

RACIALLY COLORBLIND IDEOLOGY ON THE WASHINGTON STATE
UNIVERSITY VANCOUVER CAMPUS

BY

BAILLEY SIMMS

UNIVERSITY SCHOLARS HONORS PROGRAM THESIS

Submitted in fulfillment of the requirements of the Washington State University
Vancouver University Scholars Honors Program

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Abstract

Our world is colored with diversity. To be blind to that diversity is to be blind to some of the most beautiful things this universe has to offer. Racially colorblind ideology, or the concept of “seeing no race” when looking at two strikingly different individuals, has traditionally been viewed in modern day society as a good thing. This idea is misunderstood. To claim to “see no color” when talking with or teaching students of color completely strips them of their identity, history, and lived experiences.

The goal of this research is to understand racially colorblind ideology faced by students of color on the WSU Vancouver campus, and how this ideology affects these students’ educational experiences. The purpose of this research is to use the data collected to present suggestions to the WSU Vancouver community on ways to make the campus more equitable for all students. With my research I ask, how does the presence of racially colorblind ideology on the WSU Vancouver campus affect how students of color perceive their educational experience?

To do this research I conducted a qualitative study utilizing surveys and interviews of WSU Vancouver students. My data show that both students of color and white students prefer professors who actively address their race over professors who practice racially colorblind ideology. A majority of respondents agree that professors at WSU Vancouver could improve their approach to acknowledging race amongst students. Findings from the analysis of this data suggest that racially colorblind ideology needs to be interrogated and dismantled on the WSU Vancouver campus. This research is significant in that it unearths the need for training to be made available to faculty and staff in order to move the campus towards a more equitable future.

Background

Although colorblind ideology is perceived as harmless, it is actually a form of racism that can hinder the academic success of students of color. Some like to argue that we have come a long way in the fight against racism, while many students of color would suggest that this is in fact not true (Harwood, A., Choi, S., Orozco, M., Browne Hunt, M., & Mendenhall, R., 2015). Even in modern day and an era full of activism, racism is still apparent in classrooms and campuses nationwide. The problem with traditionally liberal ideology of seeing through lenses where everyone looks the same (racially colorblind) is the fact that racial colorblindness strips students of color of their identity, and ultimately impacts their collegiate education.

Additionally, this ideology is still a form of racism, and just because it is perceived as a positive way of approaching racial differences, it still negatively impacts students of color given its nature of assuming that everyone has an equal amount of privilege. If this were true, a society where everyone was truly, equally privileged (regardless of race), then this colorblind ideology would then be harmless. However, that is not our current reality, and everyone does not have the same benefits and privileges in our world right now.

According to the Oxford Living Dictionaries, racism is defined as “prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.” This definition may make it seem as though being racially colorblind is the best way to treat a person of color, in general and in the classroom, however it has been suggested through findings in “multiethnic college surveys” that male and female students of color struggle to survive academically while battling against racism (Smith, W., Allen, W., & Danley, L., 2007).

In my years of public education, I have noticed a common theme of professors, staff and faculty of all sizes, shapes and colors claiming to “see no color” (in reference to race). They might claim that all of their students are “equal in their eyes” and that he/she “treats all students the same, regardless of the color of their skin.” That is the problem. This treatment fails to provide communities of color with the respect they deserve and is ultimately an act of racism. To ignore their race ignores their culture, background, history and everything that makes them who they are. That is what makes it a form of racism, and why it contributes to the battle that students of color have on predominantly white campuses. This colorblind ideology ignores the lived experiences and racism that students and people of color face daily. For a professor to say they would rather not acknowledge a student’s race is the equivalent of saying ‘what makes you who you are is unimportant to me, so I will pretend to be blind to it.’

Eduardo Bonilla-Silva states in his book *Racism without Racists* how “today most whites assert that they “don’t see any color, just people”: that although the ugly face of discrimination is still with us, it is no longer the main factor determining minorities’ life chances; and, finally, that they, like Dr. Martin Luther King, aspire to live in a society where “people are judged by the content of their character and not by the color of their skin.” (Bonilla-Silva, E., 2017) He labels this racial ideology as “color-blind racism” and this ideology is a key component in my research. The ideology is harmful in its nature as it is intended to be a way of ensuring that all people are treated equally, yet still this is not true as supported by various studies and academic literature.

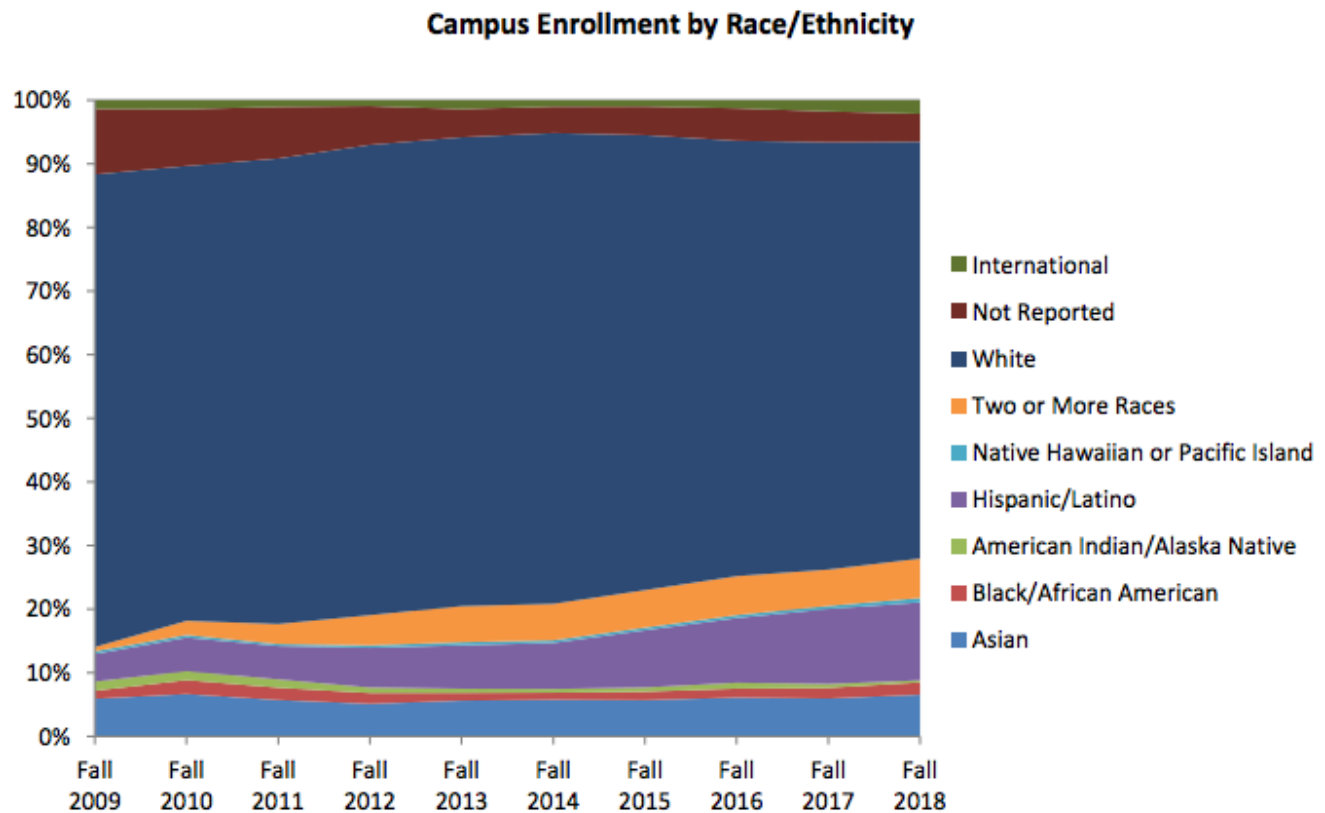


Figure 1. Profile of WSU Vancouver campus enrollment by Race/Ethnicity as of March 1, 2019.

Figure 1 is a graphic representation from the 2019 WSU Vancouver campus profile, available to the public on the WSU Vancouver website (<https://admin.vancouver.wsu.edu/sites/admin.vancouver.wsu.edu/files/2019-campus-profile-wsu-vancouver.pdf>). There are a multitude of other graphs comparing new student enrollment and transfer enrollment categorized by race/ethnicity, however Figure 1 represents the race and ethnicities of the overall WSU Vancouver campus enrollment from 2009 to the Fall of 2018. The large portion of dark blue represents white students on the WSU Vancouver campus, further supporting the claim that WSU Vancouver is a predominately white campus. This portion is then

contrasted by the less than 10 percent red portion of the graph representing “black/African American” students (see Figure 1).

The graph shows what looks like a steady, slight decline of black/African American student enrollment starting in Fall of 2013 (see Figure 1). While a variety of contributing factors may account for this decline in a more diverse student population, addressing what it is that may be influencing this trend could be a very important detail for the directors of this small university to consider. Is the practice of racially colorblind ideology or the behavior of the predominantly white population on campus influencing the collegiate experience in a negative way for the few students of color the campus does have? In acknowledging that WSU Vancouver is a Research One, predominantly white institution with room to improve its traditional approaches to race on campus, the conversation of racial colorblindness allows for potential positive change for the students of color who study there and potentially a higher enrollment rate for students of color.

Research Questions

In my research I asked, how does the presence of racially colorblind ideology on the WSU Vancouver campus affect how students of color perceive their educational experience? My secondary research questions asked if students of color do in fact experience racially colorblind ideology on the WSU Vancouver campus and what this ideology looks like on the campus? And finally I ask how racially colorblind ideology is manifested on the WSU Vancouver campus and in classes.

Research Methods

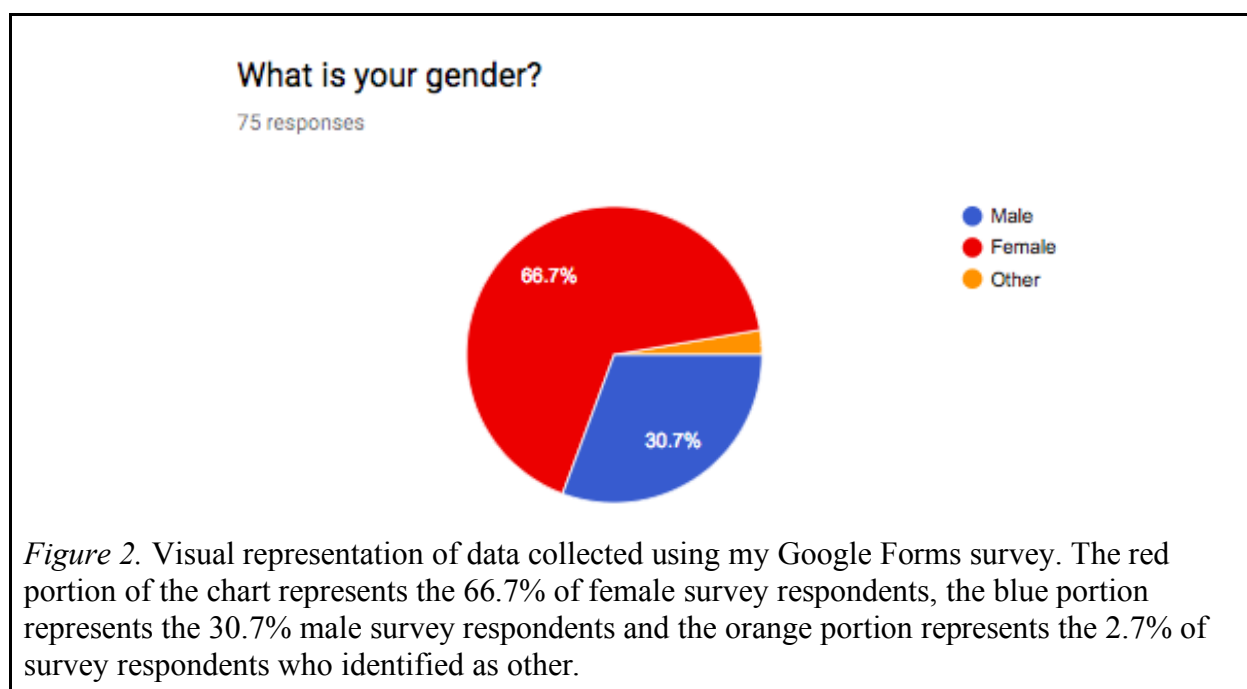
To conduct this research, I collected student responses from a 13 question, online, anonymous survey that I created using Google Forms. Based on responses, I conducted in-person interviews with students who volunteered to participate to complement the survey questions. The survey generated a total of 75 responses which lead to five in-person interviews.

The survey consisted of questions like “What is your race?” with answer options influenced by the U.S. Census. Another two questions on the survey were “Have you ever heard of the term/ideology "racially colorblind?" and “Do you think the majority of professors on the WSUV campus would consider themselves to be racially colorblind?” (see Appendix A for full list of survey questions). The first question of the survey asked if the respondent was a WSU Vancouver student, adding that if they were not (for example, if they are a professor or faculty) to not continue with the survey. This research specifically focused on students and their collegiate experience, so it was extremely important that the data reflect their responses and not those of other university personnel. With this considered, all of the responses and data reflected the answers of students only.

The link to the survey was emailed to professors in various departments across the WSU Vancouver campus. The initial plan included emailing students the survey link individually, however due to university email security boundaries I was unable to do so, and therefore resulted in a different chain of events. I emailed various professors asking if they would please have their students complete the survey for this research (see Appendix B for the email language sent to professors). I sent the survey to instructors in biology, marketing, anthropology, human development, sociology, engineering and more. In doing this, I hoped to receive a variety of responses to the questions posed in the survey.

The last question of the survey stated, “if after taking this anonymous survey you are interested in being interviewed to further contribute to this research, please provide your email address so the researcher can contact you with more information.” Due to the survey anonymity, this question allowed me to contact individuals who chose to contribute more deeply to the research via in-person interview. Once the student completed the survey and included their email, I was able to contact them to set up a date, time and location for the interview. In my email to the student I included the consent form for them to review prior to meeting (see Appendix C for full consent form). All in-person interviews were conducted on the WSU Vancouver campus.

The survey was hosted using Google Forms, making it accessible on any device that uses internet. This survey method assisted my data collection as calculations and numerical counts for the data at large are automated immediately after each survey is completed. For example, 30.7% of respondents identified as male, 66.7% identified as female, and 2.7% identified as other, according to the data analysis provided by Google Forms (see Figure 2).



While hosting the survey on Google Forms was very helpful in analyzing the data as a whole, for all responses, to further analyze the data I divided the survey responses into those from white students and those from students of color (SOC) in an excel spreadsheet. This allowed answer themes and differences between white students and SOC to be better evaluated. As expected, given that WSU Vancouver is a predominately white campus (as shown in Figure 1), 65.3% of responses were from white students and 6.7% were students who identified as Black or African American. The remainder of the responses varied from students who identified as Mexican, Asian Indian or the “other” option wherein students had the opportunity to fill in their race/ethnicity. Some examples of these “other” responses include Puerto Rican or multiracial, which were not answer options on the multiple-choice responses. The survey included a variety of question styles, such as multiple choice, “on a scale of 1-10” and short response answers. The majority of the questions were multiple choice, which allowed for more concrete reporting of answer percentages.

The in-person interview was the second method of data collection and provided more in-depth answers to the questions posed on the survey. In hosting an interview, as mentioned previously, I provided a consent form that outlined the premise of the research being conducted and had the student sign the consent form waiver acknowledging that the interview would be audio recorded and that their information would remain anonymous. As outlined in the form, I used a university provided handheld audio recording device during the interviews for transcription purposes. The interviews were held in conference rooms on the WSU Vancouver campus and included myself as the researcher and one student. I also took notes during the

interview, describing expressions and emotions students may have had when answering the various questions.

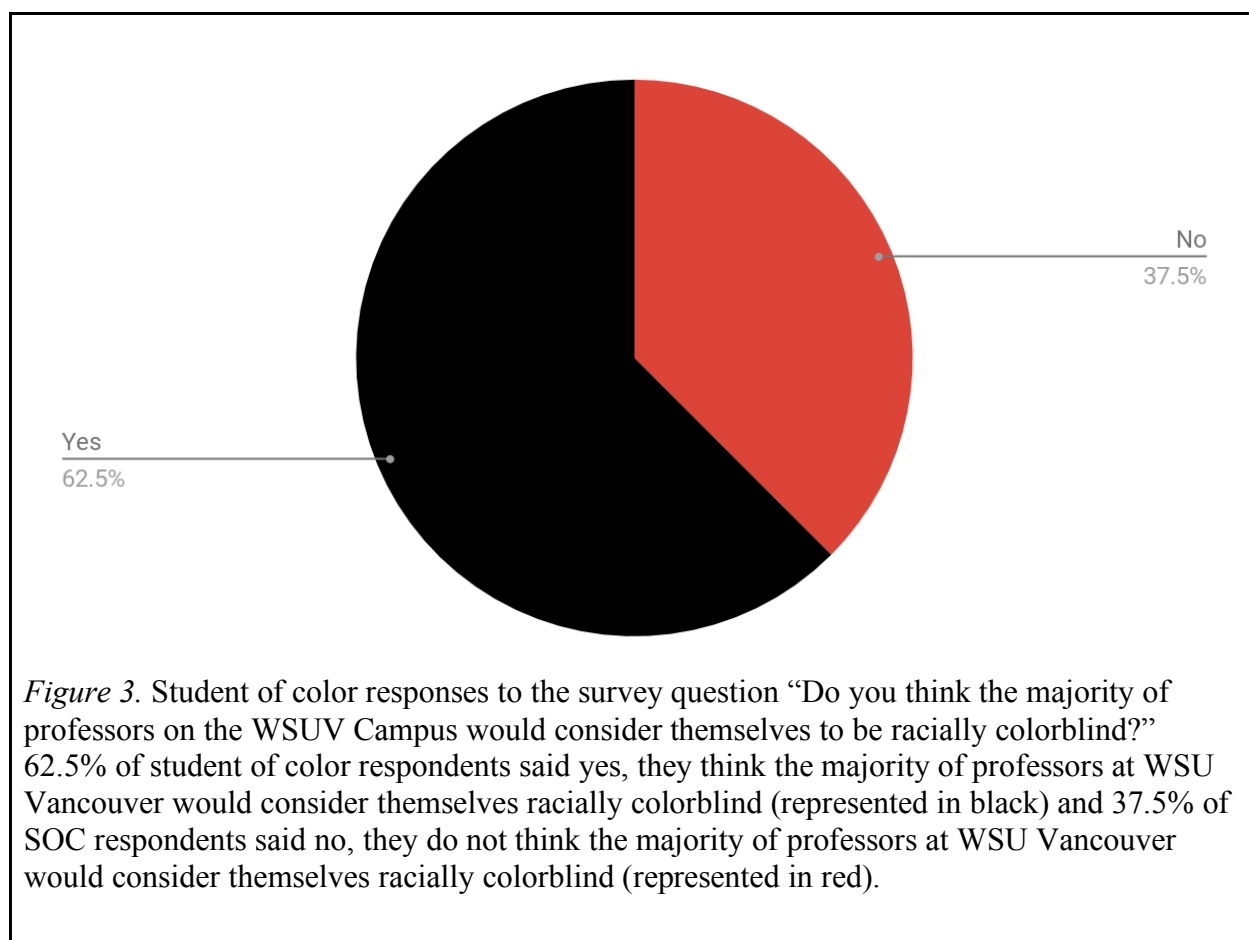
The interviews provided another layer of data, as every respondent provided personal experiences, examples and opinions supported by their experiences when they responded to the questions. Similar to the survey, the interview included scripted questions (see Appendix D for full list of interview questions). As these were semi-structured interviews, additional clarifying questions were asked as needed. My intention as a researcher was to keep the survey short but detailed enough that students would accurately respond to every question with depth and detail, and similarly keep the interview short to avoid respondent fatigue or anxiousness.

Discussion

Racially colorblind ideology, as discussed above, is traditionally thought of in a positive way by traditional liberal ideology. Given this, it was insightful to my research to see how the survey respondents interpreted this ideology. A majority of respondents (70.7%) had heard of the term/ideology “racially colorblind” prior to the survey, however it was clear that some respondents did not truly understand what the ideology means. Some respondents had in depth understandings of the ideology, however there was a large set of responses that defined the ideology as “not seeing different races” or simply “to not see skin color.” While this does acknowledge the first-layer premise of the ideology, it was some of the other student responses that explained, “when people say they don’t see color they are ignoring the racism, discrimination, racial oppression, and social justice issues that have been going on in this country for thousands of years” or “it’s a phrase people use to say they aren’t racist/don’t treat people of different races different, but the phrase completely ignores all the societal ingrained racial bias in

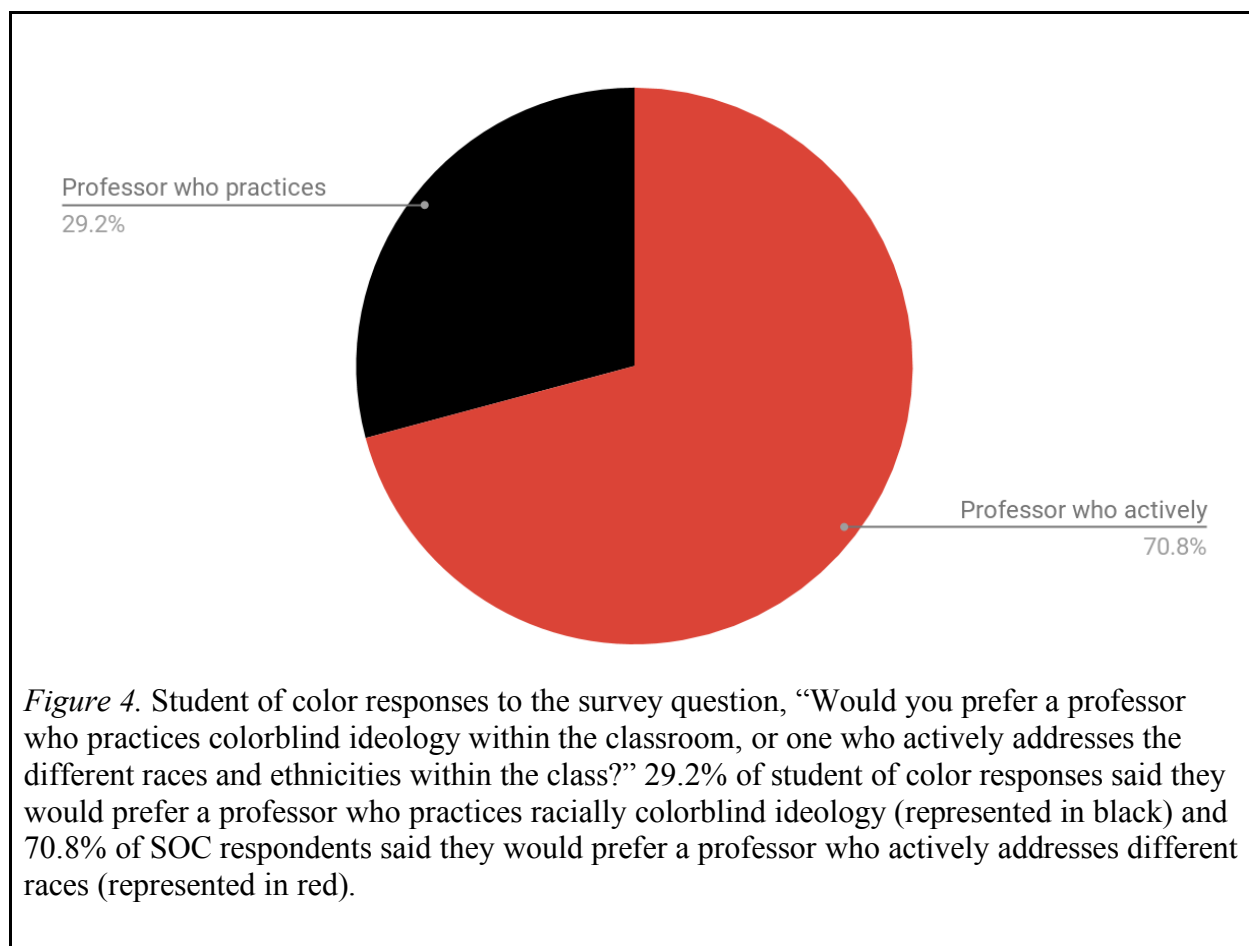
each person and gives the individual an excuse to not acknowledge and work on these bias” that more accurately embodies what the term “racially colorblind” represents. The definitions that acknowledge the harm in using this ideology represents that these students had a more in depth and complex understanding of what it means to be racially colorblind.

As mentioned above, my method of data analysis included reviewing the responses of students of color (SOC) and white students separately. In analyzing SOC responses, the data show that 62.5% responded “yes” to the question, “do you think the majority of professors on the WSUV Campus would consider themselves to be racially colorblind?” (see figure 3).



Complimenting this data set were the SOC responses to the question “would you prefer a professor who practices colorblind ideology within the classroom, or one who actively addresses

the different races and ethnicities within the class?” 70.8% of SOC respondents said they would prefer a professor who actively addresses race in the classroom (see figure 4).



These data answer one of my secondary research questions, regarding whether students of color experience racially colorblind ideology on campus. Over 60% of SOC respondents said they think a majority of professors practice this ideology and, in essence, 70.8% (as shown in Figure 4) of the SOC respondents would prefer that professors not practice this ideology.

One student of color, during an in-person interview, provided an example of a situation in a classroom on the WSU Vancouver campus where the individual felt the professor could have improved their approach to addressing race in the classroom. This student described a situation in which they were in a class whose topic included discussions of discrimination. The professor

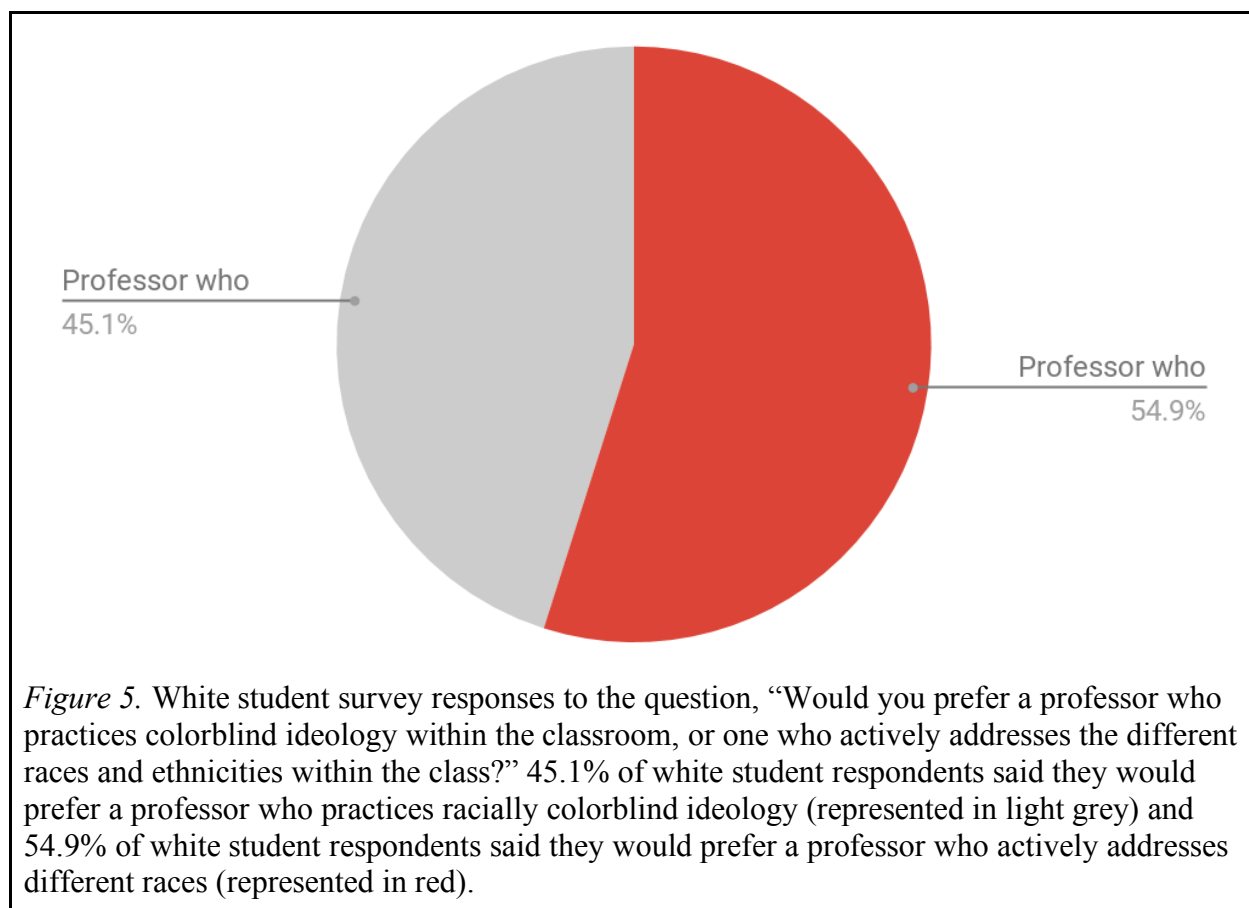
continuously chose white students when engaging in classroom conversations and lessons. Given the data supporting these questions on the survey, had this professor been aware of the negative implications of racially colorblind ideology, they may have actively worked to engage students in the class who were not white. However, by this professor presumably practicing racially colorblind ideology, acting as though all of their students were the same this instructor missed an opportunity to draw on diverse experiences and conversations from the students of color in the class.

The example this student provided also helped to answer another of my secondary research questions, “what does racially colorblind ideology look like on the WSU Vancouver campus?” This classroom situation, which may have gone unobserved by the white students and professor, acts as a prime example as to what racially colorblind ideology looks like at WSU Vancouver. In addition to this, given the demographics of the WSU Vancouver campus, it is probably safe to hypothesize that these types of experiences happen more often than not and go without redress.

White student respondents were somewhat more divided in their answers to these same questions. 51% of white student respondents said they feel as though a majority of professors at WSU Vancouver would consider themselves to be racially colorblind and 49% said they do not feel as though a majority of professors practice this ideology. Although the responses to this question were nearly 50/50 (26 responded yes, 25 responded no) there was in fact a slightly more significant difference in the responses to which they would prefer.

Although there is a significant difference in the responses between white students and SOC, the majority of white students responded with preferring a professor who addressed race. Of the white student respondents, 45.1% said they would prefer a professor who practices

racially colorblind ideology, falling behind the majority of 54.9% of white respondents who said they would prefer a professor who actively addresses race within the classroom (see figure 5).



This data show that the majority of total student respondents (white and SOC) would prefer a professor who actively addresses race in class. To support this further, as an example of this question of preference, another student of color during an in-person interview, when asked, “do you think it is better to “see no color” in terms of race or is it better to acknowledge race in the classroom, on campus or in general?” responded with:

I think it is best to acknowledge race. When you do that you are recognizing and acknowledging the history and oppression that people of color face. Whereas, if you choose to be colorblind you are just ignoring that experience. To me, you are just trying to treat them like another white person, which is not what they are.

It is clear that this student had a nuanced understanding of the definition of racially colorblind ideology and voiced that they would prefer a professor who did not practice it. The student expressed their opinion on acknowledging race, then supported it even further by explaining that by acknowledging someone's race, you are also acknowledging the history and lived experiences of that person. Because this student added the statement about how acknowledging race also acknowledges the oppression that people of color face, they are highlighting the very premise of colorblind ideology that is harmful. In essence, this student is clearly defining the negative impacts and implications that colorblind ideology can have by ignoring a person's race and ultimately the "history and oppression" that minoritized individuals face daily.

One survey question that provided clarity on the answer to my primary research question, "how does the presence of racially colorblind ideology on the WSU Vancouver campus affect how students of color perceive their educational experience?" was the survey question "do you think professors, faculty and staff on the WSUV campus could improve their approach to acknowledging race amongst students?" 79.2% of student of color respondents said yes. Similarly, 61.2% of white student respondents also said yes. In total, 67.1% of total respondents collectively agreed that WSU Vancouver professors, faculty and staff could improve their approach to acknowledging race amongst students (see figure 6).

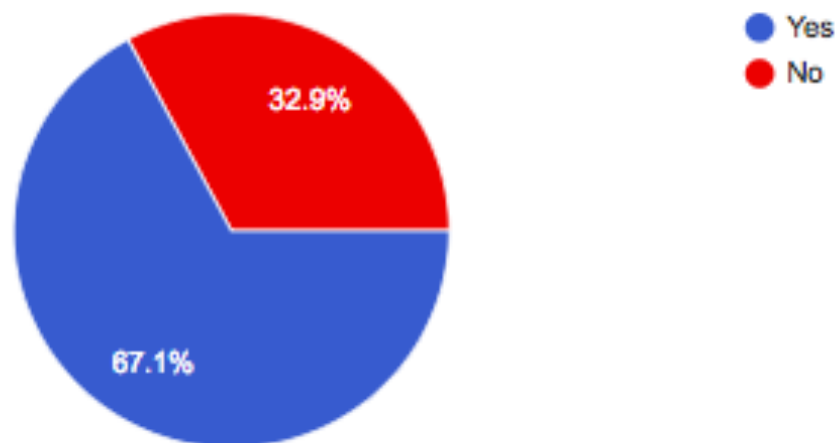


Figure 6. Visual representation of total responses to the question “Do you think professors, faculty and staff on the WSUV campus could improve their approach to acknowledging race amongst students?” 67.1% of total survey respondents said yes (represented in blue) and 32.9% of respondents said no (represented in red).

Not only did the interviews reveal how racially colorblind ideology had impacted student experiences in different classroom settings on campus, the survey findings additionally suggest that if this ideology was better understood and combated by WSU Vancouver personnel, the collegiate experience for not only students of color, but the entire WSU Vancouver population, could be improved.

Conclusion

This research shined a light on the experiences that students of color have on the WSU Vancouver campus, and provided an avenue for students to express their opinions regarding professors, faculty and staff, experiences they have had on campus and if they believe the approach to race at WSU Vancouver could be improved. My research asked questions that challenged a traditionally positively connotated term, “racially colorblind” and hopefully opened

the eyes of students who may not have started the survey thinking this ideology was a harmful one. The interviews allowed for students of color to have their voice heard on a campus that is home to primarily white students, faculty and staff. The interviews embraced uncomfortable questions and potentially emotional testimonies, but it was through those conversations that context and depth was provided to support the findings in the survey data.

Although the survey and in-person interviews provided insights and data that were extremely valuable to understanding the experiences of students of color at WSU Vancouver, while analyzing the data it became evident that some questions could have been improved with better wording. Additionally, after reviewing the interview content from the first few interviews, it was clear that in order to encourage more in-depth answers and experiences, I needed to revisit and edit/ add questions to the interview script. For the first two interviews, I did not pose the question, “has anyone ever claimed to not see your race?” and “how did that encounter impact you?” These questions, when added and asked in the later interviews, helped provide an avenue for conversations around the implications of racially colorblind ideology.

In addition, one of the last questions of the first two interviews asked, “have you ever experienced a racist situation on the WSU Vancouver campus? If so, please explain.” Upon further evaluation of the question, I altered it to instead ask, “have you ever experienced a racist situation on the WSU Vancouver campus? Either individual or institutional? If so, please explain.” This simple addition allowed for students to elaborate on an experience that may not have been individually targeted, but one that the student may have experienced at WSU Vancouver.

54.7% of total survey respondents think the majority of professors at WSU Vancouver would consider themselves to be racially colorblind. This means that over half of the survey

respondents believe the professors of WSU Vancouver ignore the variety of different races and ethnicities in the classroom, and all that comes with that diversity. Contrasting this, 60% of total survey respondents would in fact prefer professors who do not practice this ideology, but instead the exact opposite.

The WSU Vancouver Strategic Plan states various goals for the university. Some of which include “research,” “student success,” “growth” and “community.” One additional pillar of the strategic plan is “equity and diversity.” The premise of this goal, according to the public university website, is to “promote an ethical and socially just society through an intentional commitment to inclusion, equity and diversity,” with the objective of the goal stating:

Ensure equitable opportunities and outcomes for all student populations, including equal retention and graduation rates across demographic groups. Infuse equity-mindedness throughout the fabric of the campus structure and create capacity to work toward equity in all aspects of campus endeavors. Build and maintain a safe and welcoming environment for all students and employees (<https://admin.vancouver.wsu.edu/strategic-plan/goal-4-equity-and-diversity>).

One pillar of the WSU Vancouver Strategic Plan goal of equity and diversity is the “climate” pillar, in which one objective part of the pillar states, “Create a cultural competency committee to ensure quality and effectiveness of mandatory cultural competency training held on campus.” Given my research findings which suggest that WSU Vancouver professors, faculty and staff can improve the collegiate experience for students of color, I propose that in order to fulfill the university’s goal of Equity and Diversity, the Building a Community of Equity team (BaCE) at WSU Vancouver implement training that targets combatting racially colorblind ideology. This research suggests that if professors, faculty and staff at WSU Vancouver understand the negative implications and underlying racism that comes with the traditionally liberal ideology of racially colorblind ideology, they will have the opportunity to improve the collegiate experience for not just students of color, but all students at WSU Vancouver.

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APPENDIX

Appendix A: Google Forms Survey

Are you a WSU Vancouver student? If your answer is yes, please continue with the survey. If you are not a student, please do not continue with the form as this is a student only survey. Thank you. *

☐ Yes

☐ No

What is your gender? *

☐ Male

☐ Female

☐ Other

What is your race? *

- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other...

Have you ever claimed to "see no race" or to "see no color"? *

☐ Yes

☐ No

Have you ever heard of the term/ideology "racially colorblind"? *

☐ Yes

☐ No

How would you interpret what it means to be racially colorblind? *

Long answer text

On a scale from 1-10 how comfortable are you when in a classroom setting on the WSU Vancouver campus?

	1	2	3	4	5	6	7	8	9	10	
Very Uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Comfortable

Do you feel your professors, faculty, staff or classmates at WSUV consciously recognize your race?

☐ Yes

☐ No

Claiming to be racially colorblind has traditionally been accepted as a positive approach when discussing matters of race. Would you prefer a professor who practices colorblind ideology within the classroom, or one who actively addresses the different races and ethnicities within the class?

- ☐ Professor who practices racially colorblind ideology
- ☐ Professor who actively addresses different races and ethnicities

Have you ever experienced any form of racism on the WSU Vancouver campus? *

- ☐ Yes
- ☐ No

Have you ever witnessed any form of racism on the WSU Vancouver campus? *

- ☐ Yes
- ☐ No

Do you think the majority of professors on the WSUV campus would consider ^{*} themselves to be racially colorblind?

☐ Yes

☐ No

...

Do you think professors, faculty and staff on the WSUV campus could improve their approach to acknowledging race amongst students?

☐ Yes

☐ No

If after taking this anonymous survey you are interested in being interviewed to further contribute to this research, please provide your email address so the researcher can contact you with more information:

Short answer text

.....

Appendix B: Email prompt to professors

Good afternoon,

My name is Bailey Simms and I am currently a senior in the honors program here on campus. My main form of data collection comes in the form of a short survey. Dr. Canty suggested I reach out to professors campus wide and ask that you have your students complete this survey and contribute to my research findings.

I would like to ask for just two minutes of your students' time to complete this survey. The questions on the survey, along with my entire research proposal, have been reviewed and approved by the Institutional Review Board. My IRB number is **17151-001**.

The survey is short and is written in plain language. It is also anonymous, however if students would like to meet for a private, in person interview, they will be prompted at the end of the survey to provide their contact information. Student responses are what will fuel my research findings and I rely on their involvement heavily.

I would like to formally ask that you distribute this survey link

<https://goo.gl/forms/LZZtH3aBNLGRg0dT2> to all of your students by Friday, November 16.

You could use this text when distributing the link to your students:

My name is Bailey Simms and I am a senior here at WSU Vancouver. I am conducting a research study focusing on the ideology of racial colorblindness on the WSU Vancouver campus and how this ideology impacts students collegiate experience. And I need your help!

Make your voice heard and contribute to my research by taking this short, 12 question survey. Your survey answers are anonymous. However, if you would like further contribute to this research, you can provide your email for an in-person interview.

This research is being conducted within the University Honors Scholars Program.

Thank you & Go Cougs!

Bailey

If you have any questions about my research or what it is I am asking, *please do not hesitate to ask*. I have copied both Dr. June Canty and my honors mentor, Dr. Shameem Rakha to this email. I have also attached my honors research proposal.

Thank you so much for your time and consideration; I appreciate it greatly.

Best,

Bailley Simms
WSU Vancouver

Appendix C: In-person interview consent form

WASHINGTON STATE UNIVERSITY *University Honors Scholars Program*

Research Study Consent Form

Study Title: Racially colorblind ideology on the WSU Vancouver campus

Researchers:

Bailley Simms
University Honors Scholars Student
Integrated Strategic Communication major
Co-Principal Investigator
Phone number: 360.953.4890

Shameem Rakha
Clinical Assistant Professor
Teaching and Learning Department
Principal Investigator
Phone number: 360.549.9433

You are being asked to take part in a research study carried out by Shameem Rakha and Bailley Simms. This form explains the research study and your part in it if you decide to join the study.

Please read the form carefully, taking as much time as you need. Ask the researcher to explain anything you don't understand. You can decide not to join the study. If you join the study, you can change your mind later or quit at any time. There will be no penalty or loss of services or benefits if you decide to not take part in the study or quit later. This study has been approved for human subject participation by the Washington State University Institutional Review Board.

What is this study about?

This research study is being done to to understand how racially colorblind ideology influences the collegiate experience for students on the WSU Vancouver campus.

You are being asked to take part because you are a student of WSU Vancouver. You are contributing to the additional survey research of this question by volunteering to participate in an in person interview related to the research question.

Taking part in the study will take about 45 minutes.

You cannot take part in this study if you are under the age of 18, are a faculty or staff member at WSU Vancouver, or refuse to be audio recorded for transcription purposes only.

What will I be asked to do if I am in this study?

If you take part in the study, you will be asked to respond honestly to the questions asked in the in person interview with the researcher.

- There will be 5 research questions asked in the interview.
- Each question is allowed an estimated 10 minutes of answer/discussion.
- The interview should take roughly 45 minutes.
- The interview may include personal experiences that are emotionally stressing to speak about.
As a participant you may decline to answer any question at any time and may leave the interview with no penalty if you choose.
- The interview will be audio recorded for transcription purposes only and will be kept in a locked office in the Undergraduate Building.
- The findings of this study will be presented at the 2019 Research Showcase. Your name will remain anonymous.

Are there any benefits to me if I am in this study?

If you take part in this study, you may help other students in the future at WSU Vancouver to have a better collegiate experience on this campus.

Are there any risks to me if I am in this study?

The potential risks from taking part in this study are....

- Risks associated with sensitive questions, such as distress or discomfort.

To minimize risk and potential distress or discomfort, in person interviews will be conducted on campus where professional counselors are available at the Health and Wellness Center if needed.

Will my information be kept private?

The data for this study will be kept confidential to the extent allowed by federal and state law. No published results will identify you, and your name will not be associated with the findings. Under certain circumstances, information that identifies you may be released for internal and external reviews of this project.

- *Your participation in this study will maintain anonymous.*
 - *Your privacy will be maintained throughout the interview process. The co-principal researcher will organize private meeting locations where the door of the room will be closed for complete privacy.*
 - *All research materials including audio transcriptions, survey materials, interview answers and transcriptions will be kept in a locked office in the Undergraduate Building for 5 years.*
 - *Data collected on computers or phones will be stored on a password locked computer in a locked office in the Undergraduate Building.*
 - *The only individuals with access to the research data includes the principal and co-principal investigators, Shameem Rakha and Bailey Simms.*
 - *Audio recording is required for transcription purposes only and these recordings will be stored on a locked computer in a locked office in the Undergraduate Building.*

The results of this study may be published or presented at professional meetings, but the identities of all research participants will remain anonymous

The data for this study will be kept for 5 years.

Are there any costs or payments for being in this study?

There will be no costs to you for taking part in this study.

You will not receive money or any other form of compensation for taking part in this study.

Who can I talk to if I have questions?

If you have questions about this study or the information in this form, please contact the researcher Bailey Simms via mail at 14207 NE 10th Street Vancouver, Washington 98684, via email at Bailey.simms@wsu.edu or via phone at 360.953.4890. If you have questions about your rights as a research participant, or would like to report a concern or complaint about this

study, please contact the Washington State University Institutional Review Board at (509) 335-7646, or e-mail irb@wsu.edu, or regular mail at: Neil 427, PO Box 643143, Pullman, WA 99164-3143.

What are my rights as a research study volunteer?

Your participation in this research study is completely voluntary. You may choose not to be a part of this study. There will be no penalty to you if you choose not to take part. You may choose not to answer specific questions or to stop participating at any time.

What does my signature on this consent form mean?

Your signature on this form means that:

- • You understand the information given to you in this form
- • You have been able to ask the researcher questions and state any concerns
- • The researcher has responded to your questions and concerns
- • You believe you understand the research study and the potential benefits and risks that are involved.

Statement of Consent

I give my voluntary consent to take part in this study. I will be given a copy of this consent document for my records.

Signature of Participant

Date

Printed Name of Participant

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

I certify that when this person signs this form, to the best of my knowledge, he or she understands the purpose, procedures, potential benefits, and potential risks of participation.

I also certify that he or she:

- • Speaks the language used to explain this research
- • Reads well enough to understand this form or, if not, this person is able to hear and understand when the form is read to him or her
- • Does not have any problems that could make it hard to understand what it means to take part in this research.

Signature of Person Obtaining Consent

Date

Printed Name of Person Obtaining Consent

Role in the Research Study

Appendix D: In-person interview questions

1. As asked on the survey, what is your race:

- ☐ White,
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other

2. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other

3. Would you consider WSU Vancouver a racially diverse campus? Please explain.

4. Have you ever heard a professor, faculty, friend or colleague claim to “see no race” or “see no color” in reference to racism?

5. Have you ever heard of the term “racially colorblind” (other than the research survey)? If so, please explain when and how it was used.

6. How do you interpret the term “racially colorblind?”

7. Do you think it is better to “see no color” in terms of race or is it better to acknowledge race in the classroom, on campus or in general?

8. Has anyone ever claimed to not see your race? Tell me about that experience.

9. How did that encounter impact you?

10. Have you ever experienced a racist situation on the WSU Vancouver campus? Either individual or institutional? If so, please explain.

11. Do you think WSU Vancouver could improve the collegiate experience for students of color? Please explain.