

Assessment Question

How do our stakeholders with marginalized racial identities experience campus recreation and what are the impacts of those experiences?

Assessment Methods:

Lit. Review

33 articles reviewed

Focused on 3 topic areas:

Evaluate campus climate
Benefits of diversity
Action in recreation

4 reviewers, then compiled themes

Critical Race Theory identified as a theoretical framework

Identified need for more assessment in this area

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Peer Review

12 insitutions reviewed

Focused on best practices & current efforts

Utilized external website review & internal review through email/phone interviews

12 guiding questions

Utilized OIRPE peer list to identify schools & aspirational peers

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Survey

198 total responses

Respondents from a variety of race & gender backgrounds

Anonymous participation

Even amount of responses between faculty/staff & students

Convenience and snowball sampling

17 questions & 91% completion rate

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Focus Groups

4 focus groups conducted

2 focus groups with CSU community members

1 student staff focus group

1 professional staff focus group

23 total participants

3 hours and 39 minutes of focus group data

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Additional General Information:

Full 30-page report available by request

Citations for each section are available in the full report, including the full list of articles reviewed.

People of color (POC) is used as an overarching term to be inclusive of people with marginalized racial and ethnic identities

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Lit. Review

Overview: The literature reviewed (33 articles total), focused on three major areas: the evaluation of campus climates for people of color, the benefits of diversity, and the action needed/being taken in recreation. A critical need for additional assessment was identified, especially in the realm of campus recreation.

Theoretical Framework: Critical Race Theory

Critical Race Theory (CRT) was selected by the work group to serve as a theoretical framework for the assessment project. CRT is a framework by which power and privilege related to racial identities can be examined.

Key aspects:

- Centrality of race/racism in society
- Challenging of the dominant ideology
- Belief that racism is normal or ordinary, not aberrant, in US society
- Race as a social construction
- The interdisciplinary perspective
- Commitment to social justice
- Intersectionality & anti-essentialism
- Voice or counter-narrative

This area has been extensively researched and provided three overarching themes:

1. Different perceptions of campus climate by race: Black and Latinx students more likely than white students to perceive racial tension
2. Prejudiced treatment and racist campus environments: subtle racism in academic spaces and overt racism in social spaces on campus
3. Benefits associated with campus climates that facilitate cross-racial engagement: students' racial identities impact their experience of engagement and sense of belonging

Experiences of People of Color in Higher Education

Experiences of People of Color in Campus Recreation

Research focused on four main areas:

1. Constraints: the existence of barriers in outdoor programs and recreation (cultural, time, gender, social, economic, safety, discriminatory barriers)
2. Facilitators: Social dynamics of rec facilities, desire to maintain health, maintaining cultural connections, etc.
3. Benefits: Communication skills, physical & social benefits, retention, stress relief, recruitment, etc.
4. Employment: Differences in perceived group cohesion by race or ethnicity identity

Peer Review

Overview: Of the 19 institutions invited to participate, 12 accepted and were assessed. A major finding was that while most institutions actively worked to create inclusive environments, few intentionally addressed race or ethnic identity. There was also a common belief shared by many peers that this area is not a responsibility of campus recreation departments, but rather of diversity offices on campus, even though work had been done for other identities (LGBTQ, etc.).

While there was a demonstrated disconnect between inclusivity efforts and race and ethnicity identity-focused efforts, some positive findings emerged, including:

Program Efforts

Coffee chats with international students

Women-only swim times

Adventure Leadership Institute held spaces for people of color to enroll in the program

Facility Efforts

"No Dunking" policy was removed to be more inclusive towards Black men participating in drop-in basketball

Racquetball court converted into private exercise space for female Muslim students

Staff Efforts

An equity, diversity, and inclusion "question of the night" for intramural staff

Search committee members required to attend training through Office of Diversity

Survey

Overview: The electronic survey was created using Baseline and had 198 total respondents, of which 180 fully completed. The survey questions spanned a variety of topics, including the impact that race had on participation in programs or services, marketing impressions, and employment environments.

Racial Identity

- 47% Latino or Hispanic American
- 19% Asian or Asian American
- 14% Black, Afro-Caribbean, or African American
- 14% Non-Hispanic White or Euro-American
- 6% Multiracial
- 5% Biracial
- 5% Native American or Alaskan Native
- 3% Preferred not to answer
- 2% Native Hawaiian or Pacific Islander
- 2% Self-identify
- 1% Middle Eastern or Arab American

Affiliation

- 43% Undergraduate
- 35% Staff
- 11% Faculty
- 9% Graduate/Professional Student
- 1% Affiliate

Does your racial identity have an impact on your frequency of participation in programs/services?

Positive or Somewhat Positive	No Impact	Negative or Somewhat Negative
17% (n = 30)	62% (n = 112)	22% (n = 39)
18% (n = 32)	59% (n = 107)	23% (n = 42)

Does your perception of the racial identities of other participants and staff members have an impact on your frequency of participation?

Your perception of the racial identities of the staff had a significant impact on your decision not to apply for employment?

Agree	Neither Agree Nor Disagree	Disagree
15% (n = 11)	47% (n = 35)	39% (n = 29)
43% (n = 77)	45% (n = 81)	12% (n = 22)

Campus Recreation marketing materials reflect a welcoming environment for people from different racial identities.

Focus Groups

Overview: Four total focus groups were conducted: two with CSU community members, one with professional staff, and one with student staff. Major findings were themed into four main areas: positive experiences, negative experiences, lack of awareness, and improvement suggestions.

Those [Latinx-focused outdoor programs] have really made me feel empowered and campus rec really wants to make a difference in bringing more diversity into campus recreation.

Positive Experiences:

Feedback in this area was disproportionality more from student and pro staff groups than from CSU community members. Feedback included positive supervisory experiences, welcoming and available spaces, a sense of belonging, and having opportunities to learn.

Negative Experiences:

More commonly shared by CSU community members. Experiences with racism were described but not named. Findings of microaggressions, feeling isolated, fear of other patrons, spaces not perceived as safe, etc.

I feel like slightly negative [impact of other people's racial identities]. It's kept me from doing a lot of the activities like rock climbing, or going to the pool because it's predominantly white areas, but I feel comfortable going to the basketball court because that's where I see them most people with marginalized identities hanging out.

Has the Rec Center ever collaborated with other groups like the [Cultural Centers]?

Lack of Awareness:

Shared directly and indirectly and shared across all groups. General lack of awareness of Campus Recreation's inclusivity efforts and marketing, the connection between the department and the SDPS offices, unsure of benefits to student employment, and dissonance around having experienced bias and an aversion to naming those experiences as such.

Improvements:

Shared across all focus groups. Most suggestions were identified multiple times in each group. Suggestions for patron education on how to use equipment and services through marketing, desire to see more diverse staff, desire to be heard, and collaborations with other departments/programs to serve diverse populations.

I still participated in it because whatever program it is interests me. It would make the experience better, if there were more people of color on these events, programs and stuff like that.



Overview: A total of 26 recommendations were written by the work team based on the findings in each of the four assessment methods. For the full list, including citations and accountability, see the full report. The following is an example of major recommendations in each category.

Student Staff Hiring & Training

- Actively work to recruit, hire, & maintain a racially diverse staff
- Create a recruitment plan to promote positions to POC
- Create a dedicated portion of student development funds to offer scholarships to POC (employee and not) to obtain certs in fitness, outdoor rec, personal training, aquatics, and more
- Maintain intentional efforts to include equity, diversity and inclusion-related questions and trainings in hiring process
- Develop microaggression, bystander intervention, multicultural competency, and Critical Race Theory training components as part of the inclusion training series
- Develop a recruitment plan to get more POC staff members involved in EDI initiatives
- Develop intentional spaces for POC staff to gather together, share stories and experiences, and develop support systems

Professional Staff Hiring & Training

- Actively work to recruit, hire, & maintain a racially diverse staff
- Maintain intentional efforts to include equity, diversity and inclusion-related questions and trainings in hiring process
- Create expectations for Admin Team that include concrete actions and collaborations in race-related EDI topics
- Develop microaggression, bystander intervention, multicultural competency, and Critical Race Theory training components as part of the inclusion training series

collaborations

- Provide additional structure to the format of collaborative meetings and proposals with the SDPS offices with developed options for program ideas and support services
- Collaborate with campus partners to create inclusive programs, trainings, recruitment, and assessment practices
- Refer to and collaborate with current DSA initiatives regarding race and ethnic identities of CSU community members

Programming

- Create specialized programming options for marginalized student populations in collaboration with the SDPS office that have limited to no-cost barriers
- Review research reports on the success of buddy/mentor programs for potential implementation into program areas

communications & Marketing

- Conduct an observational assessment of all marketing materials using identity imagery and report back out to those areas regarding findings and ways to improve the representation of students of color where applicable
- Develop marketing campaigns around the benefits of recreation on academic achievement and overall health and promote intentionally through SDPS offices and student orgs
- Market the availability of studio drop-in space to the SDPS offices and student orgs
- Research new and innovative ways to educate patrons on how to use equipment and services and what we offer
- Develop a marketing plan for promotion of inclusive initiatives
- Implement/improve ways of communicating concerns regarding experiences for all people, especially POC

Assessment

- Create an ongoing and proactive approach to assessment of campus culture and climate for marginalized racial/ethnic groups
- Conduct a comparative analysis of electronic survey data participant rate percentages specific to program or service areas with overall department participation to analyze for significant discrepancies and report out
- Create a review committee to assess the department's policies and procedures for negative bias implications.