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America's colleges and universities are becoming increasingly diverse. However, increased diversity does not guarantee students from racial and ethnic backgrounds experience an inclusive campus climate. In fact, studies have shown Black students have experienced negative climates at Predominantly White Universities (PWI), which creates barriers to graduation, reduces diversity among kinesiology professionals, and impacts equity in society. Thus, Kinesiology faculty must create inclusive spaces, specific to a local department and based on the knowledge and experiences of Black students. A case study method used focus group interviews to learn about Black kinesiology students' experiences with exclusion and inclusion at PWI. Data were analyzed qualitatively, using the Sort and Sift, Think and Shift method. The three themes describing students' experiences with exclusion were challenges related to underrepresentation, experiencing stigma and the N-word, and their culture being viewed as weird, unacceptable, or not respected. The three themes describing their experiences with inclusion were community involvement, faculty-initiated inclusion, and representation of Black individuals in high positions. The Black students urge faculty at PWI to 'do the work' and offer practical suggestions to create a more inclusive classroom and kinesiology department.

THE EXPERIENCES OF BLACK KINESIOLOGY UNDERGRADUATE
STUDENTS AT A PREDOMINANTLY WHITE INSTITUTION

by

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CHAPTER I: PROJECT OVERVIEW

With the cultural landscape of America changing (Espinosa, et al., 2019), kinesiology faculty must provide inclusive learning spaces for an increasingly diverse student body (Russell et al., 2019; Dunn, 2009) in one of the country's fastest growing majors (Nuzzo, 2019). Generally, Black undergraduate students have reported a negative campus racial climate at predominantly white institutions (PWI) (Harper & Hurtado, 2007). In kinesiology, little, if any research has explored the experiences of Black undergraduate students at PWI. However, they may also report an unwelcoming institutional climate, if their experiences are like Black kinesiology faculty and graduate students (Corbett, 2016). This creates barriers to graduation (Solorzano et al., 2000), creating a smaller pool of Black practitioners in popular kinesiology-related careers, which in some fields, such as health care, can negatively impact the health equity of our nation (Smedley, et al., 2004). Improving campus climate is best accomplished at the local department level (Russell, 2019), and through conversations with students (Corbett, 2016). Therefore, to improve diversity and equity in kinesiology-related professions, it is important to learn more about Black kinesiology undergraduates' experiences at a local PWI to determine any needed changes to the faculty's pedagogical practices or policies.

Background

The U.S. Census Bureau anticipates that ethnic 'minority' groups will comprise more than 50% of the adult population in the next few decades (U.S. Census, 2020). Higher education enrollments have a similar trend (Espinosa, et al., 2019), suggesting a forthcoming increase in student body racial and ethnic diversity on college campuses. Diversifying the student body is said to have many benefits to the individual, institution, and society (Brooks, et al., 2013),

however, a diverse student body does not guarantee a positive campus racial climate for historically underrepresented students at PWI.

Generally, Black undergraduates at PWI experience a negative climate. One factor contributing to this is stigma (Harper & Hurtado, 2007), or a negative generalized belief applied to their social group (Bodenhausen, et al., 2007). For instance, Black students have described how white faculty treat them as if they are intellectually inferior to their peers (Caplan & Ford, 2014; Feagin et al., 1996; Fries-Britt & Turner, 2001; Glenn & Johnson, 2012; Smedley, et al., 1993) when they are accused of cheating on exams or deterred from enrolling in rigorous pre-med courses (Solorzano, et al., 2000). As a result, Black undergraduates at PWI constantly feel the burden to prove they are qualified to be in college (Caplan & Ford, 2014), and over time, this erodes their confidence in their academic ability (Fries-Britt & Turner, 2001). In addition, students also regulate their speech, dress, and hairstyle to be more acceptable to their non-black peers and faculty and avoid being labeled a ‘thug’ or ‘dirty’ (Glenn & Johnson, 2012). These experiences cause additional burden beyond the normal stresses of a college student (Smedley, et al., 1993) and contribute to a negative campus climate.

The literature on the Black experience in kinesiology at PWI focuses on faculty and graduate students. They have experienced a lack of committed mentorship, organizational barriers, an unwelcoming institutional climate, lack of respect from colleagues, challenges in navigating their identity, isolation, stigma, stereotyping, racism, and the status as a token faculty member of color (Corbett, 2016). Although little, if any, literature focuses on Black kinesiology undergraduates, it is very possible they perceive their educational climate in a comparable way.

If Black kinesiology students experience a negative climate, this may hinder their successful retention and graduation from PWI (Solorzano, 2000), decreasing the number of

Black graduates entering kinesiology-related professions, such as healthcare (Newell, 2017). In this case, less diversity among health care professionals is problematic because diversity in this field is associated with improved access for care and patient satisfaction for racial and ethnic minority patients (Smedley, et al., 2004). Therefore, to properly address the health of an increasingly diverse nation, kinesiology programs should ensure they do not hinder the successful matriculation of Black kinesiology students because of an unwelcoming and negative campus climate.

Minimizing a negative campus climate is accomplished through the work of inclusion (Polat, 2010). This work is best accomplished locally, at the department level (Mayhew & Grunwald, 2006), and involves engaging students in conversations to learn about their experiences (Lowrie & Robinson, 2013). Therefore, faculty should engage Black kinesiology undergraduates in conversations about their perceptions of the campus climate at a local PWI. The knowledge gained from these conversations, can inform any necessary changes in pedagogical practices or policy to make the climate more positive, reduce barriers to graduation, and have a meaningful impact on diversity and equity in society's kinesiology-related professions. Therefore, the aims of this study were to 1) learn about Black kinesiology undergraduate students' experiences with inclusion and 2) their experiences with exclusion at a specific PWI.

Methods

A case study method (Yin, 2011) was used to collect and analyze data specific to a local department. See Appendix A for a description of the case. A qualitative approach was chosen because the knowledge sought is exploratory in nature and provides a rich understanding of participants within their context (Patton, 2015). More specifically, focus group interviews

were used to generate a wide breadth of data (Marshall & Rossman, 2016), and leverage their collective memory regarding their experiences (Patton, 2015). Focus groups have been previously used to study Black undergraduates (e.g., Glenn & Johnson, 2012). A research team of community insiders was formed to be sensitive to any cultural issues that stem from studying minority populations (Wright, et al., 2018). The team included two undergraduates of color, one which identifies as Black, and one Black staff member; all were enrolled in or worked at the PWI of this study. The undergraduates recruited students, shaped the interview guide, and analyzed data to shape the findings. The staff member was asked to serve as a cultural advisor based on his shared racial and ethnic identity, his experience in studying Black college students, and his expertise as a racial equity trainer. He attended the first two focus groups, suggested adjustments to the interview guide, and triangulated the findings by confirming the results. This team was essential, as the principal investigator identifies as American with Asian and Mexican heritage positioning him as an outsider to this community. More information on the research team's positionality is available in Appendix B.

Participant Recruitment

Purposeful selection and snowball sampling of Black kinesiology students were used to recruit participants. An email invitation was sent to all kinesiology students who indicated they are Black or African American on their college application to PWI. The email list was compiled by an administrative staff person in the department. In addition, the research team broadcasted the study to their network of 60+ Black kinesiology students via a group chat app. Interested participants contacted the principal investigator directly via email, who replied with a brief overview of the study and the informed consent document. If they were still interested, the principal investigator scheduled them for a focus group interview with other participants with

mutual time availability. Snowballing sampling occurred during initial email contact and near the end of the focus group interview. Before the interview, the principal investigator invited participants to bring a friend; afterwards, he asked participants to share his contact information with any interested, Black-identifying peers. All procedures were approved by the UNCG IRB.

Focus Groups

The six focus groups, lasting between 46 and 65 minutes, included three male groups and three female groups, totaling fifteen participants. Focus groups were small ($n = 2$ to 3), which enabled the participants to share vulnerable, data-rich experiences, and is a method frequently used in recent years (Morgan, et.al., 2013). Zoom, a video conferencing software, was used to make participation more accessible (Nyumba, et al., 2018), and generate transcripts of the interview. Participants joined the Zoom meeting from a private and quiet location and self-selected their own pseudonym. A semi-structured interview guide (Appendix C) was used.

The participants represented a wide range of backgrounds, including mixed-race participants, traditional, non-traditional, and first generation students, low and middle-class socioeconomic status, city, rural, and international hometowns, scholarship winners, college athletes, Greek life members, and all three kinesiology specializations offered in the department. To a point, this diverse group of participants helped triangulate the data by identifying similar responses from various people (Lincoln & Guba, 1985). The cultural advisor was present for the first two focus groups to ensure the data collection environment and procedures were culturally sensitive and supportive of this population.

Data Analysis

The “Sort and Sift, Think and Shift” (Maietta, et al., 2021) qualitative analysis approach was used. This model is based on the qualitative traditions of phenomenology, grounded theory,

narrative research, and case study (Maietta, et al., 2021). The analysis involved a repeated process of ‘diving in’ and ‘stepping back.’ ‘Diving in’ caused analysts to deeply understand the data as they repeatedly reviewed transcripts of an individual data set (e.g., one focus group) to “sort and sift” the key quotations from it.

For each focus group, the team copied and pasted quotations which answered the research question into a quotation inventory. The team organized these quotations in PowerPoint slides, to provide an overall visual description of that focus group’s data. Finally, a summary of the focus group data was written (See Appendix D for an example quotation inventory, quotation diagram, and focus group summary). This process, called vertical analysis (Maietta,et al., 2021), was performed for each of the six focus groups. However, after analyzing the first three groups, the research team adjusted the interview guide to focus on potentially emerging themes.

After the vertical analysis of all six focus groups, the analysts performed a horizontal analysis (Maietta, et al., 2021), to examine connections across the six focus groups. After the team identified common themes across groups, they created a visual diagram of how these themes interacted (see Appendix E), which they felt would shift the way of thinking of the faculty in this case study. During analysis, the principal investigator kept a reflexivity journal to consider how his positionality and bias may influence analysis (see example in Appendix F)

A member checking session was used to get feedback, from participants, on the final analysis. This voluntary session was advertised to all the participants in the group and held with two of the participants. The participants agreed with the final analysis. They appreciated the use of their quotes in the analysis and re-emphasized that this data is important for faculty to understand.

Findings and Discussion

Three themes for each research aim were found, totaling six themes. For aim one, Black kinesiology undergraduates experience exclusion, at this specific PWI, because of 1) the challenges of underrepresentation, 2) stigma and the n-word, and because 3) black culture is seen as weird, unacceptable, or not respected. For aim two, Black kinesiology undergraduates experience inclusion through 1) community, 2) faculty-initiated inclusion, and 3) seeing representation of Black people in high positions. A table of all the subthemes and themes are provided in Appendix G.

The students' experiences with the themes varied, including one participant who did not feel any exclusion at PWI (See Appendix H). However, as one participant stated, generally, the students' common Black identity has given them similar experiences, regardless of their varied backgrounds:

While the experiences [of Black students] may not be exactly the same, the awareness is there. It's there somewhere. And there are likely experiences that collectively, we can talk about some way or another. We can all talk about being slighted. And we have to deal with the fundamental issues of racism and sexism, and being underestimated left, right, and center. And not being heard, not being listened to. All of those things that if you haven't experienced yet, you are likely to experience, regardless of how much money you have. (Summer)

Black Kinesiology Students' Experiences with Exclusion

The three themes characterizing Black kinesiology students' experiences of exclusion are the challenges of underrepresentation, experiencing stigma and the n-word, and Black culture as weird or unacceptable. One participant did not experience these themes and represents a counter-

case (see Appendix H). It seems these three themes are more noticeable when students compare the PWI community's behavior toward them as opposed to their white counterparts (Examples provided in Appendix I).

The Challenges of Underrepresentation

The Black kinesiology students at this specific PWI are acutely aware of being underrepresented among their peers and faculty. Although they anticipated this before coming to campus, some students were still 'taken by surprise' by the extent they were underrepresented. The following subthemes describe the challenges and difficulty of being underrepresented, including feeling isolated, not being understood, difficulty imagining a successful future, and being missing from the curriculum.

Isolation. Many students described feeling isolated within the kinesiology classroom environment and used words like "outcast", "outlier", and "out of place." Some students described how this negatively impacted their academic performance and comfort level with speaking to kinesiology professors. This finding is consistent with Black graduate students in engineering (Blosser, 2020), kinesiology (Hodge & Stroot, 1997), and Black undergraduate students in general (Harper & Hurtado 2007). Thus, the reality of being underrepresented in a PW space includes a persistent feeling of being alone among peers and the PWI faculty.

Not Being Understood. Another challenge of underrepresentation is not being understood by faculty or peers. In explaining why, she wouldn't attend a kinesiology faculty-sponsored talk about diversity, equity, and inclusion (DEI), Bremix stated, "... [if] I'm talking with a bunch of my white professors, how far can that conversation really go?... Can we really speak productively if I'm telling you my experience and you don't necessarily understand where I'm coming from?" Students apply a similar perception to their white peers. In one example,

Jada described listening to her white peers' 'interesting' responses during a classroom conversation about diversity and concluded that her peers "don't understand where you be coming from. From an academic perspective, some Black students are uncomfortable attending office hours because of a lack of 'common ground', which may lead to unanswered questions, gaps in their comprehension, and compromised performance on assessments

A consequence of not being understood is the burden Black students feel to explain themselves to their white peers. A participant who self-selected "Pseudonym" as their pseudonym recalls walking down the main campus road one evening with his PW peers and needing to explain his choice of clothing.

... and they were wondering why I couldn't wear a hoodie late at night. [I told them] I don't feel like some of y'all would understand it. But I was taught at a young age, like when you're a Black male you can't really wear your hood at night because it gives off a certain type of stereotype [or] look that isn't appealing to other people. And so, my friends, didn't really understand what I meant.

In this case, Pseudonym had to interrupt their casual stroll to explain to his PW peers how he manages the stigma of the dangerous Black man. Scooter described how this phenomenon also occurs in the classroom. She mentioned that when discussions on culturally related matters arise, the class will turn her way: "everybody's looking at you like, 'what do you have to say?'" And for Jada, the process of explaining herself, ends in frustration. She explained,

... being like one of the only Black people in most of my classes, it's just always it's been kind of difficult making people understand something that like they don't. And it's like you continuously try, try, and try and it's like it's not going to get through to them, but then, it's also a sense on their part it's like you can't be ignorant to what's going on, you

can't be ignorant to all the things that you know that have happened so it's kind of like frustrating, in a sense, to where it's like. Understand what we've been through understand things we're currently going through like, that we will continue to go through and it's like it's it is kind of frustrating.

The frustration she experiences doesn't just stem from explaining herself, but from feeling like she shouldn't have to; her white peers should try harder to understand. To cope with this burden, some students "practice forgiveness" and give people the benefit of the doubt:

...I just tried to really just practice forgiveness. I'm like okay, you know, maybe they weren't informed about this, or, you know what if they are trying to be hateful and discriminate or stereotypical on purpose like, I correct him and I'll just go about my way. And you know, hopefully they'll change and maybe what I said will help, you know. (MJ)

To this student, carrying this burden of explaining himself is coupled with the hope of changing his white peers' future mindset or behaviors.

When Black students take on this burden of explaining themselves, their ideas are sometimes invalidated, or they worry about perpetuating stigma. MJ recalls explaining the historical reality of racial inequity to a white peer, only to have that peer retort, "Black people and white people had the same opportunities and, like the struggle is fake." Similarly, when Kangaroo has expressed his perspective in the past, he's been told, "oh you're making too big of a deal of it, you're being overly sensitive", or you know "why are you angry about that?" Because of these invalidating instances, the students said, "that's why we don't even bring this stuff up during class discussion. It's more of a burden than anything else...", and that these conversations "can be too painful." Moreover, students worry about perpetuate stigma. EB

doesn't volunteer his perspective on his home country during class discussions, even if it's the topic of the day in his African American class, because he didn't want people to "... think all that negative stuff" about his hometown.

Thus, not being understood creates a burden for Black kinesiology students to explain their perspective and experiences to the community at PWI. The participants in this study described this phenomenon as frustrating and gave examples of how it can lead to invalidation, emotional pain, and concern about perpetuating stigma.

Hard to Imagine a Successful Future. Underrepresentation also challenges Black kinesiology students' perception of success after college. MJ stated, "you see more people in serving food positions than you see in administration...what does that say to you every day? ... success after college, it's hard to imagine that, because you don't see people like you doing that." This statement is a concrete example of how a lack of African American role models is perceived as limiting opportunities that foster a successful future (Barfield, et al., 2012). Additionally, students in this study have anxiety about their success under non-black leadership personnel. Bremix explains:

For me, it becomes a scary experience, first of all. And second of all, it kind of discourages me, because it's like well, will they accept me because I am Black? Will they try to discriminate against me? ... I start worrying and it gives me anxiety ...

Thus, being underrepresented challenges participants' belief in achieving high positions, and causes anxiety at the thought of their success being hindered by inequitable treatment.

Missing from the Curriculum. Black students, in this study, experienced a negative climate in classrooms when images or statistics of health equity were presented. Summer, shared that in one of her kinesiology classes,

... all of the examples are people presenting exercises and the people who are doing the exercises are white folks, you know and white males. And it's like well you know it would be nice to see some diversity, diversity in races, diversity and body types. Not just always white men telling other white man what to do. And I think that's the case, that has been the case in all of my classes, all the examples are likely to be white man telling other white men what to do.

Pseudonym described how images of the Black community were presented in the context of negative connotations,: “it seems like every photo we see is of white people and then, when it comes to slavery or anything like that, all of the sudden, the pictures become Black...isn't that uplifting [sarcastically]” In addition, Ramses felt the Black perspective was missing when statistics were presented. For example, one of his teachers stated that African Americans have a higher rate of Schizophrenia than the rest of the populations. In Ramses mind, he thought:

Like, okay but can we unpack that a bit? Like why is that? Maybe there's more environmental stress, right? Obviously...[there's a lot of environmental] stress for African Americans, a lot more obstacles for them. So that could be a trigger for Schizophrenia (Ramses).

Ramses associated this oversight with the instructor's racial identity:

And I feel like for a teacher of color they might be more willing or have past experience that they can draw on to kind of help unpack that, whereas, you know, people you know, like white professors or people of other races, like might just not delve into that.

Thus, Black images with positive connotations and a culturally honoring perspective disparity statistics are underrepresented in the curriculum and have caused a sense of exclusion among

Black students. This finding mirrors that of some undergraduate education students who felt their curriculum did not deal with race and ethnicity as it should (Sanchez, et al., 2018).

Stigma and the N-word

Almost every group described a time when they either experienced stigma or were worried about experiencing it. Participants encounter people who question their intelligence and refer to some of their behaviors as ‘ghetto.’ In response, students feel they must work hard in classes to prove their intellectual capabilities, and they also adjust their behavior to distance themselves from the ‘ghetto’ label.

Stigma. The students recounted specific instances, at PWI, when white community members’ statements implied the students were not intellectually capable of being a student at PWI. While looking for a classroom in a building, a white community member asked Pseudonym if he was a ‘lost fan’, and Jada had a white community member imply she only gained admittance to PWI because she is Black. These white community members assumed the participant had low intelligence, which parallels other studies findings (Caplan & Ford, 2014; Feagin et al., 1996; Fries-Britt & Turner, 2001; Glenn & Johnson, 2012; Smedley, et al., 1993).

To counter the stigma of low intelligence, participants work harder in the classroom. Dunk described this clearly: “...[because] people expect us to do worse, then them like white people ... you have to do more [academically] to be looked at.” Others described it as needing to work “ten times harder” and having to go “above and beyond ... just to be able to compare [to white students].” For Heart, her ultimate motive for working harder is to prove she is “fully capable of doing, handling the course work ... and belongs here.” Similarly, Pseudonym would even look up words just before he spoke to a professor “... just to make [himself] sound like [he was] more educated and that [he] deserve[s] to be here.” In this academic space, the stigma of

low intelligence is a constant threat which causes these students to work harder for the same level of credibility as their white peers. Although participants did not discuss how this experience undermines their confidence, which has been previously reported (Fries-Britt & Turner, 2001), this finding mirrors others that describe how this experiences burdens Black students beyond that of normal college students (Smedley, et al., 1993).

Being ‘ghetto’ is another stigma applied to Black kinesiology undergraduates, and is associated with destitute communities, crime, and incivility (Duneier, 2016). One white peer confirmed the association between Black people and the ghetto by saying, “Black people are more likely to commit crimes,” after MJ sang a song about the struggles of being Black and incarceration. In addition, the students in this study described how white people at PWI have labeled their speech and dress as ghetto. For example, Pseudonym, who grew up in a rural hometown, was told, “... I hope you don’t plan on speaking like that here on campus ... You sound like a little ratchet, like a little ghetto ... no one wants to hire a person who can’t speak properly.” Similarly, Jada was told ‘oh, you’re ghetto,’ when raising her voice volume as she described an upsetting race-related experience to her white peers. Besides vocal volume and accents, Black students dress has also been judged; Pseudonym recounts his first move-in day at PWI:

... I made the wrong decision to like wear baggy sweatpants to move in. I didn't think I would have to wear you know jeans and a turtleneck to move in [jokes]. But I wear sweatpants and I was moving in I think like my microwave. And my pants slipped a little cuz the like string broke that day, but I liked them too much. And so my pants are just slipped a little bit, so I guess that you can see some parts of my underwear from behind, and I can overhear a parent literally say like. ‘Oh, he must be a helper ... that's not very

professional, he's not going anywhere.' When I really was trying to get a microwave up a really big hill from the moving car.

Thus, during a normal day, Black students' dress and speech have been associated with the stigma of the ghetto, inferring a student's connection to characteristics like criminality and the worst parts of society.

Understandably, students avoid being labeled as ghetto or unprofessional, by "code switching" or "changing how [they] present [themselves] or how [they] speak ..." (Pseudonym). This strategy is used to negotiate stereotypes and fit into the dominant culture (Glenn & Johnson, 2012). For example, before talking to a person in power, Bremix asks herself, "What's the best way to say this without being seen or being told that I'm acting ghetto." They reported speaking in a lighter tone so they wouldn't "come off as scary, or too dominant, or...aggressive" (Pseudonym). And, they would avoid being loud "to not be labeled as ghetto" (Claire). Aside from speech, they also negotiate their dress, including not wearing a hooded sweatshirt at night (Pseudonym) or not wearing a durag at PWI because it can be seen as "unprofessional" (Kangaroo). Paradoxically, when their white peers speak in "African American Vernacular English", it's "cool," however when the Jada uses it, it's "weird and uneducated." Thus, white people may speak however they wish, but because these students are Black, they must self-monitor their actions to avoid all the negative connotations of the ghetto. They're not able to be their "authentic self" and a times get so tired of self-monitoring, they have to leave PWI campus (Pseudonym).

The N-word. The N-word, which his used to insult, degrade, and place a Black person inferior to the individual speaking the term, has been heard by MJ three to four times since attending PWI.

MJ recounted when he was waiting in the hallway for a class to start when,

[a] Caucasian person literally said, like the N word like right in front of my face like it was okay... And it's just like, you know, you about to go to class and that happens, how you expected to like focus on what the teacher [is] saying when you're like [pauses] something terrible, like somebody just said a word that's degrading, you know, ... it's hard.

He also shared about a time when he and his friends were playing pick-up basketball in an outdoor court while listening to rap music. He recounts:

... we're playing basketball. You know, everything's fine, chillin' and then I'm listening to rap, and this uh older man. I don't know if he worked at the court or what was going on, but he said [mimics the voice of the guy] 'hey! Turn that [n-word] music off.'" [researcher reacts]. And I'm like what? [surprised/angry tone]. Like we were literally just having fun, taking a break, chillin'. And this dude over here, and he thinks we're like causing trouble.

(MJ)

Thus, during a normal day, while Black kinesiology students are waiting for class indoors or getting physical activity outdoors, they may be met with an insulting and degrading comment, because of their skin color. These experiences with stigma and verbal assaults create a hostile campus climate for Black students at PWI, and are well described in the literature (Blosser, 2020, Corbett, 2016, Caplan & Ford, 2014; Harper & Hurtado, 2007; Burden et al., 2005; Swim et al., 2003; Hodge & Stroot, 1997; Feagin et al., 1996, Smedley et al., 1993).

Black Culture as Weird, Unacceptable, or Not Respected

Another experience that creates a campus climate of exclusion is when “...things that Black culture does is looked upon as like weird or not accepted.” These include music, church, hair, and Black achievement and empowerment.

Music and Church. MJ has already provided one example from the previous section (Experiencing Stigma and the N-word), where listening to rap music while playing Basketball was not accepted by the white community member. He also described a time when an administrator denied his request to rap in an area designated for student activities because rap music is “too disturbing.” (MJ) R&B music has drawn criticism as well, at PWI:

I was asked by my roommate not to play music out loud, because my music was sort of “ghetto” and like unappealing. [pause]. And, I’m guessing [that was what he was thinking]. It wasn’t even that bad, because it really was just old school R&B music [laughs]. So I was very confused [about] what was so vulgar and what was so dehumanizing. (Pseudonym)

Additionally, one Sunday, Pseudonym (E3) was listening to his Church service when someone told him that all [his home church] does is “very dramaticized and not the way of the Lord” and was even told he “wasn’t gonna make it to heaven, because “[he doesn’t] go to the same church she does.” (Pseudonym).

Hair. Hair has ‘a lot of significance’ to many in the black community. Some invest a significant amount of time (four hours) and money (over \$100) (Kangaroo) into their hair. However, some classroom procedures at PWI requiring a tight-fitting cap, undoing the work put into their hair. Ramses described a body composition assessment procedure in class:

... And as part of the thing that you have to do ... was you have to wear like this cap, like this tight cap, because, you know, if air gets trapped in your hair, then it could throw off your body composition because it'll count the air kind of like as your body mass. And I have a lot, I have like good amount of hair, so it didn't really fit very well. [After the assessment] I took it off [pause], and my hair looked ...a mess. And then so now I had to walk all the way back across campus, back to my apartment, it's like a 20 minute walk across campus, with my hair looking a mess and it's like 'no I don't just look like this on the daily I just like took something off my head, but you wouldn't know that, because you weren't there, right? So...a method that's used very commonly in [kinesiology], as a way to test a body composition, doesn't take into account, like other people's types of hair, right?... That's just like an example of how I felt like unsupported or like you know those methods weren't necessarily designed for like someone like me.

In a different lab class when he was instructed to wear a tight-fitting cap, Pseudonym describes how he talked with the instructor to see if he could avoid wearing it, so he could maintain his hair, but the instructor said, 'oh it's just hair, don't worry about it.' So, he complied, but afterward felt that his physical appearance came across as 'rough.' This event frustrated him because it was important for him to look his best in predominantly white spaces to avoid being negatively judged. Thus, hair is significant to many in the Black community, however procedures at PWI don't always take that into account, which shows a lack of respect for this part of Black culture.

Black Achievement and Empowerment. Black achievement and empowerment are other elements of black culture that are under respected. For example, Jada recently matriculated into a sorority with a long and proud tradition of supporting and empowering Black women. But

recently on social media, white content creators have posted themselves imitating calls or hand signs or strolls and stepping. This was upsetting to her as it seemed like they were making fun of deeply important parts of that sorority's culture. Jada said:

And pardon my language, but they kind of shit on like D9 and like Black fraternities and sororities... There's like a lot of history behind it, and it means a lot to me... [and] other people as well, even if you're not a member. It's something that's very definitely African American culture... And people say 'oh, well, I've never heard of this, so it's not legit,' ...like it's kind of been hurtful.

When institutions that embody Black achievement and empowerment are not respected, this causes an experience of exclusion. Relatedly, the response of some PWI community members to the death of actor Chadwick Boseman is another example of a lack of respect for Black culture. Chadwick Boseman was seen as a quality human being, a role model and was an example of Black achievement. His success helped Bremix believe that she can succeed too. And although some teachers at PWI mentioned his death, they did not respect the significance of his passing to the Black community. Kangaroo shared his experience:

[my recitation teacher] had to facilitate a conversation, you know, around Chadwick Boseman when he passed away, and he brought it up in class, and you know he stated that he didn't really know much about Chadwick Boseman other than you know he died of colon cancer, and then it was just brushed upon. And before I can even like sit there and process what I was trying to say, and you know, being the only Black male in that recitation room, you know it was really isolating not be given the space to really, you know, feel and process and express what I was really feeling at the time.

The passing of a successful Black person is like losing a role model who shows that success is possible. Thus, not honoring or giving Black students the space to honor the passing of well-known and successful Black person creates a climate of isolation and exclusion. Another example of Black culture not being respected is when white students don't recognize the messages behind empowering clothing. Bremix recounted a time when a white peer casually complimented that the design of her sweatshirt was 'cool.' However, Bremix took this comment as a slight, because it minimized the significance of Black empowerment, which, to her, is a very important part of Black culture. Relatedly, Black undergraduates at other predominantly white institutions experienced a negative climate when the white community reacted negatively to the election of President Barack Obama, a symbol of Black achievement (Caplan & Ford, 2014). Thus, music, church, hair, and Black empowerment are some parts of the culture that students feel are looked down upon or not respected at PWI. In general, if Black students are 'choosing to honor it, you respect us doing so' (Bremix,).

Black Kinesiology Students' Experiences of Inclusion

The three themes identified in this study include community, faculty-initiated inclusion, and representation. Black students experience inclusion through community from a variety of sources. In addition, white faculty create inclusive spaces by initiating care through their teaching practices. Finally, greater representation of Black individuals in the faculty improved student's sense of inclusion since they share common experiences, provide support, and are role models for success. Each of these themes addresses and provides relief from multiple themes that drive participants' experiences of exclusion.

Community

Through community, the Black kinesiology undergraduates in this study experience relief from isolation, academic support, emotional support, and relief from the need to code switch because of stigma. This finding matches previous studies that show racial minority groups form ‘counter-spaces’ (Blosser, 2020; Solorzano et al., 2000) at PWI.

Black students feel more included at PWI through communities they establish. The types of sought community varied among students. For example, Summer, a non-traditional student already had an established, long-standing community. At the end of the day, she can leave PWI, to be with her family and hang out with her peers. Similarly, Pseudonym travels away from campus to find a supportive community with his friends at a local HBCU. However, most of the students seek and find a form of community on campus. Although these communities can be multi-racial, such as sports teams, most students describe their communities as consisting of Black individuals, such as sororities, and small groups of friends and mentors. The only focus group to not mention the importance of community at PWI was focus group one; however, it is still possible they had one. If they didn’t have a community, it could be because Heart was a new transfer student and hadn’t had the chance to form a community yet, and ---’s introverted nature may have been a barrier to forming new friendships. Regardless of where participants found community, it provided some form of relief from their experiences of exclusion at PWI.

The Black students’ communities push back against the challenges of being isolated and underrepresented. For example, Scooter observed that the smaller kinesiology specialization she recently transferred into was more “close-knit” than her previous engineering-related major. She noted that “...everybody’s taking the same classes. So, it doesn’t really matter than I’m Black, because I know everybody already.” In contrast, --- reported more isolation with smaller classes.

The difference may be explained by Scooter and ---'s self-identified introverted vs extroverted nature. Although racial demographics of a community didn't matter as much to Scooter, race did matter to Kangaroo, who sought out a Black mentor in his academic program. Kangaroo's small community with his mentor enabled him to share his honest feelings and receive "... really, really helpful" strategies to cope with his negative experiences within his program at PWI. However, sharing a racial identity does not guarantee a community will be formed. For example, it took Dunk two years to find Black peers who shared other important identities. She recounts:

... in general, there's like a small population of Black people. And when you try to talk to some of those people, it doesn't go really well...Everybody comes from different places, but a lot of the Black people I've met at [PWI] have been from like the suburbs, or like very rich families, two parent households and everything. And that's not where I come from, so like we didn't have a lot of similarities. But once like I found my group of people that I could relate to and whatnot, just having that group of people, it just made me comfortable with them. And since I'm so comfortable with them like, I'm fine [emphasis] like going to class, being the only person. Like I just needed to find my people first, basically.

Thus, a community pushes back on the effects of underrepresentation and isolation, by helping them feel more comfortable, advising and guiding them, and their communities could be racially diverse or a specific sub-set of the Black population.

Community can also provide academic support. For example, in the early years of their college career, athletes will often schedule their classes together. This is helpful as they can arrive and leave as a group and ask each other about assignment due dates or class content (EB). Additionally, the athletic community extends beyond teammates and includes tutors and advisors

who followed their academic progress and helped them select classes (MM). However, academic support is also seen within informal communities. TO stated that having a community of Black classmates could help during class registration as they could share "... general knowledge...like what to expect from classes," providing each other specific strategies for success. Thus, both well structured (e.g. athletic supports systems) or informal communities can academically benefit

Community also gives relief from experiencing stigma. When asked how he copes with all the negative experiences at PWI, Pseudonym explains:

I will go my friends HBCU ... Just to get like. [pauses] I call it a mental health day.

Where like I feel like I'm surrounded by other people that look like me, talk like me, my friends, where I'm accepted, where I don't feel like I have to be watching myself, where people smile at me when I walked down the road and [don't] look at me like I don't belong here So I literally leave and not come to campus just because I feel very uncomfortable. (Pseudonym)

Pseudonym's comment shows the high level of discomfort he experiences at PWI, its effect on his mental health. In this case, an on-campus community is not a strong enough counter-space, and he must leave the premises of PWI to engage in a community and climate that provide a strong sense of belonging.

Faculty-initiated Inclusion

The Black kinesiology students in this study appreciate kinesiology faculty members' effort to create an inclusive classroom environment. This includes faculty showing genuine care toward students, as well intentional classroom inclusion practices such as diversity and learning statements, being responsive to feedback, and listening to their experiences. These findings match Corbett's (2013) exhortation for kinesiology faculty to initiate care for their students; and

inclusive practices, such as explicit diversity statements, have also been mentioned in the literature (Hodge et al., 2013).

Faculty-Initiated Care. Black students feel welcomed, supported, and included when faculty initiate informal or formal check-ins, remember their names, send encouraging emails, mention extra-curricular opportunities, follow up after a missed class, and develop relationships with students. Some faculty build in a regular, formal check in with students in their asynchronous lessons or through live polling, asking questions like ‘how are you doing?’ and ‘is there anything I can do to help?’ (---). Informal check-ins occur when faculty engage students during small group work (Heart), or when they “... just make sure you’re okay ... before, during, or after class” (Scooter). Because of these check-ins, students feel kinesiology faculty “genuinely care about their progress in class” (Scooter). Faculty also have shown care when sending encouraging emails when they excel in class (Dunk), and when faculty remember the correct pronunciation of participants’ names, as Dunk stated:

... there's some professors that actually showed that they care. Like a lot of the [kinesiology] professors like try to know my name, like. I have a difficult name, according to a lot of people. So, like they'll try to remember my name and try to pronounce it correctly.

Moreover, Kangaroo, a student nearing graduation appreciated when a faculty member extended an opportunity to work with him directly and train people. This offer made him feel more comfortable and engaged in class because he thought, “this professor really cares a lot about, you know, not only me being a good student, but me being a good professional as well” (Kangaroo). A final example of faculty-related care is when professors email students after they miss a class and express concern for their wellbeing. This action “shows [a] sense of care and kind of feels

like your teacher actually has your best interest, not just a paycheck” (Pseudonym). All these faculty-initiated actions establish a foundation for a relationship with Black kinesiology students and lessen the students’ worry of experiencing discrimination because of their race (Heart). To some students, the impact of faculty relationships is so significant that, they wish those faculty could “... teach [them] for the rest of the time that [they] are here at PWI” (Heart).

One note of caution to faculty members at PWI is to be aware that some Black students do not want to feel like they are getting “special treatment” (Scooter). This may occur if faculty do more than checking-in:

I feel like if you do anymore, like I wouldn’t be receptive to it. Like I don’t want special treatment because I’m Black. Like don’t treat me that way. I would rather just leave it open and inclusive to everybody, and then we all benefit from it, but don’t give me an extra hand because I’m Black.

Inclusive Practices. The Black kinesiology students in this study described a few faculty practices that have made them feel more included at PWI: explicit diversity and learning statements, being responsive to feedback, and ‘seeing’ their experiences as Black students. --- appreciated a professor who intentionally recognized the impact of diversity on learning In his syllabus and comments throughout the semester, “specifically acknowledging that students’ experiences may be different based on race, based on gender sexuality, whatever else.” In addition, Summer appreciated how one professor was receptive to her feedback about an insensitive statement the professor made during a class:

I had a concern in one of my early [kinesiology] classes ...and I sent the professor an email, and [they] seemed really grateful that I brought the situation to [their] attention. It

was a joke that [they] made and I thought it was I thought it was insensitive. And, um, [they were] able to receive that and that was encouraging you know.

And finally, some of these students appreciate when faculty seek to understand Black students' experiences with exclusion. Jada noted that just participating in the focus group fostered an inclusive environment and "gives her hope" that other faculty will be able to see and understand their experiences.

Representation in the Faculty or in their Chosen Career

Participants felt representation of Black individuals in high positions at PWI created or could create an inclusive environment because of three main reasons including sharing common experiences, receiving support, and having role models for success.

Common Experiences. "It's very important to have [Black faculty] that can relate to students ..." (Jada), because it gives Black students the opportunity to learn from someone who will "get where they come from" (TO). Some students experience an even greater sense of inclusion when multiple parts of students' identities match that of Black individuals who represent them in high positions, as Ramses explained:

... it's almost like I can like, not like project myself onto [the guest lecturer], but it's like I can relate to that person ... on multiple levels: on the experience of being a man, the experience of being a Black man, you know. The experience of being a Black man in exercise and sports science, you know [laughs] so...I can see myself in them [upspeak] on just even that extra level of them being a man.

When the participants' life experiences are shared with the instructor, it makes a positive impact to the climate of an academic setting, as EB explained: "...as a Black student, I've had the best educational experience or learn more from people of color, just because they actually

lived as a person of color and I could actually relate to what they were saying.” This makes the participants feel more comfortable in a classroom and “increase[s] [their] level of engagement” (Kangaroo). They go to Black professors’ office hours frequently and are more comfortable asking them questions than their white professors (Kangaroo). For example, EB described a time when he asked a very difficult race-related question to his Black professor during office hours: “...and we just like, you know, kept arguing and all that, and it was still professional, but it’s just that he gave me the space [pause] and he knew exactly where I was coming from...” Moreover, Ramses felt an instructor of color would “unpack” environmental factors of racial health disparities more respectfully because of their lived experience as a racial minority. Similarly, EB noted that one of his African professors taught his African Studies course without a “negative lens,” and stated “... I felt like if it was anybody else than an African teacher, I would have gotten a negative experience from class. Thus, when a Black professor is leading a class, Black kinesiology students feel a more inclusive environment because the class leader shares common experiences of being Black, which makes them comfortable to ask more questions than normal, feel safe to debate challenging issues, and be confident that their race and ethnicity won’t be portrayed in a negative light.

Support. Besides a positive effect on Black students’ educational experiences, they also feel support when Black individuals are represented in faculty and their future professions. TO described how Black faculty and other teachers of color are more likely to reach out to Black students:

When you when you have [a Black teacher]. That teacher’s kind of going to want to talk to you more and outreach. At least that's kind of what I've noticed like just standing back and looking. Like throughout my life, when people see some someone like you, like

they're more prone to [clarifies] not go out of their way to help you but, they want to see you succeed so they're willing to pour more into you. And, I think that's just more of an intrinsic thing... I definitely think there's something intrinsic about having that kind of cultural connection, I call it, a cultural connection

Similarly, Bremix described how she has “relief” when Black individuals are represented in leadership positions because, “[they] watch out for each other, especially when [they’re] getting to like the higher positions.” She felt they would “guide” her and help her “create her own path.” Another student described how her Black professor shaped her future career path gave her the tools on how to get there:

I never really kind of like knew which direction, I wanted to go with [my future career] and how...to get to like the place where I want to be. But then like taking this class with like this one, just this one like Black Professor. It has meant like everything to me it's been really important (Jada).

On a deeper level, students also received support from Black faculty when sharing about personal feelings such as “impostor syndrome” (Kangaroo). The faculty member was able to “speak life into [the student]” and affirm his academic capabilities (Kangaroo).

Thus, Black kinesiology students feel they experience or would experience inclusion when Black faculty or Black professionals, or faculty of color are represented in higher positions. It gives them a sense of relief, makes them feel like someone’s looking out for them, guides them towards a successful career, gets them excited about their historical roots, provides opportunities for vulnerable sharing, and affirms their competence in their endeavors.

Role Models for Success. Having someone to ‘look up to’ makes a tremendous impact for Black kinesiology students at PWI. As TO stated, “having somebody who’s already done it

may change that course for the kid who doesn't think that they can do it..." Although some of the participants never had a Black professor, they state it would have a tremendous impact. For example, Pseudonym (E3) analogized having Black professor to the election of President Obama:

I'd be so excited if I found out that I would have a Black male Professor or a Black [pause] just even a guest lecturer of Black male, I'd be excited like I knew I wouldn't miss that class. Even if I was sick, I would just have to sit in the back of the mask on just to experience it. Because [pause] it's more impactful than a teacher can think. I know people say 'oh it'd be cool,' But it is really impactful. It's kind of like that feeling of when Obama got elected in office. It's seeing someone like you obtain heights that you don't see very often....Being able to see somebody in a higher position or a position where you want to be is very influential and does a lot towards you and motivates you.

The students who were taught by a Black professor or guest lecturer confirmed that it is impactful and motivating. Ramses recounted the time he had a Black guest lecturer in a kinesiology class:

...that to me was like I was, like all right great [smiles/lights up] because I'm sitting here in this [kinesiology] class with not a lot of people of color, much less men of color... And then you know we have a guest lecturer, who is you know, obviously very well established like you know works for [a large research center] he's doing this great research and now he's like presenting this to our class. And now, like he's the teacher for day, right. So that to me was like very fulfilling in like in many ways, just to see you know, a man of color in a teaching position also like a very like high academic position

but also you know you know, presenting research to our class, [inaudible]. So that was one way that I felt supported and stuff you know.

Similarly, Claire, who worked with a Black individual in her prospective career said, "...it just proves that, like, I am able to do that and, like that my dream job could become reality." Thus, for these students, having a Black individual represent them in high positions creates an inclusive climate and is impactful, motivating, and helps them see a successful future after college.

A summary of the findings is represented in Appendix E. The white space represents the students' experience with exclusion, and the black space describes their experiences with inclusion. Participants agree the white space of exclusion is larger than the black space of inclusion. Although the degree these participants experience these spaces vary, faculty at this specific PWI should focus their effort on the factors that produce a positive climate: community, faculty -initiated inclusion work, and Black representation in high positions.

Limitations

Naturally, transference of the findings is limited, as they represent data from this specific case context. Similarly, although the findings traversed each focus group, they did not necessarily resonate with each individual participant. Therefore, these findings cannot be strictly applied to each Black kinesiology student within the local department. In addition, despite efforts to announce and remind students of the member checking session, only two participants voluntarily attended, which limits the credibility of these findings. Finally, individual participants' comments may have given way to group consensus, which is a natural consequence of focus groups (Barbour, 2005).

Implications for Practice

Creating inclusive spaces at PWI reduces barriers to graduation for Black undergraduates (Solorzano, et al., 2000) and diversifies the professions they enter, which can improve racial equity in society (e.g., Smedley, et al, 2004). According to the participants at this PWI, fostering an inclusive climate includes developing community, faculty-initiated inclusion work, and Black representation in high positions. In essence, these factors mitigate their negative experiences to create a more tolerable campus climate. However, these findings are not new, and in some cases were reported nearly 30 years ago (e.g., Smedley, et al., 1993). Aware of this fact, Summer, one of the study's participants, critiqued the necessity of this study:

I was surprised that you chose this as your dissertation. Because I think so much of this information is out there already... There's so much information about how uncomfortable students of color or people of color feel in white spaces, at this point. I,[laughs] I would like to see this study flipped: talk about white professors and why students of color are still saying these things, how do they respond to that what does that mean to them? That they still haven't found a way to help us to feel more comfortable anyway.

Summer's comment parallels that of prominent kinesiologists who put the onus on the faculty (Russell, 2019; Dunn, 2009) to create inclusive spaces. In other words, faculty must "do the work" of inclusion within their own department at PWI (Kangaroo).

One framework that can guide faculty when doing "the work" is the tripartite principles of Multicultural Organizational Leadership, which involves understanding and engaging oneself, others, and systems (Campus Women Lead 2006, as cited by Lowrie & Robinson, 2013, p. 174). This framework calls faculty to learn about and critique one's own ability and unconscious biases, develop cultural attunement towards others, and critically analyze the practices and

policies of their institution. Although these principles can take place simultaneously, priority should be placed on understanding and engaging oneself before others, and others before systems. Concrete applications of these principles were elucidated by the Black kinesiology undergraduate participants in this study.

Black kinesiology undergraduates asked faculty to self-reflect and critique their engagement and understanding of the Black community. For example, “do you develop relationships with Black students in the same way you do with their PW peers?” During societal unrest and turmoil, “are you able to facilitate difficult classroom conversations in a way that is not harmful to students?” With regard to curriculum, do you discuss the socio-cultural factors when you present statistics about disparities? These questions serve as a starting point for faculty to reflect on their classroom practices of relationship building, culturally aware leadership, and ability of their students to see disparities through a critical lens.

The participants asked faculty to make more of an effort to understand Black students and be responsive to their requests. Some students called for faculty to realize that Black students have other varied identities, such as being a first-generation student or having an introverted personality, which impacts students’ behavior and actions in class. These identities, combined with faculty biases, may cause a student’s academic behavior to be misconstrued as disengaged. Moreover, faculty must be responsive to Black students’ needs or requests to create an inclusive climate. For example, students stated that faculty should be more welcoming during office hours, respect what Black people are honoring, ensure presentation images depict Black achievement, and explicitly state to their classes that students may dress or speak in whatever way is most comfortable to them.

The “systems” the participants asked kinesiology faculty to revise include course grading structure and a current practice in exercise science. Faculty should seek other ways to grade ‘participation’ points in a course besides verbal responses during class. To some students with heavy accents, the need to vocally participate creates an uncomfortable tension between wanting to earn points and not wanting to be embarrassed because they can’t be understood. Moreover, kinesiology faculty who teach and use the Bod Pod, a current practice for body composition analysis, should consider the impact of the procedures (i.e., a tight-fitting cap) on hair. This may affect the social and mental wellbeing of a person with a hairstyle that cannot be quickly adjusted after testing. If other body composition methods cannot be used, then perhaps protocol instructions could be given beforehand, and participation be made voluntary.

Participants also asked kinesiology faculty to create and maintain a new program and add a departmental position. They feel a student organization for Black kinesiology students would be helpful for community, academic and career help, and learning about internship opportunities. This allows networking and creates an informal space that can help students “... navigate the system effectively ...” (Lowrie & Robinson, 2013, p. 147). In addition, participants asked the kinesiology department to hire a Black advisor. A person in this position may lower the cultural barrier for some students who need help with successfully navigating college.

Therefore, to create inclusive spaces in a local kinesiology department at PWI, faculty must “do the work” of understanding and engaging themselves, others, and systems. The Black kinesiology undergraduates in this study gave concrete examples of how faculty can start this process. Doing this “work” creates a positive climate for Black students, which reduces barriers to graduation, diversifies kinesiology professionals, and positively impacts the equity in society. Thus, listening and acting on the knowledge these students provided is one way kinesiology

faculty at PWI can impact the equity in our society. It is time for faculty at PWI to “do the work.”

CHAPTER II: DISSEMINATION

2024 Annual NAKHE Conference

Proposal Submission (selected details)

Title of Proposed Program

“Do the Work”: A Request from Black Students to White Faculty.

Program Summary (Limit response to 250 words)

This program discusses ideas on how faculty can ‘do the work’ of inclusion at kinesiology departments at PWI. Presented information is based on qualitative climate study of Black kinesiology undergraduates in a specific department at PWI, and is framed by the principles of Multicultural Organizational Leadership.

How the Presentation Fits the Conference Theme

The theme for the 2024 Annual NAKHE conference has not been revealed. However, once it is posted, this section will use a framework that sees equity, diversity, and inclusion as necessary in all aspects of higher education, including the 2024 conference theme.

Primary focus of my area of proposal? Other: Equity, Diversity, and Inclusion

Presentation/Poster Preference: 20-minute-format presentation

I am willing to present a poster if my presentation is not accepted: Yes

Presentation (20-minute-form)

Figure 1. Presentation Slide 1 - Title Slide

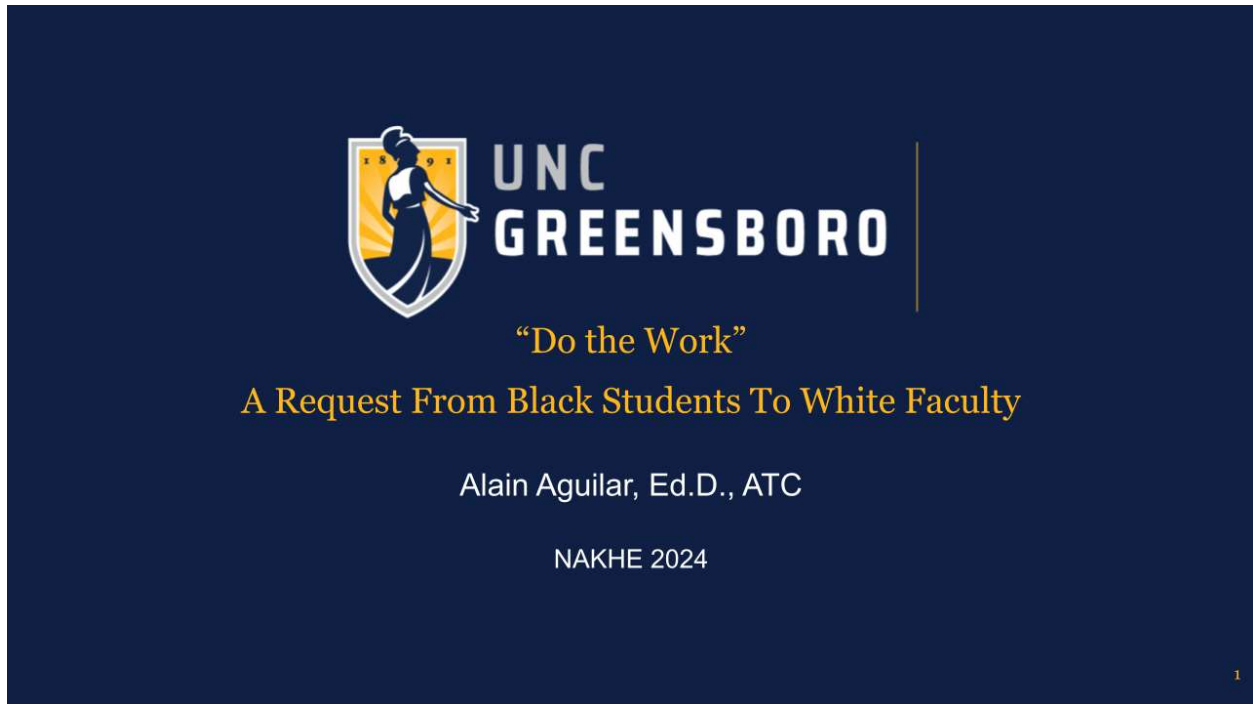


Figure 2. Presentation Slide 2 - Overview

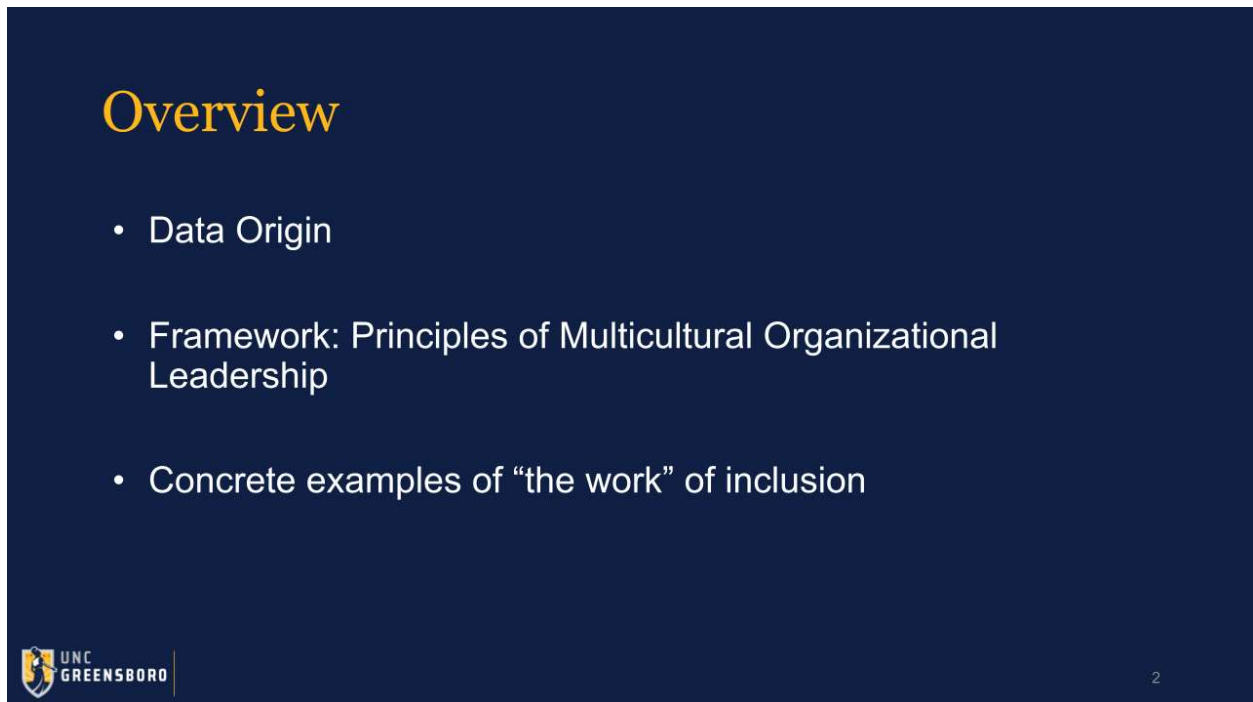
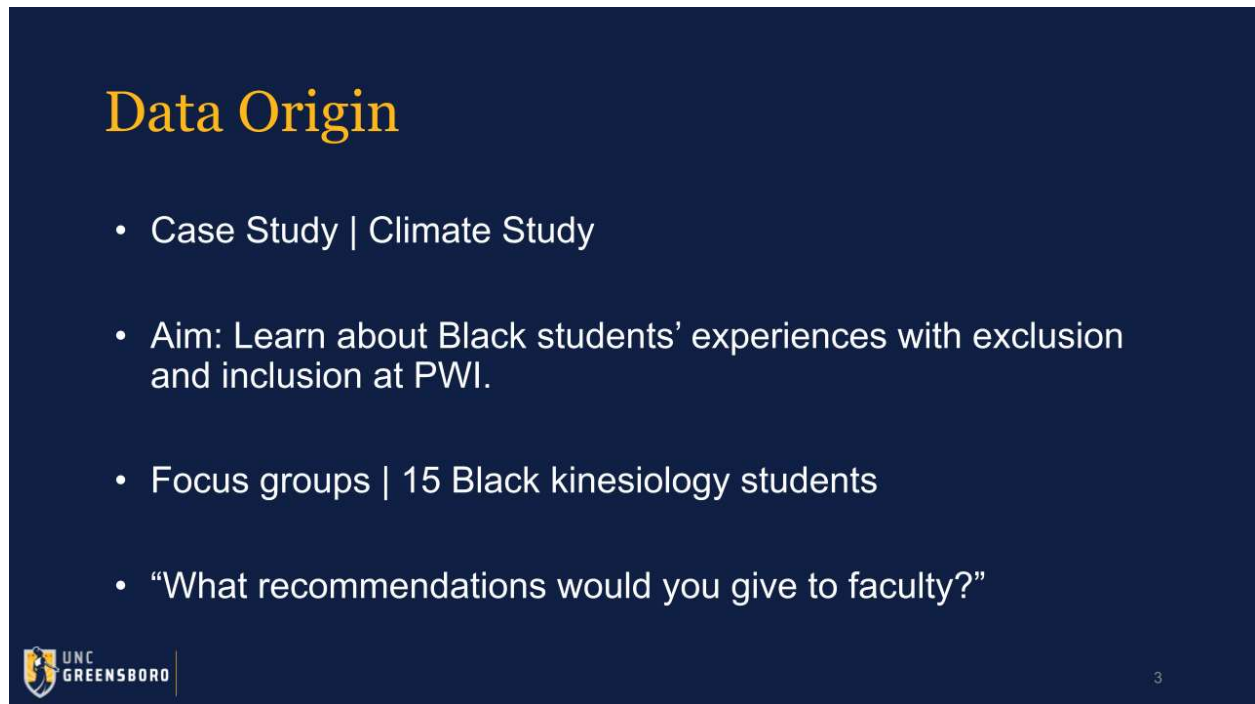


Figure 3. Presentation Slide 3 - Data Origin

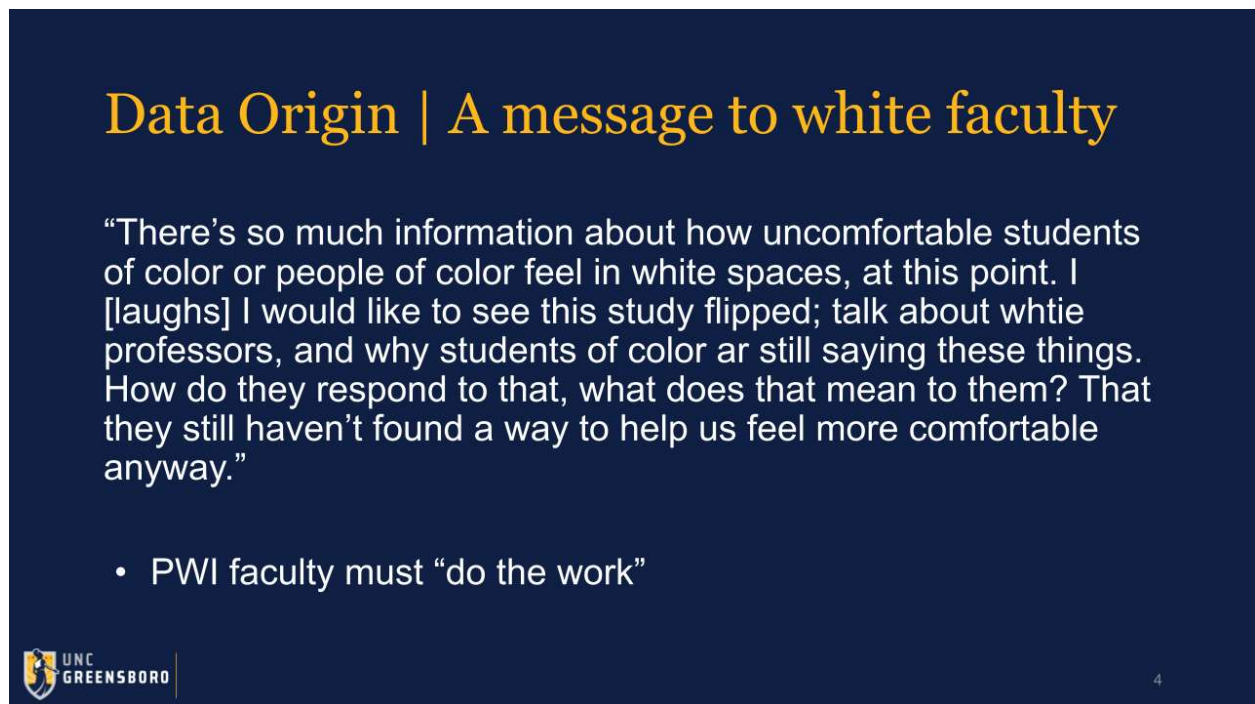


Data Origin

- Case Study | Climate Study
- Aim: Learn about Black students' experiences with exclusion and inclusion at PWI.
- Focus groups | 15 Black kinesiology students
- “What recommendations would you give to faculty?”

 3

Figure 4. Presentation Slide 4. A Message to White Faculty



Data Origin | A message to white faculty

“There’s so much information about how uncomfortable students of color or people of color feel in white spaces, at this point. I [laughs] I would like to see this study flipped; talk about white professors, and why students of color are still saying these things. How do they respond to that, what does that mean to them? That they still haven’t found a way to help us feel more comfortable anyway.”

- PWI faculty must “do the work”


 4

Figure 5. Presentation Slide 5 - Framework for Inclusion

Framework: Principles of Multicultural Organizational Leadership
(Campus Women Lead, 2006, as cited by Lowrie & Robinson, 2013)

- Understand & Engage Self, Others, Systems
- Prioritize self, then others, then systems
- Used these principles to frame the student's suggestions

UNC GREENSBORO | 5

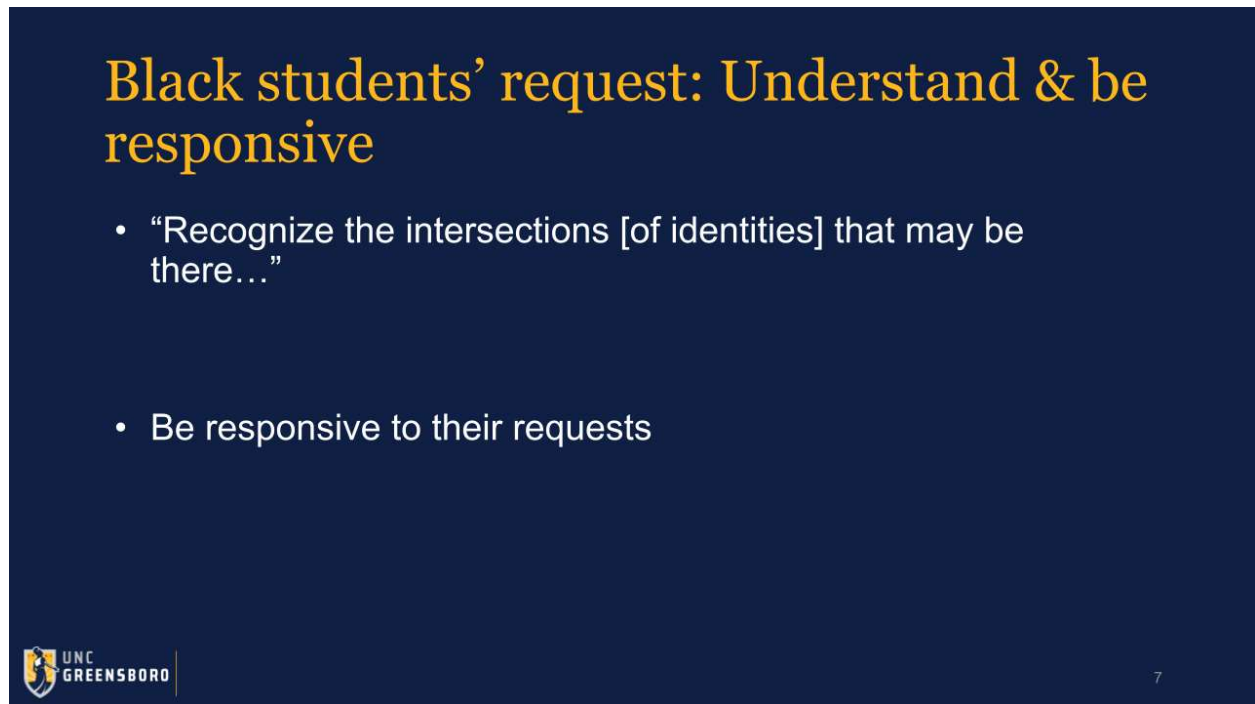
Figure 6. Presentation Slide 6 - Critique yourself

Black students' request: Critique yourself

- Do you “express interest in getting to know [Black] students in the same way you express interest to others?”
- “Are you able to facilitate difficult classroom conversations in a way that is not harmful to students?”
- Are you willing to ‘unpack’ the socio-cultural factors causing disparities?

UNC GREENSBORO | 6

Figure 7. Presentation Slide 7 - Understand and Be Responsive



Black students' request: Understand & be responsive

- “Recognize the intersections [of identities] that may be there...”
- Be responsive to their requests


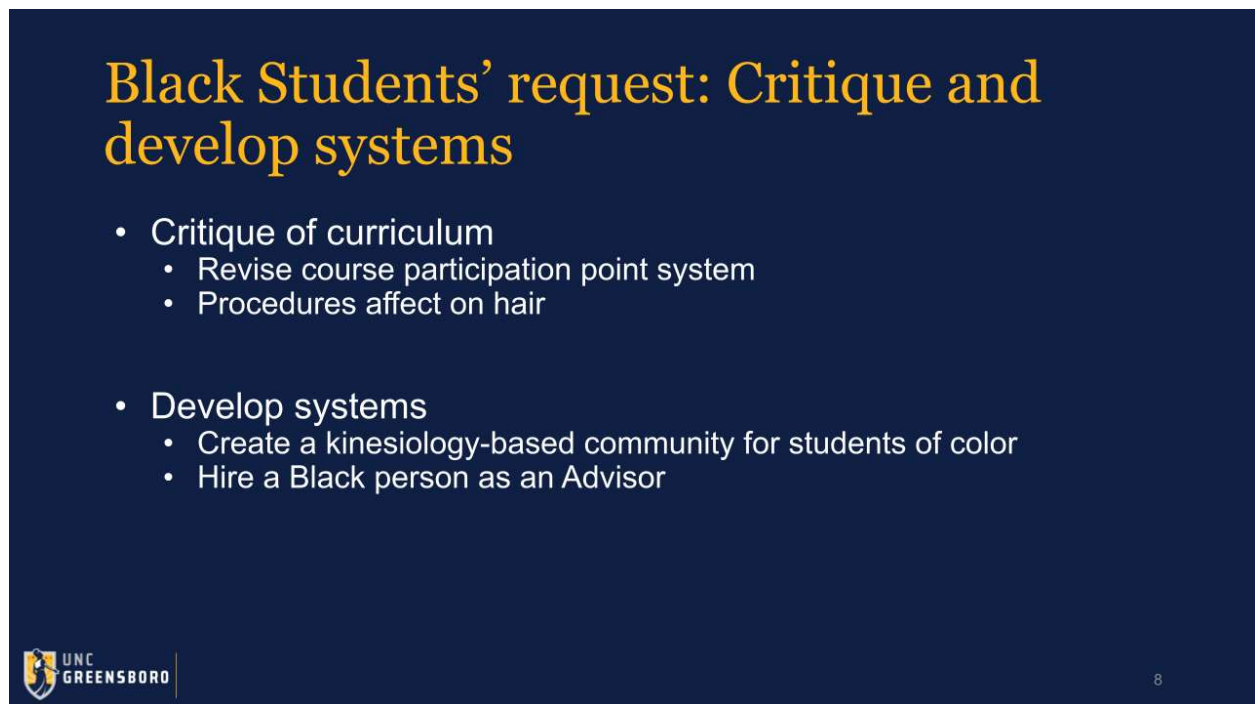
 7

Figure 8. Presentation Critique and Develop Systems



Black Students' request: Critique and develop systems

- Critique of curriculum
 - Revise course participation point system
 - Procedures affect on hair
- Develop systems
 - Create a kinesiology-based community for students of color
 - Hire a Black person as an Advisor


 8

Figure 9. Presentation Slide 9 - Summary

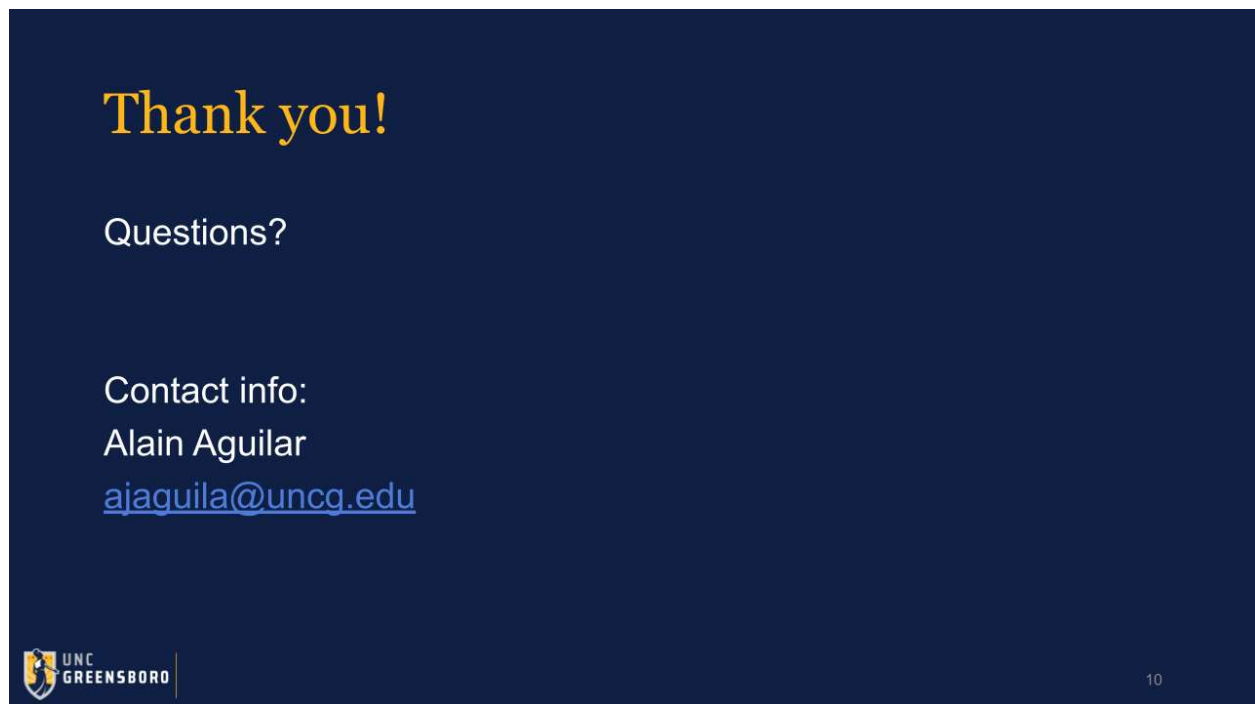


Summary

- The onus is on faculty to create inclusive spaces
- Consider the self, others, systems framework
- “Do the work”
 - Consider these concrete examples from Black students
 - Find more way by talking with your students.

 9

Figure 10. Presentation Slide 10 - Contact Information



Thank you!

Questions?

Contact info:
Alain Aguilar
ajaquila@uncg.edu


 10

Figure 11. Presentation Slide 11 - References

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CHAPTER III: ACTION PLAN

National Academy of Kinesiology in Higher Education Annual Conference 2024

I will submit a proposal for an oral presentation at this annual conference. The next submission opportunity, after my dissertation defense and revisions are completed, is around May of 2023. A revised version of the presentation slides in Chapter two will be used for the presentation, if accepted. Disseminating this knowledge to other kinesiology faculty at PWI's may give tangible examples of how to 'do the work' of inclusion and help them generate ideas and strategies to drive inclusion for Black kinesiology undergraduates in their own local departments.

Act Locally

The remainder of this action plan will focus on putting these findings into action at the local department in this case study. This plan is framed by the tripartite principles of multicultural organizational leadership: understanding and engaging 'self', 'others', and 'systems' (Lowrie & Robinson, 2013) and uses the recommendations from Black kinesiology students in this study.

Table 1. Action Items for Faculty at this PWI

Understanding and Engaging "Self"
Reflect on this study's findings and your teaching practices
Do you relate to Black students differently than white students?
Are you able to facilitate a race-based conversation in class safely?
Are you responsive to students' feedback about your classroom climate?
Is there an explicit diversity and learning statement in your syllabus?
Do your presentation images represent all the learners in your class?
Do you provide socio-cultural context when teaching about disparities?
Engage with literature that critiques intrinsic biases and power dynamics
Understanding and Engaging "Others"
Hold a "meet the professor" day before classes begin
Hold regular listening sessions to learn from students
Attend an equity in teaching workshop

Understanding and Engaging “Systems”

Critique your pedagogical grading systems

What is your course grade distribution across different groups of students?

Are there multiple ways to earn participation points in your class?

Critique your course readings and list of guest lecturers

Do they represent the backgrounds of your students?

Adopt departmental policies on accountability for faculty equity and inclusion work

Establish a community of kinesiology students of color

Fund a mentor/advisor of color

This plan begins with disseminating the findings to the local faculty at PWI. At that time, faculty will be asked to reflect on and examine their own teaching practices toward Black kinesiology students. After dissemination, the department leader will give portions of faculty meetings during the Spring 2023 semester to discuss ‘systems’ changes to improve inclusion. At the first faculty meeting faculty will discuss adopting a statement of welcome and a statement of diversity and learning into class syllabi and first day meetings. At the second meeting, student recommendations such as ‘meet the professor day,’ changing classroom participation system, will also be discussed. In the third meeting, the principal investigator will lead the faculty through the My Course Dashboard Analytics (MCAD) software to see how their grade distributions may vary across groups of students. They will be asked to reflect on how they can change their classroom approach to engage the learning styles of all their students. In the fourth meeting, we will discuss creating a policy to hold faculty accountable for ‘doing the work;’ possibly tying it to annual reviews, re-appointments, promotion, tenure, and merit pay considerations.

Aside from the action items that come from faculty discussions, the department’s diversity, equity, and inclusion committee will embark on identifying and promoting future trainings (e.g., Equity in Teaching workshops), and formalizing a centralized bank of images and anti-deficit-thinking resources that all faculty can access and add to. The bank of images and

resources will support the instructors to incorporate images that represent Black-individuals, and culturally relevant course readings for their syllabi. In addition, the committee will discuss holding a book club, open to all departmental faculty and staff, for the Fall semester in 2023 which will meet once a month during that semester. This will assist faculty and staff to engage in self-reflection, and in understanding the ‘others’ described by the book topic.

During the Spring of 2023, the principal investigator will recruit Black and other students for a student advisory board. This board will officially begin its work in the Fall of 2023. The board’s purpose is to help the investigator explore the possibilities of creating long-term structures for Black students and other students of color. They will discuss the purpose and logistics behind forming a student group that provides a space to build community as well as networking and professional development. In addition, the board will develop a strategy for reaching out to former kinesiology alumni to check their interest in being a part of a network of Alumni to support the students, as well as be willing to serve as a guest lecturer in as a speaker to the student group. This list will also be centralized so that department members have access to possible guest lecturers of color in their sub-discipline. If this work seems manageable and the board is interested in doing more, they could assist the department in matters when we need student opinion for curriculum decisions, evaluating teaching award nominees, and others.

Finally, the principal investigator will work with the department chair in exploring funding options for a Black advisor or an advisor of color. This would allow students the option of getting course planning or career advice from someone who looks like them and most likely has common experiences with the students.

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APPENDIX A: THE CONTEXT OF THE STUDY

The department was established in 1935, twenty years before the first Black undergraduates were admitted to the university. Since 2007, The department has one of the fastest growing enrollments in the university. The major includes two sub-specializations: Fitness Professional and Sport Administration, but vast majority of students are in the General Exercise and Sport Science major. The undergraduate kinesiology enrollment is approximately 1300 students, 14% of which are Black, and is vastly more than the typical kinesiology department (Russell, et al., 2019). The faculty's area of research falls into three categories: sports medicine, sport administration, and exercise physiology. They match typical kinesiology faculty member numbers (11-39 faculty) and the typical demographics of zero to five faculty of color (Russell, et al., 2019). Recently, the department's faculty have shown that, to some degree, they understand the importance of equity and inclusion by forming an equity, diversity, and inclusion committee, holding listening-sessions for students, faculty and staff, evaluating final course grade disparities, and using rubrics to bolster equitable faculty searches, and hosting a department-wide equity and inclusion training workshop.

The kinesiology department resides in a university that was founded before the civil war, and during the time of slavery in the American south. It legally excluded admissions of undergraduate Black students for 75% of its institutional history. Moreover, there is a historical threat of violence against Black people, including the legacy of mob lynching. and a racially motivated murder, in the heart of campus. In addition, prior to its forced removal, a large confederate monument stood at the campus entrance for over one-hundred years, creating an unwelcoming climate, especially for Black people.

Currently, the university is classified as a public, major research institution with a large enrollment of 30,000 students. In 2016, undergraduate students were surveyed about the campus racial climate. Only half to two thirds of Black students felt that faculty at this PWI believed in their potential to succeed, empowered them to learn, and took an interest in their development. Less than half of Black students felt a sense of belonging to the campus.

APPENDIX B: RESEARCH TEAM POSITIONALITY

Primary Researcher

I identify as American with Asian and Mexican heritage. I believe that large-scale social change can occur through understanding and supporting the individual. In addition, the I agree with race-critical perspectives including, racism as the normalized experience for non-white Americans, advancement for people of color are often by white-centric motives, and that counter-narratives can reshape people's understanding of the experiences of the minoritized in America. Lastly, the I identify more as a practitioner than an academician and am biased toward practical 'how tos' as opposed to the theories that could explain them.

Research Assistant 1

The researcher was born in the United States, from parents who identify as Black or African-American and White or Caucasian. The researcher identifies as both Black and biracial. They have experience of being raised in Black culture and White culture separately and not as a joint unit of biracial culture. The researcher grew up in a low-income and poverty setting. The researcher's lived experience predominantly involves attendance and participation in spaces that were multiethnic, yet the dominant races being White/Caucasian and Black/African-American. The researcher is from Rocky Mount, North Carolina, which is a city amidst a rural county in the eastern part of the state. The experience of "being"; growing up in a multi-ethnic rhythm of life; participating in Black spaces; being educated on ethnic wrestlings for years; as well as having a diverse network of friendships and professional relationships have pushed the researcher to discover and analyze more of the Black experience on a collegiate level. As a result of this knowledge, the researcher felt compelled to help conduct a study on the Black student experience in the field of kinesiology this PWI. The researcher, who identifies as Christian,

believes that empathy and understanding is not enough to create change in a community but that one must be moved by compassion in order to empathize with people groups and be propelled into action, in whatever form that takes, in order to spark change in a selected environment. The researcher prefers that conclusions made from this study will be perceived by the kinesiology department at the university and taken into great consideration moving forward as a department. The researcher, then, does not prefer that the data that is found to lay silent or that the conclusions perceived by institutions to be deferred to students' responsibility or slumbered into a 'tabling' of tasks in leadership and executive meetings. The researcher hopes that this study will be the first of many that will move the authorities and leaders of institutions and systems with compassion, first empathizing and understanding student perspectives, and then partnering with them in action to make efficient and sustainable changes at an institutional level. The researcher believes that this study will open up the minds of all leaders in the kinesiology department and the university at large to understand that often the disparities Black students face are a result of years of institutionalized and personalized racism, whether apparent or not. The hope of the researcher is that relational equity and rapport amongst students and faculty would result in hard conversations, tugging individuals to action and thereby resulting in massive personal and structural change so that Black students feel equipped, partnered with, and prepared to thrive at the university and in life as reconciliation is conducted in its various forms in relationships and systems

Research Assistant 2

The assistant was born in El Salvador and migrated to the United States at the age of 5. Currently, a third-year student, the assistant is double majoring in Kinesiology and Psychology, with a minor in Biology at PWI. Being part of a minority group, a first-generation student, and

being from a low social economic class, the assistant believes that participating in the research will further expand their knowledge and understanding of racial equity. Furthermore, the assistant's religious belief and core foundations that everyone deserves equality, respect, and an opportunity in life will provide an important point of view in the research that will further enhance the analytical analysis portion of the study. Including the assistant in the research will give the opportunity to have a unique point of view as the assistant has experience own forms of racial equity issues that have arouse in different points of time as well as in different environments. With the involvement in the study, the core goal of the assistant is to aid the researcher while being able to find ways in which it can help breach the racial equity existing and in long term being able to apply it to other minority groups. One last important view the assistant can provide to the research is that they have seen and had conversations with those victims that encounter struggles and issues that arose because of identifying as a Black person throughout the years at different levels of education ranging from kindergarten to college. Therefore, from seen events that arise from unfortunate situations, the assistant has the determination to aide in helping raise awareness and improve the quality of life for those suffering from injustice and morally wrong actions.

APPENDIX C: FOCUS GROUP INTERVIEW GUIDE

Visible Welcome Slide

Instructions on how to change their zoom name to a self-selected pseudonym

- *The zoom transcription will associate your comments w/ your pseudonym, which helps protect your identity.*
- *If you'd like to re-review the risks/benefits to the study, please see the informed consent document in the chat.*
- *Put a link to the informed consent document in the chat*

Introductions and Overview

We should all be zooming in from a quiet and private location. The only people who should be able to hear this conversation are the people in this zoom. Furthermore, I'm only recording voices and not faces, so I encourage you to unmute cameras, but ultimately, that's up to you.

I'm Alain Aguilar. I've been a teaching professor in [KINESIOLOGY] for 14 years and I run the fitness professional concentration. Currently, I'm also a doctoral student in kinesiology at UNCG, and am doing this study for my dissertation.

Have Chris introduce himself

At the end of the project, you'll have a chance verify our findings, then I'll bring them back to the [KINESIOLOGY] Faculty, so we can find ways to make our [KINESIOLOGY] spaces more supportive for Black students.

As discussed in the consent form, there may be minimal risks associated with this study including triggering emotions and social risks. Please keep in mind that you may refuse to answer any questions or leave the meeting for any reason. Lastly, I have no way of forcing you all to keep this your peer's information confidential, I ask that you not repeat anything you hear to anyone else.

Pause for questions, Ask permission to record.

Start Recording

Let's start with introductions, please tell us your year in school, specialization in [KINESIOLOGY], and why you chose [KINESIOLOGY] as a major?

How have your past experiences (like growing up in your hometown) affected your mindset here at PWI.

If they mention negative experiences, ask: How do you cope with your negative experiences on campus?

How have your experiences as a Black-identifying person shaped your journey as an [KINESIOLOGY] major?

Focused follow-ups if needed:

In what ways, if any, have you felt a sense of belonging, support, welcome, or inclusion in [KINESIOLOGY]?

In what ways, if any, have you felt a sense of not belonging here, being unwelcomed, not supported, or excluded in [KINESIOLOGY]?

Are there any direct recommendations you would give the faculty, teaching assistants, or mentors?

Possible follow ups:

What are some things that you'd want faculty, teaching assistants, or mentors to know?

What would you have appreciated as a first year student?

Is there anything you would like to add?

If you know anyone else who might be interested in sharing their thoughts, please have them contact me.

Quick Check to see if anyone is visibly upset and remind them of the resources on the consent form, and to reach out to any supports they have if they feel themselves needing to process.

You'll be invited to a meeting at the end of the semester to tell you the summary of the study's findings and you'll be able to confirm or correct the findings to that they accurately represent your experiences.

How can I get you the \$15 dollars?

APPENDIX D: SAMPLE QUALITATIVE DATA

Sample Quotation Inventory

The experiences of Black kinesiology students at PWI
 Episode 2. Male 4.18.22

- Ramses: Senior EXSS minor. Psych major. Strong interest in physical health. Became a personal trainer. Did a Senior Honors Thesis –how exercise impacts mental health. Attended a racially mixed HS before PWI.
- Kangaroo: Nutrition. Interested in medical nutrition therapy (treating medical conditions with food) but realizes that exercise is important too. Has taken 2 EXSS courses (electives). Is a personal trainer. Attended predom Black middle school before predom white HS.

Power Quote – stands out to you

Pulse Quote – reflects a rhythm in the data

Turning Point Quote – causes you to see the data differently.

Quotation Inventory

Participant	Quotation	Why did I highlight –which aims does this address?
How have your past experiences like growing up in your hometown affected your mindset here at PWI.		
Kangaroo	You know middle school like going to a predominantly black middle school and transitioning into a predominantly white High School and kind of like seeing how you know my you know racial background kind of you know, played into how I was accepted in social groups and things like that definitely, you know affected, you know kind of like who my mindset was you know going into PWI I was, like all right, I want to actually, actively sought out other students of color where you know where you know, I was like I need that Community, because I'm going to come to you know PWI and I, you know I've heard you know things, and you know just definitely want to have that support network people of color.	Power – intentionally sought out community of color to have support at PWI (AA) Power – middle and high school experiences in conjunction with racial background played a role in acceptance into social groups, thus going into PWI he had the mindset to actively seek other student of color (CC)
Ramses	and so I feel like that made me like very aware of like okay like when I enter a space like, what's like the racial demographic like am I, the only male am I, the only like black male you know, am I, the only person of color period.	Power/Pulse – this idea of scoping the scene is being repeated (CC)
Ramses	I'm just like very aware of, like in spaces, in classrooms, just in, you know,	Power – scopes the scene – am I the only one? (AA)

	professional spaces of you know, looking at the demographic and seeing okay kind of like how am I fitting in here kind of thing and that's something that I think comes from my hometown, kind of just being aware of diversity	Power/Pulse – scoping scene theme, assesses to see if he is “fitting in here” (CC)
Ramses	And so coming into PWI it almost seemed like there was like a decrease in students of color, But kind of like I felt like I had the same experience of like not that many like people of color in other faculty positions or kind of like leadership positions in terms of like you know, like the Chancellor provost like directors of things right... So, that's kind of like what I noticed when I like immediately transitioned here.	Power – lack of representation at higher level positions for faculty; lack of representation in students (CC) Was this more of a statement about the student population than the leadership?
Kangaroo	But we don't really have a whole lot of you know faculty of color. And where that [low faculty representation] really becomes problematic, in a sense, is when it comes to mentorship. Can I go up to you and ask you these in depth questions you know, can I ask you for research opportunities that you're doing, and you know, can I, you know get more involved outside of your work?	Power – low representation = low mentorship opportunities (AA) Power/Pulse – theme of lack of representation at high faculty level positions; lack of mentorship and opportunity (CC)
Kangaroo	When you have faculty that look like [changes thoughts] you know, one of the EXSS classes, that I had you know I felt, you know really comfortable you know walking up to them and then talking to them about [inaudible] if I have extra question I'll ask it, you know if I you know I'm curious about things that are going on I'll ask it. I feel very comfortable doing that, whereas that might not, it's definitely not the case You know, with some of my public health classes.	Power – faculty representation = increased comfort level in asking questions in class. (AA) Power – faculty representation/commonality results in greater comfortability to be curious and ask questions (CC)
Kangaroo	it increases my level of engagement, when I have somebody that looks like me who's teaching the material to me... But also, you know with me, being in nutrition I just come to expect from you know nutrition staff faculty that sort of thing because that field in itself lacks a lot of diversity. There's I think 4% of registered	Power – faculty rep = increased engagement (AA) Power – faculty representation results in increased engagement (CC) Power – low expectation going into nutrition class due to lack of diversity in the field and

	dietitians in the country are men and then two and a half percent or black, so.	the country // I wonder if folks in EXSS feel like this? (CC)
Kangaroo	part of the reason why I even came to PWI was because I did meet a black registered dietician who happens to be faculty [upspeak] but you know they used to teach a class, and then they were taken away from teaching that class, and so I didn't get that experience, and I would have loved to have the experience of having her, you know, actually teach me because she did actually mentor me before I came to PWI.	Power – he came to PWI specifically because of Black faculty. (AA)
Kangaroo	when I was choosing between schools, I got into Hopkins as well. so you know, one of the really big deciding factors, there was that you know I did know some people of color from PWI that were going through the program, and I knew that particular faculty Member. And I felt more comfortable being at PWI then necessarily going to you know Hopkins and having to get a completely new social network. And you know I there's no faculty I know and that sort of thing. And so it really plays a big [emphasis] role when you have faculty that look like you, are that reflect the student population, it really makes a big impact.	Pulse? - Chose PWI b/c of established relationships (students & faculty). This is preferred over creating a completely new social network and knowing no faculty. (AA) Power – he decided to come to PWI because he knew POC who were going through the same program as him and also knew a faculty member, this increased his comfort and he wouldn't have to build a new network from the ground up (CC)
Ramses	I don't think for me personally it [a white faculty member] impacts my willingness or like my comfort level talking to teachers, but it [underrepresentation] is something that I notice and it's kind of makes you question like.	Power – he's comfortable asking questions to any teacher, but it makes him question/think why there isn't Black faculty (AA) Turning Point Quote – faculty representation doesn't affect willingness or comfort to ask questions/talk to teachers, it is just something that he notices, questions, and thinks about. // up until this point, from both episodes, this is the first time I've seen something like this. What lived experiences, background, or maybe personality does Ramses have that gives him confidence to be able to chat with anyone? (CC) CC, if I were to guess it's because he's biracial, lived in predominantly white spaces and went

		to PWI private schools growing up. Perhaps he's learned how to navigate it sufficiently enough. AA
what really kind of makes you feel more comfortable around someone when you know they look like you. As a teacher.		
Kangaroo	food is culture, and you know it's a major part of culture ... I've gone through a whole program and we haven't really talked about food is culture, and a lot of you know foods that we make even in my food science classroom [are] very Americanized, you know. I cannot recall making an African dish or making a, you know legit [emphasis], dish from an Asian culture or anything like that or even talking about specific food allergies or things like that that are specific to different populations.	Power – culture that represents him and others are missing from the curriculum. (AA) Power – a part of representation is not just faculty racial identification in the classroom, it involves implications of racial culture, such as food, intertwined in the curriculum (CC)
Kangaroo	it's a lot easier to you know relate to somebody who looks like me, in that sense, because you know I might you know, be more likely to talk to them about, you know, foods that that are within my culture, because I'm an affiliate [and] they have that basic you know experience, that basic knowledge base because it's a part of you know [pause] who they are	Turning Point (changes the way I'm seeing the data)– 'relate to someone who looks like me.' (note – I'm hit by the idea that culture cannot be taught. It's absorbed. If a person hasn't absorbed a particular culture, it's very hard to relate.) (AA)
Kangaroo	But you know when your faculty is all of one race [that] doesn't look like you and you don't even get to talk about, you know, food and culture, and you know how it affects different people, it kind of makes you retreat a little bit, makes me a little bit at least	Power – Representation is not just about what they see. It's deeper – it's two sided. On one hand it's sharing a lifetime of experiences (picked up by culture). On the other, when representation isn't there, it's like no one understands your identity – the root of who you are – and it's isolating.
Ramses	Piggyback[ing] off of that talking [about] 'what's talked about in classes versus not talked about'. When [faculty in general] talk about like psychiatric or psychological disorders, there's a lot of like breakdown by race and stuff. On one hand, is like yeah I think it's important to identify the [pause] prevalence. I guess between	Power - 'what's talked about vs not talked about' Give a little more explanation to racial disparities (or perhaps, please show how this stat doesn't show Black people as diseased/inferior inherently or by choice).

	<p>racess. But I think it's also important to get into like why that might be the case. You know, not just say ... 'oh yeah like schizophrenia, you know as a higher rate in African Americans than the rest of the populations.' Like okay, like good, but like can we like unpack that a bit? Why is that? Maybe they're more [a result of] environment, we know that schizophrenia um one of the triggers, for it is like environmental stress right? Obviously, like there's probably a lot more environmental stress for [changes thought] and I'm not talking about like nature right I'm talking about just like environmental in terms of like what's around you. [there's a lot of environmental stress] for African Americans, a lot more obstacles for them. So that could be a trigger for schizophrenia.</p> <p>[And] there's a lot less access to health care, right?</p> <p>Or even if there's access to health care. somebody might not want to talk about their problems with somebody who's not black. And, so, if you have this field [and] all you can find a therapist that are white women and you're a black man who's struggling with this, you might not want to go talk to a white woman about your problems, right? So,</p>	<p>Power/Pulse -- theme of lack representation racially/culturally in the curriculum of a program or classroom. Even if AA/Black population is included, it doesn't feel well represented</p> <p>^ Based on, "Can we like unpack that a bit..." (CC)</p> <p>Power – lack of access and representation [across the board in many fields/areas] results in Un comfortability with chatting about various topics (CC)</p>
Ramses	<p>Yes, let's name different prevalence but then let's just not like go to the next slide and like continue. It's like well, there's a potential reason for this like let's unpack why. And so I feel like that's also missing right is like the talking about why those might be the case, and things like that. And I feel like for a teacher of color they might be more willing or have pass experience that they can draw on to kind of help unpack that, whereas, you know, people you know, like white professors or people of other races, like might just not delve into that. And so I feel like that's like a huge part of it, for me, too.</p>	<p>Power – Teachers of color might be more willing or have experiences to unpack the disparities. (AA)</p> <p>Power – teachers of color have more basis to unpack topics surrounding marginalization or disparities</p>
Kangaroo	<p>yeah it's funny that you mentioned schizophrenia, because in my critical</p>	<p>Power – classes that discuss the environmental factors contributing to</p>

	<p>history of public health class, actually, we read an article about that on how you know black men are more likely to be diagnosed with schizophrenia, and how it's really a product of the system that's been put in place, but you know, to say that that's great that I learned that, but that wasn't even a required class. It wasn't a required course at all. I had to use my electives on that so. I mean that also goes to show like how about all the other students that are going through these programs and are not getting this education.</p>	<p>disparities are electives – not all students get it (AA).</p> <p>Power – classes that allude to minority disparities are electives, not core requirements (CC)</p>
kangaroo	<p>you have to have faculty that are able to handle those conversations as well. and are able to facilitate those conversations in a way that's not harmful [upspeak]. And I've been in courses, where you know that was attempted, and it did do more harm than good</p>	<p>Power – faculty must be trained in these conversations or it may do more harm than good. (AA).</p> <p>Power – if staff/faculty are to be more inclusive/aware/make students comfortable, they should be equipped to do so</p>
Kangaroo	<p>he had to facilitate a conversation, you know around Chadwick Boseman when he passed away, and he brought it up in class, and you know he stated that he didn't really know much about Chadwick Boseman other than you know he died of colon cancer, and then it was just brushed upon. And before I can even like sit there and process what I was trying to say, and you know, being the only black male in that recitation room, you know it was really isolating to not be given the space to really, you know, feel and process and express what I was really feeling during that time.</p>	<p>Power</p> <ul style="list-style-type: none"> - Black students need to sit with a loss of a community member - He felt isolated (didn't have people to share his grief?) - Felt like something really heavy was just brushed upon. (AA). <p>Power – as he was trying to still feel and process his [emotions] during the passing of Chadwick Boseman, his teacher brought up the topic, but didn't know enough about it to be able to speak on it in a respectful, know</p>
Chris Faison	<p>one thing I want to mention, just to show you all like connection that Chapel hill on that same day. Randall Kenan, who is a full professor in English also passed away. So the black male achievement world last two greats in a day. So, you know just to, to the point of [pause] just having the time to process and not [have professors] just mention it because it's popular culture, but then not giving people a</p>	<p>Power - 'lost two greats in one day' - strong culture of community. (AA)</p> <p>'what was the point of mentioning it, if you weren't going to do it justice?' - If you're going to bring it up for care/support (and not b/c it's pop culture), then do it correctly. (AA)</p>

	chance to sit with it, or you know, like what was the point of mentioning it, if you weren't gonna do it justice?	
Kangaroo	Exactly, and I was like you know it actually did more harm to mention it than to not have mentioned it.	Power – kangaroos response resonated w/ Kangaroo – more evidence of a deep understanding based on culture. (AA)
Kangaroo	For example with Dwayne Haskins, for example, you know had we've been an exercise for science class when that happened, you know, would professors, have been able to properly facilitate that conversation if they came up [shrugs shoulders/throws hands up] I'm not confident that that would happen in a productive way.	Pulse - another example of losing a 'great' one of their own' and how that's a cultural thing. Repeats doubt that faculty could handle it in a productive way. (AA)
curious what are some other cultural things that just aren't that are not common ground between you, as a student and the predominately white faculty?		
Kangaroo	oh, hehe [smiles and chuckles] All right, let's talk about hair! [laughs] You know, and this is something that I found really interesting you know when it comes to exercise and really finding out why you know some people don't exercise more for example. Hair actually plays a major role in that, because you know we put a lot of time and money into you know our hair like for, for example, for me, to get this [points to his hair] re-twisted it's going to take like four hours and over 100 bucks. You know I can't just go home and shampoo my hair and everything is going to be Willy nilly, the next day. So you know I try to wrap my hair and keep it, you know matted down with a do rag you know all that stuff. But for the longest time I did not feel comfortable walking around campus like that, because I might walk into faculty or, you know, someone like that and it's just not going to go over well, and they're going to think a certain thing... are they going to think I'm less professional because I'm walking out in the hallway with the do rag on because I	Pulse – Culture – Hair. Black people invest a lot of time and money into their hair. This could be a barrier for exercise (can't just shampoo hair whenever). Maintaining it publicly could make them look unprofessional. Having it in the first place may make them look homeless. Why?

	<p>don't want to have to go to the inconvenience of taking it off for somebody else's to make somebody else feel more comfortable...</p> <p>while I was interning there and for the longest time, for large duration of the experience, you know I didn't really want to work out like that because I'm like all right, like if I worked out, I get my locks sweaty [and] without you know wrapping it up, my hair is going to look a mess [uses air quotes] quote unquote and you know how is that going to be perceived when I'm in Virginia beach? You know I'm representing you know this particular person and his business, and you know he works with a very wealthy population. Virginia beach majority white population, they have a lot of money, how are they going to perceive that? ... if I go out with a do rag and I'm getting my workout in are they going to perceive the same thing? I'll keep my hair maintained for a little bit longer, but then it's like they perceive me, what do they perceive when they see someone working out, you know, with a do rag and they look and it's like 'oh they're actually staff.' For the longest time I did not feel comfortable with that</p>	
Kangaroo	<p>But it's that preconceived notion. And a lot of that really comes from you know my childhood going back to the first question of how I was brought up, where for the majority of my childhood growing up, I couldn't even think about getting locks. It was either a buzz cut or you know, a high top fade or something like that. Because you know because of the stigma associated with it, and you know it's really like ingrained in my system and it's ingrained in my psyche and so, and you know their [his parents] perception is that you need this to get a specific job. Because you know you live in, you know white American basically. And so, of course, like when I go on, you know</p>	<p>Power – why are these perceptions there in the first place? From parents.</p> <p>Power – your hair needs to not look a certain way in order to get a job in white America.</p>

	interact with them [faculty?] like oh God, I like cover this up, I gotta figure something out.	
tell me more about that perception [of not wearing do rag in public]		
Kangaroo	So there's the perception that you know you have to look a certain way to be able to get a job.	Culture lens – they have to limit themselves to be white culture appropriate.
Kangaroo	And you know it's really unfortunate because [pauses] I like my beard [laughs]. You know my parents are like, 'yeah, you know you got those beards that look like basketball players yeah on TV on nba.' I'm like, what's wrong with that? That's part of our culture, you know. [inaudible] grow beards like this, then why not?	Pulse – culture – hair
Kangaroo	it's things like you know 'you need to tighten up your hair and how your hair looks like,' but, what's wrong with it? Why do I have this perception of you know, looking a certain way, you know. Basically it's been some jabs, man like, know [mimics parents voice] 'you walk around like your homeless.' Like how? please explain to me how. You know, and so like really the question becomes like, why is that you know perception tied with that? Like why, why did my parents believe that? But it's really not their fault. It's what they see in the media. It's what their parents taught them, and you know it goes deeper than that.	Culture lens – perceived (by white America) as homeless. This culture-denial has been passed down from generations.
So, in what ways, if any, have you felt a sense of belonging, support a welcome? And then, what ways, have you felt sense of not belonging or being supported or being unwelcome?		
Ramses	So that to me was like very fulfilling in like in many ways, just to see you know, a man of color in a teaching position also like a very like high academic position but also you know you know, presenting research to our class, [inaudible]. So that was one way that I felt supported and stuff you know. Like the teacher could have could have you know just selected guest lecturers like white guest lecturers, right. Like I mean the teacher had the power to do that right, but I feel like	Culture dignifying– seeing a professional.

	having that person come as a guest lecturer [pauses] For me, whether it was intentional or not, that helped me feel supported that's just like one example.	
Ramses	in one of my EXSS labs, we were doing like a body composition lab. And, at the end, we all got to [pause] those who like wanted to were able to use the bod pod, which is you know, basically like a way to test body composition through air movement... you have to wear like this cap, like this tight cap, because you know if air gets trapped in your hair, then it could throw off your body composition because it'll count the air kind of like as your body mass. And I have a lot, I have like good amount of hair, so it didn't really fit very well. ... I took it off [pause], and my hair looked a...mess. And then so now I had to walk away back across campus, back to my apartment, it's like a 20 minute walk across campus, with my hair looking a mess and it's like 'no I don't just look like this on the daily I just like took something off my head, but you wouldn't know that, because you weren't there.' right so... a method that's used very commonly in EXSS as a way to test a body composition and doesn't take into account, like other people's types of hair right and so that to me, I was just like this [pauses] I don't know how I feel about this right now. That's just like an example of how I felt like unsupported or like you know those methods weren't necessarily designed for like someone like me	EXSS methods (bod pod) doesn't take into account hair.
Kangaroo	I was able to talk with the you know the director of you know, the program in exercise and sport science and really get some good guidance there. That was, in itself, was a good example because [inaudible] express, you know, who I am you know what my needs were, and you know to be to be heard and listened [to] and pointed in the right direction. And then you know I'm a Grad student, I can only take it as electives but I really, really have felt really good about the two	Advisor listened to him, and it helped that he was a person of color.

	<p>classes, that I took doing EXSS, but I feel like that's because that you know particular advisor really listened to me. And that advisor was a person of color so you know I don't know, not to say to that played a role, but you know it felt really good.</p>	
Kangaroo	<p>'hey man, if you want to like come out here and get some extra experience you know. You can come out and you know we can help me program for the field hockey team or the track team or stuff like that.' And just to have that offer extended out to me, even though I couldn't do it, I was too busy, but to have that option extended out to me, really, really made me feel comfortable in a class and helped me to feel more engaged. And I'm like all right, this Professor really cares a lot about, you know, not only me being a good student but me being a good professional as well.</p>	Instructors who are about the student and care about their professional career
Kangaroo	<p>there's always emails being sent out or it's mentioned in classes like different job opportunities and things like that which I really appreciate, you know, being a Grad student about regarding the world, you know it's kind of something that we really have to it's nerve racking you know, to think about all right, like where, am I going to work and that sort of thing so to be given those opportunities is really, really appreciated.</p>	Sending job opportunities
Kangaroo	<p>people you know with you know confederate agendas and things like that have been going around campus really just you know terrorizing students and it [clarifies]] I don't even have to necessarily be there like to see it with my own eyes, but even just seeing it on social media and that sort of thing. And you know just seeing these people allowed to walk around with confederate flags sit on you know monuments dedicated to African American you know ancestors of the</p>	<p>Community (wasn't there, but felt it all the same). No one stopping them. Defaming monument, visible</p> <p>Coping - 'all this rage'</p>

	<p>university and really just really just defame these you know these important historical artifacts and really, really unsettling. And then to just you know walk around campus and you have this like you know there's rage and you know this this all this stuff it's like you know why can't anybody do anything about this</p>	
Kangaroo	<p>Like why , when you know Nicole Hannah Jones, for example, people were protesting, why do I see a cop presence there, but then I don't see that same sort of cop presence with you know these people walking around with a confederate flag? And, it's like even if I do it's like they're not even phased by them, you know. It's not that sort of fear, you know [cops] imposing a fear like at a protest versus you know, whatever they're doing. And so you know just to see that go on it's really feel isolated when you're the only you know, one of the few black students there, and you know, everybody else is going on, like nothing's happening.</p>	<p>Difference in law enforcement. Feel isolated</p>
Kangaroo	<p>You know, again might be better that way because you know our professors properly equipped to handle that conversation? Are they actually moved by the same way that a person of color would feel? Or are we going to be looked at as we you know, 'oh you're making too big, of a deal of it, are you being overly sensitive' or you know 'why are you angry about that.'</p>	<p>Can professors handle that conversation? Will their cultural communal solidarity be looked down upon?</p>
Kangaroo	<p>So you know and a lot of times I feel like that's why we don't even bring up stuff like that during class discussion. So you know it's like it's almost it's just you know more burden than anything else, so that's. I mean I don't know what the solution is to that, but that's definitely an area that I can you know state that I felt unwelcome or around supported and I wasn't taking exercise for science classes, during that</p>	<p>It's more of a burden to talk about it</p>

	time, but I think it still applies across the board.	
Ramses	Every single person of color who was walking by that statue knew that it was commemorating soldiers who fought on the side to keep slavery in action. And so that's like that's the interaction that that people are having. And that's again right and the entrance of campus where you're walking past [the confederate monument].	The 'interaction' with a monument is oppressing.
Ramses	And even you're seeing like you know people realizing 'oh, did you know this whole was actually named after this confederate person? Oh did you know that [neighboring town] was actually named after the whatever general in the confederate?' It's like, I'm not even surprised at this point	Pulse – historically the university has commemorated those who suppressed their whole culture.
Ramses	There's there was a moment actually, I was giving my thesis Defense and one of the people on my committee is an EXSS faculty Member. And during the Q and A portion [pauses to describe his study] she asked me um, how do you think these exercises interventions would have an impact on like different demographics, she specifically asked like on race or sex. And I was like wow! to hear her actually specifically [changes thoughts] like and she wanted to engage specifically about race ... And this is a white woman who's asked me this question who wants me to engage in talking about exercise and race and how that can be then implemented into action with different demographics. ... she was mentioning it's kind of an area that she wants to go. And so to hear that I was like wow like, I've known you for like, you know, a good while we've gotten to know each other, I didn't even know that that was something that you were looking into or that you'd even ask that. And, now you know that you're asking me and wanted me to engage in that that to me, I felt very like supported and like included.	Dignifying culture – application of research to his (and other) minoritized racial communities

it seems like when you guys are talking when you when you see a man of color that means something even more significant. Could you tell me a little bit more about that?		
Ramses	I think part of it, for me, is a) like okay there's somebody, there's a black man here. You know what I'm so used to like being in field where that's just like not very much, but then I guess specifically like for me, it's almost like I can like, not like project myself onto them, but it's like I can relate to that person or like more than [changes thoughts] on multiple levels on the experience of being a man, the experience of being a black man, you know. The experience of being a black man in exercise and sports science, you know [laughs] so.	Culture – someone I can relate to with my different identities
Kangaroo	You know a lot of times you know, like, especially when it comes to getting scholarships and stuff even still to this day I'm like, oh, my gosh like I was given all this money and I don't feel like I'm doing enough. Or you know I don't feel like I'm contributing enough. Or you know, that sort of thing [pauses] comes up all the time, but when we have people who have looked like us, who have gone through similar things oftentimes they're been there before, they felt that imposter syndrome before and they're really able to nip it in the bud.	Black faculty help cope – nip impostor syndrome in the bud.
Kangaroo	there is a black male registered dietitian [changes thoughts] I actually know a couple, I make a game out of it [jokes/laughs] because there's so few of us. But you know to even just be able to talk to him, you know not always about the program sometimes but maybe just about how we're feeling like you know, relationships stuff you know and things like that. And I just remember you know him, you know, giving me a tool, it was like an expressions wheel. And so it was like a wheel and it had like a whole bunch of different like expressions, and you know he really talked about how to really express yourself, and you know just simple things like that that you know, it's	Mentoring beyond the profession

	like wow! Like that was really, really helpful and you know, helping me to really cope with some of the things that you know that go on throughout the Program.	
If you could think of one message that you would like for white exercises for science faculty to clearly understand what would that be?		
Ramses	be aware of the content that you are presenting and when there needs to be places to be dug into more. And that's something that like teachers are just going to have to like learn courses, or whatever, or just like know right? Be taught by other people of color about like what they think [the course content] needs	Dignify the culture – by discussing environmental factors leading to disparities
Kangaroo	do the work	Turning Point – do the work – in dignifying the culture.
Kangaroo	it takes a lot of work to really understand other people and other cultures, and you know. You really have to go out and find you know guest speakers of color who you know will be willing to come and speak at classes, you have to really do the work to really notice if your students seem to be feeling isolated and stuff like that, and even if you do recognize it then you have to do more work to actually talk to them in a culturally appropriate way so they don't feel singled out or anything like that, but they just feel that you genuinely care, and I think honestly like that's the biggest thing for me is like - EXSS faculty show that you genuinely care	Show you care understanding their culture, inviting guest lecturers, notice if students seem to feel isolated, talk in a way they don't feel singled out.
Kangaroo	even just being here, you know I look at ramsey, you know, I'm like yo, that's another brother like I'm trying to like link up with him and like follow him, and like see and help them out, you know what can I do, how can I support you, I wish I had known about your dissertation I would have showed up and been there. But even on my part that takes work, I have to reach out to and be like you that was really dope what you said, like you know what I mean, you know get your contact information and stuff like that ...	Culture - 'solidarity' - seek out relationships with other Black students

Kangaroo	Once we're not students anymore my access and publications gets really expensive so I'd really appreciate it if it does get published if you know I can have access to it, so that I can read it.	Another example of how we don't consider what a student might need – assume everyone has access.
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Figure D12. Quote Diagram - Demographics

Quotation Diagram for Episode 2. Male 4.18.22

The experiences of Black kinesiology students at PWI

- Ramses: Senior EXSS minor. Psych major. Strong interest in physical health. Became a personal trainer. Did a Senior Honors Thesis –how exercise impacts mental health.
- Kangaroo: Nutrition. Interested in medical nutrition therapy (treating medical conditions with food) but realizes that exercise is important too. Has taken 2 EXSS courses. Is a personal trainer.

Figure D13. Quote Diagram - Title

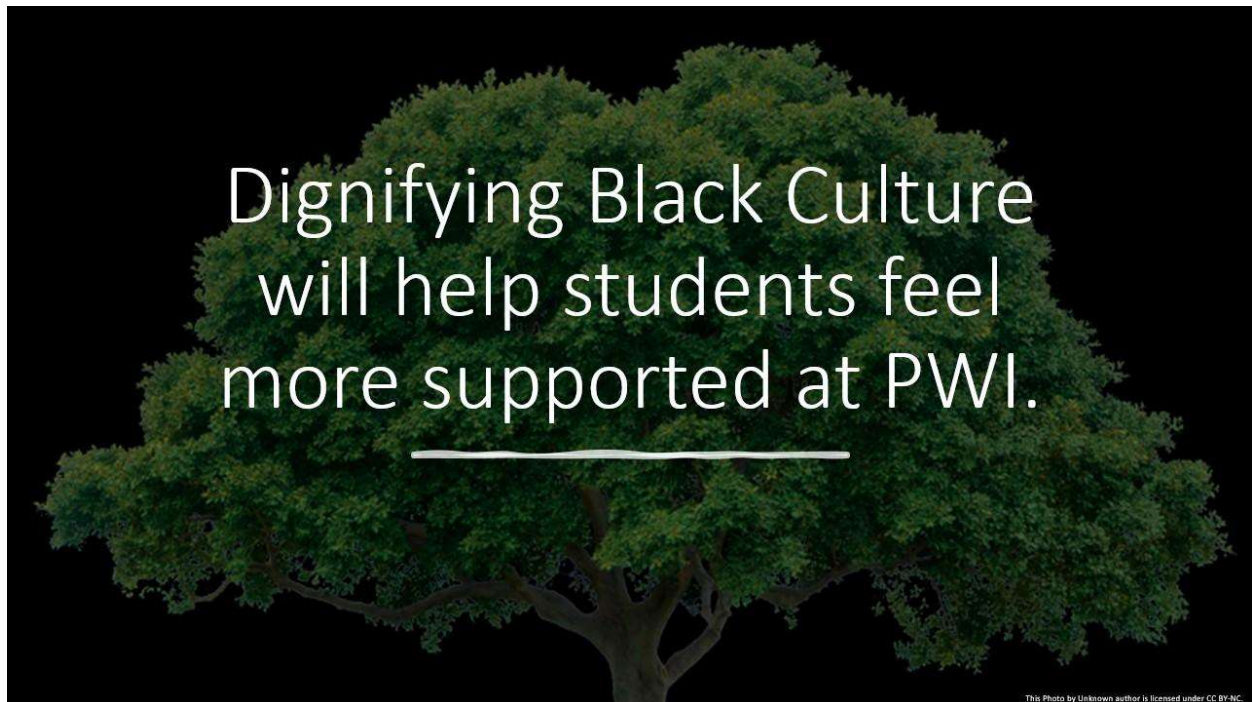


Figure D14. Quote Diagram - Overview

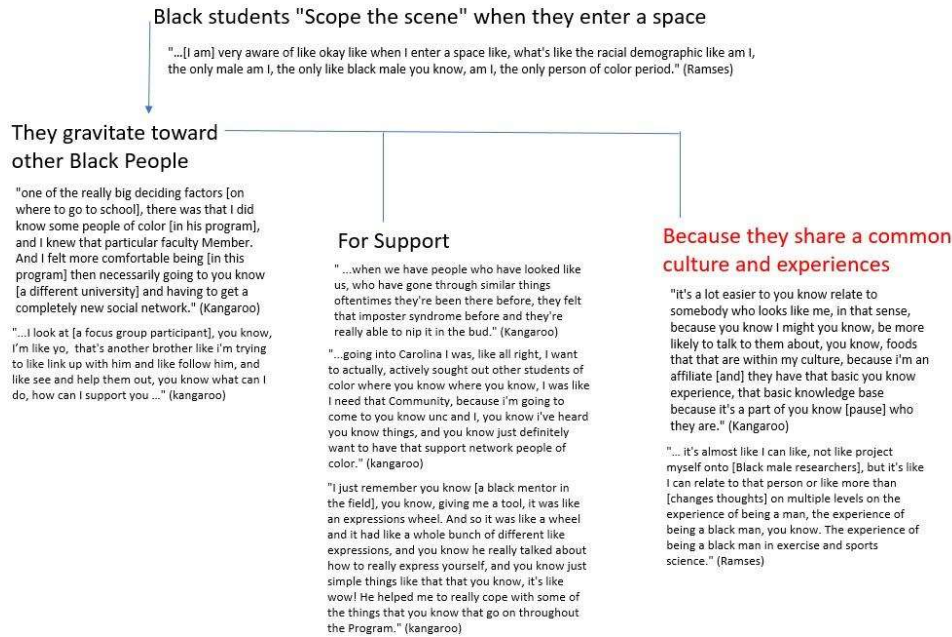


Figure D15. Quote Diagram - Overview

But, at PWI there's much less opportunity to receive that support and engage with people from a similar cultural background

"But we don't really have a whole lot of you know faculty of color. And where that [low faculty representation] really becomes problematic, in a sense, is when it comes to mentorship." (Kangaroo)

"But you know when your faculty is all of one race [that] doesn't look like you and you don't even get to talk about, you know, food and culture, and you know how it affects different people, it kind of makes you retreat a little bit, makes me a little bit at least." (Kangaroo)

If faculty lack a similar cultural background, they may be less able to engage in the process of ensuring Black culture is dignified

"You know, again might be better that way because you know our our professors properly equipped to handle that conversation? Are they actually moved by the same way that a person of color would feel? Or are we going to be looked at as we you know, 'oh you're making too big, of a deal of it, are you being overly sensitive' or you know 'why are you angry about that.'" (Kangaroo)

"a lot of times I feel like that's why we don't even bring up stuff like that during class discussion. So you know it's like it's almost it's just you know more burden than anything else, so that's. I mean I don't know what the solution is to that, but that's definitely an area that I can you know state that I felt unwelcome or around supported and I wasn't taking exercise for science classes, during that time, but I think it still applies across the board." (Kangaroo)

"And I feel like for a teacher of color they might be more willing or have past experience that they can draw on to kind of help unpack [health disparities], whereas, you know, people you know, like white professors or people of other races, like might just not delve into that." (Ramses)

There are several examples of how Black culture could be better dignified at PWI

Figure D16. Quote Diagram - Cultural Dignity



Figure D17. Quote Diagram - Curriculum and Classroom



Figure D18. Quote Diagram - Hair and Food



Figure D19. Quote Diagram Campus Community Interactions



Figure D20. Quote Diagram - Faculty Representation



Figure D21. Quote Diagram - Key Advice to Faculty

Key advice/theme to faculty

"do the work" (Kangaroo)

"it takes a lot of work to really understand other people and other cultures, and you know. You really have to go out and find you know guest speakers of color who you know will be willing to come and speak at classes, you have to really do the work to really notice if your students seem to be feeling isolated and stuff like that, and even if you do recognize it then you have to do more work to actually talk to them in a culturally appropriate way so they don't feel singled out or anything like that, but they just feel that you genuinely care, and I think honestly like that's the biggest thing for me is like - EXSS faculty show that you genuinely care."

Figure D22. Quote Diagram - Other Ideas to Explore

Other ideas we're looking at

CC raised an eyebrow at:

"I don't think for me personally it [a white faculty member] impacts my willingness or like my comfort level talking to teachers. (Ramses)

BG raised an eyebrow at:

BG – hometown not a major factor for Kangaroo

Underlying issues?

"why is that you know perception tied with that? Like why, why did my parents believe that? But it's really not their fault. It's what they see in the media. It's what their parents taught them, and you know it goes deeper than that" (kangaroo)

BG: To what degree do they change their culture?

Coping

CC – chadwick boseman – I was still thinkign and processing (kangaroo) - talking about processing his emotion – a form of coping or trying to cope. Ties to FG1.

TA didn't give tiem to cope. FG1 females...look more into coping.

Comfort = better learning?

CC POC can speak to topics better than others – ties to FG1 – more comfortable = better learning.

Different than FG 1 - (I stay away b/c I'm uncomfortable). FG 2 – I'm more comfortable w/ Black teachers.

Figure D23. Quote Diagram - Cultural Dignity Definition

1:41 p.m. CC **Cultural Dignity** (aka dignifying the culture)– (must be defined or else it might be mistaken. 1:48 p.m.) Need to be careful – ask them? ascribe dignity to culture – something or someone being worthy of esteem, being worthy, being noble. Hesitant b/c they don't feel undignified. They have self-actualization – Can I be seen as dignified even if you don't agree with this cultural thing I'm doing? I wish people would see me, know, me understand me for who I am? Can I be me, and still be seen as dignified? Hesitant to say dignified b/c the understanding, compassion, they want can be understood as cultural dignity they want from others.

Sample Episode Summary

The experiences of Black kinesiology students at PWI

Episode 5 Profile Analyst Reflection: **Understanding is the key**

- Holistic, vertical story of each focus group.
- The lived experience/essence of each episode.

Episode 5 Female.4.26.22

Jada: Asian/Black - Junior Sport Admin – athlete growing up – put business and pleasure together. Grew up in Thailand. Sorority.

Claire: White/Black - Junior general track. Athl growing up. Interested in AT.

Bremix: Junior – General major – past history of injuries – want to help people psychologically, recover from injuries. Rural country/city. Wants to see more Black women in psychology

Near the beginning of the conversation, participants discussed how their hometown experiences may have affected them at this PWI. All participants attended schools with very few other Black students. It was here they learned they would need to 'compete to compare' (Bremix). In order to do that they needed to 'go above and beyond' (Claire). In other words, they needed to work more/harder than their white counterparts in order to be compared/be considered as good as their white peers. And, even after competing and winning enrollments at this PWI, people doubt their qualifications and allude that some gained enrollment because they were African American (Jada), or that their race, not their qualifications were the reason they gained entrance to this PWI.

When discussing their major and why they chose it, many referenced the important value of representing their race and gender in the careers which are dominated by non-black and female professionals. Jada said, "my dream job would be like an agent in the nba or the nfl um. And just kind of like doing my research and stuff like that there's not many black women in sports in general, and then on top of that many black female agents. So that's something that's kind of like really pushed me to be more like really want to go towards that" (Jada). Bremix chimed in with a similar point: "I feel like for me like being a black identify person just kind of it's kind of put me where I am now. Like it basically kind of determine my majors for me, because I want to see more black women in psychology. I want there to be an option for black identify students, I can go talk with somebody that looks like me" (Bremix). Thus, for some Black people, the goal of entering predominately white field is so they can provide representation for other Black people to have access to important services.

A nuanced discussion of representation showed up in many of the things the participants stated. Varied concepts of the importance of representation were discussed throughout the interview.

Representation is powerful. Seeing a black woman in the career path of interest means that 'my dream can become reality' according to Claire. And, the more frequent the contacts with a Black female representative, the more realistic a career dream can be. Jada took a class for an entire semester with a Black female professor and stated:

Taking [a Black female professor's] class this semester really just kind of solidified the fact that, like this is what I want to do. Because seeing somebody like me in that position has just been super eye opening. It's been like a great experience. ... [the Black female professor] works with like some of the top athletes ... And that's a place that I want to be; that's a place where I see myself being. And knowing that somebody else that looks like me and has kind of gone through the same experiences ... it just kind of means a lot, knowing that somebody like her, that's very similar to me, can be in that place. (Jada)

Besides the tangible possibilities of achieving a career, representation also brings a variety of good feelings. Bremix states

It gives me like a sense of like relief, because I just feel like as a community we watch out for each other, especially when like we're getting to like the higher positions. So just having that sense of - there's somebody there that that looks like me, understands what I'm going through, that can kind of guide me and kind of take me down the path. (Bremix)

The perceived benefits of representation seem numerous: relief, being watched out for, being guided, and having someone understand one's life experiences.

On the flip side, when representation is absent, the situation becomes very challenging. Bremix states, It becomes a scary experience, first of all. And second of all, it kind of discourages me, because it's like well, will they accept me because I am black? Will they try to discriminate against me? What what what's the best way to say this without being seen or being told that I'm I'm acting ghetto per se? So it kind of becomes like, I start worrying and it kind of gives me anxiety because it's like i've got to check all the boxes in order to get to where I would go (Bremix)

Thus when representation is absent, it's scary and discouraging because they wonder if they will be accepted or if/when and in what way they will have to battle the stigmas against Black people. They think about monitoring all the behaviors that are labeled as ghetto. They endure this because it's what they have to do to get to where they want to go.

To understand the term 'ghetto,' I sought their perspective. All three women cited speech as a marker of 'ghetto'-ness. For example, being 'loud' (Claire) is ghetto and something to avoid. However, Jada has run into instances where she's been labeled as 'loud' and on the verge of being 'ghetto' when she stands up for herself:

if I try to like stand up for myself, if I get loud ... [they] would be like 'oh you're ghetto, because black women this this this and this.' And it's like it's not fair because it's almost like gaslighting in a way ... they tell you like 'Oh, well you need to be vulnerable.' When you're vulnerable when you're expressing things that make you upset or angry it turns like 'whoa oh no you shouldn't be doing that because now you're acting ghetto, you're being loud, (Jada)

Aside from being loud, speaking 'proper English' is another consideration. Bremix recounts, sometimes like I'll talk and you can kind of hear my country come out and then you can like [pause] if I start talking too fast it's like I kind of put all my words together, or I like I'll start abbreviating stuff. and then it becomes like 'oh you need to like speak proper English.' (Bremix)

Jada added to the conversation by saying, "It's kind of like code switching," which she says she learned and used when around white people, which, in her case, includes the white side of her family. Paradoxically, however, when her 'African American vernacular English' is heard by her white friends, they call it 'weird', 'uneducated', and tell her she 'shouldn't be doing that.' (Jada). And yet, her white friends use it and call it 'cool.' (Alain's thoughts) Perhaps it's less about the spoken word and more about the speaker. A white person has already passed credibility tests and can talk in any manner they choose. A Black person, because of their race and associated stigma of the 'uneducated' ghetto must carefully guard how they speak (e.g. code switch, not be loud), in order to gain or maintain credibility in a predominately white space (probably from Eli Anderson).

In addition, being a member of the underrepresented means, you are not understood by your white peers or the predominately white faculty. Jada states, "[white peers] don't understand kind of like where you would be coming from." She recounted a story from a class lesson about DEI, and stated, "it was just kind of interesting like how they responded to certain things. Where I was like okay, but you're not really seeing how it is from the perspective of a Black person." Bremix states she wouldn't attend a DEI meeting with kinesiology faculty, for similar reasons:

For the simple fact of going through the [kinesiology] as courses all my professors were white, I don't think I've had one black one yet. So, if we're sitting down with faculty from [kinesiology] trying to discuss diversity, I'm talking with a bunch of my white professors, how far can the conversation really go? So, then I become kind of skeptical ... Can we really speak productively if

I'm telling you my experience and you don't necessarily understand where i'm coming from? (Bremix).

Thus, the experience of not being understood becomes a barrier to programs designed to improve inclusion and equity. Other barriers include the feeling that although the university pushes for and claims they work for diversity, equity, and inclusion, it's all for show. Jada states, "the way that [the university] has shown from time and time again that they don't care about their African American and Black students [because] ... they be willing to listen and stuff like that, and then it kind of goes nowhere" (Jada). Additionally Jada feels that when they do listen it's "just so they say they did [something]."

I think [PWI] does things so they can say 'Oh well, we did like we did talk to you guys, we did tell you guys to come in for this,' but it's also like even when you're in that setting it's a whole bunch of gaslighting where it's like okay, these are the issues we're [black community] are facing and then [PWI leadership] they're like 'Well, no, actually.' Just because we have this in place doesn't mean it actually like helps the students because, if it did, then we wouldn't be keep having to come back with these issues and things that we're going through, and things that we think that you can improve, so I think. Like just like, I feel like [PWI] has a really big problem of listening and doing things just to be performative. (Jada)

Besides Black English, the participants also mentioned a few other elements of Black culture that were not understood by their white counterparts. Jada quickly chimed in regarding her recent induction to Alpha Kappa Alpha Incorporated. Her pride was very apparent, and so was her anger at how her new Sorority is portrayed on social media by white folks,

pardon my language, but they kind of shit on like D9 and like black fraternities and sororities ... There's like a lot of history behind it. And it means a lot to me ... And [white] people say, 'oh well, I've never heard of this so it's not legit,' ... 'this sounds like it's a floozy like this can't be real, like I've never heard of them' ... I've seen on tik tok many times where there's a lot of white people who will imitate you know calls or hand signs or strolls and stepping and stuff like that and it's just ... been hurtful.' (Jada)

Claire confirmed this and said it's as if those white individuals were 'making it as a joke' (Claire). Bremix added a new element into the conversation regarding empowering Black clothing,

I have a sweatshirt that said like 'we rise'. Like someone was like 'oh that looks cool' but do you understand what it is trying to say? ... Do you understand where I'm coming from? Do you see the message I'm trying to portray? (Bremix)

These seem to show that in circumstances where Black culture is empowered, it can be, at best misunderstood, and at worse mocked by their white counterparts.

At this point, based on my instincts, I steered the conversation away from them in a white space, and toward them and their Black community. I asked what was the best thing about being a Black woman? Claire said, "I would say community. I feel like when I meet another Black individual... Like we get each other." All participants agreed on this point. Jada added,

When I see another Black woman, I'm automatically drawn. And it's like, you might now know each other, but you're always going to look out for them no matter what ... there's always going to be that sense of we kind of go through the same thing. .. So it's like we're always going to have each other's backs no matter what for the most part. That's something that's definitely like been like absolutely amazing. Like, I'll meet someone at a party and It's like, just met them first five minutes and they're automatically like 'hey are you good?' like that you know they're making sure you're okay.' (Jada)

Thus all felt an instant connection with other Black woman, based on their understanding of their experiences. They support each other and check in. And, according to Bremix, they are very proud when

they see a Black woman who's accomplished something significant. She states, "it's that sense of you're succeeding and you're doing great things, I am proud of you" (Bremix). So, understanding their common experiences, and support 'no matter what' (Bremix) are some of the best things about the Black woman community.

This idea of connectedness within the Black community made me ask about famous Black people passing, such as Chadwick Boseman, who was alluded to in other focus groups. Bremix stated that it 'hurts us,' because he's '... become like a role model... he succeeded, so I can get to where I wanted to be too. In addition, because he never 'bash[ed] anybody... [spoke] down to anybody... and he wanted to see everybody succeed,' Bremix states it's like 'the good die young,' and 'hurts the community.' Jada highlighted key things through comparing it with a famous white person passing,

yeah and I would definitely say like on the flip side like if there's like a non-black actor that passes away, let's say like Brad Pitt passed away, I know that there'd be a lot of people that would be so distraught about it. But within like the black community, I feel like there's not a respect that they'll give to us when it's like something that were morning. Like okay, this example is not even somebody famous, but there was a black student at the beginning of the Semester last semester he committed suicide um the [PWI] didn't really talk about it. They didn't ask any of the black students like, 'how are you doing?' And he was also Greek and like his line brothers like I knew, some of them, and they would just, [pause] they didn't know what to do, like they were just completely distraught. And I feel like a lot of the time ... there's not really a sense of like 'okay, we might not understand like who this person is to you' [the black community], but like we want to be there for you.' There's no kind of like a sense of respect and care, I guess. (Jada)

This highlights a lack of understanding of the impact that a death of a member of the Black community on the part of their white peer counterparts as well as majority-white college leadership.

The conversation turned to way they feel unsupported in the classroom setting. Claire said one of her professors said she did not 'support Black history month...because it should be included into all of history' (Claire). Her and her Black peers looked at each other as if to say "'what did she just say?'" And, although Claire doesn't think the professor was malicious, she should 'watch what [she's] saying' (Claire). And, although Bremix, Jada, and Claire didn't know each other before this focus group, they all heard a story where a Black female student asked a professor to use the word enslaved, as opposed to slaves, but the professor refused. Jada said

if there's a student like a specifically a black student that's telling you like hey I don't really like how you using this can you maybe say something different, and then you're consciously saying like, 'no' [upspeak]... It makes you feel **uneasy** (Jada)

Claire said,

I feel like they don't understand and then when somebody is trying to tell you that, like this isn't what you should say like this is how it should be said, and they just don't care like it's just **disrespectful** as a whole (Claire)

Bremix said,

I feel like the kinda 'I don't care, it's not that big of a deal' response from the Professor was when it became problematic for me. **It's not that hard to [change] terminology, but when it was just the 'I don't care' [pause for effect] like kind of vibe, that's when it became personal** because, as a professor, as somebody who is teaching minority students or especially discussing something of that topic, **you should understand how it might affect different people**, how it might affect somebody, the way you say something, or how it might, I don't want to say hurt their feelings, but it bothers them. So if you're going to sign up to teach something that talks about enslaved people or to teach something that involves Black people in history, **you got to**

listen when the black people in your classroom are telling you, or the minority students in general are telling you this is affecting me in a negative way. (Bremix)

The conversation expanded to include social media and Jada discussed how the white people in her class were oblivious to white tik tok users making money off dances that were initially posted by Black users. Jada said, “when it comes to like things involving black people and things that affect the black Community it's just something that they're **not** necessarily **paying attention to** [and] I don't want to say they don't **care** about it, but it kind of like **seems as if they don't**” (jada). Thus a lack of understanding of how the Black community would respond to a statement made in class, or a disregard for trying to understand feedback that Black students give makes them feel uneasy, it feels disrespectful, and is a problem that is taken personally. To add insult to injury, it seems as if their white counterparts and not paying attention to, or even really care about the things affecting the Black community.

I then asked about a theme the research team is working on - ‘dignifying the culture’. I asked if that resonated with them. Bremix said, “I also feel like it’s sometimes more than just dignifying the culture and it’s more so just respecting the culture in general. You don’t always have to agree and you don’t always have to honor everything, but if we are choosing to honor it, you respect us doing so.” Jada agreed and added that it’s ‘frustrating’ when white people don’t try to

“understand what we’ve been through, understand things we’re currently going through like, that we will continue to go through ... You might not agree with it, but just like respect it and understand that there are people who have experienced this and you might not have” (Jada).

This prompted Bremix to say,

If they use that same effort that they use to put up those walls to just understand, it would make a lot of things simpler. Just taking that effort and instead of debating it to trying to push out of this new idea instead of just start incorporating that idea and thinking about, ‘wow, this could affect somebody. How would I feel this affect me like this?’ (Bremix)

Therefore, when white faculty and students learn about Black culture or experiences, they should just respect and accept it, not debate it. They should think of how it would affects you.

Both Claire and Jada felt that conducting this focus group shows effort toward understanding the Black experience and “how the Black community might feel about certain things” (Claire). Jada agreed and said it ‘means a lot [to have] somebody who’s not in the Black community kind of like see [some things important to the Black community], so it does kind of like give me hope it’s like okay, maybe other people can see it as well...” (Jada).

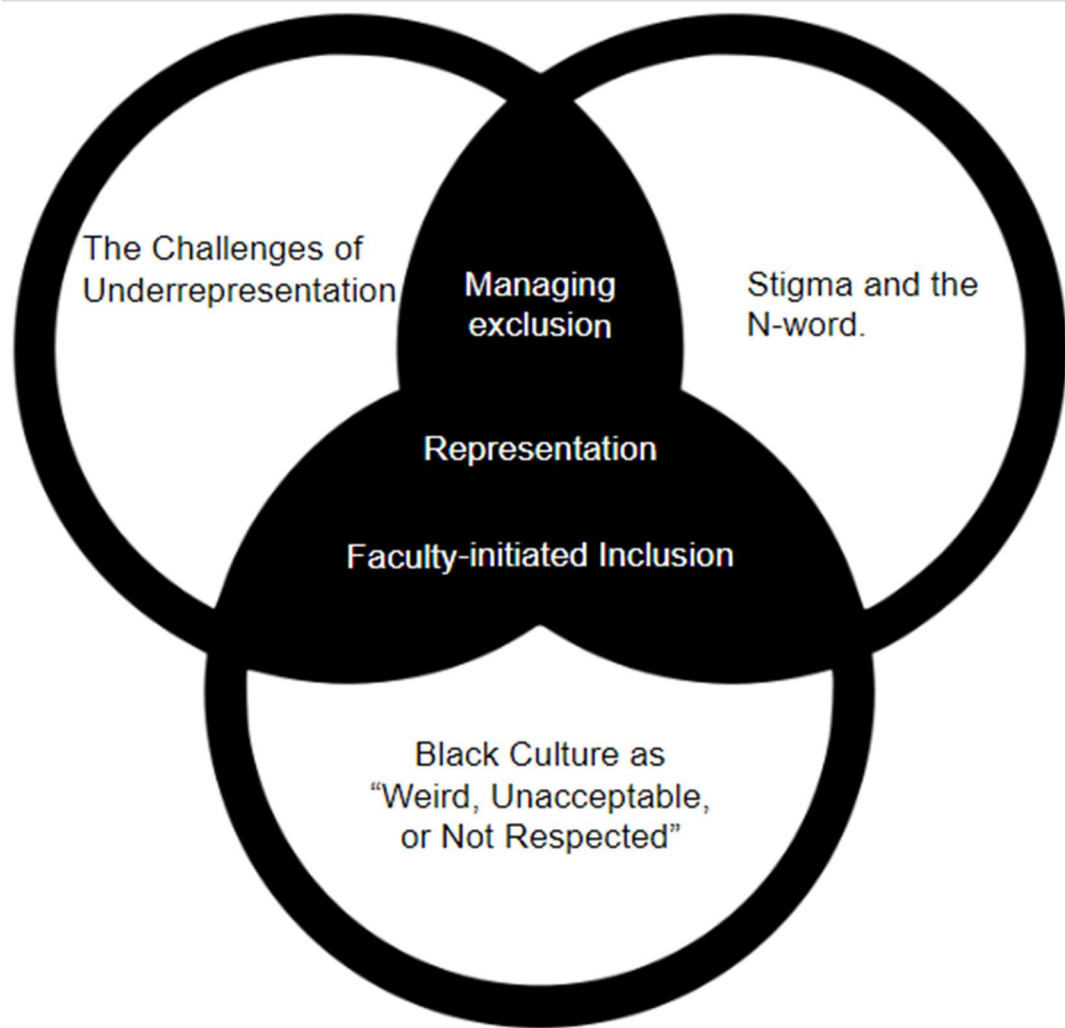
As we wrapped up our conversation, they gave their recommendations to the EXSS faculty, which includes, “including more Black professors, and professors of minorities. I know that was really nice for me ... taking this class with this one, just this one Black professor, it has meant like everything to me, it’s been really important” (Jada). Then Bremix ended the conversation on with this suggestion:

My recommendation to everybody, like really doesn't matter your race, it's **listen to understand, not to respond**. I feel like the university listens, but they listen to kind of give a response. And I feel like that Professor did [Black female who posted on twitter], he listened, but it was so she can make a response. I feel like listening to understand is a key factor when trying to make a change, when trying to go a different route and trying to bring up different ideas or bring up things of that nature or trying to kind of change the narrative. It's very important to listen to understand and listen to and understand what somebody may go through, even if it hasn't directly affect you. Understanding what they go through, or just even kind of acknowledging what they go through can really help a person (Bremix)

Listening to understand and not respond with defensiveness or performative action items. Listening to understand shows 'care' and gives 'hope'. This seems related to faculty representation. When they see someone like them, they experience 'relief' knowing they'll be understood and are less likely to be stigmatized. What should non-Black faculty understand? That the stigma of inferiority is felt at a PWI and can deter students from programming aimed to improve DEI. That stigma, such as speaking 'proper English' and not being too 'loud' is always a consideration as to not be labeled ghetto. That being 'loud' when being vulnerable and expressing anger is not ghetto or bad. That Black individuals notice an unfair double standard between them using Black English and white people using Black English. That supportive and empowering elements of Black culture (Sororities, Clothing) must be respected. That when a notable Black individual passes, many community members hurt; and when leadership doesn't provide resources or even ask how the community is, it reinforces the idea that the PWI doesn't care about them. That faculty must be listen and understand to be receptive to Black students' feedback on respectful language. That white students and faculty should put more effort into understanding the things affecting the Black community. Understanding is the key.

APPENDIX E: ILLUSTRATION OF THE FINDINGS

Figure E24. Illustration of the Findings



Note. This bubble-like shape represents the findings. The larger white space represents the themes that make students feel excluded. The black space represents the themes that make students feel include and make the overall campus climate more tolerable.

APPENDIX F: REFLEXIVITY JOURNAL SAMPLE

4.7.22. Yesterday was the first focus group. I had a hard time adjusting to this role. I felt I had to be neutral and distant in order to let the group talk, but it felt unnatural to not offer more empathy or sympathize with anger. At the end of the session, my co-facilitator encouraged me to just be me - don't worry about trying to be a neutral party. It's like we're just having a conversation and I'm collecting the nuggets of wisdom they share.

I had to fight my bias of looking only for negative things, and indeed there were a couple of positives.

I quickly realized that I am a limitation to the study – students are only going to share so much with a professor. Chris agreed that they held back, but he also thought they shared more than he expected, in this setting.

I'm saddened about what was said. And, at times thought that I was the example of the specific negative experiences they were sharing. It made me think a lot about my own practices.

I'm very grateful for the student's and the honest data they shared. I'm also very grateful for Chris as a liaison between myself and the community I'm studying. He's helping me understand the community better.

4/13/22. Analyzing Transcript 1 (Female 4.6.22). It makes me sad and angry that students haven't or can't name ways they coped with the negative experiences they have. Are we causing harm/adding burden they can't shed?

Heart said – I scared to branch out to other profs because I have a good relationship and want then to teach all my classes - So then, for some students, once they find someone, they stick to them. Does that then overburden that professor? An example of the 'black tax' if the faculty member is black?

Heart - In response to "would you feel comfortable ... describing your feelings (of being an outcast in a predominantly white class)?" She said: "I prefer not to, sorry [light hearted]" This is vulnerable stuff – she shouldn't have to talk about it – but this bullshit shouldn't even be happening in the first place.

White students know that building relationship is essential – so they push forward. Black students don't feel comfortable and hang back. It's a system that perpetuates preferential treatment.

So – if you (prof) don't see them during office hours it could be because they aren't comfortable with you or they don't feel they need the help. I think faculty usually assume they don't need the help (or don't care or want to put in extra effort). (AA)

What are other intersecting identities that the faculty and Black students could find common ground on?

The relationship piece – am I pushing this b/c it's aligned w/ my Bias?

5/11/22 - FG6 data collection. [participant] doesn't think there are any issues in the classroom. He understands disparities – but those are just facts. He gets that people want to wear scarfs, but that's not the real world. He doesn't want special treatment – I've heard that before but not this strongly. Does his identity have a role in this? He's racially mixed with a white Father. He was a top 10 [player] out of high school. He played division 1 [sport] and says he got special treatment in the classroom b/c of that status. Does this mix with Elijah Anderson's take (based on Dubois) on Black class? Is he a part of the Black elite that sees things differently than Black students with less position/status/power?

8/25/22: FG6 – after transcribing and pulling quotes, My strong reactions to MM have minimized. He's just being honest, but also recognizes – that to each their own. The differences in Black culture impact how they may experience a PWI or how they view how much the PWI should cater to their needs/give special treatment.

8/27/22 - As I'm analyzing across episodes, I realized I didn't write much about the experiences of inclusion in my epi summaries. As I went back to check on one quote, I found many others in my quotation inventory that could also be described as inclusive experiences. So – I need to revisit my quotation inventories for the episodes to check my biases and make sure I'm not missing anything.

APPENDIX G: TABLE OF THEMES AND SUBTHEMES

Table G2. Themes and Subtheme Findings

Aim 1: Black kinesiology students' experience with exclusion	
Themes	Subthemes
Challenges of underrepresentation	Isolation Not being understood Hard to imagine a successful future Missing from the curriculum
Experience stigma and the N-word	Unintelligent Ghetto N-word
Black culture as weird, unacceptable, or not respected	Music & Church Hair Black Achievement and Empowerment
Aim 2: Black kinesiology students' experiences with inclusion	
Themes	Subthemes
Community	No subtheme
Faculty-initiated inclusion	Faculty initiated care Inclusive practices
Representation of Black individuals in high positions	Common experience Support Role Model

APPENDIX H: COUNTER CASE EXAMPLE

Only one participant denied any experiences of exclusion. MM who self-identifies as 'mixed' with a white father, is a non-traditional student, and was surrounded by Black peers on his athletic team, states:

You know honestly, I can't really think of any experiences I've had as a student at PWI where I didn't feel like I was treated any differently or whatnot, especially with the [kinesiology] department. Because I can't say that, you know ... I wish there was more Black people in class because, you know, people choose their own major. So, and I never been the type that's kind of like needed to be around you know my kind and whatnot, because I'm Black and my dad's white so it's kind of like [pauses]. Um, I don't, I can't think of any experiences, where it has shaped my journey as [kinesiology] major any differently from any white person. I'm getting the same education and same resources with any other person, so I haven't faced any type of you know, unequal situations where I felt like my color, or the person I am was any different. I honestly feel like [PWI] has done a good job of actually making people feel [emphasis] you know all together as one family. Because I came in on [a sports] scholarship so I was surrounded by probably more Black people than the average Black student, at [PWI]. But I never faced as a student, just a regular student, any type of differences to anyone else, so that's just my experience. (MM)

Later in that conversation, the group discussed how sports teams might provide the necessary community for support and care. MM agreed with that and felt Black student-athletes had an advantage over Black non-student-athletes:

Black student athletes have an advantage because they have been treated a little differently than any other Black students, so when they do walk in classroom people look at them a little differently than just a normal Black student ... it's kind of different world for them ... [and] you're not gonna have the same type of feelings [of exclusion] as a regular Black student where they're feeling like they don't fit in. Because even though you can be Black and an athlete, you do fit in, because you're actually like above regular students, because you're on a scholarship. So, teachers, you know treat you differently. (MM).

In addition, the same participant stated that he did not feel that Black representation as a faculty member would make a large impact. He stated:

It doesn't really matter for me because I don't really [pauses] um, you know, think of the color of the teacher. And for me, it's more about like [pause] the professionalism [upspeak]. [pause] um, so I can't say 'so yes, [PWI] needs more Black teachers', because you know who knows what's the qualifications to be a teacher at [PWI]. But um, I like I have a black teacher now, it's Professor [faculty name] and [they're] great and I learned, probably the most from [them] than I learned [from] a lot of professors there. And, you know retained a lot of [their] information. It's not because 'oh because [they're] Black'. It's basically how [they] teaches [they] kind of connects. So, I know for some people, it probably would matter, but I don't really think. [pauses] I don't know how to put this, you know, I don't want to say [PWI] needs more Black teachers, because, hey they do. But...you know, it's not really a color thing. I don't know if it's a really a color thing in hiring teachers. So I think if these people [Black people] were qualified enough, and they applied for it we probably would have more Black teachers, so I don't know that

situation. But I just do know that one Black professor, I have at [PWI], [they're] probably one of my best professors. (MM)

However, this same student felt that a Black advisor, instead of a Black professor would be most helpful.

APPENDIX I: OBSERVED DISCRIMINATION THROUGH DIFFERENCES

Observing differences is not a theme but was a separate concept that presented itself across the themes of the challenges of underrepresentation, experiencing stigma, and Black culture as not respected. In one example, during the discussion of Chadwick Boseman's passing, Jada said.

I would definitely say like on the flip side like if there's like a non Black actor that passes away that's like. Let's say like let's say like Brad Pitt passed away, I know that there'd be a lot of people that would be really like you know, like so distraught about it. But within like the Black community, even if they like, I feel like there's not like a respect that they'll give to us when it's like something that were morning.

The perception is that the passing of a successful white individual would be widely mourned, but the death of a successful Black person, who has achieved great heights and empowered others along the way, only receives a cursory mention, and highlights how the importance of Black achievement is not respected. In another example, MJ observed differences in music. He said,

We try to rap in the [common social area] sometimes, and sometimes in the daytime [administrative decision makers] say that we aren't allowed to because they said it was too disturbing. But if an acapella group goes out there, it's fine, you know? So stuff like that just people will take things that we do and maybe associated with, you know, I don't know, just negatively. (MJ)

This example touches two themes: a lack of respect for cultural music and the stigma of rap music, which apparently is associated with negative ideas or values. In a third example, --- describe the isolating effects of observing faculty behavior in one of her classes with a white professor. She observed, "...I was more aware of the difference in depth of relationship that I

was forming compared to the other students based on like the things they could say.” She based this on an observation of a white faculty member granting a request to a white peer when they casually asked for an extension on a major assignment because the peer was visiting a friend that weekend. --- (E1) stated, “I would never feel like I could say something like that to my Professor. I don’t feel it would be taken in the same way.” Thus, her observed comparison highlights the lack of a deep relationship with a faculty member that doesn’t represent her background or experiences. And the perception that the same request by her would be taken negatively, is associated with the stigma placed on Black individuals. In a final example, Pseudonym (E3) observed that it’s acceptable for some cultures to wear head coverings, but looked down upon when he wears a head covering:

And my last thing, it kind of just feels like you wouldn't tell a person who is of Muslim descent to take off their hijab, but a lot of times I've heard that we can't, we have to take off our durags or our bonnets. And sometimes my hair is just not done. I don't own a hat. or sometimes I'm just doing my hair and it's literally the do rag is helping me stay my hair down so that it can look presentable for maybe I have a job interview right after your class, and I would prefer my hair look down instead of all over the place. It doesn't impact anybody it doesn't make anybody feel uncomfortable it doesn't do much. I can understand the lab standpoint, because of the flap in the bag, because it can be a safety hazard, but other than that I feel like it's sometimes looked down upon...So it's just small things that could change... And I hopefully see those in the future.

Observed differences in how they are treated or viewed compared to their PW peers emphasize their feelings of an exclusive climate. In one regard, the impact of their experiences create unwelcoming space which may negatively impact their ability to learn, as Pseudonym stated,

“...academically, you’re not going to perform your best if you don’t feel welcome in the classroom.” This example matches other literature that described the differential treatment between Black and white students. (e.g., Singer, 2006).

APPENDIX J: PARTICIPANTS' RECOMMENDATIONS TO FACULTY

- “Maybe one day you guys can have like a meeting or something or get together something and like actually sit down and like give them examples of situations where their students have felt like that so maybe they could possibly fully understand. and hopefully that will help them perform better relationships with their students” (E1, Heart).
- “go a little bit more out of your way to make sure that the students [pause] that you express interest in getting to know those students in the same way that you express interest to others, or like really reinforcing that more” (E1, ---).
- “I would say professors should listen to their students’ voices [upspeak] and my respect their opinions ... professors could do is just listen to their students and understand what makes them uncomfortable” (E1, Heart).
- “...just with addressing Black students, recognizing the intersections that maybe there, like being [clears throat] first generation college students, that has a pretty big overlap with a lot of black students. So there may be like more confusion or more anxiety, um, navigating these new situations and not having support from outside people having parents that like went to PWI and know you’re supposed to go to office hours or you’re supposed to go to office hours, or you’re supposed to take these steps to succeed” (E1, ---)
- Like naming something is not necessarily enough. You know, like saying oh like ‘cultural differences’ and like Moving on, you know, like. I feel like the content of what’s being taught in the classes, like injury and different things like that, nutrition right um. I feel like If you’re if you’re going to bring up differences in like demographic differences then go [changes thought] I’m not saying you have to do, you know, it’s not going to be a whole class on nutrition and race or injury and race or you know athletic participation and race. Like I don’t need that, but I need more than just, you know, ‘oh yeah you know differences in, [changes thought] you see a higher amount of African American people being you know, a lineman you know, then quarterbacks.’ moving on. It’s like all right well, why is that? Is it because you know we don’t want to see like black men in positions of leadership and power? we want to see them more and like, you know, vigorous like brute force type of positions? Right?, like let’s, can we just like, I need a little bit more, right? So, just be aware of the content that you are presenting and when there needs to be places to be dug into more. And that’s something that like teachers are just going to have to like learn courses, or whatever, or just like know right? Be taught by other people of color about like what they think [the course content] needs right, I can’t sit here and tell like white teachers like this needs to be more like you need to probably like figure that out with other mentors and stuff right. But the content of the class like matters. And, like certain things should probably be dug into more at least a little bit to help support students of color and not just brushed over. (E2, Ramses)
- I mean if I were to summarize my message in three words, it would be do the work. You know you really have to recognize that you know, regardless of your race your ethnicity, it takes a lot of work to really understand other people and other cultures, and you know. You really have to go out and find you know guest speakers of color who you know will be willing to come and speak at classes, you have to really do the work to really notice if

your students seem to be feeling isolated and stuff like that, and even if you do recognize it then you have to do more work to actually talk to them in a culturally appropriate way so they don't feel singled out or anything like that, but they just feel that you genuinely care, and I think honestly like that's the biggest thing for me is like – [Kinesiology] faculty show that you genuinely care. Because that has been why, I really have enjoyed the classes, that I took because I felt that both of the professors that I had in those classes really genuinely cared. And you don't always get that with all your, you know, with all your classes and things like that. (E2, kangaroo)

- “facilitate those conversations [e.g. Death of Chadwick Boseman] in a way that's not harmful”(E2, Kangaroo).
- “I think I would tell my [kinesiology] professors just to continue to be more open and welcome to different realms or ideas which are more than what you've experienced [upspeak]” (E3, Pseudonym)
- But I feel like [Kinesiology professors could even be a whole lot better if they just like, [pause] I know it's very hard to get out of that mindset that like what you're raised on or what you've experienced because it's hard to speak on things that you've never been through. But I feel like taking that time to really understand your students and create an environment that's very welcoming. [changes thought] Like I feel like. Everyone says we have an environment that's welcoming, but do you really sit down and talk to your students? I know, at the beginning, every year every teacher says oh you're welcome to come speak to me. But when the student come speaks to them in office hours or in just a normal visit, do you make them feel like welcome or like do you make them feel like they're a nuisance. Because I feel like if professors really got to know their students and understand them, I feel like a lot of times students will be more, like more open to like communicating and letting their professors know a lot of situations or how they can better themselves in the class and I feel like they will see a huge performance shift. Because I feel like you can't be normal if you don't feel welcome and if you're not normal then you're not going to perform your best. (E3, Pseudonym)
- “just making sure the students feel welcome and understanding the cultural difference” (E3, Pseudonym).
- recognizing you have black students or other minorities or noticing hey I only have one black male in this class. Maybe I should you know speak with him see how he feels about being in this environment this campus, how can I make it better? (E3, Pseudonym)
- I think that great academics is minimized when like the classroom learning environment isn't, you know, welcoming. And I think, you know it may be great for some students, but if you feel like this pressure to code switch or this pressure to do these certain things to be accepted in the classroom to change who you, are I feel like your learning experience isn't going to be the same. And I think you know just teachers being aware of that, like hey maybe there's only three African American students in the class out of 100. Maybe they [pause] just being aware that maybe they feel some pressure on these things. And maybe like. just making the classroom be more welcoming for them. I think like maybe just setting up, I don't know, maybe like a course or a [pause] you know I don't know what they call it, seminar [laughs] for like teachers or something like to know, like hey yeah I know this University is predominately white, but hey we have students who are Hispanic, we have students who are Asian, we have students that are African American

that are dealing with these things are dealing with these issues. Be aware of that and try to make a more welcoming environment for them so they can thrive academically. (E3, MJ)

- [A group for ethnic minorities in [KINESIOLOGY]] or something formal like that, just to build connections. Because I feel like, a lot of people [changes thought] like [university] is a great place to build connections and like for future jobs, etc. And I feel like as African American we don't have as many opportunities, because, like there's not as many people will look like you in the certain positions. I know a lot of times I don't hear about internships a lot, I don't hear about these certain opportunities. But then, I look around and this other guy [laughs] he's talking about 'oh yeah I just got this new internship' and I'm like oh I didn't hear about that, I didn't see the flyer for that. And I think like [pause] I don't know where they're getting this from, but I feel like, you know if there was something for, you know African Americans, Asians, or you know, all of the minorities like. It would be great, like we could network. We could brainstorm exercise and sport science business ideas. I know me and my friend we're talking about starting to gym in the future. And I just think it would be a great place to like just build these connections. And also just talking about hey how you doing? Hey man how's class going? And just like foster community, you know? And then I also think, maybe even like, I don't know if they have this already, but like a you know act like a. Whether it's African American or Hispanic or Asian like [KINESIOLOGY] like group or something. (E3, MJ)
- ...making the classroom or like [pause] acceptable of you [upspeak] I feel that hundred percent because, when it was my freshman year, I had like a huge [pause] like a lot of hair. And the teacher wouldn't understand like I can't put this on my head, because my hair is going to be crushed and I just did it this morning. And they were like oh it's just hair, don't worry about it. But then my presentation comes off as, I look rough. And my mom always told me, she was like 'I know you're going to be alone, but when you're up there every day, you need to represent because they're looking for any opportunity to make you look less than or not better than them.' She was just like 'you're always going to have to be 10 times harder or 10 times ahead of them, because it will never be fair.' So I feel like teachers could understand, like our hair has a lot of significance. Not everybody in the Community feels that way, but a lot of people feel a lot, behind their hair. Or, I know in athletics, some people were told they had to cut their hair, because it has to have a certain look and it's just like that sometimes is seen as very degrading to cut your hair in certain communities without your choice. (E3, Pseudonym)
- And my last thing, it kind of just feels like you wouldn't tell a person who is of Muslim descent to take off their hijab, but a lot of times I've heard that we can't, we have to take off our do rags or our bonnets. And sometimes my hair is just not done. I don't own a hat. or sometimes I'm just doing my hair and it's literally the do rag is helping me stay my hair down so that it can look presentable for maybe I have a job interview right after your class, and I would prefer my hair look down instead of all over the place. It doesn't impact anybody it doesn't make anybody feel uncomfortable it doesn't do much. I can understand the lab standpoint, because of the flap in the bag, because it can be a safety hazard, but other than that I feel like it's sometimes looked down upon. And then, lastly, when we're doing presentations it seems like every photo we see is of white people and then, when it comes to slavery. or anything like that all of a sudden, the pictures become black. I remember one time the whole presentation, which is white people, then we talked

about incarceration, and all of a sudden, the black people popped up and I was like well isn't that uplifting [sarcastically]. So it's just small things that could change. And I hopefully see those in the future. (E3, Pseudonym)

- understanding and like having some compassion like understand like hey maybe this person like has too much hair where they can't comfortably wear a hat, you know. (E3, MJ)
- I feel like if you do any more, like I wouldn't be receptive to it. Like I don't want special treatment because I'm Black. Like don't treat me that way. I would rather just leave it open and inclusive for everybody, and then we all benefit from it, but don't give me an extra hand because I'm black. (E4, Scooter)
- it would be nice it goes back to just you know, mixing it up a little bit mix up your material. Throw in somebody my age throw in somebody older. I mean everybody is going to get, well maybe not everybody, but we hope that everybody is going to get to my age and older. The kids in the class, their parents are my age so it's like you know mix it up don't know it's just talk about people from 18 to 30 or 30 to 40 (E4 Summer).
- To get the extra credit for research. [shakes head] It's impossible for me to do that. it's so hard, because I aged out, out of all the demographics, for that extra credit. So that's another thing to consider to when offering extra credit. (E4, Summer)
- “including more Black professors and just like professors that are like of minorities” (E5, Jada).
- “listen to understand, not to respond... I feel like listening to understand is a key factor when trying to make a change, when trying to go a different route and trying to bring up different ideas or bring up things of that nature or trying to kind of change the narrative. It's very important to listen to understand and listen to and understand what somebody may go through, even if it hasn't directly affect you, understanding what they go through, or just even kind of acknowledging what they go through can really help a person” (E5, Bremix).
- “I definitely think things like you're doing [focus group of Black students] is very helpful, I feel like interviewing people and understanding their background and like where they come from and what they think about things is a good way to like, not that it's always generalizable, but like it does give you a good idea of like how the black Community might feel about certain things” (E5, Claire)
- it's more so just respecting the culture in general. Some of the things you don't always have to agree and you don't always have to honor everything, but it's that look if we're [Black people] are choosing to honor it, you respect us doing so. (E5, Bremix)
- It's like the amount of walls that non minorities or non people of color put up to kind of deflect an idea. If they use that same effort that they use to put up those walls to just understand, It would make a lot of things simpler. It would it would make it just taking that effort and instead of debating it to trying to push out of this new idea instead of just start incorporating that idea and thinking about, ‘wow this could affect somebody. How would I feel this affect me like this?’ (E5, Bremix)
- I definitely think things like you're doing [focus group of Black students] is very helpful, I feel like interviewing people and understanding their background and like where they come from and what they think about things is a good way to like, not that it's always generalizable, but like it does give you a good idea of like how the black Community might feel about certain things I like. So I just feel like what you're doing is a really good

way of like understand, especially from a students perspective, like how we feel about the institution as a whole I'm like [KINESIOLOGY] as a program and everything (E5 Claire)

- my recommendation to everybody, like really doesn't matter your race, it's listen to understand, not to respond. I feel like the university listens, but they listen to kind of give a response. And I feel like that Professor did [Black female who posted on twitter], he listened, but it was so she can make a response. I feel like listening to understand is a key factor when trying to make a change, when trying to go a different route and trying to bring up different ideas or bring up things of that nature or trying to kind of change the narrative. It's very important to listen to understand and listen to and understand what somebody may go through, even if it hasn't directly affect you, understanding what they go through, or just even kind of acknowledging what they go through can really help a person. (E5, Bremix)
- But, I think personally having that advisor on the staff, but not necessarily saying necessarily saying hey this is for the black students, you know. Just having them on the staff will be a start (E6, MM)
- College students kind of like a lot of extra credit and all that and I think sometimes we walk into our first day of class, not knowing anybody, and you know. And then we use that time to try to make friends or whatever like however long it takes us to make friends in class and all that. And I feel like it will give you a good idea of how your class is going to be like, if you could have like. A meet your professor day or something before classes start. And you know professors could that say like this is a extra credit if you come there and then you can like get to see other people in the class that may or may not look like you, or whatever, but I think 'meet your Professor day.' for like help you talk to your professor and like right off the bat kind of like know what's going on, and you know you guys can understand each other. And it also sets the you know the tone for like, you know if you need anything or, if you want to talk about anything the professor is there to listen. So I think that could also be very helpful. And each student can have like, what, depends on the size of the class. Because I'm sure not everybody's going to show up, so it means a lot to you, you go to meet your Professor day and all that. That was the main thing I was thinking about. (E6, MM)
- A lot of classes now, like, grade participation a lot. And I've been in one too many classes, where there's a African student there [only one?] I'm grateful and I'm glad I came. I went to high school here so that kind of help with my, you know, heavy accent. I mean it's still there a little bit and, from time to time especially when I'm frustrated and get mad, it comes out but [laughs]. But I've been in class with several um you know, like fresh. They look like they're you're fresh like African students and, you know they want to talk for participation, but when they talk like nobody understands. I'm the only one of the class who understands them. And like I feel is need to, like help, almost translate to everybody else. And it's like for like participation grade kind of puts them in a tough spot, because every time it's like the whole classes gets so silent when they're talking and. I've been in that boat before I've been there before and it's not fun. It makes you not want to talk, and it makes you not want to show up to class, let alone talk or make friends. So I feel like if professor's understand that some black students may not be black but also African and like, struggle with the language and find different ways of you know grading their participation. I feel like that that would also go a very long way. Because I think if I

had that, I think that things would be much, much different for me. And there are still things that professors say in class and like use a word and I'm sitting down like, 'is that a word?' Like, what does that mean? I take my computer I look up that word and all that (MM, E6)