2006, p. 2753). Essentially, parents are models of nearly all behaviors to children, including what they believe and how they act and interact. Sinclair, Dunn and Lowery (2005) thought that children who had a strong connection with their parents would more closely develop racist attitudes similar to their parents. In the results, they found that there was a “positive relationship between parental prejudice and children’s implicit racial prejudice” (Sinclair, Dunn & Lowery, 2005, p. 286). “When parental identification was one standard deviation above the mean, there tended to be a positive relationship between parental prejudice and children’s explicit racial prejudice” (Sinclair, Dunn & Lowery, 2005, p. 287). Thus, research shows that parental prejudice impacts children thought processes and may even impact their actions if the level of parental prejudice is at a more extreme, high level. While these results can be discouraging when looked at solely through the lens of passing on and teaching racism, there be a positive slant as well. According to Aboud and Doyle, a study done by Branch and Newcombe in 1986 found that parents who reinforced that minorities were good, had kids who also agreed with this thought. Later, it is said that distortion among children’s thoughts can occur when parents do not take the initiative to discuss their racial views (Aboud & Doyle, 1996). Parents can teach a positive message. The amount of racism passed down can be limited with intentional efforts. And, even if parents do not discuss their racial views, expressions about concern for others may influence children to have a more positive attitude towards minority groups (Glover, 2001). While positive statements regarding minorities may more quickly minimize the development of racism, positive but race-neutral statements may also act to work towards a similar goal, just in a slower fashion.

Peers undoubtedly have an impact on most people. One may question how this impact would play into the development of racism. While parents may be viewed as a more significant influence, a study by Aboud and Doyle (1996) may suggest that other factors may be as, if not more, influential. The

study was conducted in an attempt to determine if racial attitudes of middle-schoolers were correlated to their mothers'. While there was a correlation, it was a weak one. This finding suggests that other factors, such as peers, may be as or more influential on children's' development of prejudices. Peers are a conundrum for analysis of which factor has the, or the most, prominent influence. While many friends have some similarities in attitudes, there is a question as to whether friends are drawn to each other because they have similar attitudes and beliefs, or if friends shape each other as more time is spent (Aboud & Doyle, 1996). Both possibilities could have, and likely do have, an impact. In a study of adolescent females, it was found that "young people hold multiple and at times contradictory views on racism" even showing a "denial of racism while citing instances of racism" (Raby, 2004, p. 368). Contradictory views may be a result of a compilation of factors, such as the potential blending of beliefs from the impact of hearing of friends' thoughts.

While parents and peers may be two often cited factors for the development of racism, certainly many more factors are involved. Of these many factors, media may be an area to focus attention. "Local news may be one vehicle through which television helps, inadvertently, both to preserve and transform cultural values" (Entman, 1992, p. 341). In viewing materials, stereotypes could be reinforced or new ideas could be introduced. In looking what the overarching current influence has been, it may be beneficial to review patterns of modern television. In criminal news reports, blacks were more often shown in motion, as well as physically held, than whites. Black people's names were often included less frequently (Entman, 1992). While seemingly insignificant when watching one clip, in the long run this pattern can have an effect of how people perceive people of different races. For instance, being shown in motion makes the crime seem more active, like the people who committed the crime are more of a threat than those not shown in motion. Being held is a belittling act which takes power from the people and suggests that these people were out of control and are not trustworthy. Not being named

dehumanizes the person who committed the crime so it may be easier for cast the person off and see them as deserving of more severe punishment. This is a contrast to the way whites are depicted. While the white people shown are still presented as criminals, the overall effect is that they are humans who made a bad decision, in contrast to the black people who could more easily be perceived as dangerous raging animals.

Another factor that has been offered as a potential factor is a person's environment. Smith and Ross suggest that the population and diversity of a person's hometown may influence the development of racism (2006, p. 2752). These suggestions seem to say that the environment that a person's childhood took place in, where much personal development of varying kinds takes place, may play a part in the development of racism. There seems to be connection in regards to the diversity of a place, with larger, more populous cities being more likely to have a diverse representation of races and cultures, among other things. However, there are also questions regarding whether exposure to diversity is enough to combat the development of racism, or if more direct connections are needed to truly make a difference.

### **College Campuses**

College campuses have the potential to be a place of new experiences with diversity, understanding, and integration. However, even when a variety of minorities are well-represented on a campus, it may not be uncommon to see racial groupings on campus. Especially on campuses that are predominantly white, minority students may be impacted by being in and making the decision to be in that environment.

African American students must make significant personal, family, and social adjustments to attend predominantly White institutions, especially if the campus is geographically distant from their homes. Many come from communities and high schools in which they were in the majority; on the

college campus, however, they are a distinct minority. Additionally, they are confronted and must deal with racism on campus. While many colleges attempt to enroll a diverse body of students, different groups of students may have contrasting experiences of the campus environment (Ancis, Sedlacek & Mohr, 2000, p. 180).

When the number of minority students on campus is small, these students have a higher potential for feeling the impact of the racism that exists on campus. If a larger minority population existed on campus, the negative comments, for example, that were said, may be more dispersed among the group. With the smaller number, the concentration of the brunt of racism may be felt more intensely by the students in the targeted group. Ehrlich's (1990) report on campus ethnoviolence found pervasive reports of discrimination, most of which was verbal, even if most African American students had escaped harassment themselves, they knew of others' harassment on campus (D'Augelli and Herschberger, 1993). This report reinforces the idea that certain groups may bear A study conducted by Sydell and Nelson found a significant difference in the way whites and blacks rated their satisfaction with interracial relations on campus, with white people being more satisfied than black people (2000, p. 633). "White students not only experienced limited discrimination, they also seemed to lack recognition that interracial tensions and conflict exist for a significant portion of the student body" (Ancis, Sedlacek & Mohr, 2000, p. 183).

The study conducted showed there are large separations in the racial make-ups in the social networks of blacks and whites (D'Augelli and Herschberger, 1993). Gurowitz notes that "self-segregation should be recognized as 'withdrawal or separation from the institution because of discomfort and a lack of feeling of an institutional membership'" (Fisher and Hartmann, 1995, p. 124). 34% of African American's said they had changed their behavior to avoid racial harassment (D'Augelli

and Herschberger, 1993). A study conducted by Ferguson found that 70% of white students believed that racial tension was absent, 64% of black students disagreed (Fisher and Hartmann, 1995).

### **Current Study**

While research relating to racism is abundant, there are many discrepancies in results, opinions, and conclusions. There seems to be a consensus that many factors contribute to the development of racism, yet which factors are most influential has not yet been agreed upon. There are also many questions that seem to go utterly unaddressed. The repeated documentation of racial disparities on college campuses seems to offer a ripe ground for harvesting information regarding the subjects of diversity and racism.

## **Methods**

### **Subjects**

The participants represent a convenience sample of students at Aurora University. There were 195 participants in the study. The mean age of the subjects was 20.06 years. 12.8% of the participants were Latino/Latina, 70.3% were White/Caucasian, and 8.7% were Black. The remaining 8.2% claimed races that occurred less frequently in the study, such as Native American, Asian, Pacific Islander, Biracial, or Other. 31.4% of participants were freshmen, 31.4% sophomores, 21.5% juniors, and 15.7% seniors.

### **Materials**

The researcher created a survey to be used to collect data. The survey was designed to primarily elicit quantitative data, meaning that the responses to the survey will be able to be analyzed numerically. The survey focused on people's experiences, basic childhood environment history, and recognition of racism in others to examine factors that may influence perceptions of racism. A small amount of qualitative data was also collected near the end of the survey (ex: questions 20-22 in appendix

B). The survey was broken into four categories, demographics, factual information about experiences with diversity, perceptions, and open ended questions. Within the questionnaire, four research questions were identified. The research questions included:

1. To what extent do participants perceive racism as a current social problem?
2. To what extent do participants perceive racism as a current problem at Aurora University?
3. To what extent do participants self-report prejudice?
4. Do any of these estimates vary by relevant covariates, such as age, sex, hometown, population, exposure to diversity, or parental educational attainment?

**Diversity experiences** The “factual” category is very similar to the demographic section. Essentially, the factual section is factual information, specifically questions that ask about what and where. The answers were straight-forward rather than contemplative, although the questions may have required a focused recollection. Information that fell into this category includes questions regarding populations, a participant’s “home town” and current place of residence, as well as racial diversity of friends and family. These questions were also regarded as being highly prevalent to the potential analysis.

**Perceptual** The “perceptual” category includes questions which were designed and included to gain insight as to how different people view different issues. These items were set up as Likert scales, ranging from 1 to 7 with corresponding verbal explanations as an extra means of clarification. Items in this category include rankings of a variety of family members, including mom, dad, maternal grandmother, maternal grandfather, paternal grandmother, and paternal grandfather. Additionally, there were contemplative questions that are the primary questions of analysis. The primary questions focus on the extent racism exists today, and is a problem today, as well as how prejudicial the participant considered themselves and how they view the climate on Aurora University’s campus.

**Open-ended** The open ended questions allowed participants to write in examples from their beliefs and experiences. With each question, however, a participant was able to list more than one example, creating a list of responses. Excel spreadsheets were created for the different questions so answers could be organized and quantified. The questions in the open-ended section include what diverse on-campus groups are participants involved in, what areas, if any, they believe are more racist than others, and what types of racism they have seen or experienced in the last five years.

**Research questions** The first research question participants were asked to respond to was, “Racism exists today” This question arose out of interest in what people consider to be racist. People may believe racism does not exist anymore or maybe even that it never did. While it seemed a stretch for people to not see any twinge of current racism, there was a thought that traditional or blatant racism may be the only type of racism recognized. With the wide array of studies regarding differing types of racism, including modern racism, it became evident that modern racism may not be recognized as racism by all people. If only traditional racism is recognized, and this type is not occurring, or not in the frequency and intensity it once was, some people may not have been exposed to traditional racism and thus believe that racism in general does not exist.

Of primary interest is to what extent participants perceived racism is a problem today, the second research question. This question came as a result of the hypothesis one person could self-identify as a racist after having been called one by other people. This person may recognize statements or actions that are “racist”, but see absolutely no problem with those statements or actions taking place. While many people would perceive racism exists, internally they may not view it as being inappropriate. Situations can sometimes be seen in which people will verbally reject the acceptability of racism in one statement, and then almost immediately say something else that demonstrates a jibe at or oppression of a specific racial group. Overall, racist actions may have changed over time. However, there may still be

thoughts in people's heads that would support racist actions, even if the frequency and severity of the racist actions may have faded, likely as a result of social acceptability. Thus, people may be capable of saying what is "supposed" to be said and believed, but occasionally say things that make it evident other thoughts and beliefs are active under the surface. This question may be the most important of the four.

Participants' own prejudices proved to be the most delicate to include in the survey. Racism and prejudices can be a very sensitive topic, especially when discussing a person's own experiences and beliefs. The social acceptability aspect likely plays a large part in how people answer this question. Although there were identity protections in place, fears regarding another participant seeing their answer if they are honest could impact people to change what they write down. Participants choosing to complete the survey also knew the researcher would see the results and may be able to somehow connect the responses to a person. This has the potential to influence the participant to feel that if they are honest they may somehow be embarrassed or be seen as a "bad" person. Knowing whether a person self-identifies or recognizes they are racist or have racist tendencies is very interesting. There was a question as to what the range and frequencies of responses to this question would be, specifically if results would hit the upper end at all. To what extent people would mark that they are not at all prejudiced was also of interest, and thus this item was included in the questionnaire.

Experiences on campus may influence perceptions, so it made sense to include a measure to investigate some element of the campus environment. This last question, asking about the racial climate on Aurora University's campus had potential to be impactful for the university. If ratings were high, for example, the data could be used to support an increase in diversity education and related programming in hopes to reach the students and potentially shape their views, and ultimately their actions, which would shape perceptions of campus. This question also led to opportunities to look for correlation between factors that may have a relationship with how racism is perceived.

## Procedure

After securing approval from the Institutional Review Board, survey distribution began. The researcher contacted professors who were teaching general education requirement classes to gain permission to enter the classroom and take class time to conduct the study. Confidentiality regulations and procedures were verbally explained at the beginning of the interaction. Informed consent forms were discussed, completed, and collected before the surveys were distributed to the students who voluntarily agreed to participate. Participants completed the questionnaires in approximately 10-15 minutes. Afterwards all members of the class and the professors were thanked for their time and cooperation.

## Results

### Descriptive Statistics

**Home state** Eighty-five percent of the participants consider Illinois to be their home state. While seventeen other location responses were given, only one other state was recognized as being the home state of more than one percent of the population.

There seems to be a disproportionate number of people from Illinois in the study, likely as a result of Aurora University being located in Aurora, IL. AU is also a small private university, not drawing wide-scale attention from around the country which would likely attract students from other locations.

**Home population** 10.8% of the participants marked they were from a hometown that had a population of less than 2,000 people. Other responses indicated that 20% were from towns with a population between 2,000 and 9,999, 39.5% from towns with 10,000-49,999, 11.3% with 50,000-99,999, 10.8% with 100,000-499,999, and 7.7% with 500,000 or more. These results suggest that a

higher portion of participants come from smaller towns than big cities, yet that over 50% were from moderate sized towns.

**Current residence population** 6.2% of the participants marked that they currently lived in a town that had a population of less than 2,000 people. Other responses indicated that 14.4% lived in towns with a population between 2,000 and 9,999, 30.9% in towns with 10,000-49,999, 11.9% with 50,000-99,999, 31.4% with 100,000-499,999, and 5.2% with 500,000 or more.

**Racial diversity of childhood home** 12.8% of participants came from hometowns whose population was comprised of less than one percent of people who would be considered a racial minority. 28.7% came from towns with less than 5% minority, 35.4% with less than 25%, and 23.1 with 25% or more.

**Racial diversity of childhood friends** In answering questions regarding their childhood friends, 17.4% said that all of their friends were the same race as them. 31.8% said that they had one or two friends who were not the same race as them, 28.7% had a handful, and 22.1% had many.

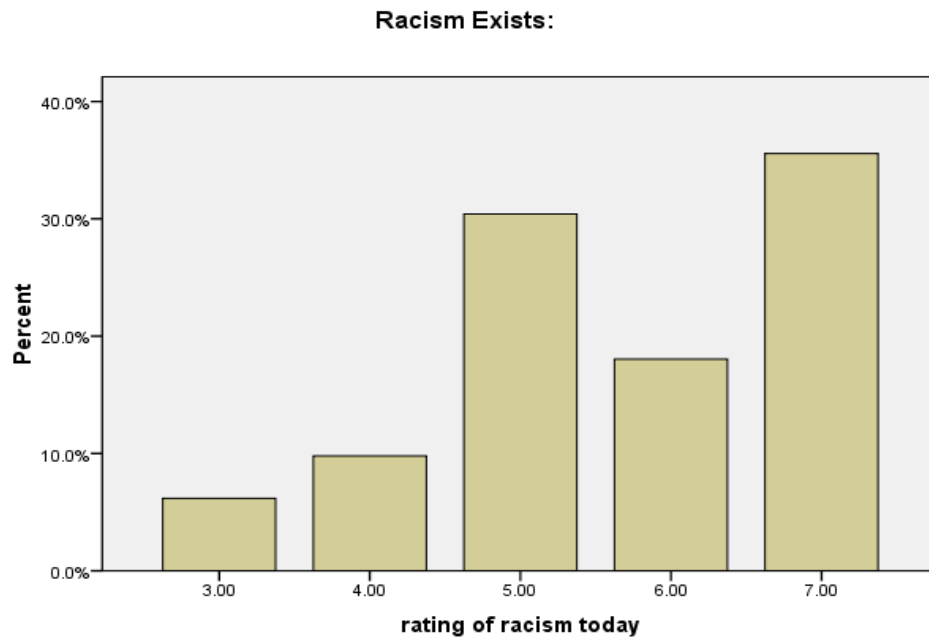
**Racial diversity of current friends** In answering questions regarding current friends, 4.6% of participants said that all of their friends were the same race as them. 16.9% said that they had one or two friends who were not the same race as them, 45.6% had a handful, and 32.8% had many.

**Races of friends** 55.9% of participants responded that their friends who are not the same race that they are were from a multitude of races. This number is the majority. Still, 36.9% said the diverse friends were predominantly from the same race. This number is also quite large. 5.6% said that all of their friends who were not the same race as them were from the same race, saying that they had friends that fell into just two race categories. Finally, 1.5% acknowledged that they had no diverse friends whatsoever.

**Races of immediate family** 80.5% of participants reported having no racial diversity within their immediate family. 15.4% have one or two exceptions from the family's majority, and 4.1% report several races being represented.

**Races of extended family** 48.2% of participants reported having no racial diversity within their extended family. 46.2% have one or two exceptions from the family's majority, and 5.6% report several races being represented.

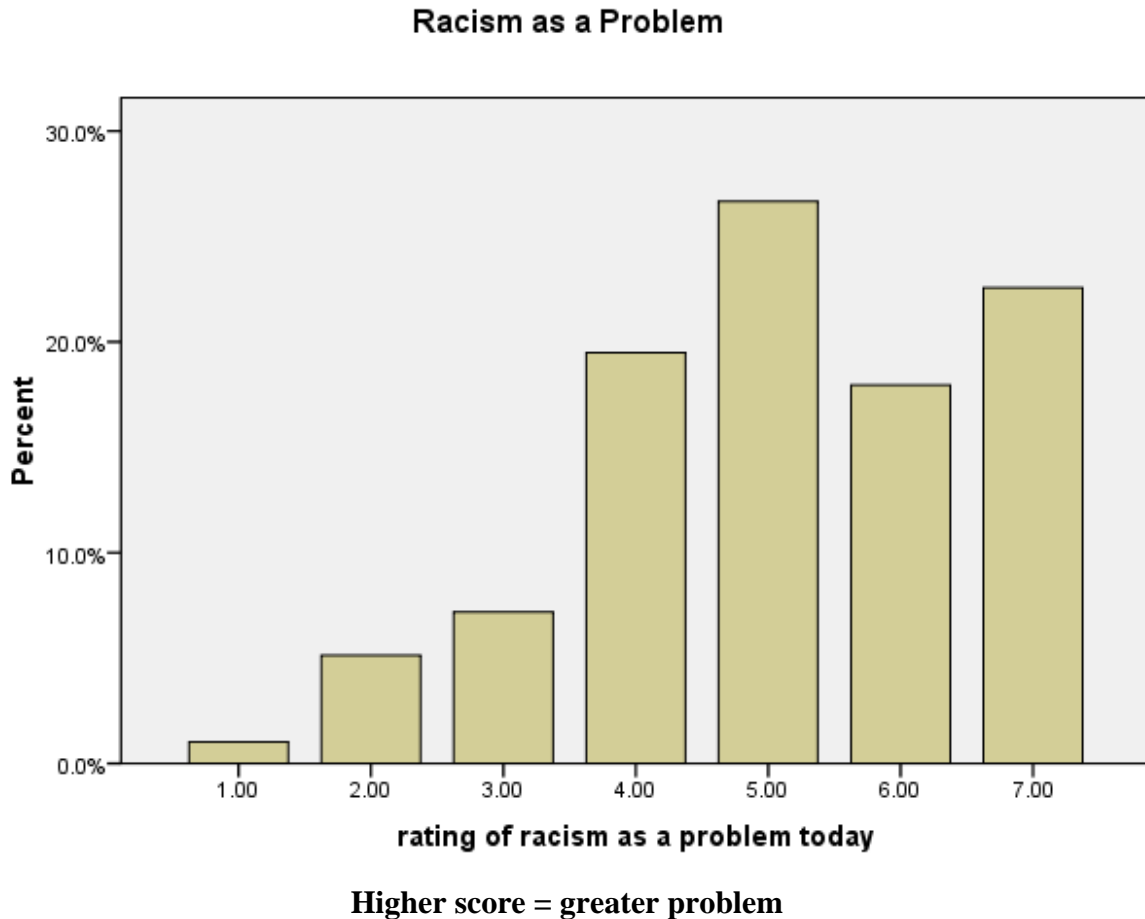
**Rating of racism today** Participants were asked to respond to what extent they believe that racism exists today. The range spanned from 1, no, there is no racism, to 7, yes, racism definitely exists. The middle areas were left blank for the participant to determine. It is assumed that 4, the middle of the scale, is a midrange point saying that racism exists to a certain extent. Zero participants answered with a 1 or a 2. 6.2% answered with a 3, 9.7% with 4, 30.4% a 5, 18% a 6, and 35.6% a 7. The following is a visual representation of the breakdowns of participants' recognition of racism's existence.

**Graph 1****Responses to the Question: Racism exists today”**

**Higher score = greater racism**

**Rating of racism as a problem today** The second rating scale asked participants to what extent they believe racism to be a problem today. 1 equated no, racism is not a problem and 7 yes, racism is a problem. This question was added because it was recognized that people could recognize that racism exists but that they could be ok with it or even support it. More likely, however, was the possibility that people would recognize it, but not see it as a big problem in general, or any longer. 1% responded with a 1, 5.1% with a 2, 7.2% a 3, 19.5% a 4, 26.7% a 5, 17.9% a 6, and 22.6% a 7. The following is a visual representation of the breakdown of participants’ ratings of racism as a problem today.

Graph 2

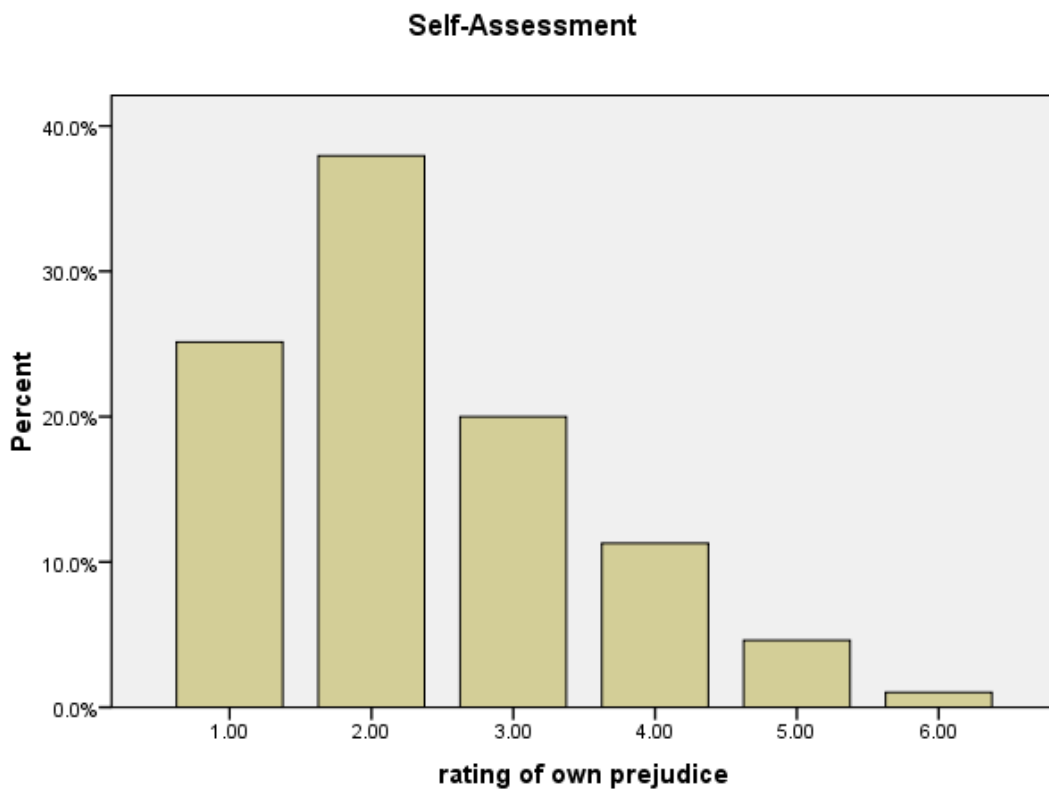
**Response to the Question: “Racism is a problem today”**

**Rating of own prejudice** The self-report of prejudice was quite possibly the most controversial question asked of participants. The question asked participants to rate themselves based on how prejudiced they considered themselves to be. The response options ranged from one to seven, one indicating not at all prejudiced and seven very prejudiced. This same range would go on to be used for all of the subsequent scaling questions regarding family members. The results showed that 25.1% of respondents rated themselves as 1s, 37.9% as 2s, 20% as 3s, 11.3% as 4s, 4.6% as 5s, and 1% as 6s. No

participants rated themselves as a 7. The following is a visual representation of breakdowns of participants' self-reports of their level of prejudice.

### Graph 3

#### Responses to the Question: "How prejudiced do you consider yourself to be?"



**Higher score = greater prejudice**

**Rating of family members' prejudice** To simplify the presentation of the results of a total of 6 questions, a chart, summarizing the percent of participants who rated each member of the family requested, will be included. The vertical columns represent what percent of participants rated the indicated member of their family as prejudiced at each level, 1-7. The chart is organized left to right to

first view the ratings on the maternal side of the family, followed by the paternal side. For space sake and readability within in the chart, either an M or a P is seen following the terms grandma or grandpa to indicate whether the grandparent is on the maternal (M) or paternal (P) side of the family.

**Table 1****Mean Ratings of Family Members' Prejudice**

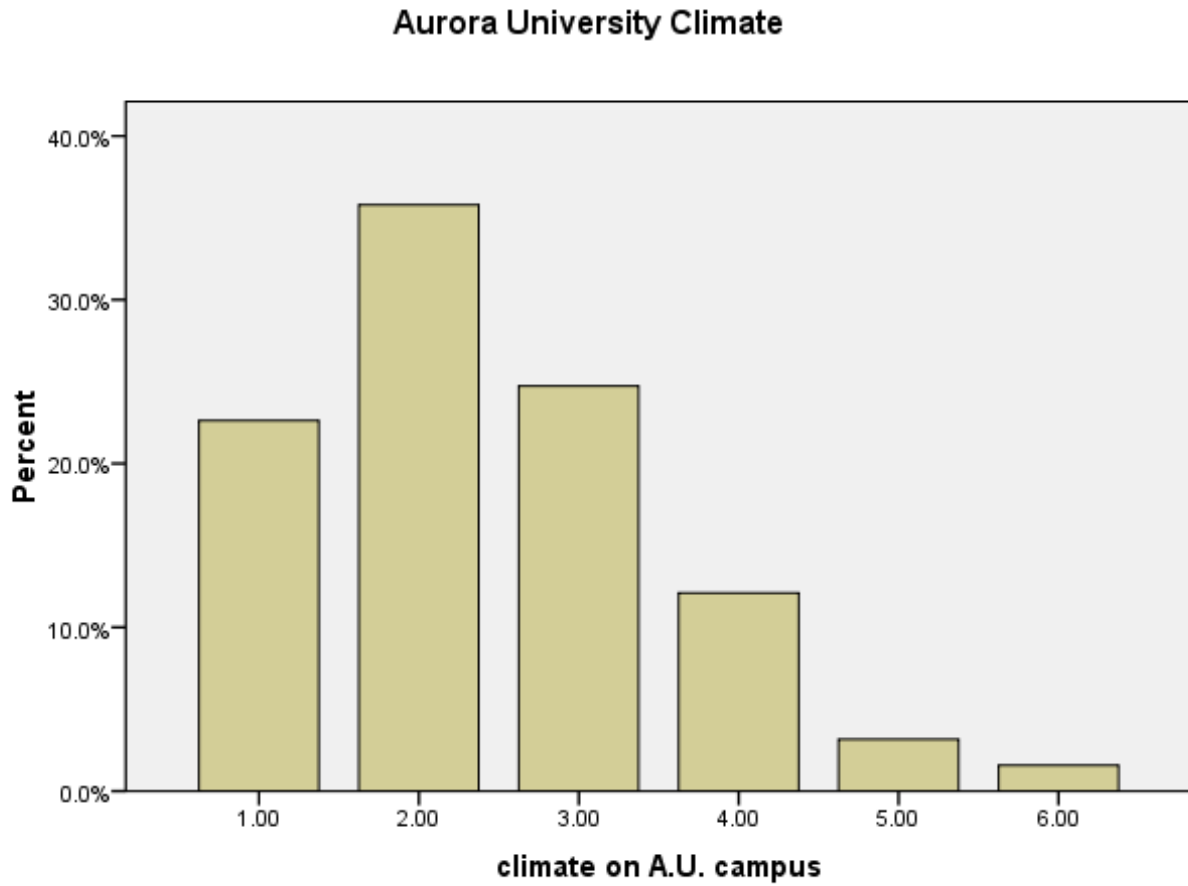
	<b>Mom</b>	<b>Grandma (M)</b>	<b>Grandpa (M)</b>	<b>Dad</b>	<b>Grandma (P)</b>	<b>Grandpa (P)</b>
<b>1</b>	18.9	17.1	11.2	16.9	17.3	7.9
<b>2</b>	28.4	11.2	8.1	23	17.3	11.2
<b>3</b>	21.1	14.1	17.4	14.2	10.7	16.4
<b>4</b>	15.8	15.9	15.5	14.8	18.5	22.4
<b>5</b>	10.5	17.1	18.6	14.2	14.3	14.5
<b>6</b>	5.3	13.5	16.1	10.4	16.1	14.5
<b>7</b>	0	11.2	13	6.6	6	13.2
<b>Avg. 2.86</b>		<b>3.90</b>	<b>4.23</b>	<b>3.44</b>	<b>3.67</b>	<b>4.20</b>

**Higher scores = higher prejudice**

**Climate on AU's campus** The final perception question inquired about participants' perception of Aurora University's campus in terms of level of racism. For this questions 1 equated not at all racist while seven equated very racist. 22.6% responded with a 1, 35.8% with a 2, 24.7% a 3, 12.1% a 4, 3.2 a 5, and 1.6% a 6. No participants rated the racist climate on Aurora University's campus as a 7. The following is a visual representation of the breakdown of participants' responses regarding the racist climate at Aurora University.

**Graph 4**

**Responses to the Question: How do you see the climate on Aurora University’s campus?**



**Higher scores = higher rating of racism**

**Membership in diverse campus groups** Participants were asked if they were involved with any organized group on campus which had diverse participants. In response to this question 56.3% said they were not a member of such a group. 43.8% said they did.

**Racist areas** Similar to the previous question, participants were asked whether or not they believed that certain areas, such as towns, counties, and/or states, are more racist than others, and if they answer yes, to list the areas. Of the respondents, 73.5% answered that they believed that yes, certain areas were more racist than others. 26.5% said no.

### **Responses to open-ended questions**

Of the areas that were specified in the open-ended portion of the question, the following are the percentages of how often a response fell into a category out of the total responses. For this question, there were 194 responses. However, 8 of the responses did not have a specific answer, but rather related answers such as, “none in mind at the moment.” These responses came from questionnaires where the participants stated that they believe that some areas are more racist than others, but the second portion of their response indicated a lack of a specific reference in mind when answering the first portion. Because these 8 responses were not true examples, they were subtracted from the total response number in calculating category percentages. In the end, the percentages of each category were: 25.3% the south, 12.4% smaller towns, 4.8% Chicago area, 4.3% rural, 2.7% large cities, 17.7% specific state, 24.7% specific town, and 8.1% other. The other category was comprised of responses such as: little diversity, low exposure to culture, lots of immigrants, rich, and higher class communities. The ideas suggested in the other category may deserve further investigation.

While the categories were necessary to attempt any type of analysis, it is also interesting to look at what specifically was written. The following chart are the states that were listed, and within the states category, the percent frequency that the specific state was listed.

**Table 2****States Listed as Racist**

<b>State</b>	<b>% of State Category</b>
Alabama	9
Arkansas	3
Florida	6
Georgia	6
Illinois	12
Indiana	9
Kentucky	3
Louisiana	3
Mississippi	15
South Carolina	3
Tennessee	3
Texas	21
Virginia	3
West Virginia	3

The top five states listed were Texas, with over a fifth of the responses, followed by Mississippi, Illinois, and a tie between Alabama and Indiana.

**Experiences with racism** The final open-ended question asked participants what types of racism they had either seen or experienced within the last five years. Many participants left this question blank. Of the people that responded, there were 215 responses. Of the 215 responses, the following percentages represent how frequently the responses fell into the following categories. 34% of responses referenced verbal examples, 19.5% different treatment, 14.9% race and groupings, 11.2% “stereotypes” and “discrimination”, 5.1% violence, and 10.2% other. The other category encompasses examples referencing situations such as relationships, politics, and education.

**Sex** 70.8% of participants marked their sex as female and 29.2% marked as male. While females were the predominant sex on campus at Aurora University, an imbalance as drastic as what was exhibited by the results could be surprising.

**Age** The age of participants ranged from 18 to 46. The large majority of participants were under 25, with 26.3% reporting being 18, 27.8% being 19, 19.1% 20, 11.3% 21, 8.2% 22, 2.6% 23, 1% 24, and .5% 25. The average age was 20.0619, demonstrating how few outliers were included in the participant base.

**Ethnicity** The question regarding participants' ethnicity listed eight options for responses. 12.8% identified as Latino/Latina, .5% Native American, 70.3% White/Caucasian, 1% Asian, 8.7% Black/African American, 1% Pacific Islander, 4.1% Biracial, and 1.5% as Other. While White/Caucasian was the dominant majority, Latino/Latina and Black/African American also had significant representation.

**Closeness to mom** Participants were asked how close they are to their mother. 3.2% responded not close at all, 1.1% as we are fairly distant, 5.3% we aren't really close or distant, 17.5% we are moderately close, and 73% as we are very close.

**Closeness to dad** Participants were asked how close they are to their father. 7.9% responded not close at all, 9% as we are fairly distant, 10.1% we aren't really close or distant, 28.6% we are moderately close, and 41.3% as we are very close. 2.1% responded with the option I don't know my father.

**Agreeableness with mom** Participants were also asked how often they agree with their parents. Similar to the concepts behind the closeness questions, the items were included so relationships could be examined between agreeableness, rating of perceived parental prejudice and self-reports of prejudice. 2.6% of participants reported that they almost never agree with their mothers, 7.4% that they agree on occasion, 18% sometimes, 44.4% a decent amount, and 25.9% almost always. 1.6% of participants responded with the NA option.

**Agreeableness with dad** 6.8% of participants reported that they almost never agree with their fathers, 10.5% that they agree on occasion, 23.7% sometimes, 33.7% a decent amount, and 13.7% almost always. 11.6% of participants responded with the NA option.

**Year in school** 31.4% of participants reported being freshmen, 31.4% sophomores, 21.5% juniors, and 15.7% seniors. While there were more underclassmen than upperclassmen, the representation among the classes was fairly well distributed. The balance is especially understandable given that the participants primarily came from general education classes, which are more often completed during the first few years in school, before students' progress into and focus on their concentration area.

**Mom's education** Participants were asked what their mother's highest level of education completed was. The results show that 2.6% of participants' mothers had less than a junior high education. 2.1% had a junior high education, 1.1 had some high school, 28.6% high school, 27.5% some college, 15.3% an associates degree, 13.2% bachelors degree, 6.3% graduate school, and 3.2% doctorate or more.

**Dad's education** Participants were asked what their father's highest level of education completed was. The results show that 1.6% of participants' fathers had less than a junior high education. 1.1% had a junior high education, 7% had some high school, 32.4% high school, 24.9% some college, 5.9% an associates degree, 18.4% bachelors degree, 5.9% graduate school, and 2.7% doctorate or more.

**Income** The last item on the questionnaire was regarding the participants' immediate family's average yearly income growing up. This question may have been difficult for participants to answer if they were never included in any type of financial discussions when they were growing up. Still, most participants seemed to be able to answer the question, likely because people were not asked for a specific dollar amount, but rather a range that may be easier to recognize. 2.2% of participants

report that their family averaged an income of up to \$15,000, 6.5% \$15,001-\$30,000, 25% \$30,001-\$50,000, 21.2% \$50,001-\$75,000, 21.2% \$75,001-\$100,000, 17.4% \$100,001-\$150,000, and 6.5% above \$150,000.

### **Group Comparisons**

**Ethnicity** A few t-tests were run surrounding the topic of race and ethnicity. Differences in ratings of participants' recognition of racism's existence, their rating of racism as a problem today, their self-report of prejudice, and their rating of the racist climate on Aurora University's campus were explored. The information that is presented in the chart below (see table 3) represents the three areas of the four that were identified to study that were determined to be significant. Given that the large majority of participants rated themselves as low on the self-prejudice scale, there were not significant differences between groups for this item. Thus, it was not included in the chart.

The groups that are included in this chart do not include all of the participants. While there were eight options on the ethnicity item on the questionnaire, certain options only had a couple of participants who identified with that specific ethnicity. The small or nonexistent numbers in certain groups limited the researcher's ability to use these participants in analysis for statistical reasons. Before deducing to three ethnic groups, Latino/Latina, White/Caucasian, and Black/African American, there was an attempt to create a cumulative other group to create enough numbers in a group outside of the solid three.

Table 3 provides a summary of the differences between Latinos and Blacks, Whites and Blacks, and Latinos and Whites. The p value is the level of significance, evidencing significant difference if the p value is  $< .05$ .

**Table 3****Anova results for Race Differences**

<b>Survey Item</b>	<b>F</b>	<b>p</b>	<b>Latino</b>	<b>White</b>	<b>Black</b>
<b>Rating of racism</b>	5.384	.000	5.44	5.59	6.76
<b>Racism as problem</b>	3.477	.010	5.08	4.97	6.18
<b>AU climate</b>	3.925	.011	2.17	2.39	3.33

**Higher score = greater problem/racism**

In summary, there are significant differences in the way Black people recognize racism, see racism as a problem, and view Aurora University's campus in regards to racism. There are not significant differences in the results of Latinos vs. Whites.

Black people consistently recognize that racism exists more than Latinos or Whites. They also view racism to be more of a problem than Latinos or Whites, and see more racism on Aurora University's campus.

**Sex** The differences between males and females were also explored. The frequencies regarding participants' ratings of family members suggested that there may differences in how males were perceived versus males. It was thought that this trend might carry over into self-reports. However, as was found in other analysis, self-reports of prejudice were fairly consistent in being low, and thus did not yield significant differences between sex. However, significance was confirmed in ratings of certain family members.

**Table 4****T-test Results for Gender Differences**

	<b>t</b>	<b>P</b>	<b>Females</b>	<b>Males</b>
<b>Own Prejudice</b>	-.515	.607	2.3261	2.4211
<b>Mom's Prejudice</b>	-.611	.543	2.8222	2.9636
<b>Mom's Mom's Prejudice</b>	2.526	.012	4.1417	3.3200
<b>Mom's Dad's Prejudice</b>	1.909	.058	4.4220	3.8269
<b>Dad's Prejudice</b>	.873	.384	3.5156	3.2545
<b>Dad's Mom's Prejudice</b>	1.340	.182	3.8070	3.3889
<b>Dad's Dad's prejudice</b>	1.277	.032	4.4216	3.7600

**High score = higher ratings of prejudice**

The least significant difference was in the self-report of prejudice. After that the ratings for mother and father resulted in the next highest p-value. This suggests that the ratings approach significance or are significant more often as the separation in terms of generation grows between rater and person being rated. Finally, the levels of significance for ratings of grandparents were much closer to at least approaching significance. Ratings for participants' mother's mother and father's father were significant, while the ratings for participants mother's father approached significance at the .05 level, and the ratings for participants father's mother did not approach significance, but had a considerably lower p-value than ratings of parents or self-reports. In both instances of significance it was the females that rated the person as being more prejudiced.

**Year in school** An anova was also conducted comparing freshmen to seniors. This test was conducted to see if there were differences in the way people rated racism etc. as they progressed through school in higher education. Seniors and freshmen were compared because they are at the opposite ends of the spectrum, highlighting the largest time span and the most extreme potential for growth. The following is a chart highlighting the differences in responses for the primary research questions.

**Table 5**

**Anova Results Comparing Research Questions by Year in School**

	<b>F</b>	<b>p</b>	<b>Freshmen</b>	<b>Seniors</b>
<b>Rating of Racism</b>	2.352	.078	5.4500	5.9667
<b>Racism as a Problem</b>	3.455	.023	4.6167	5.4333
<b>AU's Climate</b>	4.027	.004	2.1724	3.0345

**Higher score = higher rating of prejudice**

In summary, there were significant differences between freshmen and seniors in their recognition of racism's existence, rating of racism as a problem today, and rating of the racist climate on Aurora University's campus. However, only the rating of racism as a problem today and rating of the racist climate on Aurora University's campus were significant at the .05 level. The rating regarding the recognition of racism was significant at the .1 level, but not at the .05 level. It was approaching significance at the .05 level, which was the standard that was used throughout the research analysis.

## Discussion

### Analysis of Data

**Home state** There seems to be a disproportionate number of people from Illinois in the study, likely as a result of Aurora University being located in Aurora, IL. AU is also a small private university, not drawing wide-scale attention from around the country which would likely attract students from other locations.

**Home population** Given that Aurora University is located in the Chicagoland area, this writer was surprised that more people were not from bigger cities. Yet, it may be possible that the small size of Aurora University's student body, numbering approximately 2,000 undergraduates, and the location in a quiet, residential part of town, may also draw people from a smaller area which have small-town values, such as knowing everyone around.

**Current residence population** In comparison to participants' hometowns' population, there seems to have been a decrease in the number of people in small towns, a slight decrease in the number of people in moderate-sized towns, and an increase in the number in big cities. This may largely be in part of people's potential moves towards the school for convenience upon enrolling in college. Aurora's population is approximately 165,000 people. While this theory cannot be confirmed, this writer is hesitant to even hypothesize about people's reasoning to move to the seemingly more populous areas. Originally she hoped to examine if certain factors, such as experiences with racism would influence people to move to a certain population area. However, it may also be possible that people have not even moved at all, but rather that the population has simply grown over time. This may be even more likely for non-traditional students who have allowed their hometowns more years to grow between their childhood and the present time.

**Racial diversity of childhood home** In total, over 40% of participants have a hometown that had a racial diversity of less than 5% of the town. It cannot be expected that every person grow up in a town where a multitude of people of racial minorities live. There simply are not enough people in the minority to make this a possibility. Minority means that there are less of them than the majority, which has been and happens to be white at the current time in the United States of America. If people were to attempt to arrange a one to one ratio among races in a town, a few places could be balanced, but then all members of a certain minority group would be used up, so on and so forth, until nothing would be left except whiteness to fill towns. While there certainly are towns that fulfill this 0% minority example, one might think that most places would have some amount of racial diversity, even if limited. Thus, the high number of 40% of participants having such a low rate (<5%) of diversity in their hometowns was shocking to this writer.

**Racial diversity of friends** Comparing the racial diversity of participant's childhood friends in comparison to that of their current friends, there seems to be more diversity currently. The factors that could impact this influx are many. For example, with so many people having grown up in a town that had such a small percentage of minorities making up the population, and then coming to Aurora University for college, which has at least a decent amount of diversity, may have exposed people to more diversity, giving them a prime opportunity to make friends with people of different races.

**Races of friends** This question arose out of a desire to know whether the friends that participants had which were not the same race as they are, were all from the same race. Thus, this question explores whether people have demonstrated the ability to play well with others in general, or if there may still be limits around comfort with diversity. It may also be that the diversity of their diverse friends is again a representation of the population that the participants are commonly exposed to. Much of these thoughts can not truly be tested, yet it is still interesting to examine and brainstorm from.

**Races of family** The thought process behind including this question was to examine on a different level whether people who had exposure to diversity would be more apt to acknowledge that racism exists etc. The concept was that someone may be more aware of racist events and the harm done from them if they had a close connection to someone who experienced it. While not all family members are close, and other people could offer the closeness potentially needed to develop this awareness, it was believed that the likeliness of closeness was higher in families. Comparing the results of immediate and extended family, there seems to be more frequent examples of diversity within the family when considering the larger pool that is assumed with an extended family.

**Rating of racism today** The average response for this question was a 5.6701. Thus the average was between a 5 and 6, both of which are above the midpoint as far as recognizing that racism exists. On a scale from 1-7, an average that high shows a definite recognition that racism exists. If 1s or 2s had been chosen by participants as responses, the average would have been brought down. The absence of use of 1s or 2s demonstrates further that recognition of racism's existence is not a battle that needs wide-scale attention, at least on Aurora University's campus. Further generalizations may not be applicable in general, or especially in regards to recognition, since AU is a private, liberal arts university in a semi-diverse location. For example, construction workers in rural Alabama, or other drastically different target participant populations, may not exhibit this same recognition.

The results from this question were fairly supportive. This writer fully believes that racism exists so is encouraged when there is evidence that other people recognize it as well. To some extent every participant acknowledged that some aspect or degree of racism exists in modern society. The most commonly marked answer was the highest rating of racism's existence that was available on the scale. Only 6.2% responded below the mid-range point, suggesting that a large majority of people recognize that racism exists with a moderate or more powerful strength.

**Rating of racism as a problem** The average for participants rating of racism as a problem today was 5.0974. While lower than the mean for recognition of racism, the number is still quite high. However, for this category ratings of 1s and 2s were used, bringing down the average. The fact that 1s and 2s and even 3s were used is problematic for this writer. While it may be an accurate view of people's perceptions, it does not match up with her beliefs. It is evidence that more could and maybe even should be done to increase the recognition of racism as a problem. If racism is not recognized as a problem across the board, it will continue to thrive, even if morphing into new versions to accommodate the current times. It is a goal of this writer to work towards the elimination of racism in all forms, and thus, it is important to her that it be recognized as a problem worth eliminating.

The results from this question were less encouraging, but still positive overall. 13.3% rated racism as less than mid-range of a problem. Considering that every participant rated that racism existed in some fashion, ratings of ones and twos were especially disheartening. Still, in comparison, 67.2% rated racism as above a mid-range problem. This is a large number that did not take into consideration the people who were on the fence at a 4. With the predominant support of participants rating racism as a problem today, there would seem to be support for working to eliminate racism. While some people may question the possibility of completely eliminating racism, this writer believes that large strides are still possible, even if it will not ever completely disappear.

**Rating of own prejudice** The average of participants rating of their own prejudice was 2.35. This rating is fairly close to the not at all prejudiced side. It is interesting to view people's ratings of themselves in comparison to how they view other people, which will be done as participants' ratings of family members are examined.

The results for this question were overwhelmingly on the low side. 83% of participants rated themselves under the midpoint. Only 5.6% rated themselves above the midpoint. These results are

contrasting to other reports of perceptions of racism or prejudice around them. Essentially, participants recognize prejudice around them, but not in themselves.

It may be, however, that participants recognize more prejudice in themselves than they were willing to admit on the questionnaire. Because this question was about the participant specifically, and was regarding a prejudice, a topic that can be considered taboo, social desirability may have come into play, having a stronger impact on the results.

It may also be that participants truly do not see themselves as being prejudiced. This writer is more fearful if this is the case. Again, 25.1% of participants rated themselves as not at all prejudiced. This writer recognizes that she has some bias in that she believes that everyone has some element of prejudice within them, whether or not it is executed in interactions with other people or not. The fact that over a quarter of participants responded that they were not at all prejudiced influences the writer to think that at least a significant portion of the participants are not aware of the instinctual thoughts and beliefs that they have within themselves. Thus, she suggests that the results to this question are only minimally reliable as a measure of prejudice within participants. Still, the results are a representation of what they see within themselves.

**Rating of family members' prejudice** It is interesting to note that participants mothers are the only family member that did not receive any ratings at the very prejudiced (7) level. They were also the least frequently rated for 6s and 5s. On the 1-3s, they were rated more frequently, indicating that participants perceive their mothers as being the least prejudiced of the family members they were asked to rate.

While fathers were rated as more prejudiced than mothers, both mothers and fathers were rated as less prejudiced than grandparents. This result suggests that there may be a generational difference in levels of prejudice. Then again, it may also be that the more traditional forms of prejudice

and racism are exhibited by older people, who spent more of their lives living in a time where prejudice and even discrimination were more accepted in society.

**Climate on Aurora University's campus** The average rating of Aurora University's campus in regards to racism was 2.4211. This rating is quite low, and may offer some elements of credibility to students' perception of their own level of prejudice. However, it may also simply widen the spectrum of the issue of not recognizing prejudices or racism that may actually exist.

The results regarding the level of racism perceived to be present on Aurora University's campus was quite encouraging. Only 4.8% rated the climate to be above a 4. While the majority of people viewed AU in a fairly positive light, it is also important to recognize that a rating of 3 or 4 still demonstrates recognition that racism, to some extent, impacts the campus. A 4 could be interpreted as just racist or somewhat racist rather than very racist. Neither of these options paints a perfect picture of what is implied to be happening on campus. The rates demonstrate that many people see that there is room for improvement.

**Membership in diverse campus groups** This question was intended to be used as another test to see if people who had experiences, which would assume closer connections, with minorities would rate the existence of racism and racism as a problem as higher. Participants were also asked to list what organizations they were involved with that fit this description if they said yes. However, the results from this open-ended portion demonstrated that what people considered diverse encompassed a wide range, making it difficult to rely on this data. If a numerical or more specific verbal description had been used in answering the question, maybe the results would have been more reliable. Basing the responses purely from the yes's and no's also did not seem to lead to significant or even interesting results.

**Experiences with racism** The realm of this question was limited to five years in an attempt to capture the scope of the problem and frequency of racism in recent times. It was recognized that many

people may have experiences that they reference that have an impact on how they view things that occurred long before this range, but did not want to distort the accuracy of the results by including data of that nature. While the largest category of responses was verbal, many more action-packed examples were also listed, and the impact of verbal or seemingly less invasive examples should not be minimized. The types of examples listed could be used to support the transition from traditional racism to modern racism that seems to have taken place in the last few decades.

**Ethnicity** The participants' ethnicity was an essential question considering racism was a primary focus of the research. One of the primary factors for analysis was ethnicities and potential disparities between how members in these groups perceive racism. It was believed that participants who identified as white/Caucasian may not perceive racism to be as big of a problem as participants who identified as an ethnicity that is in the minority.

Surprisingly, Latinos rated lower scores to the research questions than Whites did. This writer assumed that all minorities would be more apt to recognize racism than Whites, since minorities are more likely to have been on the receiving end of racism. In contrast to this assumption, Latinos demonstrated an overall lower recognition of racism in general and on Aurora University's campus, even though the difference was not great enough to be significant. Latinos did rate racism as a problem as a higher than Whites did, but only by a difference of .11.

These findings may offer some support to the notion of "passing" and the influence that such social "acceptability" can have on people's experiences and perceptions. People who have a skin tone whose pigment is similar to that of an average white person may be more quickly accepted and integrated into white culture. The colors black and white are on the complete opposite end of a color spectrum. Using this logic, Black people would be the last to be accepted by the dominant White group. If fewer people accept Black people, Black people may be more likely to be on the receiving end of

racism, and thus more likely to recognize racism, and rate racism as a problem today. If this principle is in play, it makes sense that Black people would have higher ratings on the primary questions than did Latinos or Whites.

This theory, however, would not explain why Latinos recognized racism less often than Whites. However, when looking at significance rather than strictly at numbers, the difference is not statistically different, so the difference should not be heavily read into. Still, the small difference is interesting to examine. One possibility of the discrepancies between Latinos and Whites in ratings could be overcompensation in satisfaction with progress by Latinos. What is being suggested is that Latinos may have experienced progress in their status in comparison to Whites over the last few decades, and that they may be so subconsciously pleased with the progress that their vision of what is still happening is slightly impaired, influencing their ratings to be lower and more similar to those of Whites.

**Year in school** Seniors answered the questions with higher ratings that freshmen did. Racism as a problem and the racist climate on Aurora University's campus will be explored further. The fact that seniors rated racism to be more of a problem than freshmen did may be a result of their cumulative experiences. At a minimum, three additional years of life experience could allow people more exposure to the sometimes harsh realities that are sometimes encountered in life, especially in adulthood. On such reality could be exposure to racism. This thought process influenced the researcher to question whether it was the year in school that was really influencing the difference in ratings, or if age was the more accurate culprit. As a result, the researcher ran tests exploring age. Age, however, was not found to have significant differences, leading the researcher to believe that the year in school was the area that deserved further exploration.

While the results may seem discouraging, with the amount of racism that people recognize seeming to grow as they progress through school, this researcher believes these results are positive. With

the recognition of racism, especially in seeing racism as a current problem, there is more of an impetus to take actions to fight against it. With this in mind, it seems that college educated people may be more aware of the racial disparities and problems that exist in society. While it is not necessarily good that people who do not attend college may be less likely to develop these recognitions, the recent trend of a higher percentage of people pursuing college may lead to a higher percentage of the population seeing racism as a problem.

**Closeness to mom** The closeness questions were included to examine whether there seemed to be stronger connections between perceived parents prejudice and self report of prejudice if participants were closer to their parents.

Nearly 3/4ths of participants selected the option that represented the closest relationship with their mother. Only 9.6% were at the neutral point or lower. Given the teenage years that are not in the distant past for many participants, this writer was surprised at how close participants report being with their mothers.

**Closeness to dad** While the closest option, we are very close, was the most commonly utilized response, the response was much lower than that of the response of mothers. Overall, it does not seem that participants are as close to their fathers as they are to their mothers. Divorce rates may have impacted the number of parents in the household raising the participants when they were kids. If this, indeed, was the case, it is possible that participants spent less time with their fathers and did not have the opportunity to spend as much time with them or to develop the same feelings of closeness.

**Agreeableness with parents** The number of people who responded with NA for fathers was much larger than the number that responded in the same way in reference to mothers. For the response that referenced the level of agreeableness, fewer people seemed to agree with their fathers than with their mothers. This may have to do with the number of participants who are female in comparison to

male. It is possible that people develop closer relationships or more often agree with their same-sex parent. If so, this may partially explain the discrepancy between ratings of agreeableness with mothers and fathers. However, the dominant role in child-rearing that mothers seem to do in society in comparison to fathers may also impact the amount of thought-sharing or teaching that takes place between mothers and children that could impact their level of agreeableness years down the road.

**Mom's education** Nearly 45% of participants' mothers completed high school or less in terms of education. Nearly 23% completed a bachelor's degree or more. In comparing these educational extremes, it becomes evident that educational attainment is somewhat lacking for many women, at least those represented through their connection to their children who are now in college. It must be considered that social norms for women's educational attainment have likely changed since when participants were traditionally school-aged. This comparison may also be more extreme for participants at Aurora University than for students at other universities. AU's lenient admission and generous financial aid may attract students who come from families with less money to pay for college, which may be connected to a certain degree with educational attainment.

**Dad's education** Surprisingly, participants' fathers' education were quite similar to participants' mothers'. This writer expected there to be a greater contrast between fathers and mothers educational attainment, with fathers having attained a higher level.

**Income** This writer was surprised by the number of seemingly high incomes reported. Just short of two-thirds of participants marked that their family earned a minimum of \$50,000 a year. This amount seemed like a relatively large amount to this writer. Then again, it should be noted that her basis of comparison is from a relatively small town a few hours south of aurora, where the cost of living might be lower, which may also be reflected in lower pay scales. The concept of discrepancies between areas and what a certain income can buy in that area may be a flaw of this question. However, the ranges are

large enough that the overlaps may be minor enough to not be significant. Another consideration with income and how far that income goes is the number of people that are supported with the money.

### **Significance of the Study**

**Show if racism is seen as a problem by the future leaders of tomorrow** People who enroll in college are most likely to be the future leaders of society. To what extent future leaders view racism as a problem can have a significant impact on what they will do with their influence. If people recognize racism as a problem they may be more likely to take action to combat it. If evidence demonstrates the likelihood that a large group of people would support anti-racist actions, then there would also be support for the concept that an ideal time for taking action against racism may be quickly approaching. Simply knowing the results from the study can offer a glimpse of how large of a battle it might be to gain support if a person was leading one of these endeavors. The results can act as a foreshadowing of what progress is likely and reasonable to aim for in the next few decades.

**Future implications** Ultimately, this study is significant because it offers insight as to promising avenues for future research. By running frequencies, means, basic correlations, and more intricate statistical analysis, the data can show what intersections of data are significant. While the conclusiveness of the study is limited by its exploratory nature, knowing what was significant can allow further research to take shape around one of the significant areas found here and to delve more deeply into it. When a researcher makes the decision to delve in, they are more likely to get at the true root of what factors impact results. Knowing what specifically impacts results allows hypothesis and theories to develop, which continue to have a ripple effect of what areas are touched. While a researcher could happen to pick an area of study randomly or out of pure interest and find significant information, knowing that there is a greater likelihood of finding something could quicken the process of findings. This is not to say that other non-significant from one study or random selections for research topics are not worth

pursuing, but rather that a preliminary exploratory study will help shape the development of the studies. If utilized, this writer believes the use of the tool could act to minimize frustrations and ultimately lead to longer stretches of focused research and more thorough development of the knowledge base regarding the topic.

**Other** Knowing how big of an issue people consider racism to be today would have an impact on what social forces are employed in the near future. Social workers could use the results in conjunction with program development. The correlation analysis from the survey would open doors to many further research areas. If recognition of racism is high, further studies, such as looking into what specifically people perceive as being racist, to what degree, and why, would likely follow. There could be an attempt to reach a wider base of participants, and the frequency of prejudiced focused research could quickly increase. The results could be presented to schools and legal bodies to encourage an intervention. More discussions could take place in attempt to work through the recognized problems. Diversity education could increase in the school system, paying attention to looking positively at differences. With time, the intervention methods could have an impact, minimizing the frequency and severity of prejudice. While it will not disappear completely, taking steps toward eliminating prejudice would enhance people's wellbeing. They could feel more comfortable with themselves and others. New connections could be made, breaking down barriers and building society.

### **Limitations of the Study**

The external validity, or the ability to generalize the results of the study, is limited. This is, while the results may be representative of students at Aurora University, they are likely different from the general population. For example, education levels of the participants are likely higher than the average population, given that all of the participants are in college. The average age range of the participants is also in the twenties, and the geographic location, including state and city may also make

the participants non-representative. The findings may be able to apply to other higher education settings. However, there would still be some differences between groups.

Because an intervention was not used, the study did not attempt to determine cause and effect. Therefore, internal validity in the survey was limited.

There is a strong chance that social desirability effects were in play, affecting the results of the research. Racism and diversity are sometimes controversial issues. A prominent premise of modern racism is that many people still hold racist views but are more careful with how they express them. This tendency impacts how members in society would view the person who expressed the racist viewpoint.

### **Ethics/Bias**

The researcher recognizes bias in that she believes that everyone is a little bit racist. Therefore, she at least temporarily discounts the legitimacy of survey results claiming that participants are “not at all racist.” The fact that the researcher is white may have impacted what questions were asked in the survey. Her experiences regarding exposure to diversity and racism, including being raised in a rural area in a city with a population of 34,000 that is historically racist and practically all white, may have limited the spectrum of what areas are being tested for correlations.

Some sampling bias was acknowledged in the research design, because all of the participants are students at Aurora University. However, within the context of the limitations of campus research, the researcher attempted to rule out sampling bias by surveying general education classes. While this selection technique likely limits the participants by focusing on first and second-year courses, where general education credits are completed, the benefit of not focusing on specific fields of study outweighs the impact of participants being concentrated in the first and second years of college. The researcher attempted to eliminate instrument bias by using terms that were clear and lacked colloquialisms. The researcher also took care to use define terms so participants would attribute the same meanings to each

answer option so the researcher could more confidently measure responses against one another. A few open-ended questions were utilized in the survey, leading to a small set of data which is more qualitative than the rest of the survey. Bias may have been involved in categorizing the multitude of responses into a more focused grouping.

### **Considerations**

People believing that racism is a problem is essential to the efforts to eliminate or at least minimize racism. While eliminating racism is an admirable goal, it should be recognized that it is not likely that it will instantly disappear or that all people will agree in their perception of the topic. However, that does not mean that efforts should not be pursued. In fact, if everyone saw things the same way there would be no problem to eliminate. Thus, the situation that exists in society is prime for action, with many people demonstrating beliefs that could be estimated to support actions. What is needed now is for actions to be taken. While there are a variety of routes that could be taken to pursue this endeavor, there may not be a specific right or correct way. With this in mind, this researcher would encourage efforts to continue to bring awareness to the idea that racism is a problem today as well as to efforts to prevent the development of racism or repair the views that exist. Only if such actions are taken will the situation improve, allowing for more effective and enjoyable integration and collaboration between people of all races and diverse backgrounds.

In the midst of this project this writer hesitated to include the information about her hometown in the written portion. In analyzing the data, thought arose regarding the accuracy of people's perceptions of places being racist. The idea was that people may regurgitate things that they had heard rather than basing their stated beliefs off of experiences or other reliable sources. The open-ended question regarding racist areas spurred these thoughts with the repeated report of Texas being racist. What was it that had influenced participants to write this specific state? Had many people been there, or

was a verbal history influencing their reports? This writer did not want to perpetuate potentially inaccurate beliefs. While this writer believes that there is racism in Pekin, she is not sure if it is in an amount higher than other areas. She also does not want today to be equated to what once was. In conclusion, while Pekin, IL has a historically racist history, the level of racism that exists there now may be more average in society, and thus may not deserve a particularly disgraceful reputation as far as racism.

Finally, even people who are prejudiced or racist are not necessarily bad people. This particular aspect of their beliefs or actions is just not the most reputable piece. In other areas they may be a well-respected and admirable human being. Much of peoples' beliefs are likely a result of learning and a person may not always be able to control what they are exposed to, especially as they are growing up. Thus, while people should be held responsible for their actions, it is important for people to consider how the beliefs that lead to actions were developed in casting blame. Also important to consider is that the theory of learned behavior is that it can be unlearned. Well, in all actuality the behavior is not unlearned, but a new behavior may be able to be learned to a stronger degree, eventually taking instinctual precedence, influencing the person to think and behave in non-prejudiced and non-racist ways. The theory of learned behavior is encouraging for efforts to change peoples' beliefs. With intense and persistent efforts, tangible and measurable change may be possible.

### **Future Research**

The first aspect of future research that could be pursued is continued analysis of the data that was obtained through this study. The amount and level of significance that has been found supports further study of the data set collected for use in this study. One example of a piece that could be more thoroughly examined is the interactions between race and the populations of people's hometown.

Future research could use the questionnaire (Appendix B) as a starting point and add to it. The results could be compared. A few possibilities for the additions include:

- Include a social desirability scale
- On campus resident versus commuter
- Participants' perception of the prevalence of racism
- Participants' perception of the level of racism at other places
- Participants' perception of an average persons rating of prejudice or racism
- Participants' feelings of power / powerlessness
- Political ideology

Related research that does not model this study could also be beneficial. A few possibilities for studies:

- Investigate factors that influence peoples reasoning for moving to where they live
- Look in-depth at participants' 10 closest non-family members. See how many of the top 10 are of a different race than the participant.
- Investigate what modern racism "looks" like. Participants could be asked to read detailed scenarios and determine what percent, if any, of the outcome was likely attributable to racism.
- Include a pigmentation scale with studies as an item. Similar to the gradient charts that are located by foundations in make-up isles, people would be asked to match their skin tone to a color on the chart that corresponded with a number for the survey

### **Conclusion**

Recognition of racism as a problem is only the beginning. Over the last decade tolerance has been a buzz word. However, this writer believes that mere tolerance is a proponent to the continuation of

racism, tolerance acting to simply transform the version of racism into the contemporary version, modern racism. Modern racism has a negative impact on peoples' well being. This reason alone makes working past tolerance worth while. However, the ideal is to move past tolerance, and towards acceptance, and ultimately, embracement. Acceptance implies neutrality. With embracement there is hope of unity and true understanding. True understanding is the core of knowledge, an endeavor that has little controversy as to its worthiness to strive for. It is this writers dream that other people would share her vision in also striving to eliminate racism and encouraging embracement and understanding of all people, including those who have different colored skin and are from vastly different backgrounds.

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## Appendices

### Appendix A

## “Experiences with Diversity” CONSENT FORM ON THE USE OF HUMAN SUBJECTS IN RESEARCH Statement of Informed Consent

I, \_\_\_\_\_, am being asked to participate in a research project entitled “*Experiences with Diversity*”. This study is being conducted as an honors project by Bryn Golden under the guidance and supervision of Dr. Paula Biedenbarn from the Psychology Department at Aurora University.

From this project the researcher hopes to learn about students’ experiences and perceptions of diversity.

As a participant in this project I shall be asked to participate in a survey which will take approximately 15 to 20 minutes to complete.

I understand that the known risks of my participation in this study are the discomfort of filling out forms and taking up some of my valuable class time. The investigators will make every effort to safeguard the confidentiality of the information that I provide. I will not be asked to put my name on the questionnaire forms, and I will not be told to place any identifying marks on my questionnaire. Any information obtained from this study that can be identified with me will remain confidential and will not be given to anyone without my permission.

If, at any time, I would like additional information about this project, I can contact Bryn Golden at [bgolden01@aurora.edu](mailto:bgolden01@aurora.edu), Dr. Paula Biedenbarn at [paulab@aurora.edu](mailto:paulab@aurora.edu), Dr. Dan Hipp, Director of the Honors Program, at [dhipp@aurora.edu](mailto:dhipp@aurora.edu), or Dr. Davis, Chair of College of Arts and Science Institutional Review Board, at [jdavis@aurora.edu](mailto:jdavis@aurora.edu). Also, if you feel any discomfort after this research project, please contact Ms. Marcia Hanlan, Director of the Counseling Center at Aurora University, at (630) 844-5416.

I understand that I have the right to refuse to participate in this study. I also understand that, if I do agree to participate, I have the right to change my mind at any time and stop my participation. My signature below indicates that I have given my informed consent to participate in the above-described project. My signature also indicates that:

- ◆ I have been given the opportunity to ask any and all questions about the described project and my participation and that all of my questions have been answered to my satisfaction.
- ◆ I have been permitted to read this document and I have been given a signed copy of it.
- ◆ I am at least 18 years old.
- ◆ I am legally able to provide consent.
- ◆ To the best of my knowledge and belief I have no physical or mental illness or weakness that would be adversely affected by my participation in the described project.

\_\_\_\_\_  
Signature of participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of witness

\_\_\_\_\_  
Date

## Appendix B

## “Experiences with Diversity” Survey

Either fill in the blank or select an answer by marking with an X.

1. What state did you grow up in (think of whichever place you consider “home”)? \_\_\_\_\_
2. What was the population of the town you grew up in?
 

<input type="checkbox"/> Less than 2,000 / very small town	<input type="checkbox"/> 50,000-99,999 / small city
<input type="checkbox"/> 2,000-9,999 / small town	<input type="checkbox"/> 100,000-499,999 / city
<input type="checkbox"/> 10,000-49,999 / moderate town	<input type="checkbox"/> 500,000 or more / large city
3. What is the population of the town/city you currently live in?
 

<input type="checkbox"/> Less than 2,000 / very small town	<input type="checkbox"/> 50,000-99,999 / small city
<input type="checkbox"/> 2,000-9,999 / small town	<input type="checkbox"/> 100,000-499,999 / city
<input type="checkbox"/> 10,000-49,999 / moderate town	<input type="checkbox"/> 500,000 or more / large city
4. How racially diverse was the town/city you grew up in?
 

<input type="checkbox"/> Not at all diverse — <i>we were all the same race</i> (less than 1% minority)
<input type="checkbox"/> Slightly diverse — <i>There were a few people of different races</i> (less than 5% minority)
<input type="checkbox"/> Somewhat diverse— <i>There were many people of different races</i> (less than 25% minority)
<input type="checkbox"/> Diverse— <i>Most races were represented</i> (more than 25% minority)
5. How racially diverse were your friends growing up?
 

<input type="checkbox"/> All of my friends were the same race as me (less than 1% minority)
<input type="checkbox"/> I had 1 or 2 friends who weren't the same race as me (less than 5% minority)
<input type="checkbox"/> A handful of my friends were not the same race as me (less than 25% minority)
<input type="checkbox"/> I had many friends who weren't the same race as me (more than 25% minority)
6. How racially diverse are your friends now?
 

<input type="checkbox"/> All of my friends are the same race as me
<input type="checkbox"/> I have 1 or 2 friends who aren't the same race as me
<input type="checkbox"/> A handful of my friends are not the same race as me
<input type="checkbox"/> I have many friends who aren't the same race as me
7. Of your friends that are a different race than you, are they of various racial backgrounds from each other?
 

<input type="checkbox"/> No, they all are from the same race
<input type="checkbox"/> They are predominantly from the same race
<input type="checkbox"/> Yes, they are from a multitude of races
<input type="checkbox"/> Not applicable, all of my friends are the same race as me
8. How racially diverse is your immediate family?
 

<input type="checkbox"/> Not at all diverse— <i>We're all the same race</i>
<input type="checkbox"/> Somewhat diverse— <i>There are one or two exceptions from the family's majority</i>
<input type="checkbox"/> Diverse— <i>Several races are represented</i>
9. How racially diverse is your extended family?
 

<input type="checkbox"/> Not at all diverse— <i>We're all the same race</i>
<input type="checkbox"/> Somewhat diverse— <i>There are one or two exceptions from the family's majority</i>
<input type="checkbox"/> Diverse— <i>Several races are represented</i>

**For questions 10-19, please respond on a 1-7 scale**

10. Racism exists today

---

1	2	3	4	5	6	7
No, there is no racism						Yes, Racism definitely exists

11. Racism is a problem today

---

1	2	3	4	5	6	7
No, racism is not a problem						Yes, racism is a problem

12. How prejudiced do you consider yourself to be?

---

1	2	3	4	5	6	7
Not At All Prejudiced						Very Prejudiced

**For questions 13-18, if you have absolutely no impression of how prejudiced the person is/was, than leave it blank, and move on to the next question.**

13. How prejudiced do you think your **mother** is/was?

---

1	2	3	4	5	6	7
Not At All Prejudiced						Very Prejudiced

14. How prejudiced do you think your **mother's mother** is/was?

---

1	2	3	4	5	6	7
Not At All Prejudiced						Very Prejudiced

15. How prejudiced do you think your **mother's father** is/was?

---

1	2	3	4	5	6	7
Not At All Prejudiced						Very Prejudiced

16. How prejudiced do you think your **father** is/was?

---

1	2	3	4	5	6	7
Not At All						Very Prejudiced
Prejudiced						

17. How prejudiced do you think your **father's mother** is/was?

---

1	2	3	4	5	6	7
Not At All						Very Prejudiced
Prejudiced						

18. How prejudiced do you think your **father's father** is/was?

---

1	2	3	4	5	6	7
Not At All						Very Prejudiced
Prejudiced						

19. How do you see the climate on Aurora University's campus?

---

1	2	3	4	5	6	7
Not at						Very
all racist						racist

20. Are you involved with any organized group on campus which has diverse participants?

No  
 Yes → What group(s)? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

21. Do you believe that certain areas, such as towns, counties, and/or states, are more racist than others? If yes, please list any specific areas that you believe to be more racist, if you have areas in mind.

No  
 Yes → \* \_\_\_\_\_ \* \_\_\_\_\_  
 \* \_\_\_\_\_ \* \_\_\_\_\_  
 \* \_\_\_\_\_ \* \_\_\_\_\_

22. What types of racism have you seen or experienced in the last five years?

\* \_\_\_\_\_ \* \_\_\_\_\_  
 \* \_\_\_\_\_ \* \_\_\_\_\_  
 \* \_\_\_\_\_ \* \_\_\_\_\_

**NOW WE WOULD LIKE TO LEARN A BIT MORE ABOUT YOU...**

23. What sex are you? \_\_\_\_\_

24. How old are you? \_\_\_\_\_

25. What ethnicity are you?

<input type="checkbox"/> Latino/Latina	<input type="checkbox"/> Asian	<input type="checkbox"/> Black/African American
<input type="checkbox"/> Native American	<input type="checkbox"/> Biracial	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> White/Caucasian	<input type="checkbox"/> Other	

26. How close are you to your mother?

<input type="checkbox"/> Not close at all	<input type="checkbox"/> We are moderately close
<input type="checkbox"/> We are fairly distant	<input type="checkbox"/> We are very close
<input type="checkbox"/> We aren't really close or distant	<input type="checkbox"/> I don't know my mother

27. How close are you to your father?

<input type="checkbox"/> Not close at all	<input type="checkbox"/> We are moderately close
<input type="checkbox"/> We are fairly distant	<input type="checkbox"/> We are very close
<input type="checkbox"/> We aren't really close or distant	<input type="checkbox"/> I don't know my father

28. On average, in daily life, how often do you agree with your mother?

<input type="checkbox"/> Almost never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Almost always
<input type="checkbox"/> On occasion	<input type="checkbox"/> A decent amount	<input type="checkbox"/> NA

29. On average, in daily life, how often do you agree with your father?

<input type="checkbox"/> Almost never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Almost always
<input type="checkbox"/> On occasion	<input type="checkbox"/> A decent amount	<input type="checkbox"/> NA

30. What year in school are you?

<input type="checkbox"/> Freshman	<input type="checkbox"/> Junior	<input type="checkbox"/> Grad student
<input type="checkbox"/> Sophomore	<input type="checkbox"/> Senior	

31. What is the highest level of education your mother completed?

<input type="checkbox"/> Lower than junior high	<input type="checkbox"/> High School	<input type="checkbox"/> Bachelors degree
<input type="checkbox"/> Junior High	<input type="checkbox"/> Some College	<input type="checkbox"/> Graduate school
<input type="checkbox"/> Some High School	<input type="checkbox"/> Associates degree	<input type="checkbox"/> Doctorate +

32. What is the highest level of education your father completed?

<input type="checkbox"/> Lower than junior high	<input type="checkbox"/> High School	<input type="checkbox"/> Bachelors degree
<input type="checkbox"/> Junior High	<input type="checkbox"/> Some College	<input type="checkbox"/> Graduate school
<input type="checkbox"/> Some High School	<input type="checkbox"/> Associates degree	<input type="checkbox"/> Doctorate +

33. What was your immediate family's average yearly income as you were growing up?

<input type="checkbox"/> Up to \$15,000	<input type="checkbox"/> \$50,001-\$75,000	<input type="checkbox"/> Above \$150,000
<input type="checkbox"/> \$15,001-\$30,000	<input type="checkbox"/> \$75,001-\$100,000	
<input type="checkbox"/> \$30,001-\$50,000	<input type="checkbox"/> \$100,001-\$150,000	