

A demographic exploration of implicit racial bias and perceptions among faculty and students in
a California community college

by

Amber Black

B.A., Cal State University, San Marcos, 2004

M.A., Cal State University, San Marcos, 2011

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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College of Education

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Manhattan, Kansas

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Abstract

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The Pygmalion effect and critical race theory (CRT) were the guiding frameworks that directed this research. CRT and the Pygmalion effect provided lenses through which this study's research questions and methodology were constructed, and how data collection, findings, and analyses were discussed. These theories addressed unconscious and racial biases related to teachers' and students' perceptions. The main findings revealed students perceived less implicit racial bias, microaggressions, and racism than faculty, but full-time faculty perceived more of the former than part-time faculty did. Non-White faculty and White students reported more perceived issues with race than White faculty and non-White students. Faculty and students reported possible anti-White sentiments on campus, and the majority of faculty participants shared they had never taken an implicit racial bias test. These conclusions reveal as higher education institutions continue developing antiracist policies, faculty must continually strive to better understand other faculty, their students, and how diverse needs could best be met.

Keywords: Race, racial identification, implicit racial bias, grading outcomes, pygmalion effect, Hispanic serving institution, faculty, students, perceptions, critical race theory (CRT)

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Approved by:

Co-Major Professor
Dr. Terry O'Banion

Approved by:

Co-Major Professor
Dr. Cindy Miles

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Table of Contents

List of Figures	x
List of Tables	xi
Acknowledgements.....	xii
Dedication	xiii
Chapter 1 - Introduction.....	1
Statement of the Problem.....	3
Background of the Problem	4
Purpose of the Study	5
Research Questions.....	6
Theoretical Frameworks	6
Methodology	8
Delimitations and Assumptions	9
Significance of the Study	10
Definitions of Key Terms	11
Chapter Summary	13
Organization of the Study	13
Chapter 2 - Literature Review.....	14
Theoretical Frameworks	14
Critical Race Theory	14
Pygmalion Effect	15
Achievement Gaps	17
Community Colleges	19
Racial Formation and Identity.....	22
Implicit Bias.....	23
Implicit Racial Bias and Education.....	25
Implicit Racial Bias in Institutions of Higher Education.....	27
Race and Demography	28
California Race and Demography	28
California’s Community Colleges, Race, and Demography.....	29

White Institutional Presence	31
Faculty and Students Perspectives	34
Grading Outcomes and Racial Bias	36
Summary	38
Chapter 3 - Methodology	39
Purpose of the Study	39
Research Questions	39
Theoretical Framework	39
Research Design.....	40
Study Setting	41
Study Participants	42
Instrumentation and Data Collection	43
Research Question 1	43
Research Question 2	43
Data Analysis	44
Research Question 1	44
Research Question 2	46
Data Quality	46
Ethical Considerations	48
Role of the Researcher	49
Limitations	50
Chapter Summary	50
Chapter 4 - Data Collection and Analysis.....	51
Description of the Sample.....	51
Sample Demographics	52
Findings and Analysis.....	54
Research Question 1	54
Research Question 2	55
Quantitative Survey Question Findings	57
Diversity of Faculty	57
Diversity of Students.....	58

Racism on Campus	58
Experiences With Microaggressions.....	61
Student Reporting of Microaggressions or Racist Comments	63
Academic Success and Grading.....	64
Faculty Training in Diversity	66
Qualitative Survey Question Findings	69
Faculty.....	69
Students.....	75
Summary	89
Chapter 5 - Conclusions and Recommendations	90
Overview of the Problem	90
Purpose of the Study	90
Theoretical Frameworks	91
Review of the Methodology.....	92
Data Collection and Analysis.....	93
Significance of the Study	93
Discussion of Findings in Relation to the Literature	94
Finding 1: No Statistically Significant Differences Between Faculty and Students Racial Identification and Final Grading Outcomes.....	94
Finding 2: Students Perceive Less Implicit Racial Bias, Microaggressions, and Racism Than Faculty	94
Finding 3: Full-Time Faculty Perceive More Implicit Racial Bias, Microaggressions, and Racism Than Part-Time Faculty	97
Finding 4: Non-White Faculty and White Students Report More Perceived Issues With Race Than White Faculty and Non-White Students.....	99
Finding 5: Faculty and Students Report the Notion of Possible Anti-White Sentiments on Campus	100
Finding 6: The Majority of Faculty Participants Responded No to the Question Asking if They Had Ever Taken an Implicit Racial Bias Test	101
Implications.....	102
Recommendations for Future Research	103

Conclusion	106
References.....	107
Appendix A - Email Invitation	120
Appendix B - Consent and Online Survey for Faculty	121
Appendix C - Consent and Online Survey for Students	126

List of Figures

Figure 2.1. High school and college degree attainment by race	18
Figure 2.2. California's population by race	29
Figure 4.1. Racial identification of faculty and students	53
Figure 4.2. Null hypothesis accepted	55
Figure 4.3. Faculty by racial identification	60
Figure 4.4. Students by racial identification	60
Figure 4.5. Faculty and expectations of student success based on racial identification	65

List of Tables

Table 2.1. College degree attainment and drop-out rates by race.....	21
Table 2.2. Ethnicity of CA community college students, Fall 2019.....	30
Table 2.3. Ethnicity of CA community colleges tenure(d) track faculty, Fall 2019.....	30
Table 2.4. Ethnicity of CA community colleges adjunct/part-time faculty, Fall 2019.....	31
Table 3.1. Alignment of research questions and theoretical framework	40
Table 3.2. Alignment of research questions with data collection instruments	47
Table 4.1. Grade point average by racial identification.....	54
Table 4.2. Chi-square analysis of GPA by racial identification	55
Table 4.3. Faculty survey demographics	56
Table 4.4. Student survey demographics	56
Table 4.5. This college currently has a diverse faculty population	57
Table 4.6. Part-time to full-time faculty beliefs this college has diverse faculty	58
Table 4.7. This college currently has a diverse student population	58
Table 4.8. Racism exists at this college	59
Table 4.9. Direct experiences with microaggressions or racist comments	61
Table 4.10. Witnessed microaggressions or racist comments toward another student.....	62
Table 4.11. Faculty employment status	63
Table 4.12. Frequency of faculty awareness and student reporting.....	64
Table 4.13. Faculty employment status	64
Table 4.14. Implicit racial bias testing and employment status	66
Table 4.15. Implicit racial bias test and unexpected outcomes.....	67
Table 4.16. Faculty diversity training by race	67
Table 4.17. Faculty diversity training by employment status	68
Table 4.18. Students' perception of faculty diversity training.....	68
Table 4.19. Faculty reaction to implicit racial bias results	70
Table 4.20. Faculty observations of microaggressions or racism toward students.....	72
Table 4.21. Students' beliefs on faculty training of diverse racial backgrounds	76
Table 4.22. Students' observations of microaggressions or racism by faculty.....	83

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Dedication

Hey, Jim Bob! I finished my paper!

Chapter 1 - Introduction

Prominent human and civil rights organizations tracking racism in the modern-day United States have proclaimed that prejudicial beliefs along with discriminatory actions and racist acts against African Americans have been significantly increasing (National Association for the Advancement of Colored People, 2020). The Anti-Defamation League (2020) asserted hate and racism have been on the rise, and the American Civil Liberties Union (2020) similarly claimed institutionalized racism that disproportionately affects communities and students of color has been pervasive in current society. Moreover, the American Association of Community Colleges (2020), the primary national advocacy organization representing nearly 1,200 2-year associate degree-granting institutions, released the following statement calling for action from its member colleges to end racism:

AACC [American Association of Community Colleges] unequivocally denounces the acts of racism, hate, violence and injustice happening across the nation. Community colleges serve the majority of underrepresented students in the United States and highly value diversity, equity, and inclusion on our campuses and in our communities. We will continue to stand firm in our beliefs but we must act to end racism and to continue to provide equity and opportunity for all Americans.

Our actions must start with the commitment to do the hard work of developing solutions that align with our mission and values. This work will require vigilance, difficult conversations, and active listening to the students and communities we serve. Ending systemic racism demands action and the use of our collective voice to garner wide recognition of the issues that divide us so that we can all live and learn freely. (p. 2)

As a microcosm of the communities they have represented, institutions of higher education have been addressing issues surrounding racism for many decades. In fact, California formed an Equity Leadership Alliance made up of more than half of its community colleges to provide training and resources to reduce racial inequality and improve equity (St. Amour, 2020). This alliance was created in response to widespread charges of police brutality and racism (St. Amour, 2020). Founded by Shaun Harper at the University of Southern California, this initiative brought community college presidents together to produce positive change on their campuses. St. Amour (2020) interviewed several college presidents on their motivation for joining the Equity Leadership Alliance and reported Greg Schulz, Fullerton College president, shared he would like a conversation centered around race that is amicable with the goal of halting the perpetuation of racism. St. Amour (2020) recounted Shulz stated, “It’s not enough to just not be racist. We need to stand together and be definitively antiracist” (para. 14).

Further, as Brenneman (2020), public communication specialist for University of Southern California’s Rossier School of Education, reported in his media release, the Equity Leadership Alliance included the following a three-part plan: (a) professional learning hosted by the Center as a dozen eConvenings focused on racial equity that began in the Summer of 2020, each taking place virtually once per month for faculty leaders and executive level administrators; (b) virtual racial equity resource portal: the center offers downloadable equity related tools, resources, and materials such as readings, films, rubrics, and conversation scripts accessible to all employees at participating colleges; and (c) campus climate surveys, providing all faculty, staff and students at participating institutions the opportunity to be surveyed regarding their perceptions of racism on campus, their feelings regarding diversity and inclusion, and similar

topics. The model used for this survey was based on the National Assessment of Collegiate Campus Climates model.

In 2020, 60 of California's 116 community colleges, including all nine from the Los Angeles California Community College District, had committed to participating in this alliance (Brenneman, 2020). This is important to note as annually more than 1.2 million students have been educated by California's community college system, illustrating the increasing need for a greater understanding of addressing racism.

Statement of the Problem

A national narrative targeting institutionalized racism has been emerging within the field of education (Dhaliwal et al., 2020), and institutions of higher education have been acknowledging the need to create effective diversity, equity, and inclusion practices across college campuses (Martinez-Acosta & Favero, 2018). Although these objectives have been considered positive, some research has suggested this narrative has been missing an active confrontation of individual racial biases and education (Benson & Fiarman, 2019; Martinez-Acosta & Favero, 2018). One study indicated even when populations have supported the idea of challenging overt racial biases and prejudices, implicit (i.e., subconscious) biases have remained (Payne et al., 2019). Rubie-Davies (2018) studied and concluded that educators lack of awareness of biases has direct negative consequences in achievement outcomes, especially for students of color, and has created a lack of discussion on implicit racial biases as inherently problematic.

Accordingly, the common problem that California community colleges attempted to address was the successful development of systemic antiracist policies and procedures (Brenneman, 2020; St. Amour, 2020). The specific problem in the pursuit of reducing

institutionalized racism has been not necessarily knowing how problematic implicit racial biases may be within an institutional setting.

Background of the Problem

As Payne et al. (2019) stated, one reason for the persistence of implicit bias may be that it has been maintained through structural and historical inequalities that have changed slowly. Historically, researchers have found all people, regardless of education, race, or class, held subconscious biases (Benson & Fiarman, 2019), and those in the teaching profession were as likely to be guilty of implicit racial biases as anyone else (Starck et al., 2020). One study comparing Black and White teachers found White teachers were 30% less likely to predict their Black students would graduate from high school and 40% less likely to predict their Black students would attain a 4-year college degree (Gershenson et al., 2016). When teachers were studied in the classroom, punishments and rewards were often dependent upon a student's perceived racial identity rather than on the student's actual behavior (Okonofua & Eberhardt, 2015). Black students tended to suffer a greater number and degree of punishments from teachers than their White peers, and teachers were also more likely to provide White students with positive feedback or empathy than Black students (Benson & Fiarman, 2019).

In response to modern day events, and with the intent of addressing issues of institutionalized racism, California community college leaders have taken steps to work together (Bush et al., 2020). For instance, many of these colleges have distributed campus wide climate surveys to collect student feedback concerning issues of racial dynamics in a given community college environment (Weissman, 2020). Bush et al. (2020) reported on a survey of community college leaders regarding proactive measures they have adopted to challenge and overcome racism on their campuses. One president responding to the survey described the dissonance

between perceived and implicit attitudes about race and long-standing biases in their college and community, stating:

Many of our students/alumni and long-term faculty and staff will speak with pride about how inclusive the campus is to all. The manifestation of racism is subtler, but prevalent. Implicit bias is a significant problem. Deeply held beliefs (e.g., bootstrap theory) are entrenched in the culture of subsets of constituencies influenced by socio-economic status. Provincial attitudes resistant to change are rooted in the campus community as well as the communities we serve. (Bush et al., 2020, p. 2)

Benson and Fiarman (2019) agreed implicit racial bias has been a long-standing problem. In their highly-regarded book concerning unconscious bias and education based on extensive study and practice, Benson and Fiarman concluded no matter how hard educators worked to ensure students of color receive a quality education, they would not succeed unless unconscious racist biases are first addressed. The authors further asserted if unconscious bias is overlooked, improvement efforts may never reach their highest potential.

Purpose of the Study

The purpose of the current study was to explore implicit racial bias in a community college setting by examining whether racial identity and perceptions about racial bias among faculty and students intersect. This study employed a quantitative design analyzing institutional course outcome data for any significant relationships between racial identities of faculty and students and final grades assigned. This study also investigated the differences between faculty perceptions of their racial bias toward students as compared to their students' perceptions about faculty racial bias. Findings were examined through the lens of critical race theory (CRT) and the

Pygmalion effect, providing insights into how race affected measurable and perceived experiences of faculty and students in a community college setting.

Research Questions

- Research Question 1: What significant associations exist between the racial identification of faculty and that of their students in relation to final grading outcomes?
- Research Question 2: How do faculty and student perceptions regarding faculty racial bias toward students differ?

Theoretical Frameworks

When used efficiently, a theoretical perspective has descriptive and projective capabilities (Schaefer, 2019). CRT emerged in the 1970s and was popularized by academics such as Bell, Delgado, and Freeman (Delgado & Stefancic, 2012). The materialization of CRT was in response to the 1960s U.S. Civil Rights Movement. There are five basic tenets to CRT: (a) racism is ordinary and not aberrational, (b) racism is rationalized by material determinism, (c) race is a social construct and not a biological science, (d) storytelling and counter-storytelling are necessities, and (e) groups of people are racialized in changing ways to serve the interest and needs of whiteness, known as differential racialization (Delgado & Stefancic, 2012).

CRT has been a theoretical lens commonly applied to examining perceptions and evidence of racial bias in the classroom (Delgado & Stefancic, 2012; Ledesma & Calderon, 2015; Lynn & Dixson, 2013). In such studies, CRT has provided a basis for consideration surrounding power and racial dynamics. In fact, Delgado and Stefancic (2012) stated, “Many in the field of education consider themselves critical race theorists who use CRT ideas to

understand issues of school discipline and hierarchy, tracking, controversies over curriculum and history, and IQ and achievement testing” (p. 3).

A second theoretical framework that informed this study is the Pygmalion effect (Rosenthal & Jacobson, 1968). The Pygmalion effect was first introduced by educators Rosenthal and Jacobson (1968) and has been likened to concepts such as self-fulfilling prophecy. According to this theory, a person in authority will treat their subordinates based on their expectations of them, and, in return, subordinates will often behave negatively or positively according to the type of treatment received from the authority figure. In applying their theory in educational contexts, Rosenthal and Jacobson found direct correlations between teachers’ expectations of students and students’ achievement outcomes. These expectations were based on the assumptions derived from a teacher’s implicit or subconscious biases on their students.

According to Rosenthal and Jacobson (1968):

There are many determinants of a teacher’s expectation of her pupils’ intellectual ability. Even before a teacher has seen a pupil deal with academic tasks she is likely to have some expectation for his behavior. If she is to teach a “slow group,” or children of darker skin color, or children whose mothers are “on welfare,” she will have different expectations for her pupils’ performance than if she is to teach a “fast group,” or children of an upper-middle-class community. Before she has seen a child perform, she may have seen his score on an achievement or ability test or his last years’ grades, or she may have access to the less formal information that constitutes the child’s reputation. (p. viii)

Moreover, Schugurensky (2002), an educator at the University of Toronto, sought to further highlight more of Rosenthal and Jacobson’s important work. Schugurensky (2002) offered:

Rosenthal and Jacobson's study and subsequent research confirmed that teachers' expectations matter, that student labeling is often done on arbitrary and biased grounds, and suggested that through the hidden curriculum teachers can, consciously or unconsciously, reinforce existing class, ethnic and gender inequalities. (para. 8)

Because these theories addressed the phenomena of unconscious bias and racial bias related to teachers' and students' perceptions on implicit racial bias, racial identification, and grading outcomes, the Pygmalion effect and CRT were the guiding frameworks that directed this research. CRT and the Pygmalion effect acted symbiotically as lenses through which the research questions and methodology for this study were constructed, and how data collection, findings, and analyses were discussed.

Methodology

To investigate the perceptions of faculty and students on implicit racial bias in a community college setting, the researcher used a quantitative approach with two open-ended qualitative survey questions to gain better participant insights. Specifically, this study followed a quantitative, mainly descriptive, and inferential design (Lochmiller & Lester, 2017). This survey included mixed methodology questions; as Roberts and Hyatt (2019) noted, mixed methodology practices have been growing, especially in fields such as the social sciences. They maintained that the collection of numerical data (i.e., quantitative) coupled with narrative data (i.e., qualitative) may complement each other in such study designs (Roberts & Hyatt, 2019).

The first research question for this study asked, what significant associations exist between the racial identification of faculty and that of their students in relation to final grading outcomes? This question was explored via quantitative measures. The racial identification of faculty was compared to their students' identification in relation to final grading outcomes.

Internal data were obtained from the college's institutional research office and significant findings were examined and discussed.

The second question asked what the comparisons were between faculty and student perceptions regarding faculty racial bias toward students and were addressed via both quantitative and qualitative measures. The instrumentation used for this research question involved two sets of surveys made up of closed-ended questions that were quickly computed and analyzed, as well as two open-ended questions that allowed for subjective and in-depth responses. These surveys were customized for distribution to faculty and students, and any significant associations were evaluated.

CRT, along with the Pygmalion effect, were the guiding frameworks informing the analyses of the findings. The data obtained from these research questions had the ability to draw explanatory power from these multiple perspectives. Moreover, using a quantitative approach with some open-ended questions for the survey component of this study allowed for a broader discussion on the Pygmalion effect, implicit racial biases, and how faculty and student perceptions compared.

Delimitations and Assumptions

This study was delimited to one community college located in southern California and not generalizable to other populations. Although the primary collection of data was confidential, anonymous, and voluntary, the sample size consisted solely of instructional faculty and students who were currently affiliated with this institution at the time the research was conducted. Also, the survey was only offered to those faculty and students who were available for a limited duration of time for the Spring 2023 semester.

All available instructional full- and part-time faculty members had an opportunity to participate in this study as the survey invitation was extended campus wide. The assumption was that the sample studied was representative of the total instructional faculty population employed at this community college. Due to confidentiality, anonymity, and voluntary considerations of this research, it was assumed that participants were unrestricted, honest, and trustworthy.

Significance of the Study

Among the employee groups in the community college, faculty have tended to work most frequently and directly with students. The findings from this study could help inform faculty about how their perceptions about racial bias compare to those of students, which could strengthen their understanding and engagement with students. Faculty may be motivated to learn more about implicit biases in general, which could prompt self-reflection and action to make changes.

From a local level, the information obtained from this research could potentially benefit this community college in the enacting of larger, campus-wide practices. For instance, an allocation of financial resources could be used in justifying a need to hire more educators whose research interests are centered around issues of ethnicity, race, and gender (Metivier, 2020).

Additionally, this research could help inform institutions of higher education deliberating policy reform on a broader scale. For example, this study could prompt colleges to consider introducing a campus-wide reporting system of bias or hate crimes (Metivier, 2020) or to mandate diversity related curriculum for students rather than as elective options (Warren, 2020). Study findings might also support larger-scale reforms like that from Hurtado et al.'s (2008) research assessing climate surveys, which recommended college accreditors consider including a campus racial climate review as part of their overall report.

The knowledge and insights gained from this study could also contribute to the existing literature for educators and leaders examining institutionalized racism, implicit racial biases, and local best practices or state-wide policies moving forward. The research shared may prove beneficial in the quest toward discussing racism across college campuses and assist in addressing the lack of literature related to community college faculty and the exploration of individual implicit racial biases.

Definitions of Key Terms

Achievement gap: The disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures (Ansell, 2011).

Antiracism: The active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes to redistribute power in an equitable manner (Center for the Study of Social Policy, 2020).

Bias: A prejudice in favor of or against one thing, person, or group compared with another usually in a way that is considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences (University of California, San Francisco, n.d.).

Discrimination: The denial of opportunities and equal rights to individuals and groups based on some type of arbitrary bias (Schaefer, 2019).

Diversity: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs (Ferris State University, n.d.).

Ethnicity: Group identity based on notions of similar and shared history, culture, and kinship (Golash-Boza, 2018).

Equity: The notion of being fair and impartial as an individual engages with an organization or system, particularly systems of grievance. It reflects processes and practices that both acknowledge that we live in a world where everyone has not been afforded the same resources and treatment while also working to remedy this fact (Brandeis University, n.d.).

Explicit bias: Any bias that one is conscious of and may overtly express.

Explicit racial bias: A racial bias that one is conscious of and may overtly express.

Faculty perception: A faculty member's viewpoint on a subject.

Grading outcomes: The final grade a student will receive on their transcript as decided by the instructor of that class, and typically includes an A, B, C, D, or F grading scale.

Implicit bias: Any bias that is subconscious or hidden. Including: ethnicity, gender, sex, religion, ability, age, nationality, and social class (Banaji & Greenwald, 2013).

Implicit racial bias: A racial bias that is subconscious and covert.

Inclusion: Involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members (Ferris State University, n.d.).

Inclusive practices: Processes and practices that strive to bring groups together to make decisions in collaborative, mutual, equitable ways (Brandeis University, n.d.).

Prejudice: A negative attitude toward an entire category of people, often an ethnic or racial group (Schaefer, 2019).

Race: A social construction to describe a group of people who share physical and cultural traits as well as a common ancestry (Golash-Boza, 2018).

Racial identification: The race(s) in which a person identifies themselves as belonging.

Student perception: A student's viewpoint on a subject.

Chapter Summary

This chapter introduced the study; the problem that was researched; and context on the problem's history, purpose, and significance. Also, this study's guiding research questions and methodological approach supported by CRT and the Pygmalion effect were introduced. Finally, research delimitations and assumptions were discussed, and this study's key terms were defined.

Organization of the Study

Chapter 1 of this dissertation provided an overview of the study including important mechanisms and how the research was guided. Chapter 2 contains an extensive literature review providing a comprehensive investigation of this topic and gaps in the research. Chapter 3 justifies the methodological approach used for this study. Chapter 4 includes an analysis of the data collection and findings. Finally, Chapter 5 concludes with the researcher's summary of the study and recommendations for future research.

Chapter 2 - Literature Review

An examination of relevant literature was necessary to address this study's purpose of exploring faculty and student perceptions about implicit racial bias in a community college setting. This chapter is organized thematically and includes a discussion of theoretical frameworks, achievement gaps, racial identity, and implicit racial bias related to institutions of higher education and community colleges. These sections and the chapter summary provide context regarding the need for this research, revealing literature gaps worth addressing.

Theoretical Frameworks

The theoretical frameworks that justified this study were twofold. From a macro perspective, critical race theory was explored as it informs the overarching theoretical framework of the Pygmalion effect, which was the primary theoretical perspective discussed in this study. The Pygmalion effect is described from a micro standpoint as it directly relates to this research.

Critical Race Theory

Critical race theory (CRT) rose to popularity in the 1970s and academics Bell, Freeman, and Delgado were its foremost advocates (Delgado & Stefancic, 2012). Delgado and Stefancic (2012) noted the manifestation of CRT occurred in response to what many antiracist activists and scholars deemed a slow response to progress after the 1960s U.S. Civil Rights Movement. Delgado and Stefancic explained the purpose of CRT was to (a) equalize power as constructed by the dominant race, (b) understand how systems of oppression work in everyday institutions, and (c) discern how marginalized populations make sense of this power. There are five basic tenets of CRT: (a) racism is ordinary and not aberrational, (b) racism is rationalized by material determinism, (c) race is a social construct and not a biological science, (d) storytelling and counter-storytelling are necessities, and (e) groups of people are racialized in changing ways to

serve the interest and needs of whiteness, known as differential racialization (Delgado & Stefancic, 2012).

Further, CRT has been used to explain the relationship between race and education, including privilege in the classroom, the acceptance of White cultural values and norms, and the politics of schooling (Taylor et al., 2016). Although CRT and institutions of education have been studied via an intersectional lens, inequities and race have been investigated most often (George, 2021). In her research and textbook, *Race and Racisms*, Golash-Boza (2016) discussed the historical context behind education and white privilege and shared the scholarly perspective that White racial domination in education had resulted from a desire to uphold ideologies of White supremacy. As other academics pointed out through their collection of studies from the disciplines of psychology and education, titled *Off White: Readings on Race, Power, and Society* (Fine et al., 1997), privileges for White people have existed to the detriment of people of color due to a racial hierarchy in education. Additionally, as Majors (2019) stated in her editorial piece describing the role of high school students and college readiness via a critical race lens, “Higher education was intentionally constructed to benefit Whites at the expense of Blacks” (p. 138). She went on to note that measures such as standardized testing, college readiness courses, and access to educational resources have shown further differences between White students and students of color (Majors, 2019).

Pygmalion Effect

CRT and educational inequalities have been supported by the principle of the Pygmalion effect (Sawchuk, 2021). The Pygmalion effect is synonymous with concepts such as self-fulfilling prophecies or the placebo effect (Schaedig, 2020). The Pygmalion effect was first applied in a classroom setting in the late 1960s by educators Rosenthal and Jacobson (1968).

However, prior to Rosenthal and Jacobson's studies about the Pygmalion effect, a sociologist named Merton (1948) wrote the first paper coining the term self-fulfilling prophecy. As Merton (1948) stated, "Public definitions of a situation (prophecies or predictions) become an integral part of the situation and thus affect subsequent developments. This is peculiar to human affairs. It is not found in the world of nature" (p. 195). Researchers exploring the Pygmalion effect have found students often behaved negatively or positively because of their teachers' expectations of them, and importantly, teachers' expectations of students have often coincided with students' achievement outcomes (Rosenthal & Jacobson, 1968).

The Pygmalion effect in education was described by López (2017) as, "The expectations and prejudices of teachers (from a position of power) projected onto the students, have the potential to become a self-fulfilled prophecy – either positive either stigmatizing" (p. 132). The Pygmalion effect has been shown to affect teachers' expectations of their students based on many variables, such as a student's race, sex, income level, ability, or behavior. As Good (1987) suggested, when teachers treat students based on their expectations of how well a student is projected to excel or not, student-teacher classroom interactions may be affected. Students may then internalize these cues and perform accordingly. For example, one study found students had positively or negatively perceived their own competence based on their teacher's early expectations of their talents or likelihood of success (Trouilloud et al., 2006).

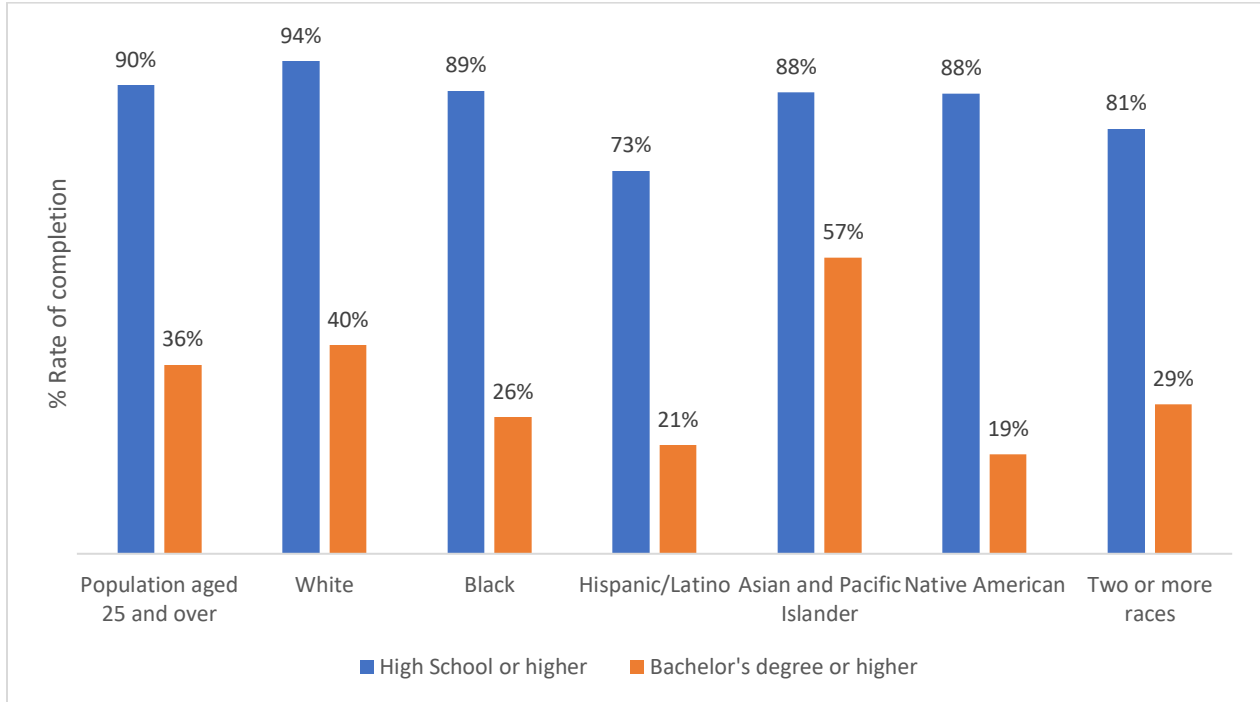
CRT and the Pygmalion effect were logical and useful theoretical frameworks to guide this research attempting to understand and explain the relationship between faculty and student perceptions of implicit racial bias in a community college setting based on racial identity and final grading outcomes.

Achievement Gaps

In the United States, differences in student achievement levels and education have been studied for several decades based on factors such as sex and race (Nation’s Report Card, n.d.). Public data and records have been available through the online National Center for Education Statistics (n.d.) and the Nation’s Report Card. The Nation’s Report Card (n.d.) website noted, “Achievement gaps occur when one group of students (e.g., students grouped by race/ethnicity, gender) outperforms another group and the difference in average scores for the two groups is statistically significant (i.e., larger than the margin of error)” (para. 1).

Additionally, according to the national 2023 American Community Survey (ACS; see Figure 2.1) from the U.S. Census Bureau, closer to 95% of White students completed high school compared to just below 75% of Latino students. Further, White students and Asian American students had higher graduation rates from both high school and college as compared to Black, Latino, and Native American students. When factoring in a college degree, Asian American students had the highest level of attainment over any other race (ACS, 2023).

Figure 2.1. High school and college degree attainment by race



Note. From *American Community Survey, 2023*, by U.S. Census Bureau (<https://data.census.gov/educationbyracetainment%20by%20race>)

Sociologist Petersen (1966) originated the term model minority in an article referring specifically to Japanese Americans having a strong work ethic and cultural values. He argued these qualities enabled Japanese Americans to fight discrimination successfully in the United States, thereby operating as the model minority (Petersen, 1966). As Petersen’s concept became popularized, scholars have labeled this term the “model minority myth” (Chan, 2013, p. 1282). Many scholars have agreed this characterization was a stereotype harming, rather than benefitting, Asian Americans (Delucchi & Do, 1996; Park, 2008; Wing, 2007). As Park (2008) detailed:

The model minority myth wholly endorses the American Dream of meritocracy and democracy with the notion that anyone regardless of race, class, or gender has an equal

opportunity to work hard and consequently is justly rewarded for their labor through economic upward mobility. Intrinsic to this myth is the fact that a model minority is a minority nonetheless; racial minorities can only pull their bootstraps so far-tokens notwithstanding. (p. 135)

Wing (2007) also suggested a model minority classification did not account for distinctions between and within Asian groups, such as family backgrounds, cultural differences, immigration status or social class, and it neglected the array of needs and aspirations among various Asian populations. Wing argued that the notion of Asian Americans as a model minority for higher education may require additional inquiry, as much of the existing achievement gap data has focused on Black and Latino populations. Subsequently, this myth could be perpetuated by scholars repeatedly exposing the Black and White racial binary, overlooking Asian Americans and their diverse hardships (Wing, 2007).

Community Colleges

The literature has also indicated existing achievement gaps from a community college standpoint. Nationally, community colleges have become required to offer extensive data regarding measurable student outcomes rather than just enrollment data as enacted under the Obama administration (Bailey et al., 2015). This new mandated policy largely manifested due to findings such as the following: although approximately 80 out of every 100 community college students hoped to earn at least a bachelor's degree, only 15 of these students were projected to transfer to a 4-year institution within a 6-year time frame (Bailey et al., 2015). Additionally, the cost of college tuition increased considerably, and 2011 international educational comparisons revealed the United States was no longer the most educated country in the world (Bailey et al.,

2015). When race was factored into the data, the disparities in achievement were further extended.

Notably, the Community College Research Center (2020) reported approximately 38% of higher education students were enrolled in community colleges in the 2016–2017 academic year, of whom 31% were White, 35% were Black, and 44% were Latino. When controlling for race and higher educational attainment, abundant evidence has highlighted some startling comparisons between White students and students of color. As Carnevale and Strohl shared in their 2013 report, *Separate and Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Privilege*, a number of inequities in achievement were found when outcomes were broken down by race:

- Only 22% of White students with a high school grade point average (GPA) higher than 3.5 attended community colleges compared to 30% of Black and Latino students with the same GPA.
- Since 1995, 68% of Black students and 72% of Latino students were enrolled in 2- and 4-year open access schools; 82% of White students were enrolled in over 400 of the United States' most selective 4-year colleges.
- Compared to White students, Black and Latino students were less likely to obtain a bachelor's degree and more likely to obtain a certificate or associate degree, largely due to enrollment in 2- and 4-year open access colleges.
- Seventy-two percent of Black and Latino students obtained a bachelor's degree or better compared to more than 81% of White students. Additionally, 27% of Black and Latino students were likely to end their education with a certificate or an associate degree as compared to 19% of White students.

- The completion rate for 2- and 4-year open access colleges has been 49%, compared to an 82% completion rate at over 400 of the United States’ most selective 4-year colleges.
- Black or Latino low-income students were nearly twice as likely to drop-out of college and less likely to receive a bachelor’s degree than White low-income students (see Table 2.1).

Table 2.1. College degree attainment and drop-out rates by race

Identified race	College dropout	Certificate	Associate degree	Bachelor’s degree or higher
White	45	17	15	23
Black	55	24	10	11
Latino	59	16	12	13

Note. From *Separate and Unequal: How Higher Education Reinforces Intergenerational Reproduction of White Privilege*, by A. P. Carnevale and J. Strohl, 2013, Georgetown Public Policy Institute, Center on Education and the Workforce.

Race may be one reason for achievement disparities between White students and non-White students as researchers have found students had greater achievement outcomes when they were taught by teachers who looked like them and with whom they could identify (Dee, 2004; Egalite et al., 2015; Llamas et al., 2019). One study investigated 63 2- and 4-year United States college institutions and found student graduation rates increased for students of color at those institutions where faculty were the same ethnicity as their students (Stout et al., 2018).

A special report from the Center for Community College Student Engagement (2014) noted men of color were behind in degree completion at community colleges at disproportionately low rates. As part of this report, students of color and White male students

agreed having more faculty and staff of color would be a positive influence when asked about diversity on campus. Additionally, although results did not find all these students considered their own race and ethnicity as important factors to their college experience, others found them highly significant. One Latino student noted:

[Having this teacher] was the first time, in all of my life, in all of my schooling, that I ran into an individual teacher that not only was Hispanic, but was like me. There was a time where he had pulled me aside and said, “You remind me a lot of me.” He was like, “You can do this.” (Center for Community College Student Engagement, 2014, p. 8)

Because the literature related to the current study has suggested optimistic outlooks with racial identification among students and college faculty, the abundant literature linking race and educational achievement suggest the importance of exploring the literature on racial identity and its formation.

Racial Formation and Identity

In 1986, scholars Omi and Winant first created the term racial formation. They asserted racial formation was “the sociohistorical process by which racial identities are created, lived out, transformed, and destroyed” (Omi & Winant, 2014, p. 109). They contended race should be understood in terms of a concept they called racial projects. This was the idea stating racial categories have been distinguished through cultural representations and social structures via hidden power and resources among racial lines.

In *Race and Racisms: A Critical Approach*, Golash-Boza (2018) discussed the notion of race as a recent phenomenon not biologically determined but socially constructed. Whereas race was defined by a person’s physical and cultural characteristics, ethnicity was defined as a group of people self-identifying with a similar cultural background, history, and kinship. As Golash-

Boza (2018) stated, “In the United States, people are placed into races based on socially constructed, ascribed characteristics often related to physical appearance, such as skin color, or hair texture, regardless of self-identification” (p. 6).

Other scholars such as Rodriguez (2000) and Vidal-Ortiz (2004) asserted definitions of race and ethnicity were fluid, subjective, and dependent on social context. Rodriguez explained Latinos have experienced race and ethnicity classifications specifically from a complex, multidimensional, and comprehensive set of variables such as politics and culture. Rodriguez also argued race was often understood simplistically in terms of four basic categories based on skin color: White (i.e., European), Black (i.e., Africa), Yellow (i.e., Asian), and Red (i.e., North American). Thus, one person was considered White due to the absence of any other skin color type, and another person was considered to be anything but White due to the presence of any other skin color type (Rodriguez, 2000).

Further, as Vidal-Ortiz (2004) stated, “Group identification, when imposed by institutions as structures of domination, can be contested by its members” (p. 5). The U.S. Census Bureau (2001) has been a pertinent example because it has not simply documented racial categories, it has created them as well (Lee, 1993; Nobles, 2000; Rodriguez, 2000). Vidal-Ortiz contended that because of the constant changes in racial classifications, the dynamics of race and discussions centered on discrimination based on ethnicity, nationality, identity, and religious affiliation should also be examined. Additionally, Vidal-Ortiz suggested White people have also been a racialized group, but Whiteness has not been racialized as inferior.

Implicit Bias

Psychologists Banaji and Greenwald first created the term implicit bias in 1995 (as cited in Ruhl, 2020). Banaji and Greenwald (2013) defined an implicit bias as subconscious or covert

in their book, *Blind Spot: Hidden Biases of Good People*. They contended biases were held by all individuals, including good people, and these biases have been often hidden or invisible. As Banaji and Greenwald pointed out, including the word “blindspot” in their book title was a metaphor to explain how these biases have been formed in one’s subconscious and unaware minds. Biases extend to categories of race, ethnicity, gender, sex, religion, ability, age, nationality, and social class. Essentially, these involuntary biases are standard and result from the way people have been socialized across cultures to think, act, or behave. Banaji and Greenwald also claimed biases influence judgments, likes, or dislikes about an individual’s or group’s skills, potential, and character.

Building on Banaji and Greenwald’s (2013) work, psychologist Nosek, founded Project Implicit in 1998. According to the Project Implicit website, the public was invited to take a series of online tests to gauge their own social cognitive (i.e., implicit) biased beliefs and attitudes. This organization is an international non-profit, researcher-organized collaboration based at Harvard University. The primary goal of this organization was to collect scientific data through a virtual setting and share the significance of understanding bias from a large-scale perspective with the public via an educational platform. The Project Implicit (n.d.) website explained the concept as follows:

Implicit bias is an automatic reaction someone has toward other people. These attitudes and stereotypes can negatively impact our understanding, actions, and decision-making. The idea that a person can hold prejudices they don’t want or believe was quite radical when it was first introduced, and the fact that people may discriminate unintentionally continues to have implications for understanding disparities in so many aspects of

society, including but not limited to health care, policing, and education, as well as organizational practices like hiring and promotion. (para. 1)

Moreover, as Ruhl (2020) suggested, possessing knowledge of one's implicit biases can assist in helping a person to recognize how their own implicit biases can become explicit biases. Explicit biases are conscious and overt biases. As a result, people can act on or against such biases. Likewise, a person may state explicit tolerance of a specific group or person but may find they think or feel implicitly otherwise (Ruhl, 2020). For instance, Nosek et al. (2002) used implicit association tests in their study which were integrated into the Project Implicit website and recorded over 600,000 implicit bias assessments in an approximate 2-year time span. This website initially was set up in a public museum and advertised as an interactive exhibit. Respondents only took a few minutes to complete each test (Nosek et al., 2002). Test results indicated a statistically significant preference across all participants for younger people or groups versus older people or groups and for White people over Black people. Further, these tests proved stereotypical relationships existed linking women with affiliations such as liberal arts degrees or families and men with associations like career or science (Nosek et al., 2002). Additionally, test takers self-identifying as liberal exhibited less implicit racial biases than those self-identifying as conservative (Nosek et al., 2002).

Implicit Racial Bias and Education

In Godsil and McGill Johnson's (2013) comprehensive executive summary, *Transforming Perception: Black Men and Boys*, academic and advocate research advisors from the American Values Institute included their own original and outside research findings from the neuroscience and social psychology fields to showcase the complexities of individuals' unconscious biases and race. One section of this report highlighted how implicit racial bias has

impacted classrooms, most notably illustrating suspension rates were disproportionately higher for male students of color than White male students. Some outcomes from this executive summary indicated the following:

- In 2006, Latino and Black boys made up approximately two thirds of the 3 million suspensions and over half of the approximately 102,000 ejections in U.S. public schools.
- White boys were suspended at a rate of 4.8% compared to suspension of Latino boys at a rate of 6.8% and Black boys at a rate of 15%.
- After suspension, a male student of color was 3 times as likely to drop out of school by their sophomore year and 3 times as likely to be imprisoned (Goertz et al., 1996).
- Approximately and disproportionately, 2% of Black boys were unaccounted for by the age of 15. No record of them existed in the U.S. education or criminal justice systems (Flynn, 2008).

This summary (Godsil & McGill Johnson, 2013) also shared that White boys were typically suspended for concrete and observable violations such as smoking, fighting, or obscenity, and Black boys tended to be suspended for violations such as disrespect, noisiness, or defiance, which are more abstract and subjective in nature; therefore, Black boys were more likely to be influenced by stereotyping or bias (Skiba et al., 2002). Black boys' behaviors seen through the lens of implicit bias were interpreted far differently than the same behaviors by White boys. Scholars suggested these statistics illustrated how stereotypes may shape behavioral ambiguity to color social judgments (Aronson & Noguera, 2013).

Godsil and McGill Johnson's (2013) report pointed out a common misperception that Black boys were more likely to misbehave than their White counterparts, resulting in the need

for greater disciplinary actions. Instead, the research has indicated these disciplinary discrepancies were due to implicit racial biases and stereotypes associated with boys of color as they were perceived by teachers and administrators as more disorderly, hostile, and uncooperative.

Implicit Racial Bias in Institutions of Higher Education

In its fourth edition, *State of the Science: Implicit Bias Review*, authors (Staats et al., 2016) affiliated with the Kirwan Institute for the study of race and ethnicity shared literature from a broad scope of scholars and researchers who worked extensively at studying issues related to racial and ethnic inequalities. One main chapter of this publication was dedicated to racial disparities and education. An assertion Staats et al. (2016) shared was educators' intentions in providing their students with equitable educational opportunities were often made explicit; research on implicit racial bias has revealed data driven evidence suggesting otherwise.

For instance, within this review, Staats et al. (2016) described Milkman et al.'s (2015) study of institutes of higher education and pathways to employment. Milkman et al. contacted professors from 259 universities in business, computer sciences, education, engineering, fine arts, health sciences, humanities, human services, life sciences, natural and physical sciences, and social sciences. Professors were contacted via email under the pretense a student wanted to meet with them seeking mentorship support in their future graduate studies. All emails were the same except for the students' sex and race. The results indicated White male students received a greater number of responses than minority or female students (Milkman et al., 2015). Additionally, the highest number of biases in favor of White men were reflected in the disciplines of business, education, and human services, and from private institutions and higher paying disciplines.

Baker et al. (2018) found, when researching bias in online classes, White male students were twice as likely to receive a discussion board forum response from their professors than any other race and sex grouping. Additionally, “simply attaching a name that connotes a specific race and gender to a discussion forum post changes the likelihood that an instructor will respond to that post” (Baker et al., 2018, p. 20).

Quinn (2021), who studied education and racial biases, noted one explanation by stating, “Recent research has shown that although the share of teachers of color has grown in recent years, this growth has not kept pace with the increase in the share of students of color, which suggests an ongoing disadvantage for students of color” (p.78). Quinn also stated that from a national standpoint, 48% of students were White compared to 79% of teachers.

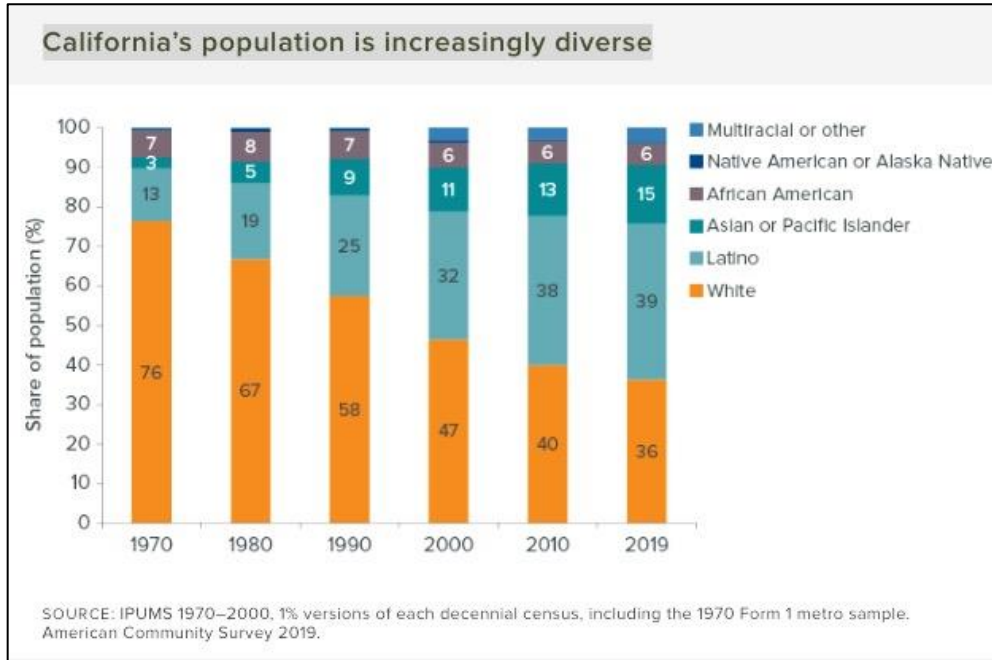
Race and Demography

To best explore implicit racial bias and higher education, it is important to understand the racial composition of students in comparison to faculty. As the researcher studied a California community college, the following data represent the overall racial demographics of the state of California, and those of California community college faculty and students.

California Race and Demography

According to the Public Policy Institute of California (2021), California has continued to become diverse (see Figure 2.2). In 2019, only 36% of California’s population identified as White, 39% identified as Latino, and the remaining 25% were categorized under all other races.

Figure 2.2. California’s population by race



Note. From California’s Population, by Public Policy Institute of California, 2021, (<https://www.ppic.org/publication/californias-population/>)

California’s Community Colleges, Race, and Demography

California’s community colleges system encompasses 116 community colleges and is the largest system of higher education in the United States (California Community College Chancellor’s Office, 2021). Approximately 1.8 million students were served in California community colleges system annually at the time of this study and these students were reflective of California’s increasing demographics with respect to ethnicity. In Fall 2019 (see Table 2.2), 23% students identified as White, 47% as Hispanic, and the remaining 24% were categorized under all other ethnicities (nearly 6% were counted as unknown).

Table 2.2. Ethnicity of CA community college students, Fall 2019

Ethnicity	<i>n</i>	%
African-American	84,281	5.4
American Indian/Alaskan Native	5,489	0.4
Asian	169,794	10.8
Filipino	44,752	2.8
Hispanic	742,859	47
Multi-Ethnicity	59,275	3.8
Pacific Islander	6,159	0.4
Unknown	89,953	5.7
White Non-Hispanic	366,940	23

Note. Student total: 1,569,502. Data from Management Information Systems Data Mart by California Community Colleges Chancellor’s Office, 2018a.

Conversely, in Fall 2019, both full- and part-time faculty were disproportionately White compared to faculty of color (see Tables 2.3 and 2.4). White full- and part-time faculty have made up nearly 60% of community college instructors as opposed to approximately 35% full- and part-time faculty of color (roughly 7% for both groups were classified as unknown). These numbers reflect a disconnect between the racial demographics of California community college faculty and those of the student population.

Table 2.3. Ethnicity of CA community colleges tenure(d) track faculty, Fall 2019

Ethnicity	<i>n</i>	%
African-American	1,124	6.2
American Indian/Alaskan Native	112	0.61
Asian	1,812	9.9
Hispanic	3,129	17.1
Multi-Ethnicity	275	1.6
Pacific Islander	80	0.44
Unknown	1,008	5.5
White Non-Hispanic	10,728	58.7

Note. Total employee count: 18,268. Data from Management Information Systems Data Mart, by California Community Colleges Chancellor’s Office, 2018b.

Table 2.4. Ethnicity of CA community colleges adjunct/part-time faculty, Fall 2019

Ethnicity	<i>n</i>	%
African-American	2,349	5.7
American Indian/Alaskan Native	257	0.62
Asian	4,362	10.5
Hispanic	6,441	15.5
Multi-Ethnicity	594	1.4
Pacific Islander	158	0.38
Unknown	3,119	7.5
White Non-Hispanic	24,214	58.3

Note. Employee count: 41,494. Data from Management Information Systems Data Mart, by California Community Colleges Chancellor’s Office, 2018b.

The data in Tables 2.3 and 2.4 are significant because, as previously discussed, research has shown inequitable differences in educational experiences for White students versus students of color. As the literature indicated, achievement gaps close, and improved learning for students of color occurs when students are exposed to non-White teachers. Carver-Thomas’s (2018) report from the Learning Policy Institute found although teachers of color were recruited nationally, the rate of increase was slow. This study also asserted White students benefit from racially diverse teachers, but especially students of color who are more likely to receive higher test scores, graduate high school, and attend college.

White Institutional Presence

From an institutional standpoint, not only can a lack of diversity in learning prove unequal, but also some authors have argued status quo can be detrimental. In one conceptual paper using the existence of research and retention studies in higher education titled, *White Institutional Presence: The Impact of Whiteness on Campus Climate*, Gusa (2010) included an

in-depth discussion of White institutional presence, identifying the following four key attributes: (a) monoculturalism, (b) White ascendancy, (c) White blindness, and (d) White estrangement.

As Gusa (2010) described, monoculturalism is curriculum embedded with hidden or latent functions that contribute to White privilege because educational values are taught essentially from a White, ethnocentric perspective. This concept is also known as hidden curriculum (Small, 2020) where content and course learning objectives are often designed by White, affluent educators. These teachings are unequally harmful to low-income and minority students who often receive inferior education in comparison to their White and privileged peers (Small, 2020).

White ascendancy is the idea students tend to behave and internalize concepts through educational experiences from “White mainstream authority and advantage, which in turn are generated from Whiteness’s historical position of power and domination. The composition of White ascendancy includes a sense of superiority, a sense of entitlement, domination over racial discourse, and White victimization” (Gusa, 2010, p. 9). White ascendancy has often led to a sense of White superiority where White students may have felt they were empowered to dominate classroom discussions, deserving of higher grades, and worthy of faculty support. Alternatively, students of color may not have felt the same sense of academic appreciation, support, or worthiness (Gusa, 2010).

As Rudick and Golsan shared in their 2018 study, *Civility and White Institutional Presence: An Exploration of White Students' Understanding of Race-Talk at a Traditionally White Institution*, the notion of White fragility and how White students were found to characterize classroom discussions concerning racial oppression as uncomfortable or impolite. One conclusion noted in Rudick and Golsan’s research was the threat of non-White students

potentially asserting control over White students' "space" (i.e., the classroom) as an experience to which White students are inherently opposed.

The concept of White blindness is derived from the principle of colorblindness (Gusa, 2010). As Daughtry et al. (2020) explained in their article, *You Blind? What, you Can't See That: The Impact of Colorblind Attitude on Young Adults' Activist Behavior Against Racial Injustice and Racism in the U.S.*, this notion assumes people should not see skin color and instead everyone is equal and should celebrate likeness' rather than differences. In plain language, colorblindness is the idea that one's race should not matter (Daughtry et al., 2020). Daughtry et al. (2020) asserted, "In a colorblind society, educators are unable to teach their students of different backgrounds because people are unwilling to see how race is a predetermining factor of racists' experiences and systemic discrimination" (p. 3). Further, Gusa (2010) contended White blindness protected White identity and privilege.

Finally, White estrangement was achieved by White people distancing themselves from people of color. Social-racial isolation has been common across college campuses as racial self-segregation has also happened in housing and secondary education communities (Gusa, 2010). Gusa (2010) concluded, "If higher education is to address White estrangement, which impedes cross-racial dialogue, it must examine the quality of interpersonal and intrapersonal relationships on campuses" (p. 16). A related conclusion shared by Rudick and Goslan (2018), White student participants felt the least anxious and most comfortable when working in classroom groups with other White students and none of them expressed interest in sharing a college campus with non-White students.

Faculty and Students Perspectives

Research measuring implicit racial biases of faculty toward their students has been sparse (Chin et al., 2020) and few studies have measured and explored correlates of the implicit racial biases of educators in the United States. In their study, Chin et al. (2020) found a difference in biases based on a teacher's gender and race. For instance, teachers of color were found to be less biased than White teachers, whereas female-identifying teachers tended to be less biased than non-female teachers.

Lundberg et al. (2018) found deficiencies in research regarding faculty behaviors and expectations of their students, specifically related to Hispanic-serving community colleges. These authors observed that most research in institutions of higher education has focused on students and their behaviors as predictors of success rather than the role of educators. They also argued community college classrooms needed further investigation as faculty spent the most time with students and play a critical role in the likelihood of successful student outcomes (Lundberg et al., 2018).

Cuellar and Johnson-Ahorlu (2016) contended minority students' perspectives of campus climate and diversity are lacking in the literature related to 2-year community colleges identifying as Hispanic-serving institutions (HSI). Further, Cuellar and Johnson-Ahorlu (2016) discussed that data involving campus climate and student's perceptions have been attained largely from 4-year, predominantly White institutions. Additionally, they pointed out although racially diverse community colleges have been perceived as welcoming and inclusive, White students have tended to describe greater overall campus climate satisfaction (Cuellar & Johnson-Ahorlu, 2016). Cuellar and Johnson-Ahorlu proposed conducting a mixed-methods approach using both quantitative and qualitative data to find out more about how students from multiple

racial backgrounds perceive their campus climate. They stated, “Through a mixed-method approach, we can yield more comprehensive examinations of campus climate at 2-year HSIs given the limited research in this institutional context and the racial diversity of students at these colleges” (Cuellar & Johnson-Ahorlu, 2016, p. 2).

Although studies examining faculty and student perspectives of implicit racial biases at community colleges have appeared scarce or inadequate, other research has mentioned diversity and inclusion as two principles often advocated for at community colleges. Yet, as Reese (2020) noted, these two ideologies alone may not be sufficient even in these instances. Reese asserted colleges lacked individual responsibility and accountability, and faculty, staff, and administrators were unwilling to explore their own implicit racial biases. Reese further explained the impact of race and implicit racial bias was often either indirectly addressed or omitted altogether when he was asked to be a guest speaker about issues centered around diversity at higher education institutions. Reese shared the narrative appeared that all institutions need to act to simply address the concepts of diversity such as age, gender, disability etcetera, and oftentimes this somehow negates the need for an essential discussion regarding race. Reese (2020) further emphasized this belief by stating:

In a country built on the subjugation of indigenous and black people, it is going to take more than respect for all differences to deal with the structures and unconscious biases that continue to marginalize -- and kill -- black Americans. Further, by simply adding race to the list of differences to be equally targeted in an institution’s diversity strategy, we may feel some degree of comfort that we are being “inclusive,” but that doesn’t begin to systemically or institutionally address America’s original sin: racism. (para. 8)

When the literature has addressed a call to action for faculty to overcome potential implicit racial biases toward students, repeated solutions have been stated: (a) changing large-scale policies such as hiring more diverse teachers and working to retain them, (b) providing in-service trainings and programs to assist teachers in learning about cultural differences, and (c) highlighting empathy (Gershenson & Papageorge, 2018). Suarez (2016) shared additional ideas for faculty provided by higher education leaders: (a) better instruction in how to teach diverse student populations, (b) mandatory micro-aggression training, (c) professional development activities to learn to address and overcome implicit racial biases, and (d) inclusive classroom evaluation practices for tenure candidates. Suarez (2016) shared a quote from Mr. Museus, Director of Indiana's Culturally Engaging Campus Environments Project when he said:

Most faculty members aren't being trained how to combat and understand implicit bias . . . I view this issue as a systemic one, in order for it really to be addressed, institutions need to take responsibility and provide opportunities for professional development. (p. 1)

However, Suarez noted Museus also pointed out faculty may worry about infringement of their academic freedom, and colleges must handle the issue skillfully by recognizing this issue and addressing diversity training together with classroom content.

Grading Outcomes and Racial Bias

Most examples of research related to grading outcomes and race can be found at the K–12 level (Botelho et al., 2015; Dhaliwal et al., 2020; Quinn, 2021; Sprietsma, 2013), as Quinn (2021) shared his recent study of second grade writing samples discussing a comparison of students of color to those of White students. When sharing student writing samples for teachers to grade, the teachers were informed the samples were exactly the same except for the sample as written by a Black or White student. Quinn found teachers gave White students better grades

overall, except in the cases where teachers used a specific grading rubric. Quinn (2021) shared that racial bias was nonexistent when teachers used a grading rubric with clear criteria.

Furthermore, Quinn (2021) stated:

When teachers evaluated student writing using a general grade-level scale, they were 4.7 percentage points more likely to consider the white child's writing at or above grade level compared to the identical writing from a Black child. However, when teachers used a grading rubric with specific criteria, the grades were essentially the same. (para. 3)

Studies involving grading outcomes and institutions of higher education have been lacking. As Low et al. (2019) shared in their single-institutional study, they found grading disparities indicating favoritism toward White students over non-White students; their study was the first of its type to document racial and ethnic inequalities. These authors asserted national research is needed to realize the magnitude of possible grading injustices in medical school along with potential solutions (Low et al., 2019). Similarly, Kelly and Roedder (2008) maintained although much implicit racial bias research has been done in other areas such as housing, hiring, and athletics, there has not been a methodical study researching essay grading at the college level to determine whether teachers were likely to grade papers from Black students more harshly than from White students.

Although more research is essential to understand the role implicit bias plays in education and especially within the classroom setting (DeCuir-Gunby & Bindra, 2021), few researchers in the United States have attempted to directly measure teacher's implicit racial biases and their influence on students (Chin et al., 2020). One reason for the lack of data may be "the research on implicit bias, including teacher implicit bias, is thwarted by the lack of access to quality measures and limited methodological approaches" (DeCuir-Gunby & Bindra, 2021, p. 2).

Additionally, Kelly and Roedder (2008) also speculated about the extent to which teachers would be willing to adjust their frame of thinking when grading or confronted with newfound knowledge about their possible implicit racial biases. More robust research is needed in higher education institutions to realize the potential impact of implicit racial biases on faculty grading of students.

Summary

This chapter provided a thorough review of the literature examining implicit racial biases and guiding theoretical frameworks as they pertain to the institution of education. Although the literature reflects multiple studies of teachers and implicit biases at primary and secondary school levels, a gap exists in the examination of potential grading bias and perceptions of racial bias within institutions of higher education. A gap in the literature of significance is the lack of research in these areas specifically addressing 2-year HSI.

Chapter 3 - Methodology

This chapter provides a discussion of the research methodology used for this study. The purpose of the study and research questions are identified along with the guiding theoretical frameworks. A rationale for the chosen research design including instrumentation, data collection, and analysis are outlined. The setting of the study, participant selection, data quality, important ethical considerations, and limitations are also addressed. Finally, this chapter concludes with an overall summary.

Purpose of the Study

The purpose of this study was to explore implicit racial bias in a community college setting by examining whether racial identity and perceptions about racial bias among faculty and students intersect.

Research Questions

- Research Question 1: What significant associations exist between the racial identification of faculty and that of their students in relation to final grading outcomes?
- Research Question 2: How do faculty and student perceptions regarding faculty racial bias toward students differ?

Theoretical Framework

Critical race theory (CRT) and the Pygmalion effect informed this research as both paradigms address the phenomena of unconscious racial bias. Although CRT is conceptualized via a macro or large-scale lens, the Pygmalion effect relates directly to smaller scale teacher and student perceptions regarding implicit racial bias, racial identification, and grading outcomes. Both perspectives led as frameworks that guided this study and provided lenses through which to

construct the research questions and analyze and discuss the findings. Table 3.1 illustrates a visual alignment between these theoretical frameworks in conjunction with the research questions used for this study.

Table 3.1. Alignment of research questions and theoretical framework

Research questions	CRT/Pygmalion effect	Research areas to explore
RQ1. What significant associations exist between the racial identification of faculty and that of their students in relation to final grading outcomes?	Race privilege and classroom hierarchy: Is there a correlation between racial identification and grading outcomes?	<ul style="list-style-type: none"> • Racial identification of faculty • Racial identification of students • Final grading outcomes
RQ2. How do faculty and student perceptions regarding faculty racial bias toward students differ?	Pygmalion effect: Do faculty expectations of their students and students' expectations of themselves differ due to implicit racial biases?	<ul style="list-style-type: none"> • Faculty perceptions of their own implicit racial biases and possible effects on students • Student perceptions of implicit racial biases from faculty

Research Design

The rationale for this study was a quantitative, mainly descriptive, and inferential design (Lochmiller & Lester, 2017). The researcher also used two open-ended qualitative survey questions to offer a mixed methods survey approach and gain better participant insights. According to Lochmiller and Lester (2017), “In quantitative leading mixed-methods research designs, a practitioner-scholar relies on quantitative data to formulate their understanding of the research problem, while using qualitative data to deepen, enlighten, or explore particular ideas, concepts or concerns” (p. 486). Because the primary instrumentation used for this study was analysis of existing institutional data along with a survey comprised of mostly quantitative questions, this study was mainly quantitative. This research was descriptive in nature as this type

of research attempts to explain the “what” rather than the why or how (Sheppard, 2020). Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. As such, descriptive research aligned with two research questions in this study that sought to examine the “what.” Roberts and Hyatt (2019) noted that combining narrative data from qualitative measures and numerical data from quantitative measures are often complementary in research study designs. They added this fact is particularly true for disciplines such as the social sciences.

The logic for choosing a quantitative and descriptive design along with some qualitative questions approach was twofold. To answer Research Question 1, institutional quantitative and evidence-based data were used, illustrating the “what” regarding the phenomenon. For the second research question, quantitative surveys were used to reach a greater number of respondents; the survey was shorter in length and less time-consuming than methods used to collect qualitative research (Mertens, 2015). The open-ended qualitative survey questions provided better understanding of this study. The process by which the researcher collected, analyzed, and shared data allowed for the anonymity and confidentiality of all participants.

Study Setting

The site for this study was one local community college located in southern California. This community college reported a 73% Latino student population compared to approximately 73% classified as White instructional faculty (California Community College Chancellor’s Office, 2021). This distinction is important because the participants were all faculty and students from this college. In Spring 2023, a detailed email regarding the purposes of this research was sent to all full- and part-time instructional faculty and students: approximately 130 full-time faculty, 350 part-time faculty, and roughly nine thousand students. All participants were kept

confidential other than distinguishing between those who were faculty or students and their race as sole identifiers.

Study Participants

To address Research Question 1, data derived from the community college's institutional research director were shared as a single referential file with encrypted information about students' IDs, racial identification, and grades received in a section, and the racial identification of the faculty for the corresponding section. The file contained information from Fall 2019 as it was the last semester recorded prior to the COVID-19 global pandemic. This selection expectantly reduced issues that ensued as a result of the COVID-19 global pandemic, including factors such as low enrollments, various teaching modality needs, and technological difficulties that disproportionately affected students of color.

For Research Question 2, full- and part-time faculty currently part of the institution's email Listserv in Spring 2023 were emailed and invited to participate voluntarily in an anonymous survey using Survey Monkey containing a consent form. During the same timeframe, a separate email following the same process was sent to students. The researcher recruited faculty to share this survey with their face-to-face and online students. Faculty were also asked to post this survey in their Canvas (i.e., the institution's learning management system) courses to encourage student participation. The researcher incentivized both faculty and students to complete this survey by offering each participant a random chance to win one of four \$50 Amazon gift cards.

Instrumentation and Data Collection

Research Question 1

For Research Question 1, the institutional research office provided the researcher with an internal Excel formatted data report comprised of a single referential file. The sample of classes, sections, disciplines, students, and instructors were randomized. This spreadsheet contained nearly 40,000 rows of faculty and student data equating to at least 500 classes from the Fall 2019 semester. This spreadsheet contained encrypted student IDs, students' racial identification, the grade they received in a section, and the racial identification of the faculty for that section. Faculty identities and the specific courses taught were kept anonymous from the researcher. This file only included the Fall 2019 semester to eliminate any potential bias due to the COVID-19 global pandemic.

In Fall 2019, 1,458 course sections were offered at this institution. For this research question to be statistically significant, at the 95% confidence level, the file obtained from the institutional research office needed a sample size of approximately 305 classes. This sample size was important due to the central limit theorem and data analysis (Frankfort-Nachmias et al., 2021). The central limit theorem is used to illustrate the law of large numbers. This law states the larger the sample size one takes from a population, the closer the sample mean becomes to the population average (Frankfort-Nachmias et al., 2021). To obtain results of a 95% confidence level with only a 5% margin of error, a larger sample size was necessary for this study (Frankfort-Nachmias et al., 2021).

Research Question 2

For the second research question, the researcher created two individual surveys via Survey Monkey. All full- and part-time faculty and students had an opportunity to participate.

The researcher distributed one 17-question survey containing 15 quantitative and two qualitative questions to faculty (see Appendix B). A separate 15-question survey with 13 quantitative and two qualitative questions were submitted to students (see Appendix C). The survey questions solicited close-ended answers using a 4- or 5-point ordinal, Likert scale. Some questions required nominal responses and two questions allowed for open-ended, qualitative responses. The open-ended questions provided the narrative data for the qualitative component of this study. Both surveys included definitions of key terms for clarity and assurance of consistent definitions. Participants were encouraged to complete the survey in one sitting and most took an average of 5 minutes to complete; responses were kept anonymous and confidential. The researcher distributed and collected all surveys in the same manner to ensure credibility and reliability.

The surveys were first approved by Kansas State University's institutional review board before distributed to faculty and students. The research design of the survey questions was well formulated and succinctly written to eliminate respondent confusion (Bradburn et al., 2004). These surveys were voluntary and anonymous and included no known identifiers other than the racial identification of participants. Each participant signed a consent form (see Appendices B and C) and were provided with information regarding the purposes of this research and how their responses would be used.

Data Analysis

Research Question 1

The data file provided by the institution's internal research office (IRO) was entered, interpreted, and analyzed using a Microsoft Excel spreadsheet. Employing existing numerical data in this single community college setting allowed for descriptive statistics and, consequently, a discussion of inferential statistics (Frankfort-Nachmias et al., 2021). The only identifiers

offered for the analyses of results were the racial identification of faculty and students. Only relevant data obtained were discussed.

Racial identity was coded as the nominal, independent variable for each encrypted faculty and student member ID. The student's final grade received in the class was coded as the ordinal, dependent variable. From the referential file provided by this college's IRO, students' final letter grades were converted to numerical grades, and the mean GPA was calculated for each group using a pivot table in Excel.

Next, the researcher wanted to test the null hypothesis. In statistical testing, a null hypothesis is a statement of "no difference" that contradicts the research hypothesis (Frankfort-Nachmias et al., 2021). For this research question, the researcher hoped to reject the null hypothesis and prove that there is a difference between final grading outcomes and the racial identification of faculty and students.

From these results, the researcher used the chi-square method of using observed overall GPA results for each subgroup to obtain expected results and determine if there was significance in GPA among the groups. A chi-square test can assist a researcher in determining if a difference in variables is due to chance and compares observed data to expected data to determine if there is a relationship between variables (Frankfort-Nachmias et al., 2021). After running the chi-square test in Excel at the 95% confidence, the results were a p -value of 0.939, which is greater than the significance of 0.05 and falls within the accepted region. Therefore, the researcher could not reject the null hypothesis that the race of faculty and students were independent of each other in terms of grading. Using a chi-square test, the researcher determined there was no statistically significant difference between the racial identification of faculty and students and final grading outcomes.

Research Question 2

To best interpret and analyze faculty and student surveys, the survey results were collected and exported into Excel for analysis. The nominal data, whether participants identified as students or faculty members, acted as the independent variable, and perceptions regarding racial bias toward students acted as the dependent variable. Descriptive statistics were then used to interpret and explain statistical significances between categorical and independent variables such as yes or no responses and dependent interval ratio variables such as *agree* or *strongly disagree* found in a Likert scale (Frankfort-Nachmias et al., 2021).

Responses received from the open-ended, qualitative questions were coded. This means the researcher sought phrases or words looking for relevant patterns. Codes were then moved into categories and arranged thematically (Lochmiller & Lester, 2017). Once completed, the researcher provided a compare and contrast analysis and discussion on faculty and student insights.

All statistically significant data were analyzed and discussed alongside the literature and theoretical frameworks for both research questions. The study's findings are shared in Chapter 4 of this dissertation. The findings cannot be generalizable to outside populations as this study was conducted in a single institutional setting.

Data Quality

Validity in research is an important concept to discuss if a researcher is to deem their work credible (Creswell & Creswell, 2018). Creswell and Poth (2018) labeled this concept of validation as the process of strategizing for the accuracy of one's study. For this study, the weight of the research was one that emphasized quantitative data followed by some qualitative support. Weighting can lend validity to a study based on the researcher's intended outcome

(Creswell & Creswell, 2018). In this case, quantitative data were used for both research questions and assisted participants with a systematic approach to evidence-based data resulting from statistical significance (Frankfort-Nachmias et al., 2021).

Additionally, a process known as triangulation was used. Triangulation is when a researcher collects and analyzes evidence by making use of a variety of sources (Creswell & Poth, 2018). In this case, a mixed-methods approach of quantitative and qualitative data strengthened this study. Further, one survey was created for faculty and another for students that asked each similar questions to provide the best measures for comparison. The validity of the surveys comprised of both nominal and ordinal questions were elevated as the research questions aligned with the researcher’s data collection instrument, as illustrated in Table 3.2.

Table 3.2. Alignment of research questions with data collection instruments

Research question	Data instrument
1. What significant associations exist between the racial identification of faculty and that of their students in relation to final grading outcomes?	Quantitative methodology <ul style="list-style-type: none"> • IRO provided referential file, Excel to compare quantitative variables • IV = Racial identity of faculty • IV = Racial identity of student • DV= Final grade received Quantitative survey questions <ul style="list-style-type: none"> • Questions from faculty: 1, 13 • Questions from students: 1, 11, 12, 13 Qualitative survey questions <ul style="list-style-type: none"> • Question from faculty: 17 • Question from students: 15
2. How do faculty and student perceptions regarding faculty racial bias toward students differ?	Quantitative survey questions <ul style="list-style-type: none"> • Questions from faculty: 1-14, 16 • Questions from students: 1-13 Qualitative survey questions <ul style="list-style-type: none"> • Questions from faculty: 15, 17 • Questions from students: 14, 15

Note. IV = independent variable, DV = dependent variable.

Kansas State University's institutional review board was tasked with providing any survey revisions per proper compliance regarding the research of human subjects. Once formal approval was granted by Kansas State University's institutional review board, the assistance of students, faculty, and other professionals who were not affiliated with this institution oversaw a pilot test of these surveys to gather feedback and affirm the credibility of the research.

Ethical Considerations

When conducting research, ethical considerations are necessary and important as they are often linked to morals. Each can be defined as what is considered acceptable or nonacceptable behavior (Resnik, 2011). Ethics in research is essential, and for this study, the main ethical concerns were confidentiality, honesty, transparency, and trust (Lochmiller & Lester, 2017). These factors were imperative as this research topic may have left participants feeling vulnerable, and questions about implicit racial biases may have been uncomfortable for some participants to answer. As Bradburn et al. (2004) stated, if survey questions upset participants, they may falsify their answers or skip questions altogether. However, if the researcher is transparent and nonjudgmental, participants may view the survey as a chance to express their experiences or opinions and instead react with positivity knowing they are contributing and assisting the researcher with their study (Bradburn et al., 2004).

One way the researcher lessened participants' uncertainties was by requiring each participant to sign a provided consent form. A consent form is helpful in explaining the purposes of the researcher's study, the general guidelines and assurance of anonymity and confidentiality, and the notion that participation is strictly voluntary (Bradburn et al., 2004). It was also the responsibility of the researcher to add information allowing a respondent to skip any question or end the survey at any point, devoid of retaliation or pressure (Bradburn et al., 2004). As such, the

researcher rendered the consent form as a contract or agreement in which her signature confirmed confidentiality, honesty, transparency, and trust. Both the researcher's and participants' signatures act as a binding legal document and agreement that further illustrates the researcher's understanding of the importance of maintaining a well-researched and ethical study. As Resnik (2011) stated, "When conducting research on human subjects, minimize harms and risks and maximize benefits; respect human dignity, privacy, and autonomy; take special precautions with vulnerable populations; and strive to distribute the benefits and burdens of research fairly" (p. 4).

Role of the Researcher

For this study, the researcher actively worked to alleviate any personal biases, specifically confirmation bias. Confirmation bias is defined by the American Psychological Association (2022) as "the tendency to gather evidence that confirms preexisting expectations, typically by emphasizing or pursuing supporting evidence while dismissing or failing to seek contradictory evidence" (p. 1). Besides the aforementioned ethical considerations, the researcher paid particular attention to her standpoint as a faculty educator of 12 years, a trained seeking educational equity and diversity leader at her institution, and her philosophy to honestly interpret and share the data as they were presented. Doing so strengthened the credibility of this study and its impact and significance.

As discussed in Chapter 1, insights from this study have the potential to contribute to the existing literature for educators and leaders examining institutionalized racism, implicit racial biases, and local best practices or statewide policies moving forward. If the research is to prove beneficial then truth and honesty must supersede the researcher's biases.

Limitations

A significant limitation of this study was its restriction to a single institution. In addition, the research findings were not generalizable to outside populations as response rates from both faculty and students did not generate a large enough sample size. Participants who did volunteer for this study were potentially reduced to those who were comfortable with the researcher's topic, or who may hold philosophical beliefs that align with the research. This could have resulted in potentially skewed findings or biases. For instance, those who chose to participate in this study may have felt strongly about the research topic and compelled emotionally to respond. Likewise, these same participants may have had an abundance to share for the open-ended questions and those who are indifferent may have chosen not to. To help mitigate bias and reach a diverse audience, it was important for the researcher to honestly inform the participants of the survey's purpose, content, and role (Bradburn et al., 2004). Finally, participation was likely limited, as fielding lasted approximately 6 weeks. Had more time been allotted for survey responses to be received, the researcher may have been able to obtain more data.

Chapter Summary

This chapter provided a rationale for the research's design and methodology, along with the research questions addressed, guided by theoretical frameworks. The instrumentation, data collection and analysis, and the setting and participants of the study were explained. Finally, data quality, ethical considerations, and limitations of the research were outlined.

Chapter 4 - Data Collection and Analysis

The purpose of this study was to explore implicit racial bias in a community college setting by examining whether racial identity and perceptions about racial bias among faculty and students intersect. The researcher used a quantitative, mainly descriptive, and inferential design to investigate possible correlations between faculty and students' perceptions of race at one Hispanic-serving institution (HSI) in southern California. The researcher also asked participants two open-ended qualitative survey questions to gain better participant insights. This chapter provides a comprehensive discussion of the findings from this research. The research questions this study addressed were:

- Research Question 1: What significant associations exist between the racial identification of faculty and that of their students in relation to final grading outcomes?
- Research Question 2: How do faculty and student perceptions regarding faculty racial bias toward students differ?

The quantitative findings for both research questions are shared first, followed by the open-ended survey qualitative findings for the second question.

Description of the Sample

To answer Research Question 1, the institutional research office at this community college provided the researcher with an internal Excel formatted data report comprised of a single referential file. The sample of classes, sections, disciplines, students, and instructors was randomized. This spreadsheet included nearly 40,000 rows of faculty and student data, equating to at least 500 classes from the Fall 2019 semester. This spreadsheet contained encrypted student identification numbers, students' racial identification, the grade they received in a section, and

the racial identification of the faculty for that section. Faculty identities and the specific courses taught were kept anonymous from the researcher.

To answer Research Question 2, the researcher emailed surveys to current students and all full- and part-time faculty in Spring 2023. The researcher recruited the help of faculty to enlist students to fill out the survey. After fielding and allowing participants six weeks to complete the survey, a total of 110 faculty and 587 students responded. According to the central limit theorem (Frankfort-Nachmias et al., 2021), both response rates from faculty and students were a large enough sample size for the researcher to discuss the data with a 95% confidence level.

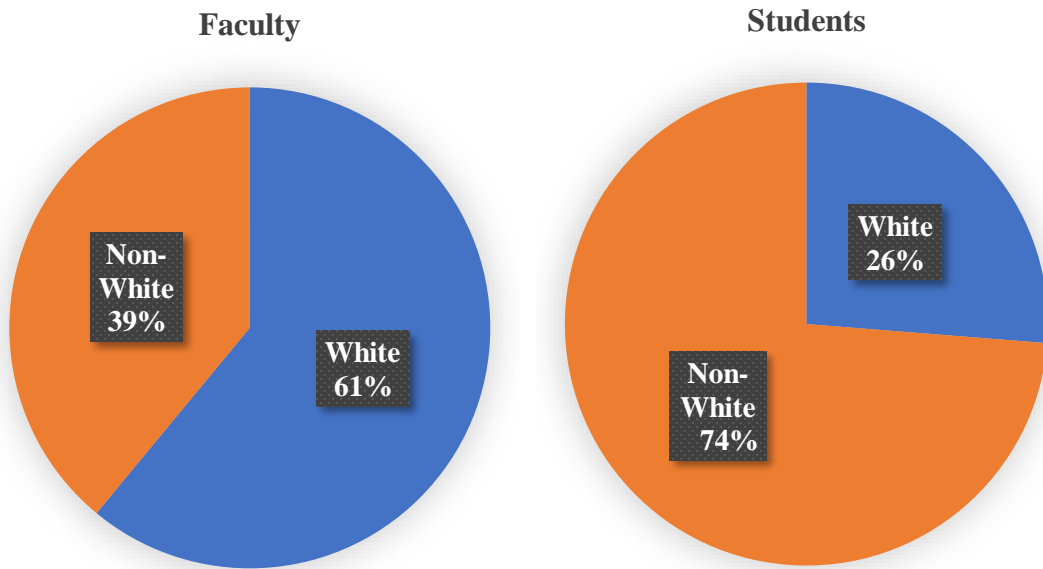
Sample Demographics

The surveys included three demographic questions for faculty and students. Of the 110 faculty who responded, 67 identified as White and 43 as non-White, which aligned with the reported faculty racial demographics. Fifty-eight faculty said they were full-time employees and 52 were classified as part time. The question about number of years employed at the college showed 79% of faculty were employed at this institution for 5 or more years, followed by 8% employed for 4 years, and the remaining 13% faculty for 3 years or less.

More students identified as non-White (i.e., 432 respondents vs. the 155 who identified as White) aligning with the reported race demographics for a HSI. Figure 4.1 provides a visual difference in racial identification between faculty and students. Regarding full-time status for students enrolled in 12 units or more, 393 replied yes and 194 replied no. Further, 74% of students surveyed said they had been attending the college between less than 1 year and up to 2 years. Fourteen percent of students answered 2–3 years, and the remaining 12% had attended for

3 years or more. Demographics such as gender and age were not factored into these surveys as the researcher was primarily concerned with the racial identification of faculty and students.

Figure 4.1. Racial identification of faculty and students



The quantitative surveys contained two open-ended qualitative questions for both faculty and students. The questions asked faculty about their experiences with implicit racial bias testing (see Appendix B, Q15) and any comments or observations regarding microaggressions or racism toward students by faculty (see Appendix B, Q17). Twenty-three faculty responded to the first question and 37 offered feedback for the latter question. For students, one qualitative question asked their opinions regarding faculty training in diverse backgrounds (see Appendix C, Q14) and the second was about observations of microaggressions or racism toward students by faculty (see Appendix C, Q15); 160 students provided comments to the first question and 172 students offered insight to the second.

Findings and Analysis

Research Question 1

Research Question 1 asked, What significant associations exist between the racial identification of faculty and that of their students in relation to final grading outcomes? Initially, the raw data indicated both White and non-White faculty were slightly more likely to give White students higher grades. Non-White students had a lower overall grade point average (GPA) with non-White faculty granting non-White students higher grades than White faculty did for Non-White students. From the referential file provided by this college's institutional research office, students' final letter grades were converted to numerical grades, and the mean GPA was calculated for each group using a pivot table in Excel. From these results, non-White faculty looked to issue higher grades than White faculty (2.86 vs. 2.79), while non-White students received lower grades than Whites students (2.76 vs. 3.08; see Table 4.1).

Table 4.1. Grade point average by racial identification

Population	Non-White	White
Student	2.76	3.08
Faculty	2.86	2.79

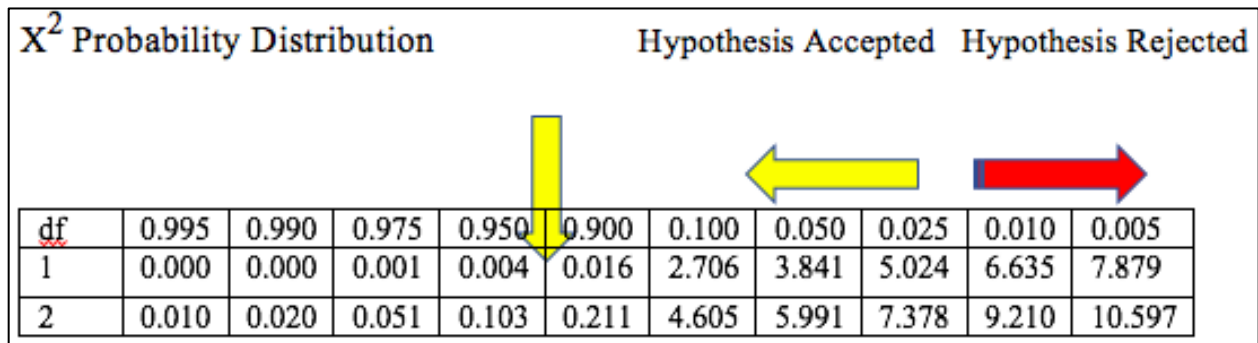
From these results, the researcher used the chi-square method of using observed overall GPA results for each subgroup to obtain expected results to determine if there was significance in GPA among the groups (see Table 4.2). After running the chi-square test in Excel at the 95% confidence, the results were a p value of 0.939, which is greater than the significance of 0.05 and falls within the accept region. Therefore, the researcher could not reject the null hypothesis that race of faculty and student were independent of each other in terms of grading (see Figure 4.2).

Using a chi-square test, the researcher was able to determine there was no statistically significant difference between the racial identification of faculty and students and final grading outcomes.

Table 4.2. Chi-square analysis of GPA by racial identification

Faculty	Results	Student race		Total
		Non-White	White	
Non-White	Observed	2.83	3.01	2.86
	Expected	2.80	3.13	2.86
White	Observed	2.73	3.11	2.79
	Expected	2.74	3.06	2.79
Grand total		2.76	3.08	2.81

Figure 4.2. Null hypothesis accepted



One limitation the researcher noted from this data file was some faculty may have been repeated based on number of classes they taught due to the randomized and large sample size. This limitation could have adversely affected the GPA data provided as no distinction was made in faculty markers.

Research Question 2

Research Question 2 asked, How do faculty and student perceptions regarding faculty racial bias toward students differ? Two separate surveys created in Survey Monkey were sent simultaneously to faculty and students containing similar questions to draw comparisons. Most

of the quantitative questions adopted a 5-point Likert scale, and depending on the question, responses ranging from *strongly agree* to *strongly disagree*, or *a great deal* to *none at all*. As previously stated, the surveys included three demographic questions for faculty and students asking racial identification, years attending or employed at the college, and full- or part-time status (see Tables 4.3 and 4.4).

Table 4.3. Faculty survey demographics

Category	Demographic	<i>n</i>	%
Race	White	67	61
	Non-White	43	39
Years employed	Less than a year	3	3
	1–2 years	5	5
	3 years	6	5
	4 years	9	8
	5 or more years	87	79
Teaching status	Full time	58	53
	Part time	52	47

Note. *n* = 110.

Table 4.4. Student survey demographics

Category	Demographic	<i>n</i>	%
Race	White	155	26
	Non-White	432	74
Years attended	Less than a year	234	40
	1–2 years	202	34
	3 years	83	14
	4 years	29	5
	5 or more years	44	7
Student status	Full time	393	67
	Part time	194	33

Note. *n* = 587.

Quantitative findings are discussed in the following sections, followed by qualitative findings. The data are presented based on the total number of faculty and student participants. The questions in which the researcher determined differences between the racial identification of two (or more) groups, or where differences between full-time and part-time teaching or student statuses were of significant value are further shared.

Quantitative Survey Question Findings

Diversity of Faculty

The data showed faculty tended to view this college as less diverse than students did. When both groups were asked if this college had a racially diverse faculty, over half of faculty (54%) either strongly agreed or agreed compared to 69% of students. Faculty were nearly 3 times more likely than students to choose disagree or strongly disagree (21% of faculty vs. 8% of students). However, 25% of faculty and 23% of students answered they neither agreed nor disagreed (see Table 4.5). Additionally, of the 59 faculty respondents who strongly agreed or agreed, part-time faculty were 12% more likely than full-time faculty to agree or strongly agree with this question (see Table 4.6). There were no significant differences in responses based on the racial identification of faculty or students.

Table 4.5. This college currently has a diverse faculty population

Population	Strongly agree or agree		Strongly disagree or disagree		Neither agree or disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty	59	54	23	21	28	25
Student	407	69	46	8	133	23

Note. Faculty: *n* = 110; students: *n* = 536.

Table 4.6. Part-time to full-time faculty beliefs this college has diverse faculty

Faculty	<i>n</i>	%
Part time	33	56
Full time	26	44

Diversity of Students

When both groups were asked if this college had a racially diverse student population, of those who answered, 74% of faculty and 83% of students agreed or strongly agreed; however, 18% of faculty either disagreed or strongly disagreed compared to 4% of students. There were no significant differences in full- or part-time statuses (see Table 4.7). There were no significant differences in responses based on faculty or student racial identification.

Table 4.7. This college currently has a diverse student population

Population	Strongly agree or agree		Strongly disagree or disagree		Neither agree or disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty	81	74	19	18	9	9
Student	487	83	20	4	78	13

Note. Faculty: *n* = 109; students: *n* = 585.

Racism on Campus

Faculty were more likely than students to believe racism existed at this college in every category. One survey question asked both faculty and students to what extent they believed racism currently existed at this college. As shared in Table 4.8, faculty were 10% more likely than students to feel racism exists a great deal or a lot. Faculty were 24% more likely to believe racism exists a little or a moderate amount, and 34% less likely to respond racism did not exist at all.

Table 4.8. Racism exists at this college

Population	A great deal or a lot		A little or a moderate amount		None at all	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty	17	15	78	71	15	14
Student	32	5	273	47	277	48

Note. Faculty: $n = 110$; students: $n = 582$.

When comparing this question to faculty and students along with their racial identification, non-White faculty and White students were more likely to believe racism existed to a greater extent than their respective counterparts. As Figure 4.3 demonstrates, 22% more faculty who identified as White believed racism existed at this college at least a little compared to non-White faculty. Yet, non-White faculty were 20% more likely to believe racism existed a great deal or a lot, and no White faculty believed racism existed a great deal at this campus. Both White and non-White faculty believed approximately the same that racism did not exist at all at this college or existed moderately.

Figure 4.3. Faculty by racial identification

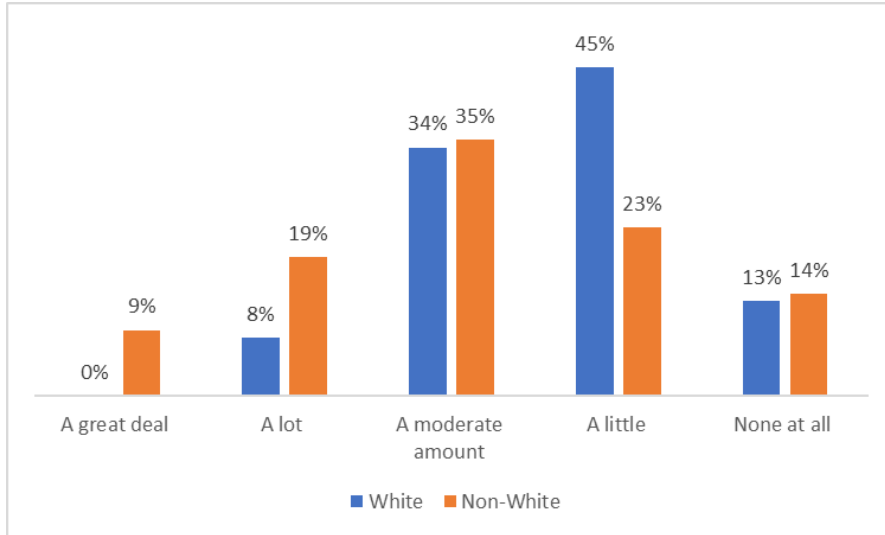
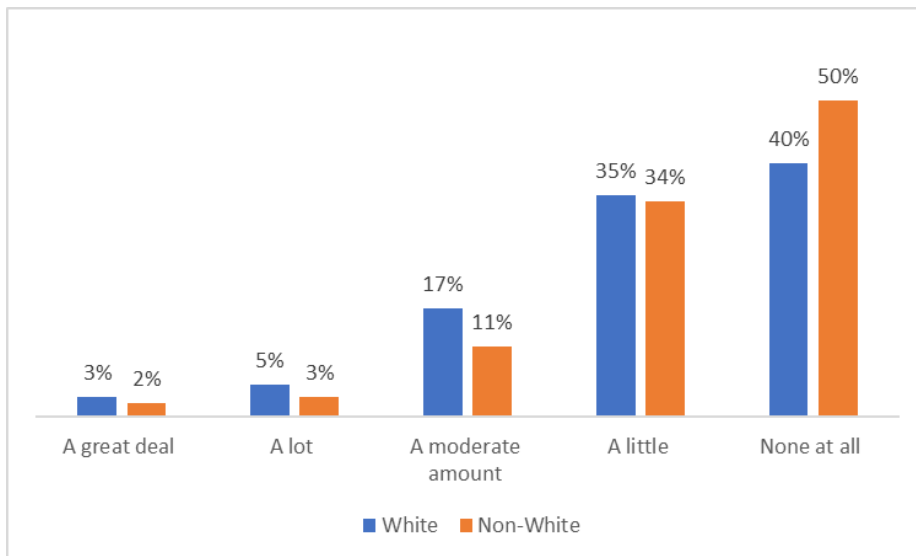


Figure 4.4 illustrates both White and non-White students believed about the same when it came to the extent they felt racism existed at this college. However, non-White students were 10% more likely to believe racism did not exist at all at this college compared to their White peers.

Figure 4.4. Students by racial identification



Experiences With Microaggressions

Another survey question was two-fold and asked faculty if they had ever experienced racist comments or microaggressions directed at them by a colleague within the past 5 years at this college. Similarly, students were asked if they had ever had the same directed at them by a faculty member. The response options were nominal yes or no responses, and if respondents replied yes, they were asked to answer the second part of the question regarding frequency of experiences. For the former, 25% of faculty responded yes and 75% responded no. Of the 28 faculty who answered yes, 61% racially identified as non-White and 39% racially identified as White. Also, 25% of the faculty who responded yes said they worked at this college part time and the remaining 75% worked full time. As for students, 7% answered yes and 93% answered no. Of the 44 students who responded yes, approximately 68% racially identified as non-White and the remaining 32% racially identified as White. There were no statistically significant differences in student enrollment statuses (see Table 4.9).

Table 4.9. Direct experiences with microaggressions or racist comments

Population	White		Non-White		Full time		Part time	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty	11	39	17	61	21	75	7	25
Student	14	32	30	68	-	-	-	-

Note. Faculty: *n* = 28; students: *n* = 44.

Faculty who responded yes, they had experienced racist comments or microaggressions directed at them by a colleague, and students who responded yes, they had experienced racist comments or microaggressions directed at them by a faculty member were then asked how

frequently they experienced racist comments or microaggressions. Most responses from faculty, 62%, and student responses, 75%, had a reply of a little, with 28% of faculty responding a moderate amount and less than 10% of both groups responding with a great deal or a lot.

Another survey comparison question asked faculty and students if they had ever witnessed racist comments or microaggressions directed at another student by a faculty member within the past 5 years at this college. Again, the response options were nominal yes or no responses; and if respondents said yes, they were asked to answer the second part of the question regarding frequency of witnessing said experiences. For the former, 30% of faculty responded yes and 70% responded no. There were no statistically significant differences in racial identification of faculty who responded yes; however, of the 33 faculty who responded yes, 76% said they worked at this college full time and the remaining 24% worked part time. Ninety-two percent of students responded no to this question and 8% responded yes. Of the 47 students who responded yes, approximately 68% identified racially as non-White and the remaining 32% identified racially as White. There were no statistically significant differences in student statuses (see Table 4.10).

Table 4.10. Witnessed microaggressions or racist comments toward another student

Population	White		Non-White		Full time		Part time	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty	-	-	-	-	25	76	8	24
Student	15	32	32	68	-	-	-	-

Note. Faculty: *n* = 33; students: *n* = 47.

Once more, faculty and students who responded yes to whether they had witnessed racist comments or microaggressions directed at another student by a faculty member were then asked

how frequently they witnessed racist comments or microaggressions directed at another student by a faculty member. Similarly, most responses from faculty and student respondents replied a little, followed by a moderate amount, and 18% of faculty responded with a great deal or a lot, versus 6% of students answering the same.

Student Reporting of Microaggressions or Racist Comments

Another two-part survey question was directed only at faculty asking them to share if they had ever been made aware of a student reporting a faculty member for engaging in microaggressions or racist comments within the past 5 years at this college. Thirty-four percent of faculty responded yes and 66% responded no. There were no statistically significant differences in racial identification of faculty who responded yes; however, of the 38 faculty who responded yes, 66% said they worked at this college full time and the remaining 34% worked part time (see Table 4.11).

Table 4.11. Faculty employment status

Faculty	<i>n</i>	%
Full-time	25	66
Part-time	13	34

Note. *n* = 38.

The follow-up question for this survey and those who answered yes were then asked how frequently within the past 5 years they had been made aware of a student reporting a faculty member for engaging in microaggressions or racist comments. As Table 4.12 illustrates, most faculty members answered a little regarding frequency of awareness and student reporting. However, White faculty were 14% more likely to answer a moderate amount compared to non-

White faculty. Table 4.13 shows a difference in faculty responses based on their employment status. Ninety-three percent of part-time faculty responded with a little, 8% responded a moderate amount, and zero reported a lot. Full-time faculty had almost 50% less than part-time faculty responses, with 48% responding a little. Thirty-two percent more full-time faculty answered a moderate amount, and 12% of full-time faculty responded a lot.

Table 4.12. Frequency of faculty awareness and student reporting

Population	A little		A moderate amount		A lot	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	10	56	7	39	1	5
Non-White	13	65	5	25	2	10

Note. White: *n* = 18; non-White: *n* = 28.

Table 4.13. Faculty employment status

Population	A little		A moderate amount		A lot	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Full-time	12	48	10	40	3	12
Part-time	12	92	1	8	0	0

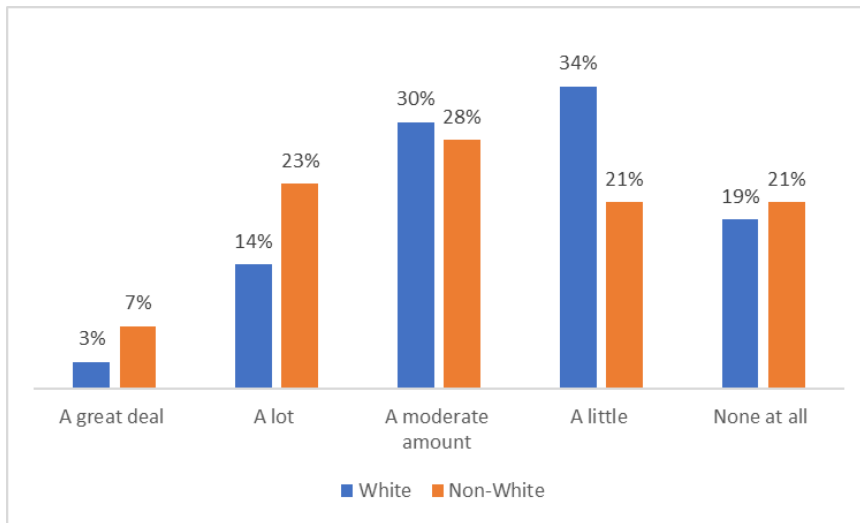
Note. Full time: *n* = 25; part time: *n* = 13.

Academic Success and Grading

Another question asked faculty to what extent they believed faculty had preconceived expectations for students and their likelihood of academic success based on students' racial identification. The survey response choices ranged from a great deal to none at all. Most of the responses revealed no significant differences between White and non-White faculty. However,

non-White faculty were 9% more likely to answer a lot and 13% less likely to answer a little compared to White faculty (see Figure 4.5).

Figure 4.5. Faculty and expectations of student success based on racial identification



Comparatively, three more survey questions focused on students and their perceptions of their academic success based on their racial identification. The first survey question asked students if they had ever felt faculty had expectations about their likelihood to succeed in class based on their racial identification within the past 5 years at this college. The responses were again nominal yes or no choices. Out of a total 587 students, 583 responded to this question. Eighty-one students responded yes and 502 responded no. There were no significant differences in the racial identification of students and their responses.

The second question asked students if they had ever felt their race positively affected a final grade they received within the past 5 years at this college. The survey response choices ranged from a great deal to none at all, with 574 student responses. Once again, there were no significant differences in the racial identification of students and 86% of all students responded

with none at all. The third question in this series asked students if they had ever felt their race negatively affected a final grade they received within the past 5 years at this college. Again, the survey response choices ranged from a great deal to none at all with 581 student responses. There were no significant differences in the racial identification of students and their responses, and 87% of all students responded with none at all.

Faculty Training in Diversity

A final series of quantitative survey questions asked faculty about diversity training. The first question asked faculty if they had ever taken an implicit racial bias test; all 110 faculty members responded. The responses were again nominal yes or no choices; 40% of faculty responded yes and 60% responded no. There was no significant difference in the racial identification of faculty, but there was a difference in full-time versus part-time employment status. Forty-seven percent of full-time faculty replied yes they had taken an implicit racial bias test compared to 33% of part-time faculty who responded yes. Similarly, 67% of part-time faculty responded no compared to 53% of full-time faculty who said no. This was a 14% significant comparison of faculty based on employment status for both nominal category responses (see Table 4.14).

Table 4.14. Implicit racial bias testing and employment status

Faculty	Yes		No		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Full time	27	47	31	53	58	100
Part time	17	33	35	67	52	100

Note. Total: *n* = 110; Yes: *n* = 44; No: *n* = 66.

The second question directed faculty to a follow-up yes or no nominal question that asked if they were surprised by their results if they had responded yes to taking an implicit racial bias test. Of the 44 faculty who responded yes, 42 answered this follow-up question. There were no significant differences in faculty employment status or their racial identification and likelihood of responding yes or no in being surprised by their results (see Table 4.15).

Table 4.15. Implicit racial bias test and unexpected outcomes

Race	Yes		No		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	5	20	20	80	25	100
Non-White	4	24	13	76	17	100

Note. Total: $n = 42$; Yes: $n = 9$; No: $n = 33$.

The last survey question in this series asked faculty a final nominal yes or no question and whether they had participated in any faculty development activities in the past year related to how to best teach students from diverse racial backgrounds. As Table 4.16 illustrates, differences in race were found as 20% more non-White faculty were more likely to answer yes to this question compared to White faculty; comparatively, 20% of White faculty were more likely to answer no compared to their White faculty counterparts.

Table 4.16. Faculty diversity training by race

Race	Yes		No		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	41	61	26	39	67	100
Non-White	34	81	8	19	42	100

Note. Total: $n = 109$; Yes: $n = 75$; No: $n = 34$.

Table 4.17 shows when the data for the question asking faculty whether they had participated in any faculty development activities in the past year related to how to best teach students from diverse racial backgrounds were broken down by employment status, full-time faculty were 13% more likely to respond yes; and, inversely, 13% were less likely to respond no than their part-time employed faculty counterparts.

Table 4.17. Faculty diversity training by employment status

Employment status	Yes		No		Total	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
Full time	43	75	14	25	57	100
Part time	32	62	20	38	52	100

Note. Total: *n* = 109; Yes: *n* = 75; No: *n* = 34.

Students' final quantitative survey question asked students if faculty at this college had been adequately trained to teach students from diverse racial backgrounds. The response choices given were yes, no, or don't know; 582 of 587 total students answered this question. The results showed non-White students were 10% more likely than White students to feel faculty had been adequately trained to teach students from diverse racial backgrounds. Both non-White and White students were likely to answer no and non-White were 13% more likely than White students to state they don't know (see Table 4.18).

Table 4.18. Students' perception of faculty diversity training

Students	Yes		No		Don't know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
White	46	30	7	4	102	66
Non-White	170	40	31	7	226	53
Total	216	37	38	6	328	57

Note. Students: $n = 582$; White: $n = 155$; non-White: $n = 427$.

Qualitative Survey Question Findings

As discussed in Chapter 3, faculty and students' responses from the open-ended, qualitative survey questions were coded during the data analysis process. The researcher analyzed replies and annotated phrases or words, looking for relevant patterns. Codes were then moved into categories and arranged thematically (Lochmiller & Lester, 2017). In this section, the researcher provides compare and contrast findings and discussion related to faculty and student insights. Additionally, pseudonyms were used when sharing faculty or student responses via a simple numbering system. For instance, FA3 was shorthand for Faculty Member 3 and FA4 for Faculty Member 4. Likewise, ST3 was shorthand for Student 3, and ST4 for Student 4 and so on.

Faculty

The first open-ended question for faculty asked those who responded yes, they had taken an implicit racial bias test, if they were surprised by their results, and to please elaborate (see Appendix B, Q15). The second question asked faculty to share any comments or observations regarding expressions of microaggressions or racism toward students by faculty at this college within the past 5 years (see Appendix B, Q17). The researcher received 23 faculty responses to the first question and 37 responses to the second.

Implicit Racial Bias Test Results and Faculty Reactions

For the first question, five themes emerged including faculty stating they were not surprised by their results, others admitting they are aware of their biases, some finding they have no biases, some questioning the validity of implicit racial bias tests, and finally, those faculty

who were surprised by their biases (see Table 4.19). Each of these response categories are further explored in the following section.

Table 4.19. Faculty reaction to implicit racial bias results

Responses	Frequency	
	<i>n</i>	%
Not surprised by results	7	30
Admission of biases	6	26
No biases	6	26
Validity of tests	2	9
Surprised by biases	2	9

Note. *n* = 23.

Not Surprised by Results. The largest number of responses came from faculty members who stated they were not surprised by their results as they tended to mention the words diversity or community. For instance, some gave responses that they had training in diversity or they had been raised in diverse communities their whole lives. One respondent, FA1, stated, “[I am not surprised] because of what I teach and my exposure to diversity.” FA2 stated:

I am a founding member of my district’s unconscious bias workshop team, so I have done a lot of work to unpack my own biases. My results weren’t surprising to me because I knew that I would reflect the biases of my society, my family, and my community.

Admission of Biases. Another six faculty members said they were biased through their own admission and the test results were not surprising. As FA3 shared, “I think we all have some implicit racial bias and this test confirmed that belief.” FA4 wrote, “I am aware that I have some biases and the survey showed that.” One faculty member, FA5, identified themselves as White

and elaborated in their response by admitting their biases and feeling the need to work on them.

They said:

Since I am White and since people are more likely to be biased toward those who look or otherwise seem like themselves, I will always have an implicit bias against non-White people. This is why it is important for me to actively work to minimize this and its effect on others.

No Biases. Six of the 23 faculty members who responded said their test results showed they had no biases, with one faculty stating their test results suggested they were proven to be less biased than expected.

Validity of *Implicit Racial Bias* Tests. Two faculty members questioned the validity and reliability of these tests, as FA6 shared:

Initially it said I had a bias in favor of African Americans. Later I took the test again and it said I had a bias in the other direction. I doubt either of these results are true as recent studies have concluded that implicit racial bias tests are not particularly reliable, and that people are putting far more trust in the results of these tests than the creators of implicit association tests themselves do.

Surprised by Biases. The faculty surprised by their biases were brief. One faculty responded they were surprised to learn how biased they were when they were certain they were not. Another said they were surprised to understand their own biases, and they were sure other faculty members must have also felt the same way.

Comments or Observations Toward Students as Shared by Faculty

The second open-ended question that received 37 faculty responses revealed four main themes. As Table 4.20 illustrates, these included the position that institutional racism did exist,

the stance that no racism had been witnessed, a feeling of anti-White sentiments against White students and faculty, and the need for this college to do better with addressing racism. Each of these response categories are further explored and concluded with the other category.

Table 4.20. Faculty observations of microaggressions or racism toward students

Responses	Frequency	
	<i>n</i>	%
Institutional racism exists	17	46
None witnessed	10	27
Anti-White sentiments	4	11
We need to do better	3	8
Other	3	8

Note. *n* = 37.

Institutional Racism Exists. Close to 50% of faculty respondents shared the belief that institutional racism did exist. Based on these faculty comments, some felt other faculty thought students were capable or incapable of succeeding in the classroom based on their race or ethnicity. As FA7 stated, “I have heard a bit of the racism that is part of academia, with the implication being that dark skin students are not as smart as others.” Also, FA8 wrote, “We still have faculty who believe that students from underprivileged backgrounds are less capable of college work and are in need of ‘remedial’ education. This changes how they teach and how they grade work.” Another faculty, FA9, stated, “There is a prevailing thought that students from [Name Withheld] District are somehow predisposed to failure.” FA10 wrote:

This college does not offer honors classes. I’ve heard because they don’t want to make differentiations between “good” or “bad” students. I feel like this is making some

assumptions based on the student population, which is predominantly Hispanic. There is no reason that students from this population cannot excel in more advanced classes.

Similarly, FA11 stated:

When California passed the law, which prohibits forcing students into remedial Math and English courses (I forget the bill number), several colleagues made disparaging remarks about the skills and abilities of students, particularly those from our [Name Withheld] valley which is overwhelmingly Latino (primarily Mexican). They repeatedly expressed disbelief that “those students” would be successful in an on-level, credit learning English course.

Additionally, faculty expressed hearing secondhand knowledge of microaggressions or racist comments, as FA12 wrote, “Our college has made national headlines for some faculty members who think it is okay to use the ‘N’ word in the classroom.” FA13 shared:

Unfortunately, we have seen some pretty egregious incidents via Zoom, although it is unclear who the perpetrators were. It is easier to see than in the classroom, although students are not afraid to record things anymore either. The most recent recorded incident was pre-pandemic of students asking the faculty member to not use a certain word, but she persisted. Unacceptable.

FA14 agreed as they alluded to the fact that as an HSI, the campus appeared to be working toward equity via a façade. They said:

[There has been a] high amount of unconscious bias and microaggressions over 5 years where the percentage of leadership and full-time faculty are white at a HSI. Box checkers to show on paper that programs are available but not a lot of action to ensure equitable practices that embrace POC [people of color].

As FA15 wrote, “Administration has demonstrated racial bias when hiring faculty.”

Finally, faculty highlighted their direct experiences with students and the students’ experiences with microaggressions or racism. A couple of faculty members commented on U.S. culture and the expectation White faculty have for non-White students to understand U.S. slang, media, foods, and historical events and how White faculty can make non-White students feel when they do not have immediate knowledge of U.S. pop culture. FA16 heard comments shared by students that faculty would exclaim like, “You should know that!” or “Whaaaat? You’ve never heard of that?” FA17 expressed:

I had a Black student ask me in desperation to please help him find a different class. He said he would take anything other than a class with that professor. The student’s experience during the first two class sessions were not welcoming. I didn’t need the details at the time. I saw his facial expression. I heard it in his voice.

No Racism Witnessed. A second notion that resonated with just over a quarter of respondents was sharing that no racism has been witnessed. The reasons were due to the lack of exposure to other faculty or working part time and teaching online with limited on campus interaction. Another reason shared was the belief that this campus was diverse. FA18 stated, “I grew up in extremely racist communities in Eastern U.S. Coming to southern California especially the [Name Withheld] area was a breath of fresh air to see so much diversity and people living together in harmony not concerned about race.”

Anti-White Sentiments. Eleven percent of faculty who responded to this question were concerned that the campus was becoming more biased against White students and faculty. A couple of faculty members expressed that this college was a HSI but often to the detriment of nonminority students. Another observed that racially negative microaggressions and remarks

became acceptable to use by staff and students toward White students. One faculty member, FA19, stated:

Many faculty do not respect students or each other. I have witnessed faculty accuse other faculty of being racist. The “[Name Withheld] group” on our campus tries to preach diversity and inclusivity but they are often a group that acts like an exclusive club and only wants White faculty to support them on an as needed basis. Some of them seem to have zero regards or understanding of White ally ship.

We Need to Do Better. Other faculty shared that although they may have not been aware of racist incidents, they felt they were aware racism existed and this college needed to do better with training faculty, staff, and students. FA20 wrote, “The persistent issue is that we have a faculty that is disproportionately unrepresentative of the student body, unrepresentative of southern California, and unrepresentative of the United States.”

Finally, three other faculty responses, although categorized under “other,” are worth noting. FA21 wrote, “I think most faculty doesn’t discriminate. There is, however, a pattern that students of color exhibit, that few truthful individuals could deny: tardiness, or absences: excuses for not producing; producing lower quality work.” FA22 wrote, “Being in a situation with COVID, it made a lot of the racism very difficult to see. Yet, I had much more conflict with White students mistreating me than in any other setting.” FA23 wrote, “I see/feel sexism more than racial taunts.”

Students

The first open-ended question for students asked whether they believed faculty had been adequately trained in how to best teach students from diverse racial backgrounds (see Appendix C, Q14). The second question asked students to share any comments or observations regarding

expressions of microaggressions or racism towards students by faculty at this college within the past 5 years (see Appendix C, Q15). One hundred sixty students provided comments to the first question and 172 students offered insights to the second.

Faculty at This College Are Adequately Trained to Teach Diverse Students

For the first question, students’ responses varied but responses were categorized in one of four ways: (a) the notion that racial diversity training for faculty is not necessary; (b) students felt they did not have any knowledge of training faculty received; (c) yes, faculty are adequately trained; (d) no, students did not feel faculty were adequately trained to teach students from diverse racial populations (see Table 4.21). These findings are explored further by each category.

Table 4.21. Students’ beliefs on faculty training of diverse racial backgrounds

Responses	Frequency	
	<i>N</i>	%
Training is unnecessary	51	32
No knowledge of training	48	30
Faculty are adequately trained	37	23
Faculty are not adequately trained	24	15

Note. *n* = 160.

Training Is Unnecessary. The greatest responses received were from 32% of students stating racial diversity training in teaching is unnecessary or does not have an impact. As one student shared, they had never felt race played a role in a grade they received. Another student wrote professors were knowledgeable about their discipline areas and this element is what should matter. Another sentiment shared was because the staff were already diverse, all students were treated as such.

A second reason and repeated phrase from students was faculty were fair and treated all students the same, regardless of race. The following list provides examples of these statements:

- ST1: “Teachers have never put preference by race. They treat all students the same.”
- ST2: “I feel like teachers teach us all the same way and do not think about our diverse racial backgrounds.”
- ST3: “From my experience, all faculty treat everyone the same, and race or color is never a factor in how anyone is treated.”
- ST4: “Everyone is equally treated with respect.”
- ST5: “They do a good job at helping everyone equally.”
- ST6: “Everyone gets treated the same.”
- ST7: “They are not biased and treat everyone equally.”
- ST8: “They seem fair with everyone.”
- ST9: “Students are treated equally and with the same standards as others.”

A third notion that resonated from students was teachers did not see racial differences. ST10 wrote, “It’s really just from the heart (how faculty teach), on how you treat students differently and I don’t see it,” and ST11 stated, “Every professor has been as respectful as I would hope any stranger would be, but not in a way that shows any implication of sensitivity training.” Finally, ST12 shared, “Well, every professor has treated everyone in the class that I attended as mature adults. And race or ethnicity never seems to be a part of the topic.”

No Knowledge of Training. Thirty percent of students responded they were not sure whether faculty were adequately trained to teach students from diverse racial backgrounds. One factor many students cited for this uncertainty was due to their classes being mostly online, or

they had been attending this college for a short duration. Many students replied with brief responses, as follows:

- ST13: “I take mostly online classes and have never had extended contact with faculty.”
- ST14: “I haven’t met a lot of the staff so I couldn’t tell.”
- ST15: “I do not feel as confident to elaborate because my classes have been online.”
- ST16: “I mostly take my classes online.”
- ST17: “Haven’t been here long enough.”
- ST18: “I don’t know many people or faculty members so I haven’t really seen their protocol.”
- ST19: “I am completely online with no Zoom classes so I do not interact much with faculty.”

A second reason students pointed out regarding their lack of knowledge was they simply did not understand this survey question. As ST20 wrote:

What am I basing my answer on? How can I evaluate a professor, who is teaching anatomy or algebra, on the adequacy of their education on teaching different races? This question is a bit ambiguous and can’t really be answered in a reliable way. Are you implying that particular races require separate levels of teaching due to language barriers?

This question is too obscure to give a precise answer.

ST21 seemed to feel similarly, as they wrote, “I don’t really know what this question means. I had a mostly digital class schedule for most of the year.” ST22 said, “I had a difficult time answering most of these questions as I have only attended this college online and this semester

only.” Finally, students simply stated they honestly did not know about training that was required for faculty.

Faculty Are Adequately Trained. Nearly one quarter of students felt faculty were adequately trained to teach students from diverse racial backgrounds. Some students shared a primary reason for this was that it appeared diversity training was part of the curriculum. Students wrote that faculty did a great job of teaching students from all areas, and that this college offered a variety of resources for students of different backgrounds. Additionally, one student stated most course syllabi included a diversity statement. ST23 shared, “Professors understand racial backgrounds and how to teach,” and ST24 said, “A lot of the classes I’ve taken had readings on different cultures and experiences written by minority groups.” Another student, ST25 wrote, “My professors do make the effort to be inclusive in their language when our class discusses social and cultural issues,” and ST26 said, “If as a student, I do not see any differences in how teachers treat students of different racial backgrounds, I believe that teachers have been trained well.” ST27 shared:

I believe they are taught at this school as we are very diverse. We have centers with resources for international, Hispanic and Black communities. That itself makes professors aware they are not solely teaching one type of student and sets an expectation for professors to be flexible, not only with their race but with learning strategies. In my experience teacher’s here will work with you if you make your situation known and will ensure they inform you about their willingness to adapt to the student.

A second significant reason that stood out from students’ responses was they felt faculty at this college tended to come from diverse backgrounds themselves. ST28 wrote, “The professors I have encountered all came from different backgrounds and walks of life. I felt a lot

were happy to teach students from different backgrounds.” ST29 shared, “I know the faculty I’ve met and interacted with have been great overall with this [diversity teaching], but the majority of them have been non-White.” ST30 stated, “They [faculty] are from diverse backgrounds so they know the way,” and ST31 said, “I would say that the school having a diverse faculty, it helps when looking for answers in helping those of other races.”

A third point students made was the kindness or respectfulness of faculty in their assessment of faculty as well trained in teaching racially diverse students. ST32 wrote, “A professor once mentioned to be kind to one another regardless of race because we may never know what that person is dealing with in their personal life.” ST33 stated, “Yes (they are adequately trained) staff have been very polite and respectful in that term,” and ST34 said, “The professors I’ve had so far have always been very adequately trained and kind people.” As ST35 shared, “Whether it be in my biology, public health, government, or English class, whenever students had questions regarding race, the professors were always able to answer respectfully with no type of discrimination.”

Faculty Are Not Adequately Trained. The category with the lowest amount of student responses at 15% stated faculty at this college were not adequately trained to teach students from diverse racial backgrounds. Some students shared a primary reason for this was it did not appear that diversity is part of the college curriculum. Some examples included ethnic studies courses had yet to be officially mandated and other students expressed thoughts about a need for mandatory diversity training on campus and the need to call attention to triggering phrases or microaggressions. Some observations shared included ST36, who said, “Negative counselors and professors,” and ST37 said, “Not sure, them being discriminatory due to lack of training or they

are just that way.” ST38 stated, “I feel they just hire faculty sometimes and do not invest the time to teach them about racism and how comments or actions they do affect students.” ST39 wrote:

From working with faculty and hearing their experiences, I am aware that there is training in diversity, but I am not sure how well-equipped it leaves faculty to actually use the knowledge and practice it effectively, or even if they really learned anything.

ST40 noted, “I haven’t had any teachers seem especially knowledgeable in ability to accommodate others from different backgrounds. In fact, I’ve had a teacher pass out a paper saying their class wasn’t designed for English as second language learners.” Another student suggested a teacher cannot be trained in a race to which they do not belong.

Another point that resonated was the notion of faculty and anti-White sentiment toward White students, or a lack of widespread acceptance of diverse cultures and ideas. ST41 wrote, “I would say no [to this question] because there is lot of anti-White sentiment being taught, whether indirectly, subliminally, or directly.” ST42 stated, “My [Name Withheld] course teacher makes anti-white racist comments repeatedly.” ST43 shared, “In my time of my enrollment I’ve seen lectures about Black history month, nothing yet for other cultures, so I believe I’ll have to wait to see,” and ST44 stated, “There weren’t many moments where my racial background affected how I needed to be taught. Though, from how much they provide, it seems like they care about more minority groups to help them financially.” In a similar vein, ST45 wrote, “I do not know their stance or policy on publicly humiliating Conservative or Republican students. Nor do I know if it is allowed to directly go after Conservative students.”

A final area that students wrote about was the acknowledgment of mostly White faculty as a potential reason for lack of diversity training. ST46 stated, “The majority of faculty on campus are predominantly White. They sometimes give off a sense of entitlement. Whether this

attitude they carry stems from the authority they hold in the classroom or privilege they hold socioeconomically is beyond me,” and ST47 wrote, “Certain white teachers have a very awkward demeanor toward people of color.” Similarly, ST48 stated, “They [the faculty] are mostly White, and they do not understand racism.” Finally, ST49 summarized:

It’s hard to say (regarding faculty training) because most of my professors have been predominantly White, yet my classes have been filled with various types of students from all backgrounds and origins. It’s hard to know if what/how professors teach is genuine or it’s because they know they have to. It can be hard to determine if their methods/perspectives come from genuinely having empathy, respect and inclusivity for others or if they do it because they know they have to in order to avoid any backlash.

Comments or Observations Toward Students as Shared by Students

The second open-ended question that received 172 student responses revealed five main themes. As Table 4.22 illustrates, these responses included no witnessed racism, the belief that racism does exist at this college, observations of events that felt like they may be racism, the notion that racism must exist, and finally, the idea of anti-White sentiments. Each of these response categories are further explored in the following section.

Table 4.22. Students’ observations of microaggressions or racism by faculty

Responses	Frequency	
	<i>n</i>	%
None witnessed	123	71
Racism does exist here	19	11
I know it is called something	13	8
Racism must exist	7	4
Anti-White sentiments	7	4
Other	3	2

Note. *n* = 172.

None Witnessed. An overwhelming majority (71%) of the students surveyed shared they had not witnessed any comments or observations regarding expressions of microaggressions or racism toward students by the faculty at this college within the past 5 years. Many students simply wrote “n/a,” “none at all,” “I have not experienced any,” “nothing to report,” and other similar phrases such as these.

Approximately 30 students shared they were either solely taking online classes or had not been students at this campus for a long enough period to offer anything to report. As ST50 wrote, “Most of my classes have been online, but I haven’t noticed racism towards students during my enrollment, both online and in-person.” ST51 wrote, “My time at this college has been mostly asynchronous, as such social interaction with faculty is limited,” and ST52 wrote, “I have done all my classes online, so haven’t really had as much as an opportunity to receive any threats towards my race.” Finally, ST53 stated, “I haven’t been attending this college long enough to see the diversity within it or come across a negative situation,” and ST54 wrote, “I have been at the college for the last 7 months, and thankfully I have not experienced or witnessed any racial bias.”

Twenty-three students responded to this question praising the faculty, staff, or institution as a whole. Some examples included:

- ST55: “Everyone in this college has been really nice and welcoming in every class.”
- ST56: “I have not witnessed or experienced any racial microaggressions to my recollection. I was even a student worker in admissions and everyone was eager to help any student that came in regardless of race or any disabilities.”
- ST57: “My experience has been great. I never see anyone treated different because of their race or anything. My professors so far have been very professional and open to helping anyone willing to ask for it.”
- ST58: “I haven’t seen any form of aggression or microaggressions against myself nor any of my peers from anyone on campus. I have seen a positive form of support in many ways towards ALL students of all backgrounds.”
- ST59: “Many professors seem to actually enjoy the diversity.”
- ST60: “If anything, faculty are very supportive of students of all backgrounds.”
- ST61: “I have not had a problem at this school. They are a good community with no problems.”

Five students responded to this question that any observations of microaggressions or racist comments did not come from faculty but rather from other students. ST62 stated, “All the microaggressions and racism I’ve personally encountered has been from students, the faculty is great.” ST63 shared, “While taking classes, I noticed a white female student making fun of a young boy who was Mexican American. The female started saying to leave back to Mexico and study over there. It was definitely an example of racism.”

Racism Does Exist Here. ST64 stated:

I was not set on the right course to transfer to a large university. . . I had been informed that I was taking the correct classes and path in order to ensure my transfer, but it was not

until the end of the semester that I realized that they [this campus] had not done what they said, which was placing me on the path to go to a UC [University of California] school. My mother and I went that day and the aura I received from the faculty member was surprised that I wanted to attend such schools and even suggested other schooling options as if they were saying I would not be capable of transferring and attending bigger schools.

Eleven percent of students were clear in their responses and the existence of experiences racism or microaggressions at this college. Some students first shared the viewpoint that they had their own individual experiences, similar to ST64's previously shared experience. ST65 wrote that as a Hispanic student, her professor would make a face when she responded to a question, but when a student the same race as her professor responded, the student would receive praise. Likewise, another student, ST66, named a specific faculty member as being racist toward them and other students. Another student, ST67, shared due to their race, they were "treated poorly, ignored, referred to as a liar, spoken to rudely in front of other students, threatened with expulsion, and all complaints ignored." Student ST68 wrote, "I am Native American and the most common micro aggressions experienced has been the idea that Native Americans are extinct. How much native are you has been the most common questions posed by non-native American teachers." ST69 wrote:

I have heard staff refer to other students and sometimes other staff by that Mexican instead of using names. I have also heard admin and previous higher up refer to the other staff as part of the Mexican mafia or state that they only have that position because they are Latina. A lot of ignorant elders in high positions.

Other students shared feeling uneasy or judged for their physical features, such as the color of their skin, the shape of their eyes, or their names. Two different students, ST70 and ST71, wrote specifically about the same instructor and the same course in which their names were incorrectly pronounced, and the professor responded with, “Yeah, whatever.” They each wrote about their embarrassment, and one said they felt humiliated.

A second shared viewpoint was this college was institutionally racist. ST72 wrote how this campus was founded on Anglo-centric ideologies and lives in the spirit of keeping the [Name Withheld] alive with the likes of [Name Withheld] and right-wing terrorist organizations. ST73 discussed how the Latino college president was constantly under pressure from White board members. ST74 summarized:

In the past 5 years as a student with this college, I have had one African American professor and one Latino professor. The materials presented during my other classes were not all inclusive to more than one culture. I couldn't even tell you if a person of color was mentioned in my math and science courses. Even walking around campus, it feels very dystopian. Concrete floor and cinder block wall with grey paint for added color. There's so many areas that this campus can celebrate the multi-ethnicity and cultural backgrounds of the students that it serves. I'm thinking the only time I've seen a student of color is on an ad telling me it's registration time. Could even put a statue celebrating anything and it would look better than concrete floor. Paint a mural or something. On one hand, we have a dean who is Hispanic and on the other is a college designed to not show literally any color but tries to correct itself in the form of clubs. They can definitely do better.

I Know It Is Called Something. Eight percent of students shared experiences that alluded to possible racism or microaggressions, but they did not seem sure what to call them.

ST75 stated, “There are moments that I have noticed where a difference in cultures creates confusion and annoyance for a bit between people but nothing is really said that would be lashing out that I’ve noticed,” and ST76 wrote, “Sometimes some teachers look at you different than others because of your broken English or sometimes not understanding things right.” Another student, ST77, revealed in a few of their classes, faculty made more eye contact with students of a certain race over others. ST78 stated one teacher used a “sense of a microaggression” toward the Hispanic community but not to a specific student. ST79 wrote, “honestly have only seen a little ‘racism’ [not racist just racial comments] but it was never to random people or in a hateful way,” and ST80 shared, “[When] asking questions a Latinx student answers and professor says incorrect. Then an Asian student gives exactly the same answer and suddenly it is correct?”

Racism Must Exist. Four percent of students wrote although they did not have any firsthand experiences with racism or microaggressions at this college, they acknowledged it did not mean racism did not exist. As ST81 stated, “In this day and age racism still exists. Although I haven’t personally had a racist comment made towards me, that does not mean it doesn’t exist.” Also, ST82 shared, “I have not experienced nor seen any (racism) firsthand but I don’t doubt there must be some degree of racism within the school.”

Anti-White Sentiments. Another notion that emerged from this question was the concept of anti-White sentiments. Four percent of students shared feelings of anti-White sentiments from this college. Two different students, ST83 and ST84, named a specific teacher and class as an “anti-White indoctrination course.” ST85 elaborated, “The curriculum in my [Name Withheld] course has accused white people of outright theft and cultural appropriation of Black culture . . . even calling them ‘Satan’ at one point.” Another student, ST86 wrote:

In every class I have had while attending this school I have been openly attacked and watched faculty professors encourage other students to attack me based on political preference. On multiple occasions and class assignments that require me to write a paper on why America, the National Anthem, and being White is racist or demeaning to other races, I have been deducted points. Why does this Library only consider CNN as a credible new source? Why do professors give less grades to study's done by Prager University? This culture this college has is racism and microaggressions to the definition. Similarly, ST87 pointed out that we (i.e., the researcher and campus) should be asking how White people feel because we already know how non-White people feel. Still another student, ST88, agreed that although they were a White student (on campus) and in the minority, they had never felt this had an impact on their education.

Other. Finally, three other student responses although categorized under “other” are worth noting because they included comments or observations regarding expressions of microaggressions in relationship to sex and gender. Their written responses were as follows:

- ST89: “I have never seen it in regard to race but I have in regard to gender.”
- ST90: “I had a [Name Withheld] discipline teacher say being homosexual was a mental illness.”
- ST91: “This semester my professor accused me of cheating just because I was finished with an assignment earlier than most of my classmates. I’m pretty sure he thought this because of the fact that I was a girl and I’m younger in age. He never second guesses assignments being done when it is an adult or boy around my age turning something in.”

Summary

This chapter presented the results of this study revealing a comparison of faculty and students' perceptions regarding implicit racial bias in one Hispanic- serving community college setting. The quantitative data for Research Question 1 revealed no significant differences in faculty grading based on their racial identification, and the racial identification of their students. The quantitative data for Research Question 2 showed some differences in perceptions of implicit racial bias in comparing faculty to students, and especially between faculty who work full time versus part time. The qualitative data for this research question helped inform the researcher of potential limitations for this study and offered some rich observations that may be explored further.

In the following chapter, the researcher summarizes the study, analyzes the findings, and compares the findings with those of the literature. The researcher also discusses the research limitations and implications of this study and ends with a conclusion and recommendations for future research.

Chapter 5 - Conclusions and Recommendations

In this chapter, the researcher provides an overview of the problem, the purpose of the study, theoretical frameworks, a review of the methodology, data collection and analysis, and the significance of the study. The researcher also discusses research question findings related to the literature with implications of this study, recommendations for future research, and concludes with a final summary.

Overview of the Problem

Higher education institutions have continued acknowledging the need to create successful diversity, equity, and inclusion policies across college campuses (Martinez-Acosta & Favero, 2018). Although this has led to many changes in state-wide and institutional best practices, some research has suggested these policies may only be effective once implicit racial biases are understood and addressed within a college setting.

Importantly, studies have confirmed all people carry biases regardless of educational background, and those in the teaching profession are as likely to be guilty of implicit racial biases as anyone else (Starck et al., 2020). When teachers were studied in the classroom, punishments and rewards often depended on a student's perceived racial identity rather than the student's actual behavior (Okonofua & Eberhardt, 2015). Other research has suggested students are more likely to succeed when their teachers identify as racially or culturally similar to them (Carver-Thomas, 2018). Information on this topic has been sparse due to the lack of existing literature specifically examining implicit racial bias in community college settings.

Purpose of the Study

The purpose of this study was to explore implicit racial bias in one Hispanic-serving institution (HSI) community college in southern California by examining whether racial identity

and perceptions about racial bias among faculty and students intersect. This study addressed two research questions:

- Research Question 1: What significant associations exist between the racial identification of faculty and that of their students in relation to final grading outcomes?
- Research Question 2: How do faculty and student perceptions regarding faculty racial bias toward students differ?

Theoretical Frameworks

Critical race theory (CRT) and the Pygmalion effect were used as theoretical frameworks to inform both research questions for this study. CRT has been a theoretical lens commonly applied to examining perceptions and evidence of racial bias in the classroom (Delgado & Stefancic, 2012; Ledesma & Calderon, 2015; Lynn & Dixson, 2013). In such studies, CRT has provided a basis for consideration surrounding power and racial dynamics. The Pygmalion effect has been likened to concepts such as self-fulfilling prophecy. According to this theory, a person in authority will treat their subordinates based on their expectations of them, and, in return, subordinates will often behave negatively or positively according to the type of treatment received from the authority figure. In applying their theory in educational contexts, Rosenthal and Jacobson (1968) found direct correlations between teachers' expectations of students and students' achievement outcomes. These expectations were based on assumptions derived from teachers' implicit or subconscious biases toward their students.

Review of the Methodology

The research conducted for this study used mostly descriptive with some inferential quantitative methods. The researcher also asked participants two open-ended qualitative survey questions to gain better participant insights.

For the first research question, the institutional research office at this community college provided the researcher with an internal Excel formatted data report comprised of a single referential file. The sample of classes, sections, disciplines, students, and instructors was randomized. This spreadsheet included nearly 40,000 rows of faculty and student data, equating to at least 500 classes from the Fall 2019 semester. The file contained information from Fall 2019, as it was the last semester recorded prior to the COVID-19 global pandemic. This selection expectantly reduced issues resulting from the COVID-19 global pandemic, including factors such as low enrollments, various teaching modality needs, and technological difficulties that disproportionately affected students of color. This spreadsheet contained encrypted student identification numbers, students' racial identification, the grades they received in a section, and the racial identification of the faculty for that section. Faculty identities and the specific courses taught were kept anonymous from the researcher.

To answer the second research question, the researcher emailed a survey with mostly quantitative questions to current students and all full- and part-time faculty in Spring 2023. The researcher recruited the help of faculty to enlist students to fill out the survey. After fielding and allowing participants 1 month to complete the survey, 110 faculty and 587 students responded. For the qualitative component, the surveys contained two open-ended questions for faculty and students. The questions asked faculty about their experiences with implicit racial bias testing and to share any comments or observations regarding microaggressions or racism toward students by

faculty. Twenty-three faculty responded to the first question, and 37 offered feedback for the latter question. For students, one qualitative question asked their opinions regarding faculty training in diverse backgrounds, and the second asked about witnessed observations of microaggressions or racism toward students by faculty. One hundred and sixty students commented on the first question, and 172 offered insight to the second.

Data Collection and Analysis

The researcher used a quantitative methods approach with some qualitative data to investigate possible correlations between faculty and students and their racial identifications at one HSI in southern California. For the first research question, from the referential file provided by the college's institutional research office, students' final letter grades were converted to numerical grades, and the mean grade point average (GPA) was calculated for each group using a pivot table in Excel to attain observed results. The expected results were taken from the total GPA data using the chi-square formula.

For the second research question, two surveys created in Survey Monkey were simultaneously sent to faculty and students with similar questions to draw comparisons. The surveys included demographic questions for faculty and students, and responses from the open-ended, qualitative survey questions were annotated and coded during the data analysis.

Significance of the Study

Within higher education institutions, specifically community colleges, faculty work most frequently and directly with students. The findings from this study may motivate faculty to learn more about their implicit biases, prompting self-reflection and positive change. The findings could also inform faculty about how their perceptions of racial bias compare to those of students, which could strengthen their understanding and engagement with students. From a local level,

the information obtained from this research could potentially benefit this community college in enacting more equitable campus-wide practices and could help inform all institutions of higher education deliberating best practices and policy reform on a broader scale.

Discussion of Findings in Relation to the Literature

As a result of this research, six key findings are supported by the data and explained in relationship to the existing literature as well as the researcher's theoretical frameworks.

Finding 1: No Statistically Significant Differences Between Faculty and Students Racial Identification and Final Grading Outcomes

This finding was unexpected based on the literature, which mainly comprises K-12 level grading outcomes (Botelho et al., 2015; Dhaliwal et al., 2020; Quinn, 2021; Sprietsma, 2013). The researcher presumed to find a significant difference in final grading outcomes and the racial identification of faculty and students. Via an initial cursory scan, the numbers indicated all faculty, regardless of race, were marginally more likely to allot White students higher grades. White faculty were also less likely to grant higher grades to non-White students than non-White faculty. Non-White students also had a lower overall GPA.

This finding does support a main point discussed in the literature: more research is necessary to understand implicit bias's role in education (DeCuir-Gunby & Bindra, 2021). Few researchers in the United States have attempted to directly measure teachers' implicit racial biases and their influence on students (Chin et al., 2020). One reason for the lack of data may be "the research on implicit bias, including teacher implicit bias, is thwarted by the lack of access to quality measures and limited methodological approaches" (DeCuir-Gunby & Bindra, 2021, p. 2). More robust research is needed in higher education institutions to realize the potential impact of

implicit racial biases on faculty grading of students. While unexpected, this first finding supports the researcher's remaining conclusions from this study.

Finding 2: Students Perceive Less Implicit Racial Bias, Microaggressions, and Racism Than Faculty

Given this college was a HSI with an inverse racial identification of White faculty at nearly three quarters compared to almost three quarters of Latino students, the researcher expected students would perceive more implicit biases and racial discrimination than faculty, especially non-White students. The fact that the opposite was found to be true was surprising as much of the literature suggested students do better with faculty who look like them and with whom they can racially identify (Dee, 2004; Egalite et al., 2015; Llamas et al., 2019; Stout et al., 2018).

Instead, a large majority of students at this campus reported feeling a sense of belonging, diversity, and support for students from all backgrounds. The race of faculty at this campus did not seem to be a factor, and students did not comment on the fact that most faculty at this campus racially identified as White. For instance, one student, ST90, shared, “The professors I have encountered all came from different backgrounds and walks of life. I felt a lot were happy to teach students from different backgrounds.” Many similar sentiments were echoed by student participants, leaving the researcher curious to know if students were connecting with their instructors in ways beyond sharing the same racial identification, such as coming from similar socioeconomic statuses, geographical areas, sexual identification, family upbringings, shared interests, or mutual respect as teacher and student.

From an institutional and critical race standpoint, Gusa (2010) wrote extensively about a concept called White institutional presence and stated a characteristic known as White

dominance has led to campus climates of White superiority where students of color have not felt the same sense of academic appreciation, support, or worthiness. However, this particular study at this institution found little evidence of non-White students perceiving a sense of inferiority to White students.

One possibility for this lack of evidence is this college was an HSI where various programs and student services were offered and may have contained a greater number of non-White students who were more likely to feel supported and perceive less racial discrimination. For an institution to obtain HSI status, one quarter of the campus's students must identify as Hispanic or Latinx, and in turn, the college receives grants in support of student programs and services, supporting a diversity, equity, and inclusion mission (Hispanic Association of Colleges and Universities, 2024). At the time of this study, some of the student services at this college included the following:

- Dreamer Resource Center
- Gender and Sexual Diversity Pride Center
- Black Student Success Center
- International Education Program
- Foster Youth Services
- Basic Needs Center
- Veterans Resource Center
- Disabled Students Programs and Services

As one student, ST91, shared, “There are several scholarship opportunities for students who come from an ethnic background, first generation college students, and programs for low-

income students. I was able to get assistance with books and supplies for all my classes up until graduation.” Another student, ST92, wrote:

At this school, we are very diverse. We have centers with resources for international, Hispanic and black communities. That itself makes professors aware they are not solely teaching one type of student and sets an expectation for professors to be flexible, not only with their race but with learning strategies. In my experience teacher’s here will work with you if you make your situation known and will ensure they inform you about their willingness to adapt to the student.

This finding may also lend support to the notion of the Pygmalion effect where faculty in a position of power can either negatively or positively influence a student in their expectations of them and in turn create a self-fulfilling prophecy (López, 2017). It would be worth exploring the idea that if a majority of non-White students at this college felt there was less implicit racial bias and discrimination than faculty did, maybe faculty were more aware of their positionality serving at an HSI and were projecting encouraging expectations and outcomes on their students.

Finding 3: Full-Time Faculty Perceive More Implicit Racial Bias, Microaggressions, and Racism Than Part-Time Faculty

College faculty who participated in this study were split closely down the middle as being employed part time or full time, and nearly 80% of all participants stated they had been employed at this college for 5 years or more. Thus, the researcher did not expect to find significant differences between faculty groups and more negative perceptions of campus-wide racial issues expressed by full-time faculty. However, it is quite possible that because full-time faculty were expected to teach more classes, participate in campus activities, serve on committees, and advise or mentor students, they would naturally be exposed to a greater number

of institutional events, including more opportunities for interactions with students and other faculty. Research has found that although part-time faculty at California community colleges tended to teach about three quarters of a semester workload, they were often teaching at multiple campuses and were referred to as freeway fliers to make ends meet (Peele, 2022). The literature has supported the idea that part-time faculty have shared feelings of seclusion, marginalization, and invisibility within their institutional settings and often few opportunities for faculty development and office space (Rideau & Robbins, 2020). These factors may support the idea that part-time faculty feel more siloed and isolated from being part of the full-time teaching experience on campus and perhaps less exposed to microaggressions and racism on campus.

Unfortunately, the researcher discovered many faculty were not willing to provide in-depth observations of microaggressions and racism on campus. Still, when asked of faculty, some of the open-ended responses did offer a likely relationship between time spent on campus and time spent away. One faculty member, FA24, wrote, “Since I have been online most of these five years and working part-time, I do not regularly work closely with other faculty, so my observations are limited.” Another faculty member, FA25, shared, “It is difficult to answer for faculty as a whole. I don’t get enough exposure to faculty outside of my discipline,” and faculty FA26 commented, “I have not witnessed any. I really only see what happens inside my own classes.”

Another possibility for this finding is the modalities of instruction from which faculty may have the opportunity to teach. The three most common teaching modalities were face-to-face classes, asynchronous online courses, and synchronous online courses. This finding could be further explored in terms of modes of teaching and actual time spent on campus to see if differences in perceptions of microaggressions and racism exist.

Finding 4: Non-White Faculty and White Students Report More Perceived Issues With Race Than White Faculty and Non-White Students

Based on supporting literature (Benson & Fiarman, 2019; Golash-Boza, 2016; Taylor et al., 2016), it came as no surprise that non-White faculty reported more racism than White faculty, but one unexpected finding showed White students reported more racism than non-White students. Because these college faculty were nearly three quarters White, one might assume that White students would perceive less racism. As ST93 shared, “I am White and it seems like they care about more minority groups to help them financially.” ST94 wrote:

Some opportunities were given to certain students over the rest of the White students in my experience. An example would be one pregnant peer was given leniency. Also, I’ve noticed other “international” or “foreign” students given leniency as well to name a few examples of racism.

This finding could reflect the types of services offered on this HSI campus as seeking out and assisting marginalized groups, whereas, White students may not feel welcomed or supported in the same ways. Further, this outcome may support the literature surrounding the concept of White fragility (i.e., a feeling of defensiveness and uneasiness) and the potential subconscious fear felt by White students in giving up their power or privilege to non-White students within an institutional setting (Rudick & Goslan, 2018).

Additionally, as discussed in the first finding, most of these students perceived less racism than faculty, and non-White students reported less than White students. Perhaps this latter finding supports the literature, suggesting students report less bias and racism at institutions where they perceive a greater institutional commitment to diversity (Cheng, 2004; Hurtado et al., 2012). However, because this college was an HSI, with nearly three quarters of students

identifying as Latino, it could be possible that White students felt left out from the same opportunities, support, and welcoming spaces as most non-White students.

Finding 5: Faculty and Students Report the Notion of Possible Anti-White Sentiments on Campus

This finding was compelling because there was not a majority consensus on feelings of potential anti-White sentiments at this institution. However, for those who did share them, several faculty and students felt it was significant enough to comment. For instance, FA27 wrote, “I feel that it has become acceptable in the post-secondary setting to use racially negative comments and micro-aggressions towards our White students by staff and students alike.” Similarly, FA28 said, “It is wonderful that this college is a Hispanic-serving institution, but I have heard that some students from other groups or races may not feel as welcome. This was felt among students, however, not from faculty.” Also, FA29 shared:

Currently, the campus climate is hostile to any race that is not Mexican or Black. If you are faculty that are not White but not Latino/a or Black then you are not included in the recognition of diversity and there is hostility if you speak up. If you are White you are the enemy and students are encouraged to look for ways to complain about you. There is not an opportunity to learn.

Further, as shared in the previous chapter, some of the student comments expressed similar reactions to those of faculty. For example, the researcher noted some student expressions when describing course curriculum or teaching methods:

- Anti-White indoctrination.
- Cultural appropriation of White culture.
- Theft by White people.

- The National Anthem and being White is racist.
- White people have been called Satan.
- Whites and Caucasians are the minority.

This finding supports the literature that explores the concept of colorblindness (Gusa, 2010) and how people should celebrate likeness rather than difference (Daughtry et al., 2020). These sentiments also seem to validate the research on education and White privilege, White identity, and systemic discrimination from an educational standpoint (Gusa, 2010; Rudick & Goslan, 2018). These anti-White sentiments fall under the CRT umbrella as supported by the literature examining the relationship between race and education, the acceptance of White cultural values and norms, and the politics of schooling (Taylor et al., 2016). On the other hand, some of the literature (Cuellar & Johnson-Ahorlu, 2016) that proposes the ideology that White students tended to describe greater overall campus climate satisfaction even as community colleges tend to be more racially diverse was not the finding from this study.

Finding 6: The Majority of Faculty Participants Responded No to the Question Asking if They Had Ever Taken an Implicit Racial Bias Test

Of the college faculty who participated in this research, two thirds of the participants shared they had not taken an implicit racial bias test, and few elaborated further when asked if they were surprised by their results. One faculty member, FA30, wrote, “I was comfortable in that my implicit bias was low, but I also find these tests’ validity questionable as they are easy to answer how you want the result to come out.” Another participant, FA31, stated, “I am aware that I have some biases, and the survey showed that.” These comments and the lack of faculty reporting they had taken an implicit racial bias test support the literature pointing out the minimal data surrounding implicit racial bias testing and faculty in higher education institutions

(Chin et al., 2020). Additionally, the literature conveyed the idea of faculty “buy-in” and a willingness to adjust their thinking or teaching methods with potential newfound knowledge regarding their possible implicit racial biases (Kelly & Roedder, 2008) and that faculty are unwilling to explore their racial biases even when advocating for diversity and inclusion on their college campuses (Reese, 2020). Thus, the researcher wonders what role implicit racial bias testing may play if faculty possibly do not have confidence in the validity, reliability, and credibility of the test itself.

Implications

Some of the most significant implications the researcher noted from this study are as follows:

- If a majority of non-White students at this college feel there is less implicit racial bias and discrimination than faculty do, one may wonder if this finding implies, as an HSI campus, faculty have greater awareness and are more sensitive, or whether they have learned how to best serve marginalized students in a way a non-HSI faculty population may not.
- If full-time faculty perceive more issues with racism on campus, this finding may imply time spent on campus and modalities in teaching matter. Full-time faculty likely spend more time on campus and have the opportunity to interact more with their colleagues and peers. Additionally, more time spent in a classroom with students and face-to-face interaction offers faculty more back-and-forth communication,

including noticing body language, verbal expressions, and real-time dialogue between teacher and student.

- If some faculty and students feel anti-White sentiments on campus, one may wonder if this finding could be an unintended consequence of the work toward equalizing and establishing equity for underserved students. The implication being, no matter how hard faculty and staff try, some group or groups of students may feel left behind.
- Because a large number of faculty had never taken an implicit racial bias test and several questioned the validity and reliability of such tests, is it time to reimagine other ways of examining implicit racial biases outside the realm of how they have been traditionally attempted.
- Perhaps the most critical implication of this study's findings is that faculty at this HSI would benefit from professional development sessions or training to continue studying the diverse perspectives of their students at this campus. As some of these findings were surprising or unexpected, it could be helpful to know what assumptions—negative or positive—faculty may make in their work toward student equity and policy implementation. Similarly, it could be instructive to understand student assumptions. As Cuellar and Johnson-Ahorlu (2016) asserted, minority students' perspectives of campus climate and diversity are lacking in the literature on 2-year community colleges identifying as HSIs. In short, the findings and implications from this research offer the opportunity for educators at this campus to begin a dialogue between students and faculty and to continue to add to the data critically lacking about this topic.

Recommendations for Future Research

First and foremost, this study was limited in scope as the research took place at one specific HSI community college in southern California, and the findings cannot be generalizable to outside colleges or populations. Although the researcher received a higher participant response rate, as is most often achieved when using primarily quantitative methods, the researcher found a study like this deserves more qualitative investigation because this topic is sensitive. A greater extent of details and back-and-forth dialogue might offer richer contributions to the existing literature. Also, extending the setting of the study to include teaching instruction in face-to-face classrooms as determining perceptions of racial biases between faculty and students would likely be more evident and useful in studying faculty and their curriculum expectations of their students and students' performance based on these perceived expectations.

Second, the researcher recognizes who is conducting this research likely matters. As a faculty member teaching race and ethnicity courses and identifying racially as White, there could have been an automatic distrust from non-White faculty or apprehension about the qualifications or biases of the researcher conducting this research and why. For instance, scholars have often discussed race as a White and non-White or Black racial binary as a way to simplify the categorization of racial identities (Rodriguez, 2000). However, as one faculty member, FA32, commented in their survey about choosing their racial identification as White or non-White:

Your first question actually displays your own implicit racial bias. It should have been presented as a multitude of races/ethnicities to choose from rather than a White versus

non-White proposition. Based upon that first question, I have serious doubts as to the fairness and lack of bias in your own research and your resulting dissertation.

Additionally, a few students commented things like “this survey is useless” or “I find this survey useless.” Although the researcher was aware of expected participant outliers or naysayers when conducting research, especially those from an anonymous survey because identities are hidden, it is no less important to consider who is conducting the study, their standpoint, and why those details may matter as this may directly affect who decides to participate in this type of research and who does not. As a result of potential participation from students and faculty alike, the researcher runs the risk of data skewed positively or negatively because like-minded faculty and students may respond who believe in the work of racial equity or those who do not see much need for it may ignore this type of research altogether.

Third, a significant point to consider is this study was conceptualized and began before the onset of the COVID-19 global pandemic and the Black Lives Matter movement. These events brought about important political changes in pedagogy and antiracist policies that have continued to evolve and have since given the researcher pause in thinking over how future research such as this could best be carried out. Therefore, it is imperative for future researchers to delve into the nuances of these social impacts on higher education institutions. This includes a conscious understanding of the diverse groups of faculty and students who inhabit community colleges and institutions of higher education as the study of racial implications is complex and changing.

A final recommendation from this study worth considering emerged from the perceptions of some faculty and student participants who felt race is not the issue but rather felt the more prominent source of bias was gender-based, and research should focus on that issue. As one

student, ST94, shared, “I have never seen it (issues) in regard to race, but I have in regard to gender,” and ST95 wrote, “I had a [Name Withheld] teacher say being homosexual was a mental illness.” FA33 stated, “I see/feel more sexism than racial taunts.” Therefore, one may ask if society is progressing from issues centered around race, or if because, as an HSI, race issues feel less critical, and perhaps the next steps of problems to address are those involving sex and gender expression or identity.

Conclusion

As institutions of higher education continue to develop antiracist policies, it is clear that community college campuses need to continually strive toward a better understanding of faculty and their students and how their diverse needs could best be met. This study was a sincere attempt by one faculty member currently employed at one HSI in southern California in hopes of gaining a deeper understanding of implicit racial biases, microaggressions, and perceptions of racism at this community college campus. This research is important because, as faculty, we continuously communicate with and engage with our students. As such, it is our responsibility to uphold California’s community college mission and commitment to diversity, equity, inclusion, and racial justice.

This study was an informative and enlightening experience, however uncomfortable confronting issues of race may have felt at times. Certainly, although this research offers a modest contribution to the literature, it optimistically provides some interesting realizations, implications, and suggestions for future research from which we might be able to proceed with and learn. The most prominent insight collected from this study was all participants deserve a voice, and we should listen; transform; and never stop trying to improve antiracist, diverse, and equitable institutional-wide policies, practices, and outcomes for all our students.

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Appendix A - Email Invitation

You are invited to Participate!

CONSENT TO PARTICIPATE IN RESEARCH

Spring 2023

Good morning!

My name is Amber Black. I am a doctoral student at Kansas State University conducting a research study. The purpose of my research is to explore implicit racial bias in a community college setting by examining whether racial identity and perceptions about racial bias among faculty and students intersect.

I would like to invite you to participate in this study by filling out a short survey via Survey Monkey. This survey should take about 5-8 minutes to complete. Your individual responses will be kept anonymous and confidential but any and all information shared may be used for data analysis and research purposes. You may skip any questions that you feel uncomfortable answering or end the survey at any time. Participation is voluntary; however, you can benefit from this study as you will have the opportunity to share your perspective and experiences regarding racial biases at your community college. The information obtained from this study may greatly help faculty, students, and the college.

If you do choose to participate in this survey, an informed consent agreement will appear on the first screen page of the survey. There will be no individually identifiable information, remarks, comments, or other identification of you as an individual or participant. If you have any questions about this study, you may contact me, Amber Black, at xxxxx@ksu.edu. If you have any questions about your rights as a research participant, you may contact Kansas State University's Institutional Review Board at xxx-xxx-xxxx. The results of this research project will be published in a dissertation, but your identity will remain absolutely anonymous and confidential.

Finally, I personally want to thank you for assisting me with this research. If you choose to help me by completing this survey, your name will be put into a raffle drawing for a chance to win one of four \$50 Amazon gift cards!

Click (live link to survey would be included here) to access the survey and for your chance to win!

Questions and comments about this survey may be directed to any of the following:

- Amber Black, xxxxx@ksu.edu
- Dr. Cindy Miles, KSU Dissertation Co-chair, xxxxx@ksu.edu
- Dr. Lisa Rubin, Chair, KSU Human Subjects Research, xxx-xxx-xxxx

Thanks again for your participation!

Sincerely,
Amber Black

Appendix B - Consent and Online Survey for Faculty

Dear participant,

Thank you for your interest in participating in this study. Please review the project consent form.

Project title: A demographic exploration of implicit racial bias and perceptions among faculty and students in a California community college.

Purpose/Benefit: The knowledge and insights gained from this study may contribute to the existing literature for educators and leaders examining institutionalized racism, implicit racial biases, and local best practices or state-wide policies moving forward. The research shared may prove beneficial in the quest toward discussing racism across college campuses and assist in addressing the lack of literature related to community college faculty and the exploration of individual implicit racial biases.

This research project is being conducted independently by Amber Black, who is a doctoral student utilizing this information to complete a degree at Kansas State University. Your participation in this research project is greatly appreciated and will consist of completing this short survey, which is designed to take 5-8 minutes.

By agreeing to participate in the study, you will be giving your consent for the researcher or principal investigator to include your responses in her data analysis. Your participation in this research study is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. You will be able to withdraw from the survey at any time and all survey responses will be deleted, including the informed consent agreement.

Additionally, you can skip any questions you desire. The results of this research project will be published in a dissertation, but your identity will remain anonymous. Survey responses will be downloaded from Survey Monkey and then erased from their system. The data will be saved on an external driver for up to 5 years after the study is over. Information could be used for future research studies or distributed to another investigator for future research studies without additional informed consent.

To participate in this survey, you must meet the following criteria: 1) be 18 years or older; 2) be a current Faculty member.

Participation in this research is entirely voluntary, and there are no known consequences to you. By completing this survey, you will be able to opt-in to a random drawing to receive one of four \$50 Amazon gift cards as an incentive for your participation.

If you have any questions about this study, you may email Amber Black at xxxxxx@ksu.edu or the committee co-chair: Dr. Cindy Miles at xxxxx@ksu.edu. You may also contact Dr. Lisa Rubin, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, xxx-xxx-xxxx.

Thank you!

By clicking yes below, you are providing your consent to participate in this research project, which consists of completing a survey?

- a. Yes (Take participant to the survey)
- b. No (Thank participant and end)

Survey Questions for Faculty

Definitions of terms: *These terms have been defined by the researcher for the purposes of this study.*

- **Implicit racial bias** - A racial bias that is often hidden, part of our subconscious mind, and covert.
- **Microaggression** - A term used for verbal, behavioral or other insults, whether intentional or unintentional that communicate hostile, derogatory, or negative attitudes toward stigmatized or minority groups.
- **Racially diverse** - The range of racial differences, including race, ethnicity, cultural differences, ethical values system, or national origin.
- **Racial identification** - The race(s) in which a person identifies themselves as belonging.
- **Racism** - A form of widespread prejudice that fosters a belief that one race is supreme over all others.
- **Racist** - Someone participating in some form of discrimination related to the idea that one race is better than another.

1.) Please choose the race you most identify as:

- a. White (not of Latino, Hispanic, or Spanish origin)
- b. Non-White

2.) How many years have you been employed at this college?

- a. Less than a year
- b. 1-2 years
- c. 3 years
- d. 4 years
- e. 5 or more years

3.) Please indicate whether your teaching position at this college is:

- a. Full-time
- b. Part-time

4.) This college currently has a racially diverse faculty population.

- a. Strongly Agree
- b. Agree
- c. Neither Agree or Disagree
- d. Disagree
- e. Strongly Disagree

5.) This college currently has a racially diverse student population.

- a. Strongly Agree
- b. Agree
- c. Neither Agree or Disagree
- d. Disagree
- e. Strongly Disagree

6.) To what extent do you believe racism currently exists at this college?

- a. A great deal
- b. A lot
- c. A moderate amount
- d. A little
- e. None at all

7.) Within the past five years at this college, have you ever experienced racist comments or microaggressions directed at you by a colleague?

- a. Yes
- b. No

8.) If you answered yes to number 7, how frequently within these past five years have you experienced racist comments or microaggressions directed at you by a colleague? (If you answered No, please skip to Question 9.)

- a. A great deal
- b. A lot
- c. A moderate amount
- d. A little

9.) Within the past five years at this college, have you ever observed a faculty member express racist comments or microaggressions directed towards a student? (If you answered No, please skip to Question 11.)

- a. Yes
- b. No

10.) If you answered yes to number 9, how frequently have you ever observed a faculty member express racist comments or microaggressions directed towards a student? (If you answered No, please skip to Question 10.)

- a. A great deal
- b. A lot
- c. A moderate amount
- d. A little

11.) Within the past five years at this college, have you ever been made aware of a student reporting a faculty member for engaging in microaggressions or racist comments?

- a. Yes
- b. No

12.) If you answered yes to number 11, how frequently within these past five years have you ever been made aware of a student reporting a faculty member for engaging in microaggressions or racist comments? (If you answered No, please skip to Question 13.)

- a. A great deal
- b. A lot
- c. A moderate amount
- d. A little

13.) To what extent do you feel faculty have preconceived expectations for students and their likelihood of academic success based on students' racial identification?

- a. A great deal
- b. A lot
- c. A moderate amount
- d. A little
- e. None at all

14.) Have you ever taken an implicit racial bias test? (If no, skip to question #16)

- a. Yes
- b. No

15.) If yes, were you surprised by your results?

- a. Yes
- b. No

Please elaborate _____.

16.) In the past year, have you participated in any faculty development activities related to how to best teach students from diverse racial backgrounds?

- a. Yes
- b. No

17.) Please share any comments or observations regarding expressions of microaggressions or racism towards students by the Faculty at this college within the past five years.

Those are all my questions today. THANK YOU again for participating.

Would you like to be entered into a drawing for a chance to win an Amazon gift card for completing today's survey? DRAWING ABBREVIATED RULES: NO PURCHASE NECESSARY. Drawing open to those participating in the research study who are 18 & older as of 01/01/23. To enter, complete survey, fill in your information, and submit the survey. Limit 1 entry per person. Odds of winning depend on number of eligible entries. Prize: chance to win one of four \$50 Amazon gift cards. Remember to provide your information in the next section.

- a. Yes
- b. No

Please provide the information below to either participate in further research or be entered into the survey drawing. Your information will not be tied to your survey responses, which will remain confidential and anonymous.

- a. Name
- b. Email
- c. Phone

Thank you for participating in this study to understand perceptions regarding racial biases among faculty and students on this campus. All the information collected in today's survey will be confidential and anonymous, and there will be no way of identifying your responses in the data archive. The researcher is not interested in any one individual's responses, but seeks to look at the general patterns that emerge when the data are aggregated together. Information could be used for future research studies or distributed to another investigator for future research studies without additional informed consent.

If you have any questions regarding this study, please feel free to contact the researcher Amber Black via email at xxxxxx@ksu.edu.

THANK YOU FOR YOUR TIME!

Appendix C - Consent and Online Survey for Students

Dear participant,

Thank you for your interest in participating in this study. Please review the project consent form.

Project title: A demographic exploration of implicit racial bias and perceptions among faculty and students in a California community college.

Purpose/Benefit: The knowledge and insights gained from this study may contribute to the existing literature for educators and leaders examining institutionalized racism, implicit racial biases, and local best practices or state-wide policies moving forward. The research shared may prove beneficial in the quest toward discussing racism across college campuses and assist in addressing the lack of literature related to community college faculty and the exploration of individual implicit racial biases.

This research project is being conducted independently by Amber Black, who is a doctoral student utilizing this information to complete a degree at Kansas State University. Your participation in this research project is greatly appreciated and will consist of completing this short survey, which is designed to take 5-8 minutes.

By agreeing to participate in the study, you will be giving your consent for the researcher or principal investigator to include your responses in her data analysis. Your participation in this research study is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. You will be able to withdraw from the survey at any time and all survey responses will be deleted, including the informed consent agreement.

Additionally, you can skip any questions you desire. The results of this research project will be published in a dissertation, but your identity will remain anonymous. Survey responses will be downloaded from Survey Monkey and then erased from their system. The data will be saved on an external driver for up to 5 years after the study is over. Information could be used for future research studies or distributed to another investigator for future research studies without additional informed consent.

To participate in this survey, you must meet the following criteria: 1) be 18 years or older; 2) be a current student.

Participation in this research is entirely voluntary, and there are no known consequences to you. By completing this survey, you will be able to opt-in to a random drawing to receive one of four \$50 Amazon gift cards as an incentive for your participation.

If you have any questions about this study, you may email Amber Black at xxxxx@ksu.edu or the committee co-chair: Dr. Cindy Miles at xxxxx@ksu.edu. You may also contact Dr. Lisa Rubin, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, xxx-xxx-xxxx.

Thank you!

By clicking yes below, you are providing your consent to participate in this research project, which consists of completing a survey?

- a. Yes (Take participant to the survey)
- b. No (Thank participant and end)

Following consent presurvey: *Thank you* again for agreeing to participate in this research.

Survey Questions for Students

Definitions of terms: *These terms have been defined by the researcher for the purposes of this study.*

- **Implicit racial bias** - A racial bias that is often hidden, part of our subconscious mind, and covert.
- **Microaggression** - A term used for verbal, behavioral or other insults, whether intentional or unintentional that communicate hostile, derogatory, or negative attitudes toward stigmatized or minority groups.
- **Racially diverse** - The range of racial differences, including race, ethnicity, cultural differences, ethical values system, or national origin.
- **Racial identification** - The race(s) in which a person identifies themselves as belonging.
- **Racism** - A form of widespread prejudice that fosters a belief that one race is supreme over all others.
- **Racist** - Someone participating in some form of discrimination related to the idea that one race is better than another.

Survey Questions for Students

- 1.) Please choose the race you most identify as:
 - a. White (not of Latino, Hispanic, or Spanish origin)
 - b. Non-White
- 2.) How long have you been a student at this college?
 - a. Less than a year
 - b. 1-2 years
 - c. 3 years
 - d. 4 years
 - e. 5 or more years

- 3.) Are you currently a full-time (enrolled in 12 or more units) student?
- Yes
 - No
- 4.) This college currently has a racially diverse faculty population.
- Strongly Agree
 - Agree
 - Neither Agree nor Disagree
 - Disagree
 - Strongly Disagree
- 5.) This college currently has a racially diverse student population.
- Strongly Agree
 - Agree
 - Neither Agree nor Disagree
 - Disagree
 - Strongly Disagree
- 6.) To what extent do you believe racism currently exists at this college?
- A great deal
 - A lot
 - A moderate amount
 - A little
 - None at all
- 7.) Within the past five years at this college, have you ever experienced racist comments or microaggressions directed at you by a faculty member?
- Yes
 - No
- 8.) If you answered yes to number 7, how frequently within these past five years have you experienced racist comments or microaggressions directed at you by a faculty member? (If you answered No, please skip to Question 9.)
- A great deal
 - A lot
 - A moderate amount
 - A little
- 9.) Within the past five years at this college, have you ever witnessed racist comments or microaggressions directed at another student by a faculty member? (If you answered No, please skip to Question 11.)
- Yes
 - No

10.) If you answered yes to number 9, how frequently within these past five years have you ever witnessed racist comments or microaggressions directed at another student by a faculty member?

- a. A great deal
- b. A lot
- c. A moderate amount
- d. A little

11.) Within the past five years at this college, have you ever felt that faculty had expectations about your likelihood to succeed in their class based on your racial identity?

- a. Yes
- b. No

12.) Within the past five years at this college, to what extent do you feel your race has ever positively affected a final grade you received?

- a. A great deal
- b. A lot
- c. A moderate amount
- d. A little
- e. None at all

13.) Within the past five years at this college, to what extent do you feel your race has ever negatively affected a final grade you received?

- a. A great deal
- b. A lot
- c. A moderate amount
- d. A little
- e. None at all

14.) Faculty at this college have been adequately trained in how to best teach students from diverse racial backgrounds.

- a. Yes
- b. No
- c. Don't know

Please elaborate _____.

15.) Please share any comments or observations regarding expressions of microaggressions or racism toward students by the Faculty at this college within the past five years.

Those are all my questions today. THANK YOU again for participating.

Would you like to be entered into a drawing for a chance to win an Amazon gift card for completing today's survey? DRAWING ABBREVIATED RULES: NO PURCHASE NECESSARY. Drawing open to those participating in the research study who are 18 & older

as of 01/01/23. To enter, complete survey, fill in your information, and submit the survey. Limit 1 entry per person. Odds of winning depend on number of eligible entries. Prize: chance to win one of four \$50 Amazon gift cards. Remember to provide your information in the next section.

- a. Yes
- b. No

Please provide the information below to either participate in further research or be entered into the survey drawing. Your information will not be tied to your survey responses, which will remain confidential and anonymous.

- a. Name
- b. Email
- c. Phone

Thank you for participating in this study to understand perceptions regarding racial biases among faculty and students on this campus. All the information collected in today's survey will be confidential and anonymous, and there will be no way of identifying your responses in the data archive. The researcher is not interested in any one individual's responses, but seeks to look at the general patterns that emerge when the data are aggregated together. Information could be used for future research studies or distributed to another investigator for future research studies without additional informed consent.

If you have any questions regarding this study, please feel free to contact the researcher Amber Black via email at xxxxx@ksu.edu

THANK YOU FOR YOUR TIME!