Reducing Feelings of Marginalization for Black Students

Race and Ethnicity in the United States

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Executive Summary:

As if they do not belong, black students attending predominantly white institutions nationwide all deal with feelings of marginalization on their respective campuses. At the University of Richmond, such feelings of “otherness” hold true. Though the current president of the University, as well as presidents past, has instituted “strategic plans” that include goals of flourishing diversity and inclusion “for all,” black students at the University, before and still today, do not feel their presence is welcomed or valued on campus. Herein lie suggestions on how to improve cultural awareness and knowledge for non-black students and non-black faculty in hopes that they accept the invitation to learn more in order to better the experience and enhance feelings of belonging of their black peers and students. Through appointing a Chief Diversity Officer and a student representative subcommittee, the University can delegate them to the tasks of increasing the number of race-based events and ensuring their production, overseeing the race-based training of pre-orientation and orientation advisors, and creating and enforcing cultural competency training for faculty members.

Statement of the Problem:

What role should the University of Richmond administration play in enhancing feelings of belonging and reducing feelings of marginalization for black students on campus?

Background:

In order to best understand the problem at hand, it is important to understand the meaning and application of the term “critical mass.” As cited in West (2015), “Miller argues that critical mass ‘exists whenever, within a given group [of individuals], there are enough members from a particular group such that they feel comfortable participating in the conversation and that [others] see them as individuals rather than as spokespersons for their race’ (2003).” At predominantly white institutions (PWI) nationwide, the feelings of marginalization and “otherness” that black students feel on their respective campuses is often due to lack of critical mass in their classes, student organizations, and even sports teams (Cuyjet, 1998; Solorzano, Ceja, & Yosso, 2000). For example, in 2015, just down the road at Virginia Commonwealth University (VCU), a group of some 30 students took it upon themselves to march to the university president’s office and demand change. Organized and peaceful, the students expressed their reasons for concern, citing lack of critical mass and, what they felt was even more important, the lack of black professors (Llovio, 2015). “The students’ main concern is a lack of black professors at VCU. They say they deal with educators who don’t understand their cultural concerns or the experiences driving their thoughts and worldviews… The students told [VCU’s president] about feeling alienated at a place where they turned to improve their futures. Several said they were angry, hurt and feel abandoned by the university” (Llovio, 2015). As one will see, such is true for black students at UR as well.

Black Student Unions or, in the University of Richmond’s case, Black Student Alliance’s exist to combat feelings of marginalization for black students at PWI’s (Goodman, 2004). These organizations provide common places, safe spaces for black students and other students of color to socialize together, vocalize common thoughts and views, and host events for students of color (Korlach, 2017; Chavous, 2005). In fact, a study by Hurtado and Carter (1997) found that
Hispanic/Latinx students experienced a greater sense of belonging on campus when involved in student organizations and/or when discussing course content outside of class amongst peers. However, student organizations fluctuate in and out of relevance at times as enrollment of minority students fluctuates. For example, SOBA, Student Organization for Black Awareness, at the University of Richmond faded out of existence (later to be replaced by BSA) in the 1970s due to lack of black students enrolled and, consequently, lack of [black] student engagement and involvement (Munnings, 2017b). Phi Beta Sigma, the first black fraternity chartered at UR, no longer exists on campus due to lack of membership (Munnings, 2017a). University administration should feel obligated to pay attention because without such organizations and without an overall welcoming and inclusive learning environment, feelings of marginalization for black students (and other minorities) only increase.

For black students, critical mass is often only met in their multicultural student organizations, hanging out with friends (where who you have to choose from is limited already due to lack of overall numbers), and on some sports teams (more than likely football and basketball). At PWI’s, the fight for equality and equity is often met with sympathy and “strategic plans” of sorts to combat the social problems all students face on campus. Yet, strategic plans, university guidelines, university values or morals, mission statements, etc.—these written documents and/or speeches do not protect students like Martese Johnson from being assaulted by ABC officers at the University of Virginia (Johnson, 2017); nor do they stop Virginia Military Institute cadets from dressing up as “Trump’s Wall” for Halloween (Hammack, 2017). In fact, racist slurs being written on walls at the University of Missouri led to their university president’s resignation rather than swift implementation of a strategic plan or initiative (Landsbaum & Weber, 2015).

I focus on specific examples of the University and elsewhere because they provide concrete evidence for why black students feel they do not belong. UR is increasingly achieving at enrolling more black students and has a growing number of faculty of color; however, if the University continues to admit more black students, but does not ensure their belonging and happiness while here, then it will lose donors, funding, support, and reputational prestige. Marginalization is more than just sitting in different areas of the dining hall, marginalization is more than not being let into the white fraternity’s party, marginalization is even more than being the center of attention when a question of race or slavery comes up during the class discussion. There comes a point when words that lack palpable evidence of positive change for minority student experiences can no longer operate under the guise of “diversity” (Berrey, 2011).

**Statement of Interest: University of Richmond Administration:**

In the classroom, student organizations cannot defend black students from micro-aggressions and racist interactions with fellow, typically Caucasian, classmates and professors. For example, students interviewed during a study by Solorzano et al. (2000) remarked on being accused of cheating by professors because of their high grades, being isolated or excluded from study groups “because [they are] black,” and numerous other micro-aggressions surrounding topics such as affirmative action (Solorzano et al., 2000). Outside of the classroom at UR, overtly racist incidences have occurred time and time again, but no actions have been taken against the perpetrators. This inaction by the university administration is partly due to the nature of the attacks. For example, “brave” (presumably white) students posted racist attacks on the anonymous forum app “Yik-Yak”. A black student at the University wrote a powerful op-ed
the school newspaper, the Collegian, to express his frustrations and disappointment with the campus community stating, “I know that you do not support these racist ideologies, #WhitePeople, but until you recognize that they still exist and that our country’s political, economic and social institutions were founded upon the maintenance of these ideologies, you are only adding to the problem… Until you understand, #WhitePeople, that your lack of understanding of our struggles as a race warrants you no authority to pass judgment about our reaction to adversity which you will never face, you are only adding to the problem” (Johnson, 2016). It would be in the university administrations’ best interest to read and consider op-ed pieces when consulting how students feel on campus. These sentiments are not uncommon amongst fellow black students across campus and nationwide.

Within this policy brief, I focus specifically on black students because black people are the second largest minority group in the United States, and, at UR, they are also the second largest. In the US, blacks make up 13% of the population, while at UR, 7%; for whites in the US, they are 61% of the population, while at UR, 61% of the students are white (US Department of Commerce, 2010; Student Diversity, 2017). Further, UR did not enroll its first black student on campus until 1968 (Owen, 1968)—only 50 years ago! In other words, the University of Richmond still has much making up to do in regards to overall demographics, but also, more importantly, in how to make the black students that do attend feel as though they are truly welcome and wanted. One of the greatest reasons for improved diversity and inclusion is to garner and maintain donor and alumni support. The administration knows that donors are less likely to support institutions that do not hold up “reputationally,” and, as was the case in the late 1960’s, support can significantly dwindle when the University is not in the correct view of the public eye (Owen, 1968). More recently, during Edward Ayers’ tenure as university president, numerous racist incidents occurred (Wilson, 2008). These only amplified his and university administration’s willingness and readiness to launch the strategic plan, which focused most notably on affordability and diversity (Dewald, 2015).

In regards to federal policies, research around race relations and the effectiveness of affirmative action in the admissions process and the hiring of black faculty is abundant (Brayboy, 2003; Arcidiacono et al., 2013). The University of Richmond has made efforts to diversify its population, especially in recent history under former president Edward Ayers (Dewald, 2015); however, inclusion and social awareness are just as important (Berrey, 2011). Diversity initiatives, such as having professors of color teach “diversity-centered” courses, or hiring more faculty of color in the first place, has been found to be unimpressive, ineffective in changing group consciousness (particularly if the diversity-centered courses are not required), and, more often than not, exhausting for many of the faculty members of color (Brayboy, 2003; Stanley, 2006). Ultimately, the faculty face many of the same obstacles around marginalization and belonging that students do (Stanley, 2006). Referring back to the idea of critical mass, universities must recognize that it is unfair to place the well being of an entire people (e.g. one race or another) on the shoulders of a few faculty members. True diversity and inclusion is reached through the changing of people’s ideologies and interactions and reducing ignorance (Bonilla-Silva, 2014; Brayboy, 2003, Fields, 1982). In other words, those who attribute to black student’s strife not only must be taught, but they must be willing to learn. This policy brief aims to provide resourceful, meaningful, and tangible means that the University of Richmond administration can adopt in order to best help ensure its black students feel as though they do, in fact, belong.
Pre-existing Policies:

President Crutcher - Strategic Plan

Proposed by current president, Dr. Ronald Crutcher, the University of Richmond’s Strategic Plan includes an “Inclusivity and Equity” section delineated objectives and goals for the University in this realm. The main description on the University site reads, “The University of Richmond values the dignity, worth, and contributions of all individuals; the thoughtful and respectful engagement with a broad diversity of perspectives and experiences essential to intellectual growth; and an inclusive community in which all members can engage meaningfully in institutional life and contribute to a community where all thrive” (Strategic Plan, 2017). While this statement contains respectful verbiage, it significantly lacks description and direction. That is, aside from the point “recruit, hire, and retain more diverse faculty and staff,” the proposed content of the “Inclusivity and Equity” section is vague and circular. While hiring more faculty of color is indeed wanted and encouraged, as of now, no further intentional plans have been declared to the public addressing racial tensions and racial inclusivity on campus (e.g. #DearWhitePeople). Numerous Collegian op-eds point out the dominant colorblind racist ideology of the University yet, despite significant input from minority students and the University’s access to research by some of its very own professors, such as Dr. Bedelia Richards, UR has not acted on curing these unfortunate realities, rather only on covering them up as if with a bandage (Parks, 1980; Sinclair, 2014; Brooks-Immel & Murray, 2017)

Posse Foundation

One of the most, if not the most, notable initiatives for ensuring a desirable and diverse college experience is the Posse Foundation (The Posse Foundation, Inc., n.d.). Partnered with schools such as Vanderbilt, University of California at Berkeley, Davidson, and Dartmouth, the Posse Foundation recognizes outstanding students of diverse backgrounds, awards them “full-tuition leadership scholarships,” and places them in small groups—posses—where all members of a posse attend the same college or university. Per the Foundation’s website, “The key to a promising future for our nation rests on the ability of strong leaders from diverse backgrounds to develop consensus solutions to complex social problems” (The Posse Foundation, Inc., n.d.). The Posse Foundation not only allows students to attend school tuition free, but it facilitates friendships for students of different cultural backgrounds to develop, thereby almost certainly ensuring a more favorable college experience for each student.

For The Culture

A lesser known, new student initiative is called “For the Culture Thursday,” or FTC for short. Introduced in the spring semester of 2017 by myself and four other student athletes, we started up this “event” in order to bridge the gap between black student athletes and black non-student athletes. In the same way that BSA is not exclusive to only black students, neither are FTC events; rather the primary goal is focused on black students. The five of us being student athletes recognized the grand disconnect between student athletes and non, and we wanted to provide a space where everyone could come together, potentially meet someone new (who did or did not play a sport), and have fun. FTC is neither an official organization nor a regular
scheduled event, as we have faced many difficulties in registering and reserving spaces to host the events. However, adopted from black student athletes at University of California at Berkeley who started “Black Wednesdays” two years ago, the idea was that FTC would not be an official, structured event, but instead and understood time of convening in order to hangout, listen to music, and (as mentioned before) to meet someone new (Muthoni, 2017). Still in its infancy, FTC has shown signs of promise, but understandably so being run by student athletes, and independent from the Center of Student Involvement at UR (which controls and regulates student organizations on campus), time and space have highly constricted FTC’s “success,” at least thus far.

Office of Multicultural Affairs and Common Ground

Existing offices and programs on campus such as Common Ground and the Office of Multicultural Affairs (OMA) provide marginalized students with resources, support, and smaller groups, organizations, and events to join or attend. OMA focuses on being a strong support network for minority students while Common Ground, among other things, works to try educate about race, the history and current manifestations of racism, and how to engage in race-talk (Multicultural Affairs, n.d; Common Ground, 2017).

Pre-Orientation Program and URBAN

UR’s multicultural pre-orientation program (Pre-O) has proven successful and effective, from a subjective point of view at least. Students who go through Pre-O head into the regular orientation and into the school year with friends/acquaintances of color that they otherwise may not have had. Pre-O is beneficial to black student life because it allows them to meet and become familiar with like faces before school officially starts. On the other hand, the University of Richmond Black Alumni Network (URBAN) works to keep black graduates in touch and assist in ways possible leading up to and following graduation. When looked at in conjunction with Pre-O, in this way, black students start their college experience with black peers and then graduate and join an ever increasing population of black UR graduates (Pre-Orientation Program. (2017; Black Alumni Network, 2017).

Race and Racism Project

Finally, the Race and Racism Project at the University of Richmond is an informative, academic, ongoing project and resource for students, faculty, and outside viewers to look into and discover more about the racist history of the University in particular. By doing extensive archival work, particularly of the school’s newspaper, the Collegian, the Project works to uncover as much racially based history (for better or for worse) of UR in order to supply context and knowledge of how the University got to where it is today (Race & Racism, n.d.). While not a policy or program in that it regulates rules or behavior, the information within it is unedited (though at times, summarized) and invaluable. UR credits numerous other institutions who have similar projects that inspired its (UR’s) work and initiative (Projects That Inspire Us, n.d).
Policy Options:

There is no “quick fix” to reducing feelings of marginalization for any minority group: women’s rights, LGBTQ rights, civil/racial rights, etc. However, in a small liberal arts university setting, there are numerous options and potential courses of action to take. Since there is no existing literature with methods testing to improve race relations on college campuses, as opposed to only recording where and how the issues themselves manifest, this only provides further incentive for UR administration to consider the policy options to be proposed. Each of the four options proposed below provide the University of Richmond with a reasonable and productive first step toward increasing feelings of belonging for black students on campus. It should be noted, no singular options will cure all racial tensions nor alleviate the uncomfortable circumstances minority students endure. The four options presented are as follows:

1) A Chief Diversity Officer and Race and Inclusion Subcommittee
2) A Race Wellness Course and One Mandatory Race-Based Event each Semester
3) Race-Talk Programs and Discussions during Freshman Orientation
4) Cultural Competency Training for Faculty.

1.) The University is to appoint a Chief Diversity Officer as well as a student “Race and Inclusion” subcommittee under him or her so as to maintain direct contact and understanding between administration and the students. With direct administrative involvement, the Race and Inclusion subcommittee will consist of student representatives from all multicultural student organizations, student government, and predominantly white Greek fraternities and sororities, as well as representatives from any other predominantly white student organization who wishes to be a part. White Greeks are included and mandatory to be represented because they control the majority of social life on campus. By appointing and delegating an administrative role in the Chief Diversity Officer, whose role is to specifically focus on race relations, racial incidences, and better overall student interactions across cultures, UR will be able to focus in on creating and hosting better, more lasting, and impactful events, plans, and programs to help reduce feelings of marginalization for black students and increase cultural competency for others. Essentially, if accepted, the Chief Diversity Officer and his or her subcommittee, would go about planning, hosting, and implementing the remaining three policy options…

2.) Administration must make mandatory for all students to take a racially based Wellness course (examples could include “Cultural Competency,” “Race in the 20th Century,” “Black Lives Matter and the Effect of Social Media,” etc.) in order to graduate. On top of that, it is also required that each student attend at least one racial, diversity, inclusion, and/or social justice based event per semester (eight events total\(^1\)) in order to graduate. Events would range anywhere from a speech, to a forum discussion, to a movie/documentary. Through the Wellness course, students will be prompted to engage in race-talk with peers (or otherwise risk failing), thus allowing all students to at least begin to shape a valuable skill and become more knowledgeable on the subject of race relations. Deeper implications include increased potential for more open-minded individuals thus leading to more productive conversations in other classes and when out amongst friends and acquaintances. While attendance at the events would be enforced by

\(^1\) Based on the four year, eight semester undergraduate graduation plan
administration and would be an obligation for graduation, appropriate events will be delegated, designated, and run by student representatives from the newly created “Race and Inclusion” subcommittee under the Chief Diversity Officer.

3.) The installment of racial inclusivity segments and intentional “race-talk” sessions during freshman orientation would help bridge the University’s racial divide. What this would entail is first, more intensive and extensive training and educating of the orientation advisors (OA’s) so that they are well versed enough in race-talk and have an understanding and knowledge of significant race-driven historic events as well as current events. Further on this point, allowing multicultural Pre-O advisors to be regular freshmen OA’s (if they so choose) would benefit not only the freshmen, but other OA’s. Secondly, orientation small groups would be divided by race so that all students are able to speak their minds the most freely with significantly less fear of offending someone else of another race. While this may seem separatist and counterproductive at first, the segregated groups would only be for the first day of orientation, so as to get students acclimated and talking about race more freely. Following that, two groups will meet with each other, alternating who is with who for each session (e.g. Black Group partnered with White Group 1 for the first session of day two, and then Black Group 1 partnered with Latinx Group 2 for session number two, and so on). With the added focus of race, there would now be more speakers and presentations regarding race, diversity, inclusion, and how to treat others equally and equitably. Following such programs, the now well-trained OA’s would facilitate their small group’s discussion sessions and be able to address any discomfort and/or propel conversations forward when stagnant. By incorporating racial prejudicial and discrimination programs into freshmen orientation, you force white students to recognize the University (and, more broadly, the world) as a place that is to be shared by all. Additionally, by introducing some of the realities people of color face daily, it provides a space for students of various races to interact with and discuss matters they otherwise would not have.

4.) Finally, more intensive, racial inclusivity and diversity training for faculty in order to ensure better interactions with students of all races. Simply hiring more black professors will not solve the diversity and inclusivity issue and make black students feel as if they belong more (Brayboy, 2003). [White] Professors must be cognizant of the additional struggles a fair number of their black students face, from financial struggles, to being the “only one” in the class and “naturally” drawing unwanted attention, and the increased likelihood of race-based stress. Furthermore, the potential impact each faculty member can have on each of his or her students is remarkable and should be treated as such. By increasing professors cultural competency, you not only enhance black students’ experience but also that of all the other students as well.

Advantages and Disadvantages:

Chief Diversity Officer (CDO) and Race and Inclusion Subcommittee
Advantages:
- Appoints an administrative position to focus specifically on race relations, racial incidences, and better overall student interactions across cultures

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• Allows rest of UR administration to focus on creating and hosting better, more lasting, and impactful events, plans, and programs to help reduce feelings of marginalization for black students and increase cultural competency for others.
• Chief Diversity Officer and his or her subcommittee, would go about planning, hosting, and implementing the other three policy options and more
• Bring more awareness to the daily difficulties and challenges of being black at a PWI
• Provide legitimate and replicable input on how to recruit more black students
• Assist in University plans for Black History Month
• Coordinate with existing organizations and clubs on campus looking to increase diversity and inclusion, especially for black students

Disadvantages:
• The student driven subcommittee either may not be necessary and discontinued or kept on board but have little influence

Race Wellness and One Mandatory Race-Based Event Each Year

Advantages:
• Increases cultural competency of students
  o More potential for understanding and productive conversations around race between cultures and races
• Keeps ideas, concepts, and current/historical events of racism and its effects fresh in the mind of students
• Forces students to engage in academic race-talk (or at least witness it first hand if they refuse to speak) at least once a year
• Events being student facilitated should allow for more natural and meaningful conversation—compared to speaking to faculty where students may restrain themselves more
• Betters public speaking and communication skills.
• Provide a space for opinions to be displayed, agreed upon, and/or reasonably challenged

Disadvantages:
• Adds another required class to student agenda for graduation
• Could be difficult to facilitate events due to lack of participation by students
• Difficulty in ensuring all students attend at least one event
  o Swiping ID cards is an option, however, ensuring students remain at event after swiping could prove difficult
• One class in four years and one event per semester is not nearly enough

Race-Talk Programs and Discussions During Freshman Orientation

Advantages:
• Forces race-talk immediately upon arrival at campus
  o Enhances dialogue skills, particularly for difficult topics of discussion
• Provide controlled environment to discuss sensitive, important matters
• Educates OA’s who are more established in college careers about race and things alike so that they might spread their knew knowledge and cultural competency/sensitivity with others.
- **Speakers and Presentations:**
  - Provide further knowledge, historical context, and real world examples about race and the effects of racism and discrimination
- **In small groups (segregated):**
  - Allows students the chance to speak their minds more freely and potentially clear up any confusion
- **In small groups (mixed):**
  - Allows students who have never interacted with students of color to do so, and gain first hand knowledge about racism and prejudice

**Disadvantages:**
- Possibility of lack of participation in small groups; lack of attentiveness in large groups
- Makes people uncomfortable (which is expected and OK)
- People may emerge speaking too freely and divisively thus deepening the issues
- Additional training/time requirement for orientation advisors and leaders

**Cultural Competency Training for Faculty**

**Advantages:**
- Better prepares teachers on how to consult, teach, and communicate with black students and other students of color (both inside and outside of class)
  - Informs faculty of additional struggles faced by students of color
- Increases awareness and empathy of faculty for students of color – *not to be confused with pity*

**Disadvantages:**
- White students may feel they are receiving less empathy and/or attention from instructors during their struggles because minority students “always have something wrong”
- Requires additional time for faculty and payment by the University
- Potential lack of effort or consideration by faculty to learn skills or apply in context

**Recommendation:**

Though I feel each of the above policy options alone provide a reasonable solution to the issue at hand, I feel the Chief Diversity Officer and the Race and Inclusion Subcommittee offer the most useful, lasting, and extensive initiative that the university can take. Essentially, my decisions comes down to the fact that with the CDO, the University lends itself expertise in regards to diversity and inclusion, something that has been at the forefront of the two most recent presidential strategic plans. The CDO and his or hers student-based subcommittee allows for swift and thorough communication between how the students are feeling and what they deem as necessary and what the administration has notice and how they feel is the best way to go about fixing the issue. As mentioned, the CDO and the subcommittee very well could end up put into action one of or all three of the additionally proposed policy options because implementing racial diversity and inclusion initiatives are exactly what the job is for. Therefore, I feel policy option one provides UR administration with the best fix to reducing feelings of marginalization for its black students and instead enhancing feelings of belonging.
Sources Consulted and Recommended


*The authors of this study venture to say that affirmative action causes deeper segregation on college campuses because persons of color who are admitted “because of affirmative action” are less qualified and academically prepared than others. Therefore, those helped by affirmative action migrate toward one another.*


*This article discusses how the growing fascination with the discourse of “diversity” has led us (majority Western thinkers) to this vague misrepresentation of equality when, in fact, the disparities, inequities, and mistreatments of minorities still exist. For example, at colleges and universities, the growing initiatives to enroll more minorities has led us to believe that minorities’ experiences are just as positive and enjoyable as the majority (white students), when really this is not the case.*


*This webpage provides information from the University of Richmond about the UR Black Alumni Network*


*In this book, Bonilla-Silva dives deep into the United States most recently developed racist ideology, colorblindness.*


*This article speaks to how false/empty claims and promises do an institution no good. Specific to diversity, claims of diversity without tangible, institutional change is futile and misleading.*

This study looks into how whites will claim to be colorblind, but then they insist that people of color are inherently inclined to deal and talk about race despite it not effecting them (the whites).


This study, based off of intergroup contact theory, looked at how people of different races and backgrounds acclimated to and perceived their immediate racial climate.


This is webpage provides information from the University of Richmond about Common Ground.


Cuyjet studied the difference between black college student experiences and non-black college student experiences. His focus was on feelings of marginalization.


A summative article of former president Edward Ayers touching on the legacy he left behind, including remnants of his strategic plan.


Fields discussed how racism was born and how ideologies, in particular racist ideologies, are formed.


A brief article about the birth of BSA on campus at UR, and what its goals and missions are.

Hammack, L. (2017, November 03). 'Trump Wall' costume causes a stir at VMI Halloween

VMI cadets dress up as Trump’s wall for a Halloween costume contest... and they win.


Hurtado researched how and/or Latino college students experienced the most sense of belonging on campus and found that those who join clubs and organizations had a more positive experience while in college.


Michael Johnson writes an op-ed out of frustration and disappointment to address anonymous racist remarks left on yik-yak by someone on campus.


Martese Johnson writes an open letter to the incoming 2021 class of UVA. He writes in an apologetic manner because of what the newest class of black students have just gotten themselves into. Johnson was assaulted by officers and his story made national headlines.


This is page provides information about MSSN, what the organization is about, and their attempt at getting a Black Student/Multicultural Student Lounge.


This article provides a summary and timeline of the events surrounding the racial slurs being written on the wall in feces. The lack of the president’s response, forced the football team to step up and boycott its next game unless the president resigned, which he soon did...

*A group of black students from VCU march to the university president’s office and demand a list of changes regarding better the black student experience and how to get more black professors.*


*This study looked into “diverse students” transitions into college and considered what are the best ways to ease the transition and ensure sense of belonging.*


*Critical Mass is when a person (or persons) of a minority group are in the vicinity of “enough” others like them to where they do not feel uncomfortable, and/or are not the sole representers of their race (or whatever minority group it may be)*


*This is webpage provides basic information from the University of Richmond about the Office of Multicultural Affairs.*


*This is webpage provides information about the Sigmas, the first black male fraternity on campus.*


*This is webpage provides information about SOBA, the first black student organization on campus.*

culture-thursdays-a-new-event-meant-to-foster-community

The journalist interviewed multiple students attending their first FTC to gain more information about. For the Culture Thursdays are a work-in-progress idea where the goal is to bring black student athletes and black nonstudent athletes together and hangout.


Collegian article of when Barry Greene, the first black student on enrolled at campus at UR, was admitted.


This newspaper article from 1980 details black students thoughts on not fitting in at UR.


This webpage provides all of the need to know information regarding the Posse Project.


This is webpage provides information from the University of Richmond about the Pre-orientation program.


This is webpage provides basic information from the University of Richmond about the Race and Racism Project and the projects and programs elsewhere that inspired UR’s mission.

Race & Racism at the University of Richmond. (n.d.). Retrieved December 5, 2017, from https://memory.richmond.edu/

This is webpage provides basic information from the University of Richmond about the Race and Racism Project.

The author describes how a race forum went in 2014 and tells of why it was held in the first place.


*This study uses qualitative data to show how black students experience constant microaggressions and stereotypes on PWI campuses.*


*This study looks into how faculty of color are mistreated similar to students of color all while being expected to bridge the racial gaps and ease racial the tensions that exist within the classrooms.*


*This is webpage provides basic information from the University of Richmond about the President Crutcher’s Strategic Plan.*


*This webpage provides the basic student demographics at the University of Richmond.*


*This webpage provides the 2010 US Census Data and the 2016 estimates.*


*West conducted a psychological study on how black women describe their feelings of being marginalized in higher education.*

This article describes some student sentiments of discomfort and disappointment in regards to recent (at the time) racist innuendos.