

MIXEDconceptions

An Analysis of Mixed-Race College Students and Racialized Bullying

BY

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FINAL DISSERTATION

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LIST OF ABBREVIATIONS

| | |
|-----------|---|
| AMEA | Association of Multiethnic Americans |
| CRT | Critical Race Theory |
| DSM III-R | Diagnostic and Statistical Manual of Mental Disorders |
| HBCU | Historically Black College and University |
| IRB | Institutional Review Board |
| NABSW | National Association of Black Social Workers |
| REACH Act | Report and Education About Campus Hazing Act |
| UIC | University of Illinois at Chicago |

SUMMARY

A study of racialized bullying against mixed-race students at the University of Illinois at Chicago was carried out using a mixed-methodological approach. 414 surveys were completed by all students at the University of Illinois at Chicago. Information on demographics, personal navigation of racial/ethnic identity, and personal experiences with bullying and harassment was collected. Interviews were conducted with 12 mixed-race students. Information on demographics, impact of social ecological interactions, and experiences with bullying and harassment was collected.

Out of all survey respondents, 41% reported having a racial/ethnic identity that included more than one race/ethnicity while 38% identified as multiracial/biracial/mixed-race. From the 38% of respondents who identified as multiracial, 17% had experiences with racialized bullying and harassment since being a student at the University of Illinois at Chicago.

Out of all interviewees, 5 had experienced racialized bullying and harassment since being a student at the University of Illinois at Chicago; however, all experienced some form of racialized bullying and harassment prior to being a student – starting as early as middle school. The need for multiracial spaces at the University of Illinois at Chicago was significant to all students to help serve as a safe space they could develop their racial/ethnic identities.

I. INTRODUCTION

Historically, the United States has battled with several prejudices concerning the intersections of race, class, and gender. The intricate biases of race, class, and gender in the United States may be observed through the examination of a past built upon inequality. Racial groups in the United States have been—and continue to be—stratified through a racial hierarchy. This racial stratification system has been supported by a combination of distorted ideological beliefs along with a need for power and control. Academically, the Critical Race Theory (CRT) movement is comprised of work from activists and scholars interested in studying and transforming the relationships between race, racism, and power. According to Delgado & Stefancic (2012), “Critical Race Theory considers many of the same issues that common civil rights and ethnic studies discourses take up but places them in a broader perspective which includes disciplines such as economics [and] history” (p. 3). Although Critical Race Theory has predominately been applied to the field of education, highlighting racial inequalities in grade schools and institutions of higher education, its framework helps to explain a wide range of inequality concerns for people of color, including those who identify as mixed-race. This work is seen through the addition of a subset of Critical Race Theory known as Critical Mixed-Race Theory (Delgado & Stefancic, 2012; Minikel-Lacocque, 2013).

From anti-miscegenation laws to children of mixed-race unions being stigmatized, the narrative of a mixed-race identity in the United States has become a phenomenon to analyze. Theories of identity development as it relates to mixed-race individuals go as far back as Park (1928) and his work on the marginal man. Identity development continued to be examined into the early 1960's, with scholars studying youth to understand how they create and cultivate their own identity. During this time, there was an attempt to understand individuals who displayed a

lack of personal identity, through measures such as the Diagnostic and Statistical Manual of Mental Disorders (DSM III-R) with the classification of Dissociative Identity Disorder (Poston, 1990). Mixed-race individuals were misdiagnosed with Dissociative Identity Disorder due to the challenges they faced in developing multiple racial identities at once. For medical professionals, a non-monoracial identity was seen as dissociative and labeled as such, further stigmatizing a multiracial identity and multiracial lived experience. Following the emergence of theories highlighting mixed-race identity as disorder and marginalization, work by Poston (1990) aimed to describe flaws in such explanations and sought to present an entirely new model, the Biracial Identity Development Model, which discusses complexities of biracial identity development and how biracial identity development should move past the historic black/white binary to be able to explain other racial and ethnic mixtures as well. The work of Poston (1990) eventually opened the door for other scholars to develop advanced mixed-race identity development theories.

While it is clear the existence of a mixed-race people is not a new phenomenon, the appeal of a mixed-race identity, the construction of a mixed-race community, and the general discourse of multiracialism has recently emerged as an important cultural issue more than it ever has before (Rockquemore, 2008). Thus, mixed-race identity has come to the forefront as the mixed-race population in the United States continues to increase and face challenges while attempting to navigate a “post-racial” society.

One of the most pressing social concerns affecting all young adults, including mixed-race young adults, is the problem of bullying. Research on bullying has taken place since the early 1970’s. Psychologist Dan Olweus is one of the first and most significant scholars to investigate bullying, studying bullying for over thirty years (Short, 2013). Existing literature illustrates scholars of bullying have focused on characteristics of bullies, victims of bullying, and possible

explanations as to why bullying occurs. Such literature has also attempted to prevent bullying by creating intervention and prevention programs, emphasizing the importance of school safety for youth and young adults.

Contemporary literature has progressed to incorporate more of a social ecological framework, both theoretically and methodologically, pushing the study of bullying related victimization into an exciting new direction. With the studies of Olweus and others, bullying is no longer viewed as an inevitable part of growing up with which all youth must simply learn to cope. This new perspective has helped to illustrate bullying is undeniably a complex and intersectional phenomenon, should commonly be regarded as a damaging experience, and will result in ongoing consequences for individuals not only during childhood, but later into adulthood as well (Short, 2013). A glimpse of such a new direction may be seen through the work of Short (2013) as he examined how the concepts of bullying and safety are understood and defined by students, asking to what extent their perceptions might differ from official reports on how safety against bullying was handled at their schools. His work revealed considerable discrepancies, with the students highlighting specific issues regarding bullying and safety that were not necessarily included within official reports. The students' perspective also displayed several barriers to implementing anti-bullying and safety policies within the schools they were located at. As Short (2013) has depicted, new research must incorporate more of the student perspective to gain a better understanding of the nature and incidence of bullying and harassment.

A. **Gaps in Existing Literature**

1. **Moving Away from a Black/White Binary**

Despite continued racism throughout the United States, the face of mixed-race has certainly evolved and is no longer simply viewed through a black/white binary, which much of the literature on mixed-race identity lacks in noting. Delgado & Stefancic (2012) describe how the black/white binary compels non-black minority groups; Asians, American-Indians, and Latinos/as, to compare their treatment to that of African-Americans to achieve compensation for their injustices; that one group, blacks, are symbolic of the ideal minority group. Consequently, a black/white binary can set minority groups against one another, encouraging minority groups to harmfully identify with dominant white society rather than seeking solidarity with other groups of people of color. It is clear focusing solely on a black/white binary creates a myriad of challenges, especially given mixed-race identities now span a variety of race, ethnicity, class, gender, and sexuality combinations, creating a genuinely diverse mixed-race population within the United States which must be addressed.

Ultimately, there is no denying the long-standing issues with identity that have been seen throughout American society and its preference of placing citizens into hierarchical boxes based on physical attributes and culture alone. Relying on a black/white binary allows the dominant white society to harvest power and simplify a complex reality, all at the cost of non-black minority groups finding themselves unable to fit into the dominant society's idea of race; thus, becoming marginalized, invisible, foreign, or un-American (Delgado & Stefancic, 2012). Moving away from discussion about a black/white binary is crucial because different racial mixtures pose different challenges to social norms and values. Some mixed-race identities may not pose a threat to the elite white American frame; however, some mixtures may be just as

threatening as the black/white binary seen throughout historical discourse. With the changing racial landscape in the United States, it is imperative to discuss the social implications of other mixed-race identities outside of the black/white binary, and this study has done just that by deliberately recruiting participants who identify from a wide range of racial, ethnic, and national backgrounds.

2. **Mixed-Race + College + Bullying = Untold Phenomenon**

When it comes to the current literature on bullying, much of it examines the public-school sphere, as most bullying related victimization occurs during childhood and adolescence. Although bullying related victimization occurs in high school and even college, very little research exists on bullying in higher education. Additionally, the literature examines workplace bullying when an individual reaches adulthood. Renn (2004) specifically investigated the experiences of multiracial college students using Bronfenbrenner's Social Ecological Systems model (1979) and found two main themes within the study: the meaning of space to freely navigate one's identity and the impact of peer culture. In addition, Ingram et al. (2014) found biracial/multiracial students dealt with many racial microaggressions on campus, including "repetitive questioning about their racial backgrounds from other students...mistaken for being a member of a racial group to which they did not belong...and often assumed to be only one race" (Sands & Schuh, 2004; Ingram et. al., 2014). These behaviors led mixed-race students to feel further marginalized and created frustration when interacting with their peers. Although research around mixed-race students navigating college campuses is growing, there remains a rather large gap in the literature when it comes to looking at bullying related victimization in college. This

may be due to assumptions that bullying in a college setting occurs at very low rates. Despite such neglect, this study seeks to fill in the gap and shed light on an underrepresented issue.

B. **Definitions of Terms**

1. **Mixed-Race Identity**

When exploring mixed-race in the United States, exact terms defining a mixed race identity have been inconsistent. A variety of terms have been used to identify mixed-race individuals. Some terms originate from studies which specifically ask how multiracial individuals identify themselves. Other terms emanate from historically stereotypical labels for multiracial individuals. Parker & Song (2001) state, “the most common designation imposed on mixed-race people of all ancestries is the inference that they are fragmented beings,” with terms such as “mulatto, octoroon, mixblood, and half-breed used to reinforce the ideology that the mixed-race individual is somehow less than a whole person” (p. 101-102). In this study, the term “mixed-race” is explicitly used to represent an individual who identifies as two or more races/ethnicities. The term “mixed-race” is not just used for those who identify as black/white, which is the predominate connotation in existing literature, but will apply to any racial/ethnic mix. However, it is important to note terms such as “biracial,” “multiracial,” and “interracial” may apply to these individuals and situations pertaining to these individuals as well. These terms have also been used throughout existing literature to symbolize an individual who identifies as two or more races/ethnicities.

Methodologically, the research sample speaks for itself as participants in the study were given the option to choose on their own accord how they identify their mixedness. The navigation of mixed-race terminology serves as a challenge within the study, given the variations

of mixed-race identifications. However, such a challenge will open the door to considering mixed-race from different perspectives and not just the binary black/white categorization which has been prevalent both in existing literature and throughout United States culture.

2. **Race v. Ethnicity**

It is clear multiracial and multiethnic individuals can and do perceive their identity differently (Waters, 1990). Nevertheless, multiracial and multiethnic identities are not mutually exclusive and can coexist as an individual's complete identity. An ethnic group differs from other types of cultural groups in that its members share a sense of shared ancestry based on common geographic or national origins and is influenced by one's cultural and linguistic community (Wallace, 2001). Existing literature acknowledges a need to distinguish between a racial and ethnic identity. In 2000, the Office of Management and Budget (OMB) added a multiracial classification onto the United States Census for the first time (Brown, 2001). Despite the multiracial category, the United States Census maintains a separation between race and ethnicity, although some individuals who choose to identify with the multiracial category may very well be mixed-race, mixed-ethnicity, and/or both.

3. **Race and Racism as Social Constructs**

Any attempts to tackle racism in contemporary society, including that seen through racialized bullying on college/university campuses, cannot be done without first having a discussion regarding the concept of racism itself (Minikel-Lacocque, 2013). Racism can be expressed in covert and overt ways. According to Daniel Solórzano (2000), "Today, racism is most often expressed in covert ways; indeed, overt racism is 'usually not socially condoned,' and

instances of overt racist acts in the public discourse are ‘rare’ (p. 61; Minikel-Lacocque, 2013, p. 435).

At one time, the construct of race was not considered to be socially created, but rather grounded entirely in biological standards. Contemporarily, race is viewed and explained through socially constructed categories a person identifies or associates with (Gamble, 2015; Bonilla-Silva, 1997). Bonilla-Silva (1997) describes a racialized social system framework which explains how racial categories essentially involve a hierarchical system and the categories of race represent separation and difference among groups in society (Gamble, 2015; Thompson, 2006). Such a hierarchy introduces the ranking of different races, allowing a clear path for racism to occur. In a racialized society, such as the United States, the dominant race has control, both institutionally and structurally, over the less dominant races (Gamble, 1995; Bonilla-Silva, 1997). Racial Formation Theory, defined through the work of Omi and Winant (1994), is a significant addition to Critical Race Theory which examines how race is a driving force within society’s social structure and ultimately plays a role in how society is organized (Gamble, 2015; Ladson-Billings & Tate, 1995). According to Omi and Winant, “‘racial formation’ is the socio-historical process by which racial categories are created, inhabited, transformed, and destroyed in societies like the United States” (Omi and Winant, 1994, p. 55; Feagin and Elias, 2013). In addition, the work of Bonilla-Silva (1997) comments on the importance of micro-level factors on Omi and Winant’s Racial Formation Theory (1994) which help to shape the identity of an individual, as well as macro-level factors which affect the cultural impact of race on society (Gamble, 2015). The multiple forms of racism seen throughout United States history and into present day have been both covert and overt, affecting all racial and ethnic minorities, including those who identify as multiracial and/or multiethnic.

C. **Statement of the Problem**

This study is interested in college students at the University of Illinois at Chicago who identify as mixed-race, and their experiences with peer victimization, particularly bullying and harassment. There are studies that currently exist which examine the identity development of mixed-race college students or bullying of college students under a non-racial lens. However, no studies exist which explicitly examine the fusion of the two issues. By looking at mixed-race young adults through a social ecological framework to assess how they handle the troubles of bullying, there is the potential to provide even greater insight into how mixed-race individuals manage the social and cultural pressures their identity may bring. In addition, this study may inform policy that could have the potential to advance current and future prevention and intervention efforts.

D. **Statement of Purpose**

The purpose of this study is to better understand how students at the University of Illinois at Chicago who identify as mixed-race experience racialized bullying by examining the reactions and interpretations of perceived bullying victimization. By analyzing the reactions to and interpretations of racialized bullying from mixed-race students, which may include perceived racial discrimination and microaggressions, this study seeks to challenge the notion that bullying only happens through K-12 or through workplace harassment and to connect the importance of mixed-race identity to the general conversation of racialized bullying.

E. **Rationale**

The growing mixed-race population is observed not just in the United States, but across the world. This has created greater interest in mixed-race individuals and their lived experiences. A recent example of such interest is presented through The Pew Research Center June 2015 report, *Multiracial in America: Proud, Diverse, and Growing in Numbers* (Pew, 2015). The 156-page report is based on information from 1,555 multiracial Americans across the nation, aged 18 and older, who were surveyed regarding personal attitudes, experiences, and demographic characteristics (Pew, 2015). The report describes how the multiracial population is growing at a rate three times as fast as the total population, citing 2013 U.S. Census Bureau data which shows approximately 9 million Americans chose two or more racial categories when asked about their race (Pew, 2015). Nevertheless, census data may underrepresent the true mixed-race population in the United States due to the different ways adults describe their own race or the background of one's parents and grandparents, which the census does not gather information on (Pew, 2015). Pew (2015) also found 60% of multiracial adults are proud of their mixed-race background while 59% feel their racial heritage has made them more open to other cultures. However, Pew's report stresses how not every multiracial adult is the same, which encourages moving the discussion of a mixed-race identity past the historically black/white binary to focus on other mixed-race identities. Pew (2015) explains how "experiences and attitudes differ significantly depending on the races that make up their background and how the world sees them. For example, multiracial adults with a black background have a set of experiences, attitudes and social interactions that are much more closely aligned with the black community" (p. 1). The report discusses similar patterns that are observed with multiracial Asian, white, and American Indian adults.

Unfortunately, Pew (2015) also discovered 55% of multiracial Americans have been subjected to racial slurs or jokes and approximately 24% have felt annoyed because people have

made assumptions about their racial background. Blending the research of mixed-race identity with bullying related victimization is still relatively new and underrepresented. However, as the Pew (2015) report touches upon, more than half of mixed-race Americans are facing racialized discrimination and harassment. This study seeks to tackle such intersectionality head on, to provide evidence that social change is indeed occurring, despite the social challenges individuals face. By acknowledging multiple perceptions in this study, it will help aid further understanding of the multiplicity of social life. From this understanding, perhaps institutions and individuals can be trained to better address the challenges not only mixed-race individuals face, but the challenges all people of color in society face.

The rationale behind this study is also driven by personal sentiments. As a female who experienced college life and identifies as mixed-race (half Black-half Latina), this study is not only reflective of my intimate interest in this topic, but my personal struggles as a mixed-race individual. Unfortunately, I have experienced racialized bullying through direct and indirect discrimination as well as microaggressions in various social interactions with others during my undergraduate and graduate careers. With this study, I hope to add to the growing body of theoretical work seen among Critical Mixed-Race scholarship, contribute to literature concerning racialized bullying, and add a qualitative perspective to the literature on the lived mixed-race experience.

F. **Innovation of Research**

In conjunction with Critical Race Theory, the field of Critical Mixed-Race Studies has clearly taken a unique look at the complexities of being mixed-race not just in the United States, but across the world. Maria P.P. Root was one of the first scholars in the United States to

examine the mixed-race experience, first with her edited book *Racially Mixed People in America* (1992) followed by her anthology *The Multiracial Experience: Racial Border as the New Frontier* (1995). Root's work opened the door for what has come to be known as the "multiracial movement," with advocate groups organizing around mixed-race issues, such as Project RACE, which examines mixed-race from a political standpoint (Rockquemore, 2008). According to Rockquemore (2008), "Root was one of the first to state there is a dire need for critically grounded, social scientific research which explicitly focuses on the lived experiences of mixed-race individuals because their experiences truly are unique and cannot be explained exclusively through binaries" (p. xi). This study is another addition to the growing field of Critical Mixed-Race Studies, adding perspectives to the overall narrative of the mixed-race lived experience in the United States.

It is clear the effects of being a mixed-race young adult are not simply felt by youth themselves, but by all structures surrounding them. Given the stigma and hardships mixed-race young adults face, existence in such a society exacts a toll on individuals, families, interpersonal relationships, and institutions in a variety of ways (Brunsma, 2005; Dalmage, 2000). As Brunsma (2005) states, "today, mixed-race youth attempt to navigate a complex and changing racial terrain, daily, where multiraciality is discussed and debated" (p. 1132). Harris and Sim (2002) suggest multiracial youth engage in situationally transient racial identification between home and school environments daily, which depends on the presence and/or absence of parents and peer groups (Holloway, Wright, & Ellis, 2012). Short (2013) explains no matter the type of bullying, whether it is based on sexual orientation, race, class, gender, and so forth, research must look at the causes and effects of bullying from a wider lens. Many responses to bullying are reactive rather than preventative. However, emerging research on the topic of bullying and

harassment within the last few years has increasingly noticed just how important the navigation of social networks can be and is truly beginning to look at bullying from the wider lens Short suggested. From this, there has been an increased use of Bronfenbrenner's Social Ecological Systems Model (1979) to further explain and understand the causes and effects of bullying, including racialized bullying. The way an individual interacts with systems in the social ecology are what help shape an individuals' identity and behavior. Such social ecological narratives will be discussed further in Chapter 6.

Contemporarily, the work of Espelage & Swearer (2011) has explained the benefits of applying Bronfenbrenner's model to understanding bullying; while Swearer et al. (2010) highlight how using a social ecological framework examines bullying by looking at not only individual characteristics of youth, but characteristics nested in contextual relationships such as schools, adults, peer groups, neighborhoods, and cultural expectations from society. This study is innovative not just in its contribution to the body of knowledge that is within Critical Mixed-Race Studies, but because it builds upon the work of connecting a social ecological framework with bullying and harassment to not only examine the significance of mixed-race identity development of college students, but to analyze the complexities of bullying and harassment of mixed-race students in a college setting to explain the silent, yet relevant phenomenon.

G. **Overview**

Chapter 1 offered an introduction to the study, reviewing the statement of problem purpose, and rationale. In addition, gaps in existing literature and a brief discussion of terminology used in the study were also provided.

In Chapter 2, I offer a comprehensive background of literature relevant to racial and multiracial identity development as well as bullying and harassment. Discussing each phenomenon on its own helps to set the stage for this study, which examines the intersection of mixed-race identity with bullying related behavior.

In Chapter 3, I provide various theoretical frameworks which aid in explaining the philosophical foundations of racial and multiracial identity development as well as bullying and harassment.

In Chapter 4, I provide research questions and details into the methodology and research design of the study, including background on data collection and a brief overview of data analysis for the study.

In Chapter 5, I present survey findings, analyzing data as it related to the students' racial/ethnic identities and experiences with bullying and harassment at the University of Illinois at Chicago.

In Chapter 6, I present interview findings, analyzing how the data connects the students' racial/ethnic identities to experiences with bullying and harassment at the University of Illinois at Chicago. Moreover, I analyze how the interview data fits within the most significant theoretical framework of this study: a social ecological framework.

In Chapter 7, I discuss the findings even further by elaborating on major themes present in the narratives of participants who were interviewed.

Finally, in Chapter 8, I conclude with an explanation of implications, limitations, and significance of this study.

II. LITERATURE REVIEW

A. Mixed-Race in the United States

1. Pre-Anti-Miscegenation Laws

When digging deeper into the struggles of mixed-race identity in the United States, it is apparent Western culture has worked hard to maintain a division of the races (Wilson, 1987). For over 300 years, more than half of the United States held strict anti-miscegenation laws to prevent different races from marrying, cohabitating, and engaging in sexual relations. Yet, prior to the creation of anti-miscegenation laws, racial divisions had already begun to take shape. Around the time of anti-miscegenation laws, elite white Americans created what is known as a “white racial frame,” where the “superior” racial group were white Americans while the “inferior” racial group were black Americans (Feagin, 2009). Since the creation of a “white racial frame,” this highly prejudiced point of view was strengthened during American social crises with immigration, slavery, and civil rights. Ultimately, the elitist “white racial frame” no longer applied solely to black Americans but came to concern all persons of color as being inferior. Native, Asian, and Latin-Americans were all seen as being inferior to the superior white American race (Feagin, 2009, p. 56).

The United States has used a black identity to create and maintain a divide between whites and non-white minorities. The one-drop rule, which delegates any person in the United States with any known African black ancestry, no matter how little or distant, is deeply rooted in American culture (Davis, 2006). The one-drop rule is truly unique because like anti-miscegenation laws, the one-drop rule resulted from United States experiences with slavery and racial segregation. According to anthropologists, for those who are multiracial and/or multiethnic, the one-drop rule is also known as the hypodescent rule, as mixed-race children are

assigned to the status position of the lower status parent group (p. 17). Therefore, according to such racial hierarchy rules, any individual who is a person of color, yet mixed with white, will automatically be assigned the status of their parent who is of color. Despite this assignment being rooted in social and cultural practices, not official standards, its impact is just as great on the life of the individual and how they are treated by others.

2. The Era of Anti-Miscegenation Laws

Anti-miscegenation laws in the United States first appeared in the mid 1600's, around the Chesapeake area of Maryland and Virginia, where many mixed-race relationships were occurring between white slave owners and black slaves (Davis, 2006). Anti-miscegenation laws proclaimed fornication between whites and Negroes as the equivalent to bestiality, with 38 states adopting such laws (Brown, 2001). By the 1700's, anti-miscegenation laws, along with the one-drop/hypodescent rule, were not only meant to prevent marital unions based on race but became the social definition of a black person in the South (p. 17). Alibhai-Brown explains how, "the word 'miscegenation' [was] used to describe the products of relationships across racial barriers [and] is infused with the implication of something not quite the norm, something deviant" (Alibhai-Brown, 2001, p. 4).

Anti-miscegenation laws were a clear way to curb a national fear of individuals and behaviors that seemed to be abnormal and deviant. In addition, anti-miscegenation laws were vital in maintaining Jim Crow segregation, allowing for racial "purity" to persevere (Davis, 2006). Despite the law and a general fear of blending races among elite white Americans in the United States during this time, sexual, romantic, and marital relationships occurred between whites and blacks. The number of mixed-race children being born during this time steadily

increased; unfortunately, automatically placing children from mixed-unions outside of the existing social order (Brown, 2001).

3. Post-Anti-Miscegenation Laws

It was not until the Civil Rights movement in the 1950's and 1960's which facilitated an end to Jim Crow laws. The well-recognized *Loving v. Virginia* Supreme Court decision, handed down in 1967, was a momentous event in United States legal and cultural history. *Loving v. Virginia*, which overturned anti-miscegenation laws, making them unconstitutional, created a spark that lit a charged fire of demographic change throughout the U.S. (Bratter & Zuberi, 2001; Brunsma, 2005). Elam (2011) reinforces the notion that although *Loving v. Virginia* and other cultural transformations, “shaped by immigration trends have contributed to the United States increasingly multi-hued population, people of mixed descent are not a recent phenomenon: they have existed in often distinct, self-identified communities since the colonial era in the Americas, from Black Seminoles to Melungeons” (p. 6).

Up until the *Loving* decision, race mixing was managed. As Olumide (2002) states, “historically, race mixing has often been a managed affair – the prerogative of the powerful...a means of appropriating or consolidating business or territory” (p. 119). The power shift in American culture following the *Loving v. Virginia* case helped bring mixed-race identities and struggles out of the private sphere into the public sphere, putting the management of race mixing in the hands of the individual (Olumide, 2002). In addition, such a socio-cultural and legal endorsement of mixed-race identities and relationships eventually produced what has come to be known as the “biracial baby boom.” In the 1970s, approximately 1% of children were products

of a mixed-race union and by 2000, that number grew to more than 5% (Herman, 2004; Brunsma, 2005).

4. **Mixed-Race as the “Other”**

Despite anti-miscegenation laws being ruled unconstitutional in 1967 by means of *Loving v. Virginia*, sentiments of anti-mixed-race marriage and anti-mixed-race children has remained deeply embedded in United States culture and ideology. For example, rejection from whites during the Civil Rights movement essentially strengthened black support for the one-drop rule (Davis, 2006). In 1972, the National Association of Black Social Workers (NABSW) publically endorsed the one-drop rule, rejecting the terms “biracial” and “racially mixed,” noting mixed-race children should be taught to acknowledge their blackness and be raised as black (p. 18). These prejudiced beliefs and practices continue to persist in the United States today through ongoing social injustices.

According to Olumide (2002), “difference defines the enemy, the subordinate, the potential marriage partner and the ‘other,’ and often favors the interests of the powerful and circumscribes the lives of the powerless” (p. 25). Olumide describes a clear connection to the concept of power, magnifying how the ideology of fearing the “other” throughout American history has affected mixed-race unions and mixed-race individuals in general. Such applications of power allow for reiteration of the work of Feagin (2009), who believes that even contemporarily, a white racial frame continues to exist. According to Naomi Zack in the *Afterword of Philosophy and the Mixed-Race Experience* (2016), a philosophy of mixed-race is not just people having a lack of knowledge about a mixed-race identity but an “intentional not knowing...a hostile refusing to know...a repudiation of knowledge, rather than a lack of

knowledge” (Zack, 2016; Botts, 2016). This hostile refusal of a mixed-race identity is like anti-Black sentiments seen against the Black Lives Matter movement. Cries of “*All Lives Matter*” continue to perpetrate the divide between inferior and superior, masking critical differences between the two groups. For those who claim a mixed-race identity, “*We are all mixed,*” or “*There is no such thing as mixed,*” are ways a white racial frame continues to persist, once again allowing for whiteness to remain superior and blackness, inferior.

Sub-frames of the racism seen within the white racial frame can be grouped into two main categories: scientific and sociocultural. (Brown, 2001). The scientific theory of racism describes an unnatural sense of being, illustrating mixed-race individuals as more likely to suffer from mental, emotional, physical, and moral instability. The sociocultural theory of racism describes mixed-race individuals as marginal, emphasizing the “tragic mulatto” stereotype, which equates to a life plagued by endlessly navigating a social purgatory. Spencer (2006) explains it best by conveying how, “black/white individuals were assumed to be tragically unfulfilled persons, striving hopelessly to escape the blackness that was their destiny by reaching futilely toward the whiteness they could never truly achieve” (p. 38). This exaggeration, to say the least, has created a stigma for the overall mixed-race lived experience.

Philosophies rooted in colorism have also fueled the othering of a mixed-race identity in the United States. On one hand, beliefs of colorism display there is fear from blacks that an affirmed mixed-race identity will divide the black community and weaken black political power. On the other hand, some believe whites will use a mixed-race identity as a buffer for social status, manipulating the concept of colorism to further put down dark-skinned minorities and continue to allow lighter-skinned minorities to attain higher social status (Spencer, 2006). The concept of colorism also relates to another significant challenge that has affected the mixed-race

experience in the United States, which has stemmed from socially positioning mixed-race individuals primarily based upon phenotype. As previously mentioned, colorism has been a strong sociocultural and political influence in United States history. Colorism has assigned darker-skinned minorities to endure more difficult times compared to lighter-skinned minorities. Rockquemore et al. (2008) explains the “social origins explanation” from Hill (2000), which refers to the greater social mobility of lighter-skinned blacks and mulattos during times of slavery. This came from the higher propensity of lighter-skinned blacks to be better educated, trained in skilled occupations, and having more access to the dominant white culture than other slaves who were of a darker complexion (p. 9). Hill’s concept of social origins is relevant to the contemporary struggle between dark and light-skinned mixed-race individuals considering dark-skinned mixed-race individuals have a harder time “passing” into the dominant white culture compared to light-skinned mixed-race individuals who can easily pass into the dominant white culture and perhaps, bypass some social challenges.

5. **Mixedness in the New Millennium**

The history of mixed-race in the United States has been a colorful one and identifying as mixed-race has created the unique opportunity for an individual to openly and honestly cross a variety of social, cultural, and political boundaries. The Multiracial Identity Movement, which began in the 1980’s and 1990’s, has challenged the historic one-drop and hypodescent rules, allowing for mixed-race individuals to adopt a biracial, multiracial, or mixed-race identity with more confidence and less fear. The Multiracial Identity Movement was, “created for individuals to develop a sense of freedom, to acknowledge all of one’s ancestries, and to acknowledge all types of racial mixes, not just those of black and white” (Davis, 2006, p.

27). This movement consequently birthed a national organization, the Association of Multiethnic Americans (AMEA), which was created to coordinate mixed-race organizations in over 30 cities across the United States (Davis, 2006).

Between 1970 and 1991, mixed-race marriages tripled in the United States and during this time, births for one black and one white parent increased by five times, with increases in other racial mixes as well (Davis, 2006). Funderburg (1994) explains that for as long as blacks and whites have engaged in interracial relationships in the United States, they have directly and indirectly confronted the question of, *“But what about the children?”* Contemporarily, Holloway, Wright, and Ellis (2012) have explained how multiracial children are increasingly on the public radar in the United States as mixed-race youth have been and continue to be highly stigmatized. The troubles which effect mixed-race youth are of high significance because mixed-race youth have a complex identity which seeks to be understood by others, including monoracial parents of mixed-race children. Furthermore, the spotlight is on mixed-race youth because they are often rejected by all sides of their racial/ethnic background and are driven to develop their self-esteem in ways that are unique (Alibhai-Brown, 2001). Wilson (1987) explains mixed-race youth have sociological and psychological challenges due to their ambiguous social position and navigation of a divided racial/ethnic loyalty. Many of the identity development difficulties mixed-race youth face, “usually stem from how hard it is for mixed-race youth to fit themselves into rigid socially defined categories; creating further difficulty for the individual to discover where they belong in relation to the multiple racial and ethnic groups they may be a part of” (p. 21). Moreover, Funderburg (1994) expresses how children of interracial unions are born into a racial netherworld where stereotypes continue, and mixed-race youth are destined to be confused, maladjusted, “tragic mulattoes” who will be eternal victims of a racially polarized

society. Socially, although mixed-race youth have been and continue to be stigmatized for being products of racial integration, the most direct threat posed by mixed-race youth is just that: products of racial integration. Mixed-race youth directly blur the lines deeply embedded in elite white status and power (Wilson, 1987). Mixed-race youth are not tragic characters, rather a resilient ideological threat to the “white elite frame” which the United States was built upon.

B. **Bullying Related Victimization**

1. **Prevalence**

Behaviors of peer victimization, particularly bullying, is not a new phenomenon, it simply looks different in a contemporary context. Although many may believe bullying is “just a part of growing up,” attitudes towards bullying have changed and have come to be taken more seriously than ever before (Murphy, 2009). Smith (2014) describes four waves of bullying research, from the 1970’s-1988, 1989-mid 1990’s, 1990’s-2004, and from 2004-present day. Prior to the first wave of formal bullying research, the impression of bullying came about in England in 1857 through Thomas Hughes’s *Tom Brown’s School Days*. Although bullying is indirectly mentioned, the main character, Tom, talks of how some of his friends are tormented by a gang at school. It was not until 40 years later, in 1897, when the first published scientific journal article on the topic of bullying was released by Burk in *Pedagogical Seminary* (Smith, 2014).

The first wave of bullying research officially began when the phenomenon of bullying was first termed “mobbing” by Heinenmann in 1972 (Beran, 2009). “Mobbing,” a Swedish term, was later translated into the English equivalent of “bullying,” and carries the connotation of “group v. one” (Smith, 2014). However, it is Norwegian Psychologist Dan Olweus who became

the pioneer researcher of bullying. Olweus' bullying research began when he conducted longitudinal studies in Sweden (Rickler, 2009). Olweus rejected Heinemann's term "mobbing" as he believed this type of behavior was not just about a group versus one, but about small groups who engage in these actions against other small groups, or in some cases, one-on-one situations (Smith, 2014). Research on bullying rapidly increased by Olweus after two suicides, apparently linked to bullying, occurred in Norway. In 1983, The Ministry of Education in Norway commissioned Olweus to lead a nationwide campaign against bullying. (Rickler, 2009). The first Norwegian Anti-Bullying Campaign occurred in 1983 and the school-based intervention program, Olweus Bullying Prevention Program, has since become the standard for contemporary intervention and prevention of bullying (Smith, 2014). Since Olweus's work began in the 70's, there have been many advancements in the literature concerning bullying. Despite what is seen in the literature, a concrete definition of bullying has yet to be agreed upon by scholars. Rigby (2002) provides a broad definition by asserting, "bullying involves a desire to hurt, is a harmful action, contains a power imbalance, is typically repeated, uses an unjust exercise of power, displays evident enjoyment by the aggressor, and there is generally a sense of being oppressed on part of the victim" (Smith, 2014, p. 17).

The second wave of bullying research, between 1989 and the mid 1990's, established more developed methodologies to further understand bullying. In addition, work on bullying took on a more international approach (Smith, 2014). The third wave of bullying research, "further verified bullying as an international issue while making connections between bullying and the general topics of violence and victimization" (p. 34). The fourth wave, according to Smith (2014), has shifted to focus on the latest form of bullying: cyberbullying. With the impact of technology and social media now, cyberbullying brings new challenges and opportunities to

bullying related victimization research. These challenges include, “developing a greater interdisciplinary theoretical framework for scholars to pursue new studies in addition to dealing with the chance to extend the focus of bullying related victimization outside of the school context and beyond the school age demographic” (p. 34).

2. **Incidence**

Given the various waves of bullying research, it is important to recognize bullying related victimization and its behaviors contains many layers. Murphy (2009) explains how many victims of bullying are first singled out simply because they look or behave differently in some way. This calls for what Short (2013) explains is a notion of requiring additional adjectives to describe the motives for bullying which are performed based on homophobia, race, class, gender, and so forth. When examining patterns of those who engage in bullying, a common myth about bullying is that only boys engage in bullying behavior. However, existing literature shows practically no difference when it comes to gender. A minor difference, as noted by Murphy (2009), can be observed in how boys tend to use more direct forms of bullying, such as punching and hitting, while girls tend to use more indirect forms of bullying, such as talking behind one’s back or rejecting a peer from a friend group. In addition, according to Olweus, boys tend to target both boys and girls, while girls usually tend to target other girls (Murphy, 2009, p. 18). Smith (2014) explains there are age-related differences in bullying related victimization, which may be a result of developmental transformations based on greater cognitive abilities and greater life experiences as an individual gets older. There may be cultural differences in bullying, including differences in perceived norms, values, power dynamics, and notions of strength and

weakness given the term bullying may mean something different in languages other than English.

When examining patterns and incidence of bullying, it is important to not only understand the perspective of the victim, but of the offender as well. It is necessary to recognize there are specific needs which drive a bully's behavior (Murphy, 2009). Olweus identifies three important factors which may motivate a bully: a need to feel powerful and control others; bad experiences at home that lead to the bully wanting to hurt others; and the potential benefit of getting someone's money or making him/her do something for personal satisfaction. The need to feel powerful may be considered the most important factor in understanding why an individual may engage in bullying related victimization behaviors (Murphy, 2009). The need for power, and essentially the need for control, is the primary reason bullies are more apt to pick on targets who are less likely to fight back. However, some individuals bully others as a response to getting bullied themselves; these individuals are also known as "reactive bullies" (Murphy, 2009, p. 28).

3. **Consequences**

When it comes to the consequences of bullying, effects are felt both inside and outside of a school setting. Bullying can affect how individuals perform inside of the classroom. Bullying can add stress to an individual, making them lose interest in schoolwork (Murphy, 2009). Outside of the school setting, "bullying puts stress on social situations, giving individuals a hard time in trusting others as well as giving them a hard time developing strong friendships and other social bonds" (p. 18). Murphy (2009) explains that most individuals who are the object of bullying related victimization, "have feelings of isolation, which can eventually lead to drug

and alcohol use as a coping mechanism, display a physical response of “fight or flight,” or may exhibit mental health complications” (p. 19).

4. **Challenges with Terminology**

Like challenges posed from the various terms of mixed-race, another challenge within this study comes from inconsistent definitions of bullying. Among scholars, a universal definition of bullying has steadily been a point of debate. Within this study, the definition from Rigby (2002) will be used to help prompt participants with a general definition of bullying. Once again, according to Rigby (2002), bullying is defined as, *“a desire to hurt, a harmful action, a power imbalance, typically a repeated action(s), an unjust use of power, evident enjoyment by the aggressor, and generally, a feeling of oppression.”*

The Continuum of Incivility (Clark & Ahten, 2011), proposed in nursing literature, will also be used as a supplement to analyze the data gathered on bullying and harassment. The Continuum of Incivility (Clark & Ahten, 2011) helps to compare commonalities and intersections which exist between the varying definitions of bullying, aggression, and interpersonal violence. A significant feature of the Continuum of Incivility (Clark & Ahten, 2011) is that it displays the shared effects bullying, aggression, harassment, and interpersonal violent behaviors have on an individual and those around them. By using this continuum, it leaves the definition of bullying open, once again letting the research sample speak for itself so that as many bullying, aggression, harassment, and interpersonal violent behaviors, from low impact to high impact, may be documented and analyzed.

5. **Intersection of Mixed-Race and Bullying Related Victimization**

Since the Civil Rights Movement in the 1950's and 1960's, schools in the United States have struggled to address issues of equality and inequality, attempting to combat such concerns by creating multicultural or anti-bias education curricula in the hopes of increasing diversity and decreasing harmful results of personal bias (Wardle, 2004). As much of a genuine attempt at diversity and inclusion these curricula aim to be, the creation of these multicultural curricula failed to include multiracial and multiethnic students as a part of the dialogue. In addition, "the curricula failed to take on a comprehensive stance by neglecting to address different social factors affecting mixed-race students in the United States" (p. 65). Wardle (2004) describes how multicultural education in the United States, both at a public-school level and into higher education, has missed the mark by constructing diversity as an individual characteristic. Wardle (2004) further explains how multicultural education has also, "misrepresented race as culture by emphasizing exaggerated notions such as all Blacks, Asians, and Hispanics have the same backgrounds by overly celebrating occasions such as Black History Month, Chinese New Year, and Cinco de Mayo" (p. 68). In addition, "general education curriculum in the United States has time and again taught students the history of white racism, white privilege, and white domination and oppression over minority groups; to have students learn about multiraciality simply through events such as the brutality of white slave owners over black slaves creates a low chance mixed-race students will develop a sense of pride in their mixed-heritage" (p. 70).

For all schools to promote a safe environment for their mixed-race students, including students in institutions of higher education, students must feel embraced in their school setting and not be excluded even further than they already are.

III. THEORETICAL FRAMEWORKS

A. **Identity**

1. **Identity Politics and Social Identity Theory**

Identity politics are a distinctive and relevant theoretical rationale for this study. Identity politics are not only directly connected to theories of identity formation, but also play a significant role in the development of a mixed-race identity and the bullying related victimization which may occur. Katz (2012) describes how, “identity is understood to be a process involving constant interactions between individuals and their environments; identity is not a fixed state, but relies on characteristics of the individual, their immediate environment, and a wider social context, pulling in characteristics of a social ecology” (p. 24). In addition, Wilson (1987) explains how, “as youth develop a social awareness, they realize who and what they are, which to some extent depends on how society defines them; a successful outcome for a racial identity is one that is both psychologically satisfying for the individual and one that is socially approved” (p. 22). Within the domain of identity politics, Social Identity Theory also provides a useful framework for understanding racialized bullying behavior in a school setting. Social Identity Theory suggests both perpetrators of bullying and their victims have the potential to be members of an out-group in certain social situations (Rivers, 2011).

The importance of a socially approved identity is critical for mixed-race youth and young adults because mixed-race identities are constantly being judged and attacked by various social factors. Without social approval, the judgment and attacking of one’s mixed-race identity could prove to be harmful for mixed-race youth in a variety of sociological and psychological ways. Conversely, Sundstrom (2008) discusses the philosophy of responsible multiracial identity politics and how it unfortunately, displays a sense of racism. Sundstrom’s discussion of

multiracialism and its connections to social and institutional racism supports the need and importance of identity politics when it comes to mixed-race issues.

2. **Role of College in Developing Identity (College Student Development Theory)**

To further understand experiences of bullying related victimization against mixed-race college students, it is also essential to assess just how the institution of a college/university shapes one's identity development. Chickering & Reisser (1993) examine the role of college in developing identity by using a vector approach to understand how the college experience affects students. According to Chickering & Reisser (1993), there are seven vectors of student development: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. A lack of any of these seven vectors can negatively affect students by hindering their identity development while in college. For students of color, a lack of the seven vectors of student development may result in underdeveloped psychosocial growth as they navigate the college experience while simultaneously navigating the development of their racial identity (Evans, 1995).

In addition to the work of Chickering & Reisser, the most significant theory which aims to address the distinct developmental environment college campuses create is College Student Development Theory (Evans et al., 2005). Renn (2004) discusses College Student Development Theory, which seeks to predict patterns of growth and change in students along various cognitive, intellectual, moral, social, and personal identity factors. This theory assumes if a student has adequate levels of involvement, appropriate challenges, and an appropriate support

system, the student will move through a series of stages which will help them achieve successful self-development (Astin, 1984; Sanford, 1966). However, neither College Student Development Theory nor various racial identity development theories examine how mixed-race individuals make sense of their identity in a college setting and the potential negative effects from such a journey (Renn, 2004). For mixed-race college students, a lack of strong identity development, which may stem from a lack of involvement, challenges, and a poor support system from those around them, could leave the individual vulnerable to racialized bullying. Therefore, racial identity development as a supplement to College Student Development Theory is a significant theoretical rationale, which is reflected within this study.

3. **Interactionist Perspective: Symbolic Interaction**

The model of symbolic interaction, from Cooley (1902) and Mead (1934), relates to the learning of differences and involves one's ability to identify and differentiate. Human action and interaction are understandable only through the exchange of meaningful communication and symbols. To identify oneself with a group or an identity means to differentiate oneself from something that is the "other." Consequently, identity, always requires an outside that defines an inside, or a "we" (p. 12). Symbolic Interaction is also rooted in Cooley's work of the looking-glass self, which explains how identities are created and developed through social interaction and social relationships (Cooley & Schuber, 1998).

Rockquemore et al. (2008) explains [symbolic] interaction draws researchers of multiracial identity to the consideration of micro-level negotiations between actors and the environment in which identities are either affirmed or negated. Rockquemore goes on to state, "identities, as validated self-understandings, depend upon confirmation from others to be

developed and maintained” (p. 20). Moreover, Wilson (1987) describes the racial identities of mixed-race youth as the result of a complex interaction between individual and social definition. For youth, school is the primary place where symbolic interaction takes place. Staiger (2006) explains how schools are sites where adolescents and young adults undergo a formative period of their identity formation and socialization. Additionally, Holmes (1995) explains that for youth, the principle of *dualism* organizes social cognition, which ultimately affects the meanings of their symbolic interactions. As Holmes (1995) describes, “the combination of social, physical, and biological domains creates dichotomous pairs that serve to define the position of youth in their perception of the macro- and micro- worlds. For example, the concept of dualism can be cultivated through symbolic interaction through simple dichotomies such as boy/girl, black/white (which may be used interchangeably with light/dark), are/are not friends, big/little, grown-ups/kids, and good/bad” (p. 34). Most importantly, these dichotomies, simple or complex, can easily be challenged. When it comes to mixed-race, a challenge may come when youth present difficulty in placing mixed-race individuals into such deeply embedded binaries. To manage this difficulty, youth will often rely on flawed visual signs as a guide. However, because their perceptions remain challenged even after their personal categorization has been made, it may perhaps cause a negative response that could lead to bullying or other negative behaviors, such as avoidance and ridicule (Ali, 2003). In most cases, this negative response may be explained as the individual’s attempt to make a “difference” fit into the binaries embedded in one’s mind. Such negative bullying related behavior could vary, such as the previously mentioned Continuum of Civility (Clark & Ahten, 2011), ranging from low impact harm such as name-calling or teasing, to more high impact behaviors such as physical altercations.

4. **Critical Race Theory**

The Critical Race Theory (CRT) movement is comprised of literature from activists and scholars interested in studying and transforming the relationships between race, racism, and power. Critical Race Theory considers similar issues to that of civil rights and ethnic studies discourse but places them in a broader perspective which includes disciplines such as economics and history (Delgado & Stefancic, 2012). There are subcategories of Critical Race Theory, including Critical Mixed-Race Theory, which have developed their own body of literature and set of priorities.

Delgado & Stefancic (2012) explain how Critical Race Theory originated in the 1970's with multiple scholars, including Derrick Bell, Alan Freeman, and Richard Delgado, who realized new theories and strategies were needed to combat subtler forms of racism that were being perpetrated. Critical Race Theory builds on two social movements in critical legal studies and radical feminism. Critical Race Theory examines the relationship between invisible and visible power, domination, and the construction of social roles (Delgado & Stefancic, 2012). Within Critical Race Theory, there are six main themes, which were originally created by Matsuda, Lawrence, Delgado, and Crenshaw (1993):

- “1. Critical Race Theory recognizes that racism is endemic to American life.
2. Critical Race Theory expresses skepticism toward dominant legal claims of neutrality, objectivity, colorblindness, and meritocracy.
3. Critical Race Theory challenges ahistoricism and insists on a contextual/historical analysis of the law. Critical Race theorists adopt a stance that presumes that racism has contributed to all contemporary manifestations of group advantage and disadvantage.

4. Critical Race Theory insists on recognition of the experiential knowledge of people of color and our communities of origin in analyzing law and society.
5. Critical Race Theory is interdisciplinary.
6. Critical Race Theory works toward the end of eliminating racial oppression as part of the broader goal of ending all forms of oppression.” (Minikel-Lacocque, 2013, p. 6)

Although CRT has predominately been applied within the field of education, its framework helps to explain general matters of inequality for people of color, including those who identify as mixed-race. However, CRT helps to highlight racial inequalities in schools, including institutions of higher education, and challenges the ways in which race is conceived within academia (Minikel-Lacocque, 2013). The work of Morfin et al. (2006) applies Critical Race Theory to students in higher education, highlighting microaggressions and the racial harassment students of color face.

5. **Mixed-Race Identity Development**

Identity development has been examined since the early 1960's, with scholars studying youth to understand how they create their own independent identity. During this time, there was also an attempt to understand those who displayed a lack of personal identity development as demonstrated in the Diagnostic and Statistical Manual of Mental Disorders (DSM III-R). The DSM III-R contained two disorders, Borderline Personality Disorder and Identity Disorder, which in some cases were applied to mixed-race individuals, to help explain their demonstration of little to no development of an independent identity (Poston, 1990).

Theories of identity development, as they relate to mixed-race individuals, may go as far back as Park (1928) and his work on the marginal man. Park's work is an essential framework in the discussion of racialized bullying of mixed-race young adults in a college setting. Mixed-race young adults can be described through such a marginal lens as they experience challenges due to their blended identities. In his work, Park explains marginalized individuals are suspended between two cultural realities, resulting in difficulties in establishing a personal identity (Park, 1928). For some, mixed-race youth have become the greatest example of Park's display of, "society breaking down and new cultures coming into contact and collision; thus, creating a new individual who is free and worldly; yet, simultaneously, isolated" (p. 887). Stonequist (1937) emphasized the work of Park by directly explaining how a biracial individual is caught in a psychological uncertainty between two or more worlds. College creates an environment where, for many students, it is their first time being in contact and engaging with individuals from different races, ethnicities, and cultures. The positive and negative effects of such identity development interactions are essential in understanding the importance of marginalization as a likely motive for why mixed-race individuals are targeted by bullying related victimization.

Following the emergence of theories addressing mixed-race identity as disorder and marginalization, work by Poston (1990) aimed to describe flaws in such explanations and sought to present an entirely new model. Poston established problems with racial identity development models, which include using general applications to all minority groups that can be too broad and not explanatory enough. In addition, Poston believed existing models placed identity development challenges solely on the individual and upon no other social factors. Poston's model, the Biracial Identity Development Model, discussed complexities of biracial identity development and how, "biracial identity development should move past the historic black/white

dichotomy to be able to explain other racial and ethnic mixtures as well” (p. 155). Poston based his model closely on concepts seen within the theory of symbolic interaction as well as the work of Parham and Helms (1985) which discusses the relationship between personal identity and reference group orientation.

The work of Poston (1990) eventually opened the door for other scholars to develop even more advanced mixed-race identity development theories. Kich (1992) and Jacobs (1992) added literature that considers models of developmental stages that are emphasized not just when it comes to a biracial identity, but to a multiracial identity. Kich (1992) found three stages which affect the identity development of a mixed-race child: awareness of difference and dissonance, struggle for acceptance, and eventual self-acceptance and assertion of an interracial identity. The work of Jacobs (1992) found the identification of mixed-race youth indeed depends upon various developmental stages, but is more importantly, fluid throughout one’s life (Renn, 2004). The work that followed highlighted mixed-race identity in a more positive light, with Cortés (2000) who found five main classifications mixed-race youth may have for their personal identity; along with Daniel (2002) and Rockquemore (2002) who both added significant research to the classification models of mixed-race identity development. Overall, the importance of including such a theoretical framework supports a critical part in understanding the perception of an individual’s mixed-race identity, internally and externally, and how such mixed-race identity perceptions are affected by social interactions, both positively and negatively.

B. Bullying Related Victimization

1. Microaggressions

As Minikel-Lacocque (2012) states, “our understanding and use of the term microaggression is not complete,” but can be further explained through the direct analysis of behaviors which may fall under the category of microaggressions (p. 433). The link between literature regarding microaggressions and bullying is a significant one for it allows the spectrum of behavior that is either microaggression or bullying related victimization to truly overlap. Especially when examining concerns which may affect mixed-race college students, many of the experiences students face with racialized bullying could be classified more as microaggressions. Furthermore, including a theoretical framework of racial microaggressions (Sue, 2010; Sue, Capodilupo, et al., 2007) helps to explore the experiences of mixed-race college students with reactions and interpretations of perceived racialized bullying victimization.

The work of Sue (2010) examines types of microaggressions and their consequences. Sue’s work describes how prevalent microaggressions are in everyday life and how they can be against one’s race, gender, and/or sexual orientation. underrepresented students in a college/university setting, particularly students of color, such as blacks and Latinos/as (Solórzano et. al., 2000; Yosso, 2006; Sólorzano et al, 2009). Minikel-Lacocque (2012) describes how critical it is to examine the experiences of college students of color because many times, the “success” or “failure” of a student is simplified to insufficient statistics and answering the question of, “*Did they graduate or did they not?*” Understanding whether students of color, including mixed-race students, have been affected by experiences with bullying or not is important to include in the overall analysis of a successful school climate. This also emphasizes the importance of using a social ecological framework within this study because making the connection between microaggressions and a social ecology will allow for a comprehensive connection of the student’s experience to racialized bullying.

According to Minikel-Lacocque (2012), “covert forms of racism are commonly seen as forms of racial microaggressions” (p. 435). The concept of racial microaggressions was first introduced by psychiatrist Chester Pierce, who insisted it is difficult to identify subtler forms of racism and subtler forms of racism need to be paid the most attention to (Pierce, 1974). The work of Sue (2010) and his colleagues eventually broadened the work of Pierce to include both intentional and unintentional insults in the form of verbal, behavioral, or environmental “indignities.” Sue’s work also describes that racial microaggressions can be divided into categories of microinsults, microassaults, and microintimidations. Despite the negative impact of racial microaggressions, it is important to note that microaggressions do not always indicate a person is racist. According to an interview with Dr. Sue from Zamudio-Suaréz (2016), “people who engage in microaggressions are oftentimes well-intentioned, decent individuals who aren’t aware that they are engaging in an offensive way toward someone else” (p. 1).

2. **Labeling Theory and “Othering”**

To combat the challenge of racialized bullying, particularly of mixed-race college students, it is important to understand the labels and stereotypes that affect mixed-race individuals. There have been studies of mixed-race youth (Alibhai-Brown, 2001; Tizard & Phoenix, 2002) which describe their identity development through the “problem” perspective. Racial hierarchy and racial framing are components of the “problem” perspective and have displayed a clear connection to mixed-race youth being labeled as “problems” and “others.” In addition, Delgado & Stefancic (2012) discuss how society frames social categories which determine who has power, voice, and representation – whites, and who does not -- people of

color. By understand how society labels and “others” mixed-race individuals, it may be helpful in beginning to diminish damaging stereotypes.

3. **Social Learning Theory**

Much of the existing literature posits bullying and bullying related conduct as learned behaviors. According to Akers (2009), “the basic assumption in social learning theory is that the same learning process, operating in a context of social structure, interaction, and situation, produces both conforming and deviant behavior” (p. 50). There are instances of bullying related victimization which occur because the individual who was once a victim is now the perpetrator. Rigby (1994) explains how Social Learning Theory provides an explanation for the bully-victim cycle. On one hand, “youth who bully in school often do so because their parents utilize power-assertive discipline strategies which effectively teach children and young adults aggressive ways to deal with others” (p. 29). On the other hand, youth who have been victims of abuse or bullying themselves are more likely to be violent, aggressive, and disruptive and may bully others even more aggressively than they themselves were bullied (Sanders, 2004).

4. **Social Ecological Theory**

Urie Bronfenbrenner (1979) created the Social Ecological Systems Model, which looks at the environmental systems an individual interacts with and examines how those interactions shape their development and behavior. Bronfenbrenner’s Social Ecological Systems Model consists of four main systems an individual interacts with: microsystem (i.e. family, peers, school), mesosystem (which connects two systems), exosystem (i.e. neighborhoods and media), and macrosystem (i.e. laws, culture, social conditions) (Bronfenbrenner, 1986, p. 515). It

is clear bullying research has lacked a comprehensive analysis. Only recently have researchers begun to utilize a social ecological framework in bullying research to examine the psychological, familial, and social characteristics of victims, perpetrators, and environments to gain the comprehensive analysis that has been missing from such work (Beran, 2009). The use of Bronfenbrenner's Social Ecological Systems Model (1979) when examining bullying has led to a deeper examination of the risk factors associated with bullying along with its impact on students (Hong & Espelage 2012). Hong & Espelage (2012) explain how a social ecological system displays bullying victims and perpetrators as part of a complex, interrelated system. This assertion is connected to studies which have consistently found that, "youth who are involved in bullying at school experience problems in multiple areas of their lives, including within the family, peer groups, school, and one's neighborhood or community" (p. 312). Table I, based on violence prevention work from the Center for Disease Control (2017), lists some of the risk and protective factors of bullying for each level of the social ecology.

TABLE I
RISK AND PROTECTIVE FACTORS OF BULLYING FOR EACH LEVEL OF THE SOCIAL
ECOLOGY

| | <u>Risk Factors</u> | <u>Protective Factors</u> |
|-------------------------------------|--|---|
| <u>Individual</u> | <ul style="list-style-type: none"> • History of victimization • History of aggressive behavior • Low self-esteem • Low social skills • Antisocial behaviors • Drug/alcohol use | <ul style="list-style-type: none"> • Positive development • Academic achievement • High self-esteem • Good coping/problem-solving skills • Engagement and connections with school, peers, etc. |
| <u>Schools and Community</u> | <ul style="list-style-type: none"> • Poor academic achievement • Academic failure • Poverty • Socially disorganized neighborhoods • Community/school violence | <ul style="list-style-type: none"> • Presence of mentors • Opportunities for engagement within school and community • Clear expectations for behavior • Physical and psychological safety |
| <u>Family</u> | <ul style="list-style-type: none"> • Parental depression • Parent-child conflict • Negative family environment (child abuse/maltreatment) • Lack of adult supervision • Sexual abuse | <ul style="list-style-type: none"> • Family provides structure • Supportive relationships with family members • Clear expectation for behavior and values |
| <u>Peers and Social</u> | <ul style="list-style-type: none"> • Associating with deviant peers • Peer rejection • Lack of involvement in conventional activities | <ul style="list-style-type: none"> • Positive norms and values • Close relationships with non-deviant peers • Involvement in pro-social activities |

There is work that illustrates the intersection of a social ecological approach to bullying against mixed-race college students. Swearer & Espelage (2011) display a fundamental application of the social ecology to bullying among youth. In their work, the individual who is in the center of layered intersections is not just the bully, but may also be considered a victim,

bully, bystander, or bully-victim. From the individual outward, subsequent intersections represent layers of the social ecology: factors which affect the individual that may produce instances of bullying. These factors include influences from the family, school and social peers, community, and even the greater culture at large (Swearer & Espelage, 2011, p. 4). Renn (2003) describes how multiple factors within the meso-, micro-, exo-, and macrosystems of the social ecology may affect a mixed-race college student. In addition, Renn explains the importance of using a social ecological framework to understand college student development, in general (Renn, 2004).

Espelage (2014) delivers a deeper explanation of the social ecological framework as it relates to youth and bullying. The microsystem is defined by socio-demographic characteristics, such as age, gender, race/ethnicity, and family characteristics. The microsystem also considers peer networks, as bullying rarely occurs in isolated interactions. Mesosystem structures are those which occur from interactions between microsystems. For example, these interactions happen between and among family, peers, teachers, and administrators. The exosystem considers aspects of the environment beyond the immediate system, specifically, neighborhoods. An unsafe neighborhood can influence bullying behavior due to inadequate adult supervision or negative peer influences. Finally, the macrosystem includes all cultural influences and includes norms which may perpetuate inequality, alienation, aggression, and oppression. Espelage (2014) factors in a more contemporary level of the social ecology, also known as the chronosystem, which may account for effects from major life events and other family structure changes such as divorce or remarried families. This can lead to negative youth outcomes such as peer aggression (Espelage, 2014; Breivik & Olweus, 2006).

IV. RESEARCH QUESTIONS, METHODOLOGY, AND DESIGN

A. Research Questions

This study attempts to fill in gaps in research regarding the mixed-race identity development process as well as research regarding peer victimization, such as bullying and harassment, occurring specifically in a college setting. The following are the key operational research questions for the study:

- Q1a: What is the prevalence and incidence of bullying of college students at the University of Illinois at Chicago?
- Q1b: What is the prevalence and incidence of bullying of mixed-race college students at the University of Illinois at Chicago?
- Q2: What is the relationship between a student's mixed-race identity and their experiences with bullying and harassment at the University of Illinois at Chicago?
- Q3: How do mixed-race college students at the University of Illinois describe the ecological context of their experiences with bullying and harassment?
- Q4: From the perspective of the participants, what are some potential strategies for intervention and prevention of bullying and harassment of mixed-race college students at the University of Illinois at Chicago?

A two-part data collection process was utilized in this study. The first part consisted of quantitative data collection by way of a survey electronically sent to all students at the University of Illinois at Chicago through listserv e-mails. The survey link was also accessible to students in other recruitment material, such as flyers and advertisements placed in the university newspaper, UIC News. The survey asked questions regarding:

- Demographic variables, such as race/ethnicity, age, gender, year in school, etc.

- Questions related to personal navigation of one's mixed-race identity as well as personal experiences with bullying and harassment, both on and off-campus.

The second part of data collection was completed through narrative inquiry, where selected respondents from the survey were invited to participate in semi-structured ethnographic interviews. Interviews with the participants were scheduled in an efficient and convenient manner for each participant.

B. Methodology

1. Operationalization of Research Questions

Table II displays the specific data collection methods that support each research question for this study. The operationalization of each research question is further discussed following the table.

TABLE II
OPERATIONALIZATION OF RESEARCH QUESTIONS

| | <u>Data Collection Methods</u> | |
|--|---------------------------------------|-------------------------|
| | <u>Survey</u> | <u>Interview</u> |
| <u>Research Questions</u> | | |
| Q1a: What is the prevalence and incidence of bullying of college students at the University of Illinois at Chicago? | X | |
| Q1b: What is the prevalence and incidence of bullying of mixed-race college students at the University of Illinois at Chicago? | X | |
| Q2: What is the relationship between a student's mixed-race identity and their experiences with bullying and harassment at the University of Illinois at Chicago? | | X |
| Q3: How do mixed-race college students at the University of Illinois describe the ecological context of their experiences with bullying and harassment? | | X |
| Q4: From the perspective of the participants, what are some potential strategies for prevention and intervention of bullying and harassment of mixed-race college students at the University of Illinois at Chicago? | X | |

Q1a/b, prevalence and incidence, is measured quantitatively through the survey, or part one of data collection. Q4, potential prevention and intervention strategies, is also measured by analyzing data from surveys. Participants were specifically asked, from their perspective, what they believe are good strategies for prevention and intervention of bullying and harassment of mixed-race college students at the University of Illinois at Chicago.

Q2 regarding the relationship between a student's mixed-race identity and their experiences with bullying and harassment, along with Q3, the ecological context of the mixed-race college student's experience with bullying and harassment, are grounded in a social ecological framework. Q3 allowed for an evaluation of interactions between an individuals' demographic, educational, and psychological characteristics with experiences and perceptions of bullying. Q3 is answered qualitatively through the interview process, or part two of data collection. Both Q2 and Q3 are addressed through interview data and each level of the social ecology (individual, social, family, school, peers, and community) are reflected within the questions asked of the participants, which may be reviewed in Appendix H.

C. **Setting**

The University of Illinois at Chicago is hailed as one of the most racially, ethnically, and culturally diverse universities in the United States, with approximately 29,000 students, making the university a great setting for this study (UIC Website, 2015). The University of Illinois at Chicago is a state-funded, public research institution with 15 colleges and is located on the west side of downtown Chicago, Illinois. UIC is one of three campuses which fall under the University of Illinois system, including the University of Illinois at Urbana-Champaign and the University of Illinois-Springfield, with regional health science campuses located at these locations as well as in Peoria and Rockford, IL.

The racial and ethnic makeup of the UIC campus has changed over the past few years due to an increase in the overall student body. Table III shows the changing racial/ethnic makeup of the campus between 2014-2016, before and after data for this study was gathered. Since 2014, there has been an increase in the number of multiracial students who attend UIC, which may

have been affected by the ways in which UIC measure student race/ethnicity and is further discussed in this chapter.

TABLE III
UNIVERSITY OF ILLINOIS AT CHICAGO RACIAL/ETHNIC DISTRIBUTION
COMPARISON OF FALL TERMS 2012 TO 2016¹

| <u>Race/Ethnicity</u> | <u>Fall 2014</u> | <u>Fall 2015</u> | <u>Fall 2016</u> |
|--------------------------------------|-------------------------|-------------------------|-------------------------|
| American-Indian/ Alaskan Native | 29 (0.10%) | 26 (0.09%) | 28 (0.10%) |
| Asian | 5,229 (18.70%) | 5,331 (18.35%) | 5,424 (18.63%) |
| Black/African American | 2,194 (7.84%) | 2,283 (7.86%) | 2,331 (8.00%) |
| Hispanic | 5,435 (19.43%) | 6,036 (20.78%) | 6,587 (22.62%) |
| International | 2,596 (10.75%) | 3,123 (10.75%) | 3,145 (10.80%) |
| Multiracial | 618 (2.21%) | 695 (2.39%) | 772 (2.65%) |
| Native Hawaiian- Pacific Islander | 63 (0.23%) | 49 (0.17) | 21 (0.07%) |
| Unknown | 594 (2.12%) | 541 (1.86%) | 281 (0.96%) |
| White | 11,211 (40.08%) | 10,964 (37.74%) | 10,531 (36.16%) |
| Grand Total | 27, 969 (100%) | 29,048 (100%) | 29,120 (100%) |

¹ Reproduced from
http://www.oir.uic.edu/sites/all/pdf_files/Tab2_STUDENT_DATA/SubTab5_EnrollmentMemoTables/Fall2016_10thDayCensusTables.pdf

D. **Research Design**

1. **IRB Process**

The Institutional Review Board (IRB) process was completed prior to beginning the study and carefully managed until the study arrived at its completion. All recruitment material and consent forms were tailored to IRB guidelines. IRB approved informed consent forms were included with every survey and given to each of the participants prior to each interview. Consent forms specified that if signed, the participant was agreeing to participate and if at any time the individual felt uncomfortable or simply did not wish to proceed, they had the opportunity to opt out of the study. Furthermore, consent forms clarified that all data collected and presented in the final report of the study will be presented anonymously or with the use of a pseudonym so that identities of each participant are protected.

2. **Ethical Considerations**

Bold (2012) makes a note of ethical considerations that come with using a narrative methodology. Throughout this study, it was critical to acknowledge my own “position” in the study, which is discussed later in this chapter. It was critical to also acknowledge the ease in gaining access to participants due to sharing spaces inside and outside of UIC throughout the study with participants. Other ethical considerations, including gaining consent, storing data, and reporting outcomes, were also considered (Bold, 2012, p. 51). Additionally, plans to report results of this study back to the University of Illinois at Chicago community is important to help increase a safe and inclusive campus climate. Through presentations to various departments at UIC, such as the Office for Access and Equity, The Wellness Center, and the Campus Advocacy Network, information on how bullying and harassment is not only affecting mixed-race students,

but all students, may be shared. From this, UIC may be able to gain a better sense of how they can help their students and create a campus climate that is as free of bullying and harassment as possible.

E. **Recruitment**

Recruitment was carried out through a combination of purposive, snowball, and convenience sampling. Eligible participants had to meet the following criteria outlined in Table IV:

TABLE IV
RECRUITMENT CRITERIA

| <u>Part One (Survey)</u> | <u>Part Two (Interviews)</u> |
|---|---|
| <ul style="list-style-type: none">• Be a registered undergraduate, graduate, or professional student at the University of Illinois at Chicago• Be over the age of 18 | <ul style="list-style-type: none">• Identify as mixed-race/ethnicity/nationality²• Must complete survey from Part One |

² Definitions of mixed-race (i.e. mixed-race, biracial, multiracial, etc.) will be included in recruitment material, along with an open-ended option for self-identification of mixed-racial/ethnic/national identity.

Rationale behind the relatively broad eligibility criteria was to ensure as large a sample as possible, given the official student demographic characteristics of mixed-race identified students at UIC is small. According to the UIC Office of Institutional Research Student Data Book³ (2014), mixed-race identified students made up less than 5% of the total population, which includes students who identify as two or more races or as unknown (UIC OIR, 2014).

Racial/ethnic demographic data at UIC is gathered during the admission process, where students self-report on the admission form their racial/ethnic background. Students can choose from a list of different races/ethnicities. The form does not explicitly include the option of two or more races. However, if a student chooses two or more races; for example, Black and Asian, UIC will then aggregate those options into their institutional category of two or more races (UIC OIR, 2014). Given the way such demographic data is collected, it is likely the percentage is an underrepresentation of the true mixed-race student population at UIC and does not include mixed-race identified students who may not have answered the question during the admission process, those who identify differently at the time of this study than upon answering during admission, and/or those who may have selected a certain race/ethnicity category for personal gain (i.e. greater chances at financial aid or other academic rewards). Therefore, having broad eligibility recruitment criteria helped to sample students who fall outside of the official UIC demographic data. In addition, there is the hope this study may make students more comfortable in reporting their mixedness in the future without having to weigh the pros and cons of their decision.

F. **Sampling**

³ UIC OIR Student Data Book - Student Demographic Characteristics Table can be found in Appendix A.

The survey was disseminated via e-mail to UIC listservs during the fall 2016 semester. Surveys were distributed following creation of the survey, committee and IRB approval, as well as a pilot study. The survey used⁴ draws from multiple surveys which have been used in previous studies. The survey contains a combination of multiple choice and open-ended demographic questions as well as scaled questions to assess prevalence and incidence. Given the target population being around 5%, or 1,200 students, the following calculation expresses an estimate of how many survey respondents were needed to achieve statistical power. The equation assumes a 95% confidence level, .5 standard deviation, and a margin of error (confidence interval) of +/- 5% (Smith, 2015).

$$\text{Necessary Sample Size (N)} = (\text{Z-score})^2 * \text{StdDev} * (1 - \text{StdDev}) / (\text{margin of error})^2$$

$$N = ((1.96)^2 * .5(.5)) / (.05)^2$$

$$N = (3.8416 * .25) / .0025$$

$$N = .9604 / .0025$$

$$N = 384.16 \sim 385 \text{ biracial/multiracial/mixed-race survey respondents needed}$$

However, once again considering the small target population and the need for as large a sample size as possible to maintain statistical power, N will need to reflect around 10% deviation, which would increase the number of survey respondents needed to approximately 3,850 biracial/multiracial/mixed-race students. Measurement during survey collection was monitored closely to make necessary adjustments if the projected sample was not met. The final count of survey respondents was 414, with 156 identifying as multiracial/biracial/mixed-race. Although the target N was not met, the data still provided significant conclusions to be drawn.

⁴ Survey questions can be found in Appendix H: Survey.

Invitations for interviews were sent out via e-mail. The interview process began towards the end of the fall 2016 semester. Each semi-structured interview began with a set of guiding questions⁵, with follow-up questions asked for clarification, if necessary. It was anticipated that students would willingly want to discuss their experiences; therefore, the set of guiding questions helped give interviews more structure if they naturally lacked focus, which some did. It was anticipated approximately 20 interviews would be completed; however only 12 were completed. Despite the target goal of interviews not being met, there was still a saturation of data in the 12 interviews that occurred. Following preliminary analyses of each interview, no follow-up interviews needed to be scheduled.

All interviews were audio-recorded and lasted between 25 minutes to over 2 hours. All interviews were informal, open-ended, and carried out in a conversational style. Personal note taking of all interviews was done in addition to audio recording, in case there were technical malfunctions with audio recordings and to document non-verbal cues during each interview. The use of reflective journaling throughout data collection and analysis was also crucial. All three processes, note taking, audio recording, and reflective journaling, are important for the narrative analysis process for it helps to provide an in depth understanding of participants' experiences.

G. **Pilot Survey Sample**

The survey for this study was piloted prior to gathering data from the actual sample. The purpose of the pilot was to simply evaluate the survey and its questions, not to gather any data to be used in the analysis stage. Each participant in the pilot was asked to take the survey and provide feedback to the Principal Investigator with any suggestions for improvement. Each

⁵ Interview questions can be found in Appendix I: Interview Guide.

participant in the survey gave feedback, which was then used to edit the survey prior to its final use in the data collection process. The feedback ranged from changing the wording of specific questions to reorganizing some of the questions so that the overall survey flowed better. The pilot sample for this study consisted of five PhD students and one MA alumni from the Department of Criminology, Law, and Justice at the University of Illinois at Chicago. All pilot participants were between 24-34, yet varied in gender, sexual orientation, and racial/ethnic identities.

H. **Analysis**

Given the social complexities of a mixed-race identity and its intersection with bullying, quantitative and qualitative data was gathered and analyzed to fully answer the research questions presented in the study. Data analysis occurred throughout the study.

1. **Quantitative**

After surveys were disseminated to participants during part one of the data collection process, responses were collected through Qualtrics and transferred into SPSS to use descriptive statistical analyses to describe demographics of the sample, such as age, race/ethnicity, gender, sexual orientation, etc. Respondents who completed the survey, identified as multiracial/biracial/mixed-race, and voluntarily provided contact information were listed in an Excel sheet and contacted to participate in part two of data collection, the interview process.

2. **Qualitative**

Individual and group experiences regarding identity and bullying of mixed-race college students are determined in this study by using a constructivist approach. Each student had a unique story to tell, with a distinctive meaning of their identity, as well as a distinctive

impact of the college environment on their personal experiences. King (2008) explains how the use of a constructivist approach to get detailed stories will allow for a comprehensive understanding of the complex issue at hand. Delgado & Stefancic (2012) describe how by examining narratives, “critical race theorists have built their work upon everyday experiences with perspective, viewpoint, and the power of stories and persuasion to come to a deeper understanding of how Americans see race” (p. 44). Furthermore, Delgado & Stefancic (2012) explain, “the hope is that well-told stories describing the reality of black and brown lives can help readers to bridge the gap between their worlds and those of others” (p. 47).

There was the potential that many of the experiences students recounted may be dependent upon words that are/have been used against them and how the deeper meaning of those words has inevitably shaped their experiences with bullying and harassment as a mixed-race identified individual. Therefore, a narrative analysis of semi-structured interviews was an efficient approach for the proposed study. According to Byrne (2017), “narrative analysis is founded in how human experiences are constructed and is a qualitative method which pays attention to the content of narratives and the ways in which narratives are organized” (p. 3). Using this form of analysis allowed for the determination of major themes to be addressed, in specific interviews and across all 12 interviews.

For ease and efficiency, audio recordings of each interviews and original copies of written notes and written reflections were transferred into Word documents. Interviews were then transcribed using the program, Trint, and coded by hand using color coordination techniques so that common topics and emergent themes could be recognized. A coding system was created to help distinguish major categories and subcategories of themes and topics. Following the coding process, links between categories and themes were described and discussed

to create comprehensive findings and gain a better understanding of the role and consequences of the participants' experiences. These themes are further discussed in Chapter 5. Given the proposed study is exploratory, using a narrative analysis aids in painting a more complete picture of an underrepresented phenomena, to tell the untold stories of the population within the study.

V. SURVEY FINDINGS AND ANALYSIS

A. Actual Survey Sample

1. Demographics

518 students began the survey; however, 414 surveys were completed, yielding an approximately 80% completion rate. In the first section of the survey, students were asked to share demographics, which are summarized in Table V below.

TABLE V
SAMPLE DEMOGRAPHICS

| | <u>N</u> | <u>Percentage</u> |
|---------------------------------------|-----------------|--------------------------|
| <u>Age (Q1)</u> | | |
| Younger than 18 | 3 | .72 |
| 18-24 | 306 | 73.9 |
| 24-34 | 92 | 22.2 |
| 35-44 | 10 | 2.4 |
| 45-54 | 3 | 0.72 |
| 55-64 | 0 | 0 |
| 65 or older | 0 | 0 |
| <u>Academic Standing (Q2)</u> | | |
| Freshman | 85 | 20.5 |
| Sophomore | 59 | 14.3 |
| Junior | 65 | 15.7 |
| Senior | 61 | 14.7 |
| Masters | 86 | 20.8 |
| PhD | 28 | 6.7 |
| Professional | 30 | 7.3 |
| <u>Residence (Q4)</u> | | |
| On-Campus | 96 | 23.2 |
| Off-Campus | 317 | 76.8 |
| <u>Gender (Q7)</u> | | |
| Male | 135 | 32.7 |
| Female | 273 | 66.1 |
| Trans-Male | 1 | .24 |
| Trans-Female | 1 | .24 |
| A gender not listed here ⁶ | 1 | .24 |
| Prefer not to answer | 2 | .48 |
| <u>Sexual Orientation(Q8)</u> | | |
| Straight | 342 | 82.8 |
| Gay | 6 | 1.5 |
| Lesbian | 5 | 1.2 |
| Bisexual | 33 | 8 |
| Queer | 9 | 2.2 |
| Questioning/Unsure | 15 | 3.6 |
| Asexual | 3 | .73 |

⁶ One participant listed “Non-binary” for their gender.

After reviewing survey data, for Q1a, (What is the prevalence and incidence of bullying of college students at the University of Illinois at Chicago?), data shows instances of bullying and harassment occurring not only on-campus at UIC, but also in its surrounding areas as students come and go.

Data for Q1b, (What is the prevalence and incidence of bullying of mixed-race college students at the University of Illinois at Chicago?), showed out of 414 survey respondents, 156 (approximately 38%) identified as multiracial/biracial/mixed-race, and from those 156, 26 (approximately 17%) also had experiences with racialized bullying and harassment at UIC.

Data for Q4, (From the perspective of the participants, what are some potential strategies for prevention and intervention of bullying and harassment of mixed-race college students at the University of Illinois at Chicago?), helped to not only supplement current ideas for prevention and intervention of bullying and harassment at UIC, which are discussed later in this chapter, but also provided new ideas for potential programs and methods of helping decrease all types of bullying and harassment at UIC.

2. Racial/Ethnic Identity of Sample

In addition to basic demographics, survey participants were asked to share additional details about their racial/ethnic identity, including how they identify their racial/ethnic identity, the level of racial/ethnic diversity in their lives, and background on how their racial/ethnic identity has affected their interactions with others. Table VI displays the multiraciality of the sample. The sample is subsequently a mirror of just how diverse the UIC student population is, despite being only reflecting a percentage of all students. What is most striking is how large the multiracial/biracial/mixed-race portion of this sample was compared to

official UIC student demographics, averaging 2.4% over the past 3 years. The multiracial portion of this sample is almost six times larger. This may be due to recruitment material targeting mixed-race students for this study. This also reflects the way in which UIC measures race/ethnicity of its students may not accurately reflect students who identify as more than one race or ethnicity.

TABLE VI

HOW DO YOU DESCRIBE YOUR RACE/ETHNICITY? (PLEASE CHECK ALL THAT APPLY.) (Q9)

| <u>Race/Ethnicity</u> | <u>N</u> | <u>Percentage</u> |
|--|-----------------|--------------------------|
| White/Caucasian/European-American | 156 | 25.6 |
| Black/African-American | 63 | 10.3 |
| Hispanic/Latino/Spanish | 129 | 21.2 |
| Native American/American Indian | 10 | 1.6 |
| Asian/Asian American | 131 | 21.5 |
| Native Hawaiian/Other Pacific Islander | 4 | 0.66 |
| Middle Eastern/Persian/Arab-American | 21 | 3.44 |
| Biracial/Multiracial/Mixed-Race | 87 | 14.3 |
| Other | 9 | 1.5 |

For the option of “Other, please specify,” students wrote in the following responses:

- Indian (three students),
- Syrian & Filipino,
- Nigerian,
- Jewish (two students),
- French Creole;
- and one student explained, *“I’m an exchange student from Brazil. In Brazil, I’m white. Here, I feel like I can’t consider myself as white because it means ‘European-American.’ Then, in the U.S., I’m Latina.”*

As shown in Tables VII and VIII, when it came to participants describing more details about their racial/ethnic background, there was a clear distinction of participants having less racial/ethnic diversity while growing up, compared to 51% having a high amount of racial/ethnic diversity in their current environment. Out of the sample, 40.6% of students identified having a racial/ethnic background that includes more than one race, while 37.7% identified as biracial/multiracial/mixed-race, regardless of their racial background.

TABLE VII
LEVEL OF RACIAL/ETHNIC DIVERSITY⁷

| <u>Level of Racial/Ethnic Diversity</u> | <u>N</u> | <u>Percentage</u> |
|--|-----------------|--------------------------|
| <u>Growing Up (Q12)</u> | | |
| High amount | 66 | 15.9 |
| Quite a bit | 79 | 19.1 |
| Moderate amount | 105 | 25.4 |
| A little bit | 125 | 30.2 |
| No racial/ethnic diversity | 39 | 9.4 |
| <u>Level of Racial/Ethnic Diversity</u> | | |
| <u>Currently (Q14)</u> | | |
| High amount | 211 | 51.0 |
| Quite a bit | 110 | 26.7 |
| Moderate amount | 54 | 13.0 |
| A little bit | 36 | 8.7 |
| No racial/ethnic diversity | 3 | .72 |

TABLE VIII.
RACIAL IDENTITY

| <u>Racial/Ethnic Background Includes</u> | <u>N</u> | <u>Percentage</u> |
|---|-----------------|--------------------------|
| <u>More Than One Race/Ethnicity</u> | | |
| <u>(Q15a)</u> | | |
| Yes | 168 | 40.6 |
| No | 246 | 59.4 |
| <u>Regardless of Racial/Ethnic</u> | | |
| <u>Background, Do You Identify as</u> | | |
| <u>Biracial/Multiracial/Mixed-Race</u> | | |
| <u>(Q15b)</u> | | |
| Yes | 156 | 37.7 |
| No | 258 | 62.3 |

⁷ Data reported are percentages.

The difference in percentages between these two questions is telling for it suggests some students who have a racial/ethnic background that includes more than one race/ethnicity may not necessarily identify as multiracial/biracial/mixed-race, which is common with the literature on multiracial identities.

For those who identified as biracial/multiracial/mixed-race, regardless of their racial/ethnic background, the rationale varied. A majority of respondents identified as biracial/multiracial/mixed-race due to external characteristics, such as looking like more than one race/ethnicity (76%). Respondents who were raised as one race/ethnicity (30.1%) identified as mixed, while others, regardless of their racial/ethnic background, they still closely identified with one race/ethnicity (45.8%). Table IX goes into greater detail about these more complex decisions for the sample.

TABLE IX

REGARDLESS OF YOUR RACIAL/ETHNIC BACKGROUND, WHY DO YOU NOT
CONSIDER YOURSELF BIRACIAL/MULTIRACIAL/MIXED-RACE – IS IT BECAUSE...?

(Q16A)

| | <u>N</u> | <u>Percentage</u> |
|--|-----------------|--------------------------|
| <u>You closely identify with one race/ethnicity?</u> | | |
| Yes | 70 | 45.8 |
| No | 71 | 46.4 |
| Do Not know | 12 | 7.8 |
| <u>You look like more than one race/ethnicity?</u> | | |
| Yes | 103 | 67.0 |
| No | 42 | 27.3 |
| Do Now know | 9 | 5.8 |
| <u>You never knew your family member(s) or ancestor(s) who were a different race/ethnicity?</u> | | |
| Yes | 40 | 26.0 |
| No | 108 | 70.1 |
| Do Now Know | 6 | 4.0 |
| <u>You were raised as one race/ethnicity?</u> | | |
| Yes | 46 | 30.1 |
| No | 100 | 65.4 |
| Do Not Know | 7 | 4.6 |

Within the sample, for those who strictly identified as multiracial/biracial/mixed-race⁸, there were a variety of reasons. Table X depicts about 34% of students most of time to about half the time felt like an outsider because they have a multiracial background, about 32% felt people are confused about their racial/ethnic background, and 29.5% always felt like a bridge between different racial/ethnic groups. On the other hand, 59.6% always felt like they are more understanding of people because of their multiracial background while 50% always felt proud of their multiracial background. About 61.5% of students never felt embarrassed or ashamed about their racial/ethnic background. Despite the challenges respondents faced from perceptions of their racial/ethnic identity by others, the data displays students feeling generally positive towards their biracial/multiracial/mixed-race background.

⁸ Those who strictly identified as multiracial/biracial/mixed-race only chose this option on the survey demographics; as opposed to others who chose to identify as multiracial/biracial/mixed-race and chose the specific races/ethnicities they are mixed with.

TABLE X.

HOW OFTEN, IF EVER, HAVE YOU FELT ANY OF THE FOLLOWING THINGS
BECAUSE OF YOUR BIRACIAL/MULTIRACIAL/MIXED-RACE IDENTITY? (Q16B)

| | N | Percentage |
|---|----------|-------------------|
| <u>Felt like an “outsider” because you have a racial/ethnic background that includes more than one race/ethnicity?</u> | | |
| Always | 18 | 11.6 |
| Most of the time | 53 | 34.1 |
| About half the time | 53 | 34.2 |
| Never | 31 | 20.0 |
| <u>Felt that people are confused about your racial/ethnic background?</u> | | |
| Always | 50 | 32.1 |
| Most of the time | 51 | 32.7 |
| About half the time | 36 | 23.1 |
| Never | 19 | 12.2 |
| <u>Felt proud that you have a racial/ethnic background that includes more than one race/ethnicity?</u> | | |
| Always | 77 | 50.0 |
| Most of the time | 38 | 24.7 |
| About half the time | 31 | 20.1 |
| Never | 8 | 5.2 |
| <u>Felt annoyed because someone made assumptions about your racial/ethnic background?</u> | | |
| Always | | |
| Most of the time | 51 | 32.7 |
| About half the time | 43 | 27.6 |
| Never | 39 | 25.0 |
| | 23 | 14.7 |
| <u>Felt like you are more understanding of people of different racial/ethnic backgrounds?</u> | | |
| Always | | |
| Most of the time | 93 | 59.6 |
| About half the time | 39 | 25.0 |
| Never | 19 | 12.2 |
| | 5 | 3.2 |
| <u>Felt that you are more open to cultures other than your own?</u> | | |
| Always | 98 | 62.8 |
| Most of the time | 36 | 23.1 |
| About half the time | 17 | 10.9 |
| Never | 5 | 3.2 |
| <u>Felt like you were a go-between or “bridge” between different racial/ethnic groups?</u> | | |
| Always | | |
| Most of the time | 46 | 29.5 |
| About half the time | 35 | 22.4 |
| Never | 42 | 26.9 |
| | 33 | 21.2 |
| <u>Felt embarrassed or ashamed about your racial/ethnic background?</u> | | |
| Always | 4 | 2.6 |
| Most of the time | 13 | 8.3 |
| About half the time | 43 | 27.6 |
| Never | 96 | 61.5 |

Participants were also asked to describe if they have ever done anything to influence how others see their racial/ethnic background. As shown in Table XI, 46.9% of participants reported talking in a certain way to influence how others perceive their racial/ethnic identity and 41.3% reported associating themselves with certain people to help this perception as well. About 30% reported wearing their hair a certain way to change others' perceptions of their racial/ethnic identity while 37.7% reported dressing a certain way to affect others' perceptions of them. Looking deeper at these behaviors, there was a clear gender difference, with female-identified participants responding they engaged in such behaviors almost two to three times more than the male-identified participants. In addition, it is important to note 59% of female-identified students reported never feeling embarrassed or ashamed about their racial/ethnic background, compared to 65% of male-identified students. The impact of these behaviors on participants will be discussed further in the next chapter, where interview narratives with students who identify as mixed-race will go into further detail about how engaging in such behaviors to affect how others perceive their racial/ethnic identity may have been necessary to help them navigate their social interactions with others.

TABLE XI

HAVE YOU EVER DONE ANY OF THE FOLLOWING THINGS TO TRY TO INFLUENCE
HOW OTHERS SEE YOUR RACE/ETHNICITY? (Q20)

| | <u>N</u> | <u>Percentage</u> |
|---|-----------------|--------------------------|
| <u>Dressed a certain way.</u> | | |
| Yes | 156 | 37.7 |
| No | 238 | 57.5 |
| Do Not Know | 20 | 4.8 |
| <u>Talked a certain way.</u> | | |
| Yes | 194 | 46.9 |
| No | 206 | 49.8 |
| Do Now Know | 14 | 3.4 |
| <u>Worn your hair a certain way.</u> | | |
| Yes | 121 | 30.0 |
| No | 273 | 66.0 |
| Do Now Know | 17 | 4.1 |
| <u>Associated with certain people.</u> | | |
| Yes | 171 | 41.3 |
| No | 211 | 51.0 |
| Do Not Know | 32 | 7.7 |

3. **Bullying and Harassment**

a. **Personal Experiences**

As seen in Table XII, approximately 15.2% of participants reported ever feeling bullied or harassed at UIC, as much as once or twice (41.3%) to 3-5 times (40%). Of the 15.2% of participants, 29% of participants reported having felt like they were

bullied or harassed within the last month while 19.4% felt like they were bullied or harassed within the last year. A significant finding from the data shows even though 15.2% of participants responded feeling bullied or harassed, 4.8% reported never when asked how many times. This can be attributed to a difference between *feeling* bullied and harassed while having bullying or harassment actions taken from one person against another. Reported data from this question also shows a significant difference in gender. For each option, female-identified students were two to three times more likely of engaging in these behaviors to affect how others perceive their race/ethnicity, compared to male-identified students.

TABLE XII
BULLYING/HARASSMENT SURVEY QUESTIONS

| | | |
|---|-----------------|--------------------------|
| <u>Ever Felt Bullied/Harassed at UIC (Q21)</u> | <u>N</u> | <u>Percentage</u> |
| Yes | 63 | 15.2 |
| No | 351 | 84.8 |
| <u>If yes, how Many Times (Q21a)</u> | | |
| Once or twice | 26 | 41.3 |
| 3-5 times | 25 | 40.0 |
| 6 or more times | 9 | 14.3 |
| Never | 3 | 4.8 |
| <u>When Was the Last Time (Q21b)</u> | | |
| Within the last week | 11 | 17.7 |
| Within the last month | 18 | 29.0 |
| Within the last semester | 10 | 16.1 |
| Within the last year | 11 | 17.7 |
| Over a year ago | 12 | 19.4 |

Table XIII displays the various locations around campus where students felt they were bullied or harassed. About 21.8% of students reported they were bullied or harassed in a classroom or lecture hall on campus while 20% bullying or harassment while walking around campus. Participants also wrote in other locations they felt bullied or harassed, including during meetings with faculty and university administration, in their advisor's office, during UIC student festivals like Spark in the Park, and at parties held on campus.

TABLE XIII

WHERE DID YOU FEEL BULLIED OR HARASSED AT UIC (PLEASE CHECK ALL THAT APPLY.)? (Q21C)

| | <u>N</u> | <u>Percentage</u> |
|---|-----------------|--------------------------|
| In a classroom/lecture hall | 24 | 21.8 |
| In a housing facility/dorm | 18 | 16.4 |
| In the dining halls | 7 | 6.4 |
| Walking around campus | 22 | 20 |
| On the way to or from UIC | 14 | 12.7 |
| In the parking lot | 2 | 1.8 |
| Online by a member of the UIC community | 7 | 6.4 |
| In a bathroom on campus | 3 | 2.7 |
| Other | 13 | 11.8 |

TABLE XIV

WHY DID YOU FEEL LIKE YOU WERE BULLIED OR HARASSED? (PLEASE CHECK ALL THAT APPLY.) (Q21D)

| | <u>N</u> | <u>Percentage</u> |
|--------------------|-----------------|--------------------------|
| Race/Ethnicity | 43 | 25.9 |
| Gender | 23 | 13.9 |
| Sexual Orientation | 5 | 3.0 |
| Religion | 10 | 6.0 |
| Culture | 26 | 15.7 |
| Age | 11 | 6.6 |
| Ability | 6 | 3.6 |
| Disability | 2 | 1.2 |
| Economic Situation | 13 | 7.8 |
| Residence | 4 | 2.4 |
| Size | 11 | 6.6 |
| Other | 12 | 7.2 |

The survey was meant to assess the climate of the university in relation to bullying and harassment across all students, regardless of their multiracial/biracial/mixed-race background. However, as Table XIV shows, the key reason as to why students felt bullied or harassed was because of their race/ethnicity (25.9%). 15.7% felt bullied or harassed because of their culture while 13.9% of students felt bullied or harassed due to their gender. Students were given the opportunity to once again write in other responses. Statements as to why students felt bullied or harassed included: "Social conflict," "I was judged by my roommate because I'm different from her," "Some people think I am an undocumented immigrant, but I am a citizen by naturalization and I legally immigrated to the U.S.," "My positionality as a student," "Girl did not like me so she isolated me," "Personality," "Faculty forcing their visions on students, regardless of the student's desires," and "Power structure between me (low power) and my advisor (high)." As stated in Chapter 2, there is no clear definition of bullying, which is evident in the various rationale students provided for why they felt as if they were victimized by bullying related behavior. However, it is important to note the definition of bullying given to all students in the survey by Rigby (2002) highlights characteristics as involving, "a desire to hurt, is a harmful action, contains a power imbalance, is typically repeated, uses an unjust exercise of power, displays evident enjoyment by the aggressor, and there is generally a sense of being oppressed on part of the victim". These characteristics of bullying are clear in the descriptions written in by students and are significant in understanding just what bullying related victimization looks like.

TABLE XV

WHAT KIND OF BULLYING BEHAVIOR WAS IT? (PLEASE CHECK ALL THAT APPLY.) (Q21E)

| | <u>N</u> | <u>Percentage</u> |
|---|-----------------|--------------------------|
| Called names | 32 | 19.5 |
| Left out or excluded by others | 28 | 17.1 |
| Punched or pushed | 6 | 2.7 |
| Nasty stories told about me | 14 | 8.5 |
| Asked to give up money or belongings | 2 | 1.2 |
| Being sent nasty text messages or e-mails | 5 | 3.1 |
| Forced to do something I did not want to do | 6 | 3.7 |
| Teased about the way I look | 21 | 12.8 |
| Called gay or other offensive slurs | 4 | 2.4 |
| Bullying because of my religion | 5 | 3.1 |
| Bullying because of my ethnicity or race | 23 | 14.0 |
| Other | 18 | 11 |

When students reflected on the kind of bullying behavior they faced, Table XV shows 19.5% of students reported they were called names, 17.1% reported being left out or excluded by others, 14.0% were physically harmed (i.e. punched or pushed), and 12.8% were teased about the way they look. Students wrote in other ways they were bullied, including: “*Systematic injustice within campus housing, microaggressions,*” “Sexual references based on racial stereotypes,” “A classmate requested the professor to ask me to move from my seat in order to let her sit in *her* chair, the entire class was present,” “Accused of plagiarism and had to take a final early,” “Systemic discrimination in campus programs, brought to tears in class,” “Disregard for financial circumstances, callousness,” “Teased about where I live, my height/weight, my

commute, and being a girl,” and being verbally assaulted with comments such as, “There’s too many white bitches in here” at a UIC party and other belittling language or catcalls. Once again, the definition of bullying is not straightforward, but these examples help to carve out a clearer picture of students’ perceptions of bullying related behaviors. These anecdotes from survey participants also help to debunk the myth that bullying related victimization does not happen in a college/university setting. Furthermore, Table XVI shows most (47.6%) participants did not know the perpetrator at all, while 8% knew them extremely well.

TABLE XVI

BULLYING/HARASSMENT BEHAVIOR SURVEY QUESTIONS

| <u>How well did you know the person who bullied/harassed you? (Q21g)</u> | <u>N</u> | <u>Percentage</u> |
|---|-----------------|--------------------------|
| Extremely well | 5 | 8.0 |
| Very well | 10 | 15.9 |
| Moderately well | 10 | 15.9 |
| Slightly well | 8 | 12.7 |
| Not at all | 30 | 47.6 |

As shown in Table XVII, for those who experienced bullying or harassment, 29% of participants did not tell anyone about their experience while 25.8% told another student at UIC. For those who wrote in how they handled the situation, some told a peer mentor, a therapist, or faculty/staff at the previous college they were at prior to attending UIC.

TABLE XVII

WHO DID YOU TELL ABOUT BEING BULLIED OR HARASSED? (Q21H)

| | <u>N</u> | <u>Percentage</u> |
|------------------------------|-----------------|--------------------------|
| No one | 27 | 29.0 |
| Faculty/staff at UIC | 9 | 9.7 |
| An adult outside of UIC | 4 | 4.3 |
| Another student at UIC | 24 | 25.8 |
| A student outside of UIC | 6 | 6.5 |
| Parent/guardian or caregiver | 9 | 9.7 |
| Brother/Sister | 7 | 7.5 |
| I phoned a helpline | 1 | 1.1 |
| Other | 6 | 6.5 |

For those who chose to tell someone about their bullying and harassment experiences, Table XVIII describes how nothing was done for 54.1% of respondents, but the bullying and harassment stopped anyway. For 21.3% of respondents, there were a variety of other responses, such as they never told anyone, they never ran into the person(s) who bullied or harassed them so they did not worry about it further. Unfortunately, for 9.8% of respondents, the bullying and harassment continued despite telling someone about it. Responses also included statements such as, “I mostly just shared to vent and process, so there was no expectation that the harassment

would discontinue,” “The faculty member got her way, despite the inappropriate nature of the request,” and “I switched advisors.” Further discussion of students facing bullying and harassment from administrators and faculty at the University of Illinois at Chicago will be further explained in the next chapter. At the end of the survey, students offered suggestions on how to prevent bullying and harassment from continuing to occur within the UIC community, which will be further discussed at the end of the chapter.

TABLE XVIII

RESPONSES TO BULLYING/HARASSMENT BEHAVIOR

| <u>What happened after you told someone? (Q21i)</u> | <u>N</u> | <u>Percentage</u> |
|--|-----------------|--------------------------|
| Something was done that stopped the bullying/harassment | 5 | 8.2 |
| Something was done, but it didn't stop the bullying/harassment | 1 | 1.6 |
| Something was done, but it made the bullying/harassment worse | 3 | 5.0 |
| Nothing was done, but the bullying and harassment stopped anyway | 33 | 54.1 |
| The bullying/harassment continued | 6 | 9.8 |
| Other, please specify | 13 | 21.3 |

b. **Bullying of Others**

When respondents were asked about bullying and harassment among the UIC community, 66% believed it happens occasionally. In addition, Table XIX displays how approximately 25% of respondents knew of someone who was bullied or harassed in the last 12 months in the UIC community. In addition, about 78.5% of students knew of another student that was bullied or harassed in the last 12 months.

TABLE XIX

BULLYING/HARASSMENT OF OTHERS AT UIC

| <u>How often do you think others are bullied/harassed at UIC? (Q23)</u> | <u>N</u> | <u>Percentage</u> |
|---|-----------------|--------------------------|
| All the time | 5 | 1.2 |
| Frequently | 47 | 11.4 |
| Occasionally | 272 | 66.0 |
| Never | 88 | 21.4 |
| <u>Do you know of someone who was bullied/harassed in the last 12 months in the UIC community? (Q24)</u> | | |
| Yes | 103 | 25.1 |
| No | 308 | 74.9 |

Table XX displays respondents who knew of someone in the UIC community that was bullied or harassed. These occurred while walking around campus (22.4%), in campus housing/a dorm (17.4%), and in a classroom or lecture hall (16.8%). Participants also had the opportunity to write in answers and included they knew others who were bullied outside of school, at a study spot on campus, by e-mail/online, at the Commuter Resource Center, outside of a classroom, and during a fieldwork placement.

TABLE XX

THINKING OF WHO YOU KNOW THAT WAS BULLIED, DO YOU KNOW WHERE THEY WERE BULLIED? (PLEASE CHECK ALL THAT APPLY.) (Q24B)

| | <u>N</u> | <u>Percentage</u> |
|-----------------------------|-----------------|--------------------------|
| In a classroom/lecture hall | 27 | 16.8 |
| In a housing facility/dorm | 28 | 17.4 |
| In the dining halls | 8 | 5.0 |
| In a bathroom on campus | 6 | 3.7 |
| Walking around campus | 36 | 22.4 |
| On the way to or from UIC | 19 | 11.8 |
| In the parking lot | 6 | 3.4 |
| Do not know | 19 | 11.8 |
| Other | 12 | 7.5 |

c. **To Be the Bully-Victim**

Respondents in the entire sample who were victims of bullying and harassment at UIC also engaged in the bullying and harassment of others. Although the percentage of those who reported not getting in trouble for bullying or harassing others is

large (99.3%), students still reported engaging in bullying related behavior. This suggests students are engaging in bullying and harassment whether they are reprimanded for their behaviors or not. Moreover, 5.2% of students reported being part of a group who have bullied or harassed another student, which suggests bullying and harassment is not just a one-on-one action.

The impacts of behaviors such as starting rumors to stealing or destroying another student's property can be significant. Table XXI shows the most frequent type of bullying behavior against others was by starting rumors or repeating lies about someone on-campus (2.7%). As discussed in Chapter 3, individuals can move between the roles of bully, victim, bully-victim, and/or bystander with fluidity (Swearer & Espelage, 2011). Chapter 3 also explains how young adults who have been victims of bullying or harassment are more likely to bully others out of frustration (Sanders, 2004). The data presented is consistent with these theories. More specific ideas on intervention and prevention of such behavior is further discussed in Chapter 8.

TABLE XXI**BULLYING/HARASSMENT BEHAVIOR OF SAMPLE AGAINST OTHERS**

| <u>Have you been in trouble for picking on, bullying, or harassing another student? (Q25a)</u> | <u>N</u> | <u>Percentage</u> |
|---|-----------------|--------------------------|
| Yes | 3 | .73 |
| No | 410 | 99.3 |
| <u>Have you started rumors or repeated lies about someone at school? (Q26a)</u> | | |
| Yes | 11 | 2.7 |
| No | 401 | 97.3 |
| <u>Have you been a part of a group who bullied or harassed another student? (Q27a)</u> | | |
| Yes | 17 | 5.2 |
| No | 393 | 95.8 |
| <u>Have you ever stolen or destroyed another student's property? (Q28a)</u> | | |
| Yes | 5 | 1.2 |
| No | 408 | 98.8 |

At the end of the survey, participants were asked to share how much of a problem they believed bullying and harassment was among the UIC community, as well as share what they believed UIC does or could do to help combat this interpersonal violence. According to table XXII, most respondents (43.6%) believed bullying and harassment were a slight problem at UIC while only about 2% believed it was an extreme problem.

TABLE XXII

HOW MUCH OF A PROBLEM DO YOU THINK BULLYING OR HARASSMENT IS
AMONG THE UIC COMMUNITY? (Q29)

| | <u>N</u> | <u>Percentage</u> |
|----------------------|-----------------|--------------------------|
| Extreme problem | 8 | 1.6 |
| Very much a problem | 13 | 3.2 |
| Moderate problem | 129 | 31.4 |
| Slight problem | 179 | 43.6 |
| Not a problem at all | 82 | 20 |

Most respondents (58.3%) believed that UIC has actions in place to stop bullying or harassment within the UIC community. For students who felt UIC addresses bullying and harassment, they believed UIC does so in the following ways:

- By embracing diversity, which helps to decrease the likelihood of bullying and harassment.
- Having departments on campus, like the UIC Dialogue Initiative, to educate students about respecting difference and avoiding stereotypes/generalizations.
- Talking about bullying at orientation.
- Catering to minority students, which helps with racial victimization.
- Having counseling and support groups on-campus for those affected by bullying and harassment.

- Providing anonymous and un-anonymous hotlines for bullying; which is also backed by professors who have a zero-tolerance for bullying and harassment in their classrooms as and safety mechanisms such as campus police, safety alerts, and emergency buttons.
- Having online modules for students about bullying/cyberbullying and sexual harassment.
- Holding seminars and campaigns on anti-bullying.
- Encouraging students to stand up for one another.
- Having cultural centers which serve as a place of solace for those being bullied by their race/ethnicity.

Despite the overall positive feedback from students related to UIC intervening and preventing bullying and harassment, some students felt UIC is perpetuating a culture of interpersonal violence. One student wrote in the following statement: “UIC perpetrates that we are a diverse and connected campus but people of color often feel out-casted, especially black students,” Another student reported, *“For one thing, this survey seems to be doing something to at least open up the conversation.”*

Given challenges affecting mixed-race identity development of youth/young adults in the United States, progressing harms seen from bullying behavior, and the underrepresented literature of these issues continuing into higher education, there is a need for an intervention and prevention model which examines the unique phenomenon of racialized bullying against mixed-race college students. The cultivation of a knowledgeable group of coordinators and volunteers with training in race-based bullying and mixed-race identity will be vital as this will assist facilitation of accurately specialized content for any proposed intervention and prevention programming. Students reported ways UIC can be an agent of change by suggesting methods of intervention and prevention like:

- Create policies and implement punishments for those who engage in bullying/harassment and/or enforce existing policies.
- Have a *visible* anti-bullying campaign.
- Host more events specifically on the topic of bullying and harassment.
- Create student advocates who speak up and out against bullying/harassment on campus.
- Be more vigilant about cyberbullying.
- Talk about bullying like we do sexual harassment to break the silence about it.
- Create more safe spaces on-campus for students to talk about their experiences with bullying/harassment.
- Have an annual bullying prevention week campaign.
- Ensure teachers are trained in identifying bullying/harassment so they can help students.
- Have racial/ethnic cultural competency programs, events, and fairs that are multiracial, not just geared towards one race/ethnicity.

For some students, a part of what UIC could do is simply change campus climate in general. Specifically, two mixed-race students wrote,

“I feel like UIC could make students more culturally aware of other races, especially people who are mixed-race. Maybe ways that could somehow raise awareness or meetings or something (like activities or whatnot).”

“Create a center for students who identify as multi-racial, as they do for African Americans, Latinos(a)/Hispanic, and Asian Americans. With this, they don't have to “choose” which race they identify more with.”

Additionally, to continue to change the campus climate and reduce the prevalence and incidence of bullying and harassment at UIC, two students explained:

“UIC is very diverse but I rarely see these diverse groups truly interacting. With this division comes the perpetuation of stereotypes and prejudice to some degree, regardless of how diverse the community is. It is important to create more spaces where these groups can come together and celebrate their cultures without making others feel excluded or different. Activities and

organizations already dedicated to this cause can also do a better job of advertising their existence and programs in a way that is not too seldom (e.g. announcing it once a month ahead, causing people to forget) but also not too frequent.”

“UIC is known for not having friendly people. Educate that ANY race can be racist and bully,” because, “according to everyone at UIC, white people are the only people who can be racist...educate that anyone can be racist.”

However, some students also believed UIC does not even have a bullying problem and therefore does not need to do anything, with two students particularly stating:

“I think UIC does not have bullying or harassment. It has a very comfortable environment.”

“Honestly, people at UIC are too busy worrying about their grades to stop what they are doing and waste their time bullying some innocent kid. So, UIC does not have a bullying problem to address in the first place.”

VI. INTERVIEW FINDINGS AND ANALYSIS

The highlight and focus of this exploratory study were the interview narratives of the 12 students who shared their experiences with bullying and harassment as mixed-race identified students at the University of Illinois at Chicago. Data for Q2, (What is the relationship between a student's mixed-race identity and their experiences with bullying and harassment at the University of Illinois at Chicago?), were heavily rooted in microaggressions and passive discrimination.

Data for Q3 (How do mixed-race college students at the University of Illinois describe the ecological context of their experiences with bullying and harassment?), not only touched upon students' experiences at UIC, but prior to attending college as well. There was a clear connection of participants having dealt with a lifetime of microaggressions, which will be discussed in the next chapter.

A. Social Ecological Narratives

Twelve students from the University of Illinois at Chicago were interviewed: 6 undergraduates, 5 graduate students, and 1 professional student; 7 females and 5 males. The race/ethnicity and sexual orientation of the participants varied. Table XXIII gives a further description of each participant.

TABLE XIII
INTERVIEW SAMPLE DEMOGRAPHICS

| <u>Interview #</u> | <u>Age</u> | <u>Year in School</u> | <u>Gender</u> | <u>Race/Ethnicity</u> |
|---------------------------|-------------------|------------------------------|----------------------|---|
| 1 | 18 | Freshman | Female | Black/Puerto Rican |
| 2 | 26 | Professional | Male | Indian – Black Aboriginal/Aryan Indian |
| 3 | 21 | Masters | Male | Indian/Chinese |
| 4 | 30 | PhD | Female | White/Japanese |
| 5 | 18 | Freshman | Female | Filipino/Mexican/White |
| 6 | 34 | PhD | Male | Mexican (ethnic differences) |
| 7 | 22 | Masters | Female | Mexican/Puerto Rican |
| 8 | 22 | Senior | Male | White/Bengalese |
| 9 | 25 | Senior | Male | Black/East Indian |
| 10 | 23 | Masters | Female | Black/White |
| 11 | 22 | Senior | Female | Jewish (White)/Chinese |
| 12 | 24 | Senior | Female | Black/Cuban |

To examine the qualitative findings of this study and assess the interview narratives, main themes from the interviews are divided into the six interactions of the social ecology: individual, peers, family, school, community, and social. As discussed in Chapter 3 through the work of Short (2013), applying a social ecological framework to illustrate bullying results in ongoing consequences will directly show how the social ecology impacts mixed-race individuals, not

only with their experiences with racialized bullying and harassment, but with simply navigating their mixed-race identity in a world that standardizes monoracial labels.

1. **Individual**

- a. **Pre-College Experiences**

This study focused on college students who identify as mixed-race and their experiences with and interpretations of bullying and harassment. Each participant experienced some form of racialized bullying and/or harassment prior to attending college. For the participants, the common theme of experiencing such victimization came during their public-school years, between elementary and high school. Table XXIV gives a summarized view.

TABLE XXIV

INTERVIEWEES EXPERIENCES WITH BULLYING/HARASSMENT

| <u>Interview #</u> | <u>Experienced Bullying Prior to at UIC</u> | <u>Experienced Bullying Since at UIC</u> |
|---------------------------|--|---|
| 1 | Yes | No |
| 2 | Yes | Yes |
| 3 | Yes | Yes |
| 4 | Yes | Yes |
| 5 | Yes | Yes |
| 6 | Yes | Yes |
| 7 | Yes | No |
| 8 | Yes | No |
| 9 | Yes | No |
| 10 | Yes | No |
| 11 | Yes | No |
| 12 | Yes | No |

It is important to note the significance of pre-college experiences because as discussed in Chapter 3 through the work of Kich (1992), there are three stages which affect the identity development of a mixed-race child: awareness of difference and dissonance, struggle for acceptance, and self-acceptance and assertion of an interracial identity. These stages are not just seen during childhood, but throughout the lifespan. The impact of pre-college interactions on participants will be discussed further in Chapter 7.

b. **Cosmetically Mixed**

Colorism has always played a significant role in how mixed-race individuals see themselves and how they are perceived by others. Narratives from participants made it clear colorism continues to exist and play a role in interpersonal interactions to this day. For Participants 8 and 10, questions of “*What are you?*” came from individuals who interrogated their physical attributes, such as skin tone and hair texture. For Participant 2, the texture of his hair affected how people perceived his racial identity.

“I think it's just...kind of figuring out what I identify myself as 'cause a lot of people are like, “Oh she looks Mexican, she's Mexican.” My cousin she has like, kinky hair...her skin tone's a little different than mine and she is identified more as Puerto Rican. So then when we're together, people don't really think that we're cousins 'cause we look differently, but we're the same or, we're like first cousins. Most of the time people are like, “Oh, what are you?” And I have to be like, “What do you mean?” And they're like well, what, where are your parents from? And then, then I say my dad's Mexican and my mom's Puerto Rican.” - Participant 8

*“I think when you're just like, a tan-like color, you are seen and it's like because, some people look at me and **know** that I'm mixed...” – Participant 10*

“My hair has changed...it's become whiter [as in more in line with the White race] as I've become older, so, like, I mean, for example, when I was an undergrad...which was like, 8-9 years ago...I was black people from the sixties for Halloween every year and I would always use my real hair. But then [I] started growing out of it, like, right around 19-20? And then that's when I realized like, I can't be doing this anymore, you know? Like, it just, it doesn't work.” – Participant 2

As discussed in Chapter 3, when looking specifically at students in higher education, Morfin and others (2006) explain how Critical Race Theory in higher education highlights microaggressions and racial harassment. The effects of colorism on students at the University of Illinois at Chicago is an application of Critical Race Theory and a form of racial microaggressions.

2. **Peers**

a. **Dating and Relationships**

A surprising theme which came from the narratives was the topic of dating and relationships. Participants were not directly asked about their experiences with dating and having relationships, but many participants brought up how their mixed-race identity impacted their dating habits. Participant 1 explained how her romantic relationships have all been affected by how men view her as exotic. Participant 5 explained how growing up, she felt romantically unattractive by guys because of her mixed-race identity. In addition, Participant 10 described a time when she experienced direct racial microaggressions while dating a guy and how he fetishized her due to her light skin color.

“Well, now that the curly hair and the mixed girl thing is like, what's beautiful right now...I get a lot more attention than when I was in Florida from...all types of men, white and black, Hispanic, everything...I definitely feel more exotic...in high school, I would feed off what men told me and that's what I, you know, what, I guess, accept, like when they would call me beautiful, I would be like, ‘Okay, so if he thinks I'm beautiful, I guess I am beautiful!’...I don't want to sound weird but I guess it makes me feel like, more confident...” – Participant 1

“...you're exoticized because you're, you know all these different races... But um, I thought maybe like, guys didn't like me because I was Asian, because I was Mexican. I thought they only liked White girls...” – Participant 5

“I was dating and this guy was like, well, I said I told him I like long hair because he had a little hair and he was like, ‘Oh, I like exotic looking girls,’ and I was like did you just say that? Needless to say, it went downhill from there...there's this whole like, light skin thing, and people like, fetishize you and objectify you...” – Participant 10

3. **Family**

a. **Impact of a Single-Parent Home**

One of the most dominant themes that ran through each of the narratives was the impact of parental influence on the participants' racial identity development. Participants described similar challenges of talking with their parents about their mixed-race identity and how

difficult it was to navigate such conversations. For participants who were raised in single parent homes, discussing a mixed-race identity became even harder to navigate because only one culture was present, which created a distance in connecting to the race/ethnicity and culture of the second parent. For Participant 1, who is half Puerto Rican/half Black and raised by her Puerto Rican mother, she only had a connection to her Latin race and culture; the lack of discussion about a mixed-race identity for Participant 5 was expressed given the fact her mother simply did not talk about race much; and for Participant 10, whose parents got divorced when she was very young, never had conversations about race/ethnicity with her mother, who is White.

“Um, my mother would try and avoid the topic...” – Participant 1

“...it was never addressed. But I do feel like, a lack of attachment. So, like, those cultures, when, like I'm... I really love culture and I would have loved to like, be involved in that.” – Participant 5

“...my mom, we never really, she never really had that talk with us or anything because race was never a thing to me... and I feel like that's part of the culture of white culture. I guess you could say there's this like thing where you just like sweep everything, just sweep it all under the rug and don't talk about it if it's uncomfortable...” – Participant 10

By only having one parent in the household, participants also found such a home environment made talking about mixed-race identity nearly impossible due to resurfacing personal emotions most single parents wanted to forget. Participant 1 met her biological father, who is Black, at the age of 15; yet, that never made the topic of mixed-race easy to have with her mother. When Participant 1 would attempt to talk about race and ethnicity with her mother, even from a general standpoint, she would be met with disregard. For Participant 5, who is mixed with Filipino/Mexican/White, she had contact with her father, who is White/Mexican, up until the age of 8 and was aware of his culture. However, once she stopped seeing her father, that connection

went away and she became predominately connected to Filipino culture. Moreover, Participant 10 felt as though the divorce between her White mother and Black father was an example of the prejudice the White side of their family felt towards Blacks, in general.

“I grew up in a small town in Florida where the majority of people were White and, um, I was raised by my mother, she was Puerto Rican, um, I didn’t, I wasn’t raised with the black side of my family so, um, I definitely had a hard time trying to find out who I was when I was growing up...I definitely feel more Hispanic than Black... I do feel like a stronger connection to, um, my Hispanic side only because that’s what I was raised in.” – Participant 1

“I, I had contact with my dad until I was about eight and, and then I would see, uh, my Mexican side of the family and I saw the German grandma sometimes. And then once I was about nine or 10, I stopped seeing all of them. And it was actually like, really hard because my Mexican side of the family is like, like I really like them and they were really like, loving. And they would send me invitations, but I, I never could go. I would always ask my mom, but uh, it just never happened.”- Participant 5

“So, my great grandfather like, kicked my mom out of the family when she got married to my dad. So, she wasn’t allowed to come to social events or anything like that and was just like, excluded...” – Participant 10

Although these experiences are not specific examples of bullying related victimization in a college/university setting, they undeniably play a role and will be further discussed in the next chapter.

4. **School**

a. **Being Mixed in College**

The impact of being in a college setting affected many of the participants understanding of a mixed-race identity. For many of them, going away to college was the moment when they started to reflect on their race/ethnicity. In addition, going away to college was the moment when students reflected on their pre-college experiences, with both sets of reflections helping to make more sense of their racial/ethnic identity. For Participant 2, it was not until his undergraduate studies at UNC – Chapel Hill where he first started to think about race and mixedness. While in undergrad, he took a class on the Black diaspora, found it interesting,

and started to think deeper about his racial/ethnic background. He had moments in high school where he would question his racial/ethnic background, but because he went to a predominately black school, he never thought of mixed-race much because it simply was not a visible identity around him. However, going away to college did affect what mixed-race meant to him.

“Well...the seed started growing, [I was] sort of actively looking into it [racial background] like, in undergrad, which I guess is sort of standard. But, one of my mentors was, was the director of the Black Studies department at UNC. And I mean, I did Public Health, but I did some like side History classes and the Black diaspora and, and mixedness as empires of...just because it’s like, really interesting. So that’s really when like I was sorta actively looking into it, but it was probably like, I dunno, mid high school that it occurred to me that this might actually be a thing to, to identify as” – Participant 2

It is significant for mixed-race individuals to engage in self-reflection of their identities to develop a strong sense of who they are so that they can share that with others. Because a college/university setting is sometimes the first-time young adults are directly faced with individuals of different races, ethnicities, cultures, sexual orientations, abilities, etc., there comes a challenge of processing such large amounts of difference at one. As discussed in Chapter 3, bullying related victimization may occur because individuals foster identity politics rooted in binaries and when one falls outside of said binary, the response can be aggressive. Therefore, to be mixed in college is not just about learning how to develop your own identity as a multiracial/biracial/mixed-race individual, but simultaneously learning to navigate dissension of such an identity by others.

b. Undergraduates – Peer Victimization

Only one undergraduate who was interviewed described being bullied/harassed, it is significant to add into the analysis. Although undergraduates, compared to graduate students, have more opportunities to encounter one another on campus at UIC: from being in class, to living in on-campus housing, to attending University events that are aimed at

undergraduate involvement, the University of Illinois at Chicago is a commuter school.

Literature shows in elementary school, status and attention impact bullying and without a defined social group, there are less amounts of bullying. If we apply this notion of an undefined social group to a commuter school like UIC, this may impact the level of interaction between students which lessens the opportunity for bullying and harassment. However, one instance should not be minimized and adds value to the data. For Participant 5, mixed Filipino/Mexican/White, she felt she was bullied in her dorm on-campus by her roommate, who she identified as African-American.

“But yeah, I had a roommate and I would have my boyfriend over a lot and I always make, like, would ask and like before...we agreed like, just to be straight up with each other and say if we had any problems. And I would always ask like, “Are you comfortable with being here, like I could always tell him he can leave. And he would always leave if she needed to like change or like go shower or we would just leave, but she would always kind of talk about how she really wanted a boyfriend, so I think maybe it was jealousy or something and then yeah, she spit in my clothes and wiped crumbs like, on my pillows. And I would keep telling [her] like, well...I didn't say anything the first time. But then when there was crumbs I was like, “Dude that's not cool.” And then with the laundry, I was like STOP!” – Participant 5

As discussed in Chapter 3, literature from Olweus identifies three important factors which may motivate a bully, one of which is a need to feel powerful and control others. The experience Participant 5 had with her roommate very well could have been due to a need to exert power and control, especially given the bullying happened more than once. In addition, as Murphy (2009) explains, the need for power, and essentially the need for control, is the primary reason bullies are more apt to pick on targets who are less likely to fight back. In this scenario, Participant 5 did tell her Resident Assistant about the bullying but did not fight back or engage in bullying related behavior against her roommate. In addition, bullying related behavior varies, as shown in Chapter 2 with the Continuum of Civility (Clark & Ahten, 2011). Yet, even low impact

harm can have high impact consequences, as seen in this scenario for Participant 5 who eventually had to switch dorm rooms because of the bullying she faced.

c. **Graduates – Administration and Staff Victimization**

Among the interview narratives, there was a clear theme of microaggressions being felt by graduate students from faculty and staff/administrators whom they needed help from as a student. For Participant 2, the moment he felt microaggressions due to his race was when handling some financial aid challenges prior to the beginning of a new semester.

“So, tuition was due end of September and the Army was gonna pay. I got my background check, it got waitlisted because I was naturalized and I don't have a naturalization certificate...this is a really long story, by the way. So, long story short, Army's like, "Your funding is waitlisted," um, they told me this like, two days before tuition is due. And so, I went into the, our Dean of Students and was trying to say hey I could take a year off, I could work, get in-state residency. He told me yes on Wednesday, Thursday was supposed to be confirmation, I go in on Thursday and he said no. And all...I don't know why he said no. Well, he didn't state why he didn't say no, but he did say that he looked at my file. So, the only things in my file were like...who I am and also what I've done before, what I've done before is travel and work and also do grad school and public health. So, the only thing that could have changed, that I think that could have reasonably changed his answer was either knowing something about my background that isn't visually apparent or knowing something about what I've done that he was supposed to have read as Dean of Students because like, I put it on my admissions application.... So that, that isn't what I call bullying, what I called bullying was the actual meeting the next day because I walked in and there's some student adviser who had to be like, I forget her name. She's just basically like, a kid out of college, processes like individual things and paperwork, but she's technically the one to bring it to the Dean of Students. And so, she was sitting there and then he was...and he, his body language is very like if you're me, he was like [not facing me] the whole time and then until the final sentence that was when he swung around, kinda like ok, and so it was very brief, it was only like, four or five minutes. Her face was like burning red. And I have no idea, like, if she'd ever seen him behave that way before. But it was very....it was, it was, it's kind of hard to describe it. It was, it was almost like, "I am powerful and because I can say this, I'm doing it," he didn't justify why he changed his mind, he didn't give a rational reason for it. All he said was, "I have seen nothing from you that would lead me to approve your request. So, I'll entertain an application, but, as of right now, I would not give you a Yes." Even though literally the day before, he said he would. And he pretended like the previous conversation never happened.” – Participant 2

For Participant 4, she felt bullied and harassed multiple times as a student at UIC, including off-campus and in the classroom. However, the most notable moment for her came when she sought out help from UIC's Counseling Center. As a mixed White/Japanese female, she went to the UIC Counseling Center to try and talk through the struggles she felt as a biracial woman. Initially, she was paired with a woman of color for individual therapy. However, when her therapist moved on to another job opportunity and a new therapist took over her case, a white woman, the struggles she was trying to work through were immediately fetishized and minimalized.

"And then yeah, so I had a therapist of color. And I had told her like, you know, I'm really working on like, my mixed-race identity and identifying as both and I had made like, a lot of progress with her, um, and um, um, sometimes even like even more...I feel like she like, really pushed me like, um, because when I first started seeing her, um, I would just say I was mixed-race but I would never want to say I was a person of color. And she would always, like, challenge me on that and she would be like, you know, she would say like, "Ok, are you White then?" and I would be like, "Well, no!" and she's like, "Well if you're not White," ...like...you know, yeah, um, so she like, she was very like, supportive and sensitive and like, talked to me a lot about being bi-cultural and, and then I actually also had two group therapists who were women of color who were also very like, supportive. But then my individual therapist left, she went on to another job, and I got a new therapist who was a White woman, and um, I mean, she is nice, but, like I told her I'm working on mixed-race identity. I'm White and Japanese and she like, went on and on how she couldn't tell and um, she couldn't believe it, and it was like, really stressful. And um, like, it was our very first session. So, like, I didn't know what to do." – Participant 4

Bullying and harassment of college students, let alone of college students who identify as mixed-race, is underrepresented in the literature. Most of the literature emphasizes how administrators are responsible for changing campus climate to address incidences of bullying and harassment, but there is little work on how administrators are perpetrating such interpersonal violence. To have these statements sheds a new light on just what the narrative of bullying and harassment of mixed-race college students looks like. In addition, given these accounts are from graduate students and not undergraduate students, it aims to break the mold that the stressors of

“college” only affects undergraduate students for it affects graduate students as well, who are still a part of the college environment.

5. **Community**

a. **Mixed-Race is Cultural and Geographic**

For some of the participants, a mixed-race identity was rooted in the culture of their family. This culture inevitably impacted how they identified as a mixed-race individual and how they engaged in social interactions. For Participant 2, who is Black Aboriginal/Aryan Indian, he felt the impact of his Indian family background and the social difficulties he knew of in India, directly influenced his lived experiences. No one in his family identifies with United States Black culture, even though he does because he has lived here longer and has stronger ties to the U.S. Black culture than Indian culture.

“No one ever really identifies with the U.S. black diaspora because it's more recently African and people sort of at least, like, on that side of East Africa, like, the ones who went eastward, sort of view slave descendants as being like, uneducated or lazy. Not because they know them, of course, it's just because these are the depictions in like rap and like other, and other film products, that's all they know. And so, they don't care here, they don't, they don't consider themselves a part of the black community here at all. I have to, but only because like, I've lived here and I have a lot friends who are a part of like, the U.S. slave descendant community. And also, the recent African immigrant community, it's like, in that mixture, I half belong, I half don't. I like it that way.” – Participant 2

In Chapter 1, the Pew (2015) report described how not every multiracial adult is the same and encourages moving the discussion of a mixed-race identity past the historically black/white binary to focus on other mixed-race identities. Participant 2 and his cultural history is a great example of how multiraciality needs to be discussed outside of the black/white binary because it truly is affected by different cultures and geographic regions. As with the theme of being mixed in college, although this theme is not directly tied to bullying and harassment related behaviors,

it is important for mixed-race individuals to develop their racial identity in a resilient way so that they are able to address dissention from those who may object to what it means to be mixed.

6. **Social**

a. **To Be Mixed is to Be Colorblind**

One theme which was consistent across many of the interviews was that to be mixed-race is essentially, to be colorblind. Participants described a rather innate feature of a mixed-race identity: that by being multiple races and ethnicities, it allowed the individual to see the world not through a racialized lens, but through one that simply views people as people. For Participant 5, she is open to meeting new people, not just those who also identify as mixed-race while Participant 1 felt all mixed-race people get along due to a shared identity filled with shared struggles.

“I just love people. I just meet anyone and whoever kind of vibes with me, then I just kinda go with it, it doesn't matter” – Participant 5

“Um, and I feel like people who are mixed, they're kind of like, your friend instantly...and you know, like, the struggles of having a White mom and then that's who you grew up with, or having a Black dad and that's who you grew up with, like, we kind of just have this connection...” – Participant 1

As discussed in Chapter 1, Pew (2015) found that 59% of survey participants feel their racial heritage has made them more open to other cultures. This connects to the very idea presented in this theme, that for an individual to identify with multiple cultures and races/ethnicities, it is simply about, “loving people.” Additionally, the notion of “to be mixed is to be colorblind” supports the work of Wilson (1987) who described that mixed-race youth/young adults directly blur the lines deeply embedded in elite white status and power. To be mixed and colorblind may serve as a response in fighting against racialized bullying and

harassment and should be considered in future applications of a social ecological framework to racialized bullying and harassment.

b. **The Impact of Racial Codeswitching**

For some of the interviewees, to navigate their mixed-race identity and avoid microaggressions, they engaged in racial codeswitching. Participants, particularly those mixed with Black, switched back and forth from identifying as mixed-race to identifying as monoracial or switching from talking about mixed-race issues to monoracial issues depending on who they were talking to.

One example of racial codeswitching was described by Participant 1, who is Black and Puerto Rican, described not being as open as she would like about her mixed-race identity with other Black people. She felt a pressure to identify as only Black because anything outside of that was looked down upon by her Black peers. In addition, the gender differences she faced when interacting with Black men versus Black women impacted her codeswitching as well.

*“I’ve never hung out with Black people. I was obviously too Black for the White community and too light for the Black community, so um, I always fit into the Hispanic community, so always, my friends have always been Hispanic. [But] Black women always have, always had this hatred towards me because you know...I don’t look like...a typical Black woman, I don’t sound like a typical Black woman. It makes me feel uncomfortable a little bit when I have to discuss that I am mixed because then I feel like I’m the outcast of the group because I’m not **just** Black...if that makes sense...When we [my friends] and I discuss like, Black Lives Matter or something like that I don’t bring up that I am mixed because a lot of people will be like, ‘Well, you’re not Black, so like, why are you talking about Black Lives Matter?’” - Participant 1*

For Participant 2, racial codeswitching occurred when deciding whether to disclose his mixed-race identity to others or not. As a Black Aboriginal/Aryan Indian, Participant 2 felt when he disclosed his mixedness to White people, they would immediately censor what they say to him, which affected how the participant would react in return. However, when disclosing his

mixedness to Black people or other people of color, there would be no censorship about any topic, including racial/ethnic issues.

“They [White people] censor themselves! Like, people who will um, maybe express like, I guess some kind of prejudice against Black-Americans or really anyone who, who isn’t of their own stripe. Once they find out someone’s mixed, they stop talking about it immediately. I, and maybe if I were like, half White it would be different, but, it’s that, I’ve, I’ve found people just be remarkably on their toes if they were otherwise going to say something.” – Participant 2

VI. DISCUSSION

A. A Lifetime of Microaggressions

Participants' stories served as a powerful representation of communities of color, as many victims of racial discrimination suffer in silence or blame themselves for their problems. The narratives gathered within this study gave various groups of color a voice, revealed a sense of community that can be difficult to create and maintain, and put a name to a type of discrimination so that it can be combated. Delgado & Stefancic (2012) describe that if race is not real or objective, but constructed, then racism and prejudice should be capable of deconstruction. Although only 4 participants described an instance when they were bullied/harassed due to their racial/ethnic background while being a student at the University of Illinois at Chicago, each participant described a time when they were faced with racial microaggressions while at UIC: in the classroom, on their way to campus, with friends, family, peers they knew, and peers they had just met. However, at one point or another, each participant described how their life was affected by racial microaggressions experienced during childhood. As discussed in Chapter 3, Critical Race Theory examines the relationship between invisible and visible power, domination, and the construction of social roles (Delgado & Stefancic, 2012). When it comes to microaggressions and the lived experiences of the participants in this study, Critical Race Theory serves as an explanation for why racial microaggressions were experiences. The invisible and visible power dynamics throughout society and social interactions, the domination of racial/ethnic stereotypes which guide how we view the world and navigate it, along with other social constructions all make for a lifetime of racialized bullying and harassment, not just a moment faced in school.

As Participant 5 described, "...I was just different," explaining the bullying she faced as early as middle school. Each participant was directly asked about their experiences with bullying

and harassment, both at UIC and prior; and each interviewee explained a memory or two when they were bullied for being mixed-race as a child. These moments stayed fresh in their minds, with many of the participants describing each moment as if it happened yesterday. For the participants, they felt as a child, those moments were nothing more than annoying and simply wanted to be like other kids. Now in college, both the undergraduates and graduate/professional students, reflecting on such childhood moments heightened the analysis of their memories. For some, they remain annoyed at it ever happening. For others, they understood those instances were microaggressions and now feel somewhat better knowing they can put a name to the actions and behaviors done against them. Despite the acceptance or rejection of such microaggressions, by the time they reached UIC, students were clearly accustomed to facing scrutiny as a multiracial individual, from levels of the social ecology. Experiencing racial microaggressions at UIC has been nothing new, it simply adds to the experiences they have already faced as someone with a mixed-race identity, whether they “looked” mixed or passed for a monoracial identity.

B. **Reframing Mixed-Race Identity, Framing Mixed-Race Bullying**

To combat the challenge of racialized bullying, particularly against college students who identify as mixed-race, it is critical to understand how mixed-race identity development is shaped. A major question to ask is then: How can we *reframe* mixed-race identity and *frame* racialized bullying of mixed-race college students? According to the Biracial Identity Model from Poston (1990), there are five steps of development: understanding personal identity, choosing a group categorization (usually a monoracial identity), enmeshment and denial of a monoracial identity, appreciation of multiple identities and exploration of heritages, and eventual

integration and valuation of a multiracial/multicultural identity. On one hand, to reframe mixed-race identity, interview data displays a clear connection to identity politics and mirrors the navigation of a multiracial identity. As Wilson (1987) described, youth/young adults develop a social awareness of who and what they are, which to some extent, depends on how society defines them (p. 22). The next section in this chapter will discuss further how participants displayed stages of multiracial identity development, as outlined by Poston and his work.

On the other hand, to frame mixed-race bullying, we must ask: Does multiracial identity development affect or influence the perception of bullying? There have been studies of mixed-race youth (Alibhai-Brown, 2001; Tizard & Phoenix, 2002) that explain how navigating a racial hierarchy and being subjected to racial framing are components of the “problem” perspective, labeling mixed-race individuals as “problems” and “others.” If mixed-race individuals are labeled as problems, they may perceive words and actions taken against them as reinforcing their problematic identity; thus, perceiving bullying or harassment. Survey data showed 32 students who responded yes to feeling bullied or harassed at UIC also identified as mixed-race. Although this number is low, given there are *any* accounts of this phenomenon occurring at all is what places significance upon this data and upon this study. The notion of identity development affecting the perception of bullying may have affected these students. Further research on this idea would need to be done to create a more concrete conclusion.

C. **Favoring Privilege, Opposing Whiteness**

At the end of every interview, each participant was asked the question, “*Have you ever wished you were of another racial/ethnic background or not biracial/multiracial/mixed-race? If so, why?*” Each participant answered the question by saying yes, at some point in their life, they

wished they were not biracial, but rather, wished to be white. The wish to be white was a wish for the privilege that comes with being white. For each participant, to be white meant having the ability to evade the bullying and harassment they felt from others based on their racial/ethnic mixture. For the participants, to be white meant the ability to easily navigate the world and not have to worry about social, cultural, and economic challenges they face as a person of color. The wish to be white also differed by gender: for the female participants, to be white meant they would be viewed as beautiful and desirable by their peers; for the male participants, being white meant they would be able to fully belong to the larger social group they wished to be a part of.

The feeling of wanting the privilege that comes with being white was a feeling that many of the participants had just recently started to get over. As each participant became more comfortable and confident with their racial/ethnic makeup, mostly due to increasing in age and maturity, the less they felt a need to shed their embarrassment of identifying as a person of color and the more they felt to deny the whiteness they once desired. For Participants 4, 5, 9, 10, and 11, being mixed with White made it even harder for them to evade the whiteness that ran through their blood. Each participant who was mixed with white loved their white family, but also acknowledged the privilege that side of the family has and the challenges posed in communicating with them. Despite the love for the white side of their families, each of the participants mixed with white wished deep down that they were not white at all. To erase the whiteness inside of them would essentially make their lives easier to connect with other people of color and to avoid feeling pangs of white guilt during moments when social issues regarding people of color were discussed with friends or peers at school. In Chapter 3, the work of Spencer (2006) describes how biracial individuals, especially those mixed with white, constantly reached towards a sense of whiteness they could never achieve. This played into the “tragic mulatto”

stereotype of mixed-race people. Although the participants may have felt like a “tragic mulatto,” striving to reach an unachievable sense of whiteness, to see the tide turn and see participants lose the need to achieve whiteness is telling of a greater social flux. It is reflective of people of color regaining a sense of power they historically had stolen from them.

The concept of favoring privilege while opposing whiteness may also be considered a measurement of multiracial identity development. As stated in the previous section, Poston’s Biracial Identity Model (1990) describes five steps of development including one step where the individual chooses a monoracial identity followed by a denial of a monoracial identity while engaging in appreciation of multiple identities, eventually claiming a multiracial identity. It is clear for each of the interviewees, when developing their multiracial identity, they navigated identifying as monoracial and then chose to accept their multiracial identity after various life events and experiences.

D. The Permanent Black/White Binary

As much as this study emphasized recruiting interviewees who were not mixed with white to take a step away from discussing the historical black/white binary, it became rather impossible to avoid. Out of the 156 participants who were eligible for the interview process, 76 were mixed with White. Out of the 12 participants interviewed, 5 of them were mixed with White. As previously discussed, the participants who were mixed with white described challenges with their whiteness. In addition, to include participants who were mixed with white emphasized the impact white people have had on people of color. As discussed in Chapter 1, the work by Poston (1990), specifically the Biracial Identity Development Model, explicitly explained how biracial identity development should move past the historic black/white binary to

be able to explain other racial and ethnic mixtures as well. The work of Poston (1990) continues to open the door for work, such as this, to develop advanced mixed-race identity development theories.

VIII. CONCLUSION

A. **Implications**

1. **Creating Safe Spaces for Mixed-Race Students at UIC**

Although students reported on various intervention and prevention strategies UIC has to combat bullying, many felt UIC still perpetuated a culture of interpersonal violence. Particularly, students of color at UIC reported feeling like an outcast, despite UIC being a champion for diversity. The University of Illinois at Chicago is reflective of the City of Chicago: diverse yet segregated. Students on-campus tend to socialize with other students who mirror them in race, ethnicity, and culture. Students who identify as multiracial and/or fall outside racial, ethnic, and cultural majorities do not have adequate spaces on-campus to help them feel safe from bullying, harassment, and racial microaggressions. Nor do they have adequate spaces to help them develop their racial/ethnic identity.

UIC has seven Centers for Cultural Understanding and Social Change through the Office of Diversity: African-American Cultural Center, Arab-American Cultural Center, Asian-American Resource and Cultural Center, Disability Resource Center, Gender and Sexuality Center, Rafael Cintrón Latino Cultural Center, and Women's Leadership and Resource Center. Despite the mission of these centers to promote intercultural engagement for the UIC community, they are each distinct and located in different places on campus. Once again, we see the City of Chicago reflected on-campus at UIC: diverse yet segregated. It would be beneficial for UIC to incorporate the Centers for Cultural Understanding and Social Change into one space to truly foster intercultural engagement, not isolation and exclusion. Through the creating a multiracial and multicultural center, it may help decrease the sense of interpersonal violence

students at UIC feel the university is creating and allow for all students to develop their identities in a safe and supportive environment.

2. **Impact of Policy**

In 1990, the Jeanne Clery Act became federal legislation, which is a consumer protection law that aims to provide transparency around campus crime policy and statistics. For colleges and universities to comply with Clery Act requirements, such institutions must understand what the law entails, where their responsibilities lie, and what they can do to create campus safety (Clery Center, 2017). Since the passing of the Clery Act, there have been amendments, such as the Campus Sexual Assault Victims' Bill of Rights in 1992, which requires colleges and universities to have policies in place to address the rights of victims of campus sexual assault, as well as an amendment in 2000 titled the Campus Sex Crimes Prevention Act (Clery Center, 2017). Despite data showing the Clery Act has neither decreased sexual assault on college campuses, nor has it significantly increased reporting of such crimes, it has, "had some positive effects on administrative practice in higher education," according to Gregory & Janosik (2013, p. 10). As Gregory & Janosik (2013, p. 10) explain, "administrators have work to do to make their campuses safer, particularly in the important areas of sexual assault, hate crimes, theft, [and] assault and substance abuse;" however, the Clery Act has helped colleges and universities implement programs and training to help address these issues.

The most recent bipartisan bill targeting hazing on college campuses – the REACH (Report and Education About Campus Hazing) Act, came about due to the recent increased media attention of deaths on college campuses due to hazing practices, particularly among Greek

life organizations. This Act seeks to, “require incidents of hazing be reported as part of a college’s annual crime report” (Meehan, 2017, p. 1).

Although the Clery Act, and potentially the REACH Act, are not meant to be an immediate fix to a prevalent problem, it may help increase education and awareness of the issue. The data from this study may impact policy through the creation of an amendment to The Clery Act, or the REACH Act if passed by legislators. Otherwise, data from this study may drive an initiative to create a separate Act specifically focused on bullying related behaviors. Regardless of how policy may be impacted, any policy change would be a significant step in ensuring college students are aware and protected from all forms of bullying and harassment.

B. **Limitations**

1. **Methodological**

a. **Data Collection**

Following analysis of survey data, it became clear Question 21e was incorrectly worded. This may have affected how participants responded and thus, skewed the data. Question 21e asked respondents to select kinds of bullying behavior they experienced, if any. Two options provided, “Bullying because of my religion,” and “Bullying because of my ethnicity or race,” are considered reasons for bullying, not behaviors. Although bullying because of my ethnicity or race yielded a high response (14.0%), it is important to note the discrepancy between asking students about behaviors yet giving them reasons as options.

When it comes to the interviewing process, there are a few limitations which must be noted. Although interviews provide rich data, they provide “indirect” information, as it is filtered through the views of the interviewees as well as the researcher’s point of view. It is also

important to note that my presence as a researcher may present biased responses. This is also affected by the insider/outsider perspective, which will be discussed later in this chapter. Interviews can also be limiting because they provide information in a designated “place,” rather than in a natural setting. The loss of a natural setting did not pose much of a problem in this study, but it was something to keep in mind throughout the data collection and analysis process.

b. **UIC – A “Diverse” College Campus**

The college experience varies greatly from one campus to another due to demographic and geographic factors. Some college and university campuses may be diverse both on paper and in practice, while others may be less so. The concept of what diversity even means surely differs from campus to campus, as some colleges and universities are diverse through distinct traits, such as race/ethnicity, gender, age, class, or sexual orientation. Participants were recruited strictly from the University of Illinois at Chicago, a university acclaimed for its racial and ethnic diversity. However, it is important to note for future research, participants from a variety of campuses, including Historically Black Colleges and Universities (HBCU's) as well as community colleges, should be studied to account for other influential factors, such as size and location of the institution and how such factors may play a role on the perception and interpretation of racialized bullying and harassment of mixed-race college students.

In addition, because this study is rooted in a social ecological framework, it is essential to keep in mind for future research to draw a sample which highlights the demographic and geographic diversity of the college and university experience in the United States to account for the diversity in the various levels of the social ecology. Utilizing such a demographically and geographically diverse sample may prove to influence the number of mixed-race students who

participate in the study as well as influence findings of the nature and incidence of racialized bullying and harassment.

2. **Insider/Outsider Perspective**

Within this study, it is imperative to maintain respectful management of participants' emotions as well as create a comfortable space where the participants feel free and open to talk about sensitive issues. Bold (2012) explains, "narrative methods of data collection can be intrusive to individuals, causing sometimes unpredictable and far-reaching emotional responses" (p. 36). Moreover, Birch & Miller (2000) describe the interview process as a therapeutic opportunity which may invite a sense of intimacy. During the process where participants engaged in reflexivity of the interview, "a heightened awareness of the self and their relationships with others," such an in-depth discussion became a catalyst for revisiting private and/or unhappy experiences (Bold, 2012, p. 75). The narrative process, by way of narrative inquiry and semi-structured ethnographic interviews, became a means for individuals to make sense of their experiences, which for some, may have been for the very first time (Birch & Miller, 2000). When talking with mixed-race college students at the University of Illinois at Chicago and asking details of their experiences with identity development and racialized bullying, it was important, as the researcher, to make note of the potential therapeutic encounters and aim to maintain a space where the participant could emotionally process their reactions safely (Birch & Miller, 2000; McLeod, 1997).

In addition, King (2008) emphasizes taking such an approach is valuable when evaluating the experiences of college students and when discussing topics which may be sensitive for certain individuals. Despite the interview process utilizing a guided protocol, to ensure comfort

for each participant, interviews were less of a one-way talk and more of a conversational exchange. By engaging in semi-structured interviews and discussing my own mixed-race experiences with the participants, it created increased rapport with each of the participants in this study. This added comfort to the interview space and allowed participants to divulge more information than they initially would (Mahtani, 2012). As a researcher, it is important to remember place within the overall scope of the study, to be as objective and reflective as possible. There were times throughout the study when my status as “insider” and “outsider” were fluid. As Wolf (1992) and Acker (2001) describe, when studying cultures that are like one’s own, it is important to practice a sense of “defamiliarization,” where the researcher must cultivate a sense of distance which enables the researcher to see the research project objectively. Due to my personal identification as a mixed-race college student, that allowed me an insider perspective within the study.

On the other hand, as an outsider, the challenges shifted. A combination of factors displayed from my status at the University of Illinois at Chicago, such as PhD Candidate, instructor, student organizations leader, differences in age, similar or different racial identity than the participants, and any other social factors outside of the campus setting, at times worked to further separate me from the participants. This relates to the work of Collins (1991) and her concept of “outsider within,” where she describes the ways in which the combination of marginality, oppression, and socialization may create an even harder time for researchers who identify with the population they are researching. Furthermore, Mahtani (2012) explains how merely the presumption of a shared mixed-race identity may work to establish an insider and outsider position for the researcher. My mixed-race identity created a more comfortable space for participants to tell their stories, but also prevented participants from divulging further detail at

times given participants may have assumed I already “understood” how they feel. This can be seen in the interviews which took 30 minutes or less, where participants responded in quick and short statements.

When studying a population that represents your own identity, the sharing of narratives can be positive and negative. On the positive side, hearing the narratives of the 12 participants who were interviewed helped me to build a sense of community for myself. Prior to engaging in this study, the amount of mixed-race people I knew personally could be counted on one hand. Now I can say I know enough to count on my hands and toes! This was very validating for my own experiences as a mixed-race individual. However, it posed as a negative during the interview process for I had to reflect on my own identity development and moments of bullying/harassment through racial microaggressions. Hearing the stories of participants was frustrating on multiple levels. Some narratives opened memories for me I wished to never think about again: moments of feeling like I was not enough, moments of being defensive against those who questioned my identity. It was also disheartening to hear others dealing with similar issues. After some interviews, I wanted to cry, because the things shared with me were that emotionally draining. Yet, looking back on this emotional response, it helped to create a rapport with the participants which made them more comfortable to share their experiences, which is witnessed in some of the interviews taking as long as 2-2 ½ hours.

C. **Significance of Contribution**

This study was approved by the Institutional Review Board on July 12, 2016 and took a little over a year to complete. It was a long year of collecting data, analyzing data, writing, and even doubting whether I could really finish this project. However, from the moment IRB approved

this study, I realized the dreams of doing this research suddenly became a reality. Post-IRB approval, I was still highly unsure of what kind of information would come from the data collection process, but I did not let that stop me from attacking this study with full confidence it would present something significant.

The significance of this is rooted not only in further understanding the lived mixed-race experience in the United States, but to further understand different forms of racialized bullying and harassment. This study on the intersection of mixed-race identity and bullying is significant because these issues do not stop after youth attend elementary through high school but continue very well into young adulthood and throughout a college setting, which is underrepresented in current literature, but highly represented within this study. As I look back, I am beyond thankful for the 414 students who took my survey and the 12 students who agreed to share their lives with me in rather intimate interviews. These students shared their lived experiences with me, giving me a glimpse into their lives, showing me the positive and negative they have faced and continue to face when it comes to bullying and harassment. The most powerful moments came from simply reading the survey responses and interviewing the students. Whether the students identified as mixed-race or not, I felt a connection to their stories, to the good times and the bad. For the students who specifically identified as mixed-race, that connection was even deeper. It justified my experiences and gave me comfort in knowing that I was not alone. After every interview, whether it was 20 minutes or 2 hours, the participant and I created an unspoken bond, which is something I will carry with me even after this study is bound and tucked away nicely on my bookshelf.

I cannot stress how intense the impact of this study is to me and how just completing it is very dear to my heart. The field of Critical Mixed-Race Studies continues to grow while a mixed-race identity continues to garner pushback from those who do not understand what it

means to navigate the spaces between. Even back when I proposed this study, I received push back from many who thought my connection of mixed-race identity development with criminological theories simply did not make sense or even worse, did not exist. However, I never let that doubt stop me. I let the confusion and disregard for my ideas fuel the study to be even greater than what I knew it could be. And now, moments of hard work later, of sharing my story as a mixed-race individual researching the lived experiences of other mixed-race individuals, has captivated the ears and hearts of many.

This study is exploratory and was never meant to be a statement of cause and effect. However, the exploration I engaged in added to a narrative that continues to be crafted: what it means to be mixed-race in America. As Chapter 7 describes, mixed-race challenges, including dealing with racialized bullying and harassment, stem from a lifetime of microaggressions. These stories are not just snapshots, but tales of identity development and the social interactions which make identity development both beautiful and equally traumatic. My hope is this study will shed light on new voices in the field of Criminology and Critical Mixed-Race Studies, as well other disciplines, and inspire others to look at the space between to examine the various intersections which make this world wonderfully complex. For me, this study has pushed me to do and learn more, to take steps in making the world a little more accepting of difference, and hope that all people will eventually harvest the ability to focus on the things that bring us together rather than on what tears us apart.

APPENDIX

APPENDIX A: UIC OIR Student Data Book, Section B; Table 20 - Student Demographics (Fall 2014)

| Section B: Student Demographic Characteristics | | | | | | | | | | | | | | | |
|---|----------------------------|------|-------|-------|-------|------|------------------------|-------|-----|-----------------|--------|-------|-------------------------------|------|--------|
| Table 20: Racial/Ethnic Distribution by Student Level Fall 2010-2014 | | | | | | | | | | | | | | | |
| | Am. Indian & Alaska Native | | | Asian | | | Black/African American | | | Hispanic/Latino | | | Native HI or Pacific Islander | | |
| | N | % | % | N | % | % | N | % | % | N | % | % | N | % | % |
| Two or More Races | | | | | | | | | | | | | | | |
| International | | | | | | | | | | | | | | | |
| Unknown | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | |
| 2010 Ugrad. | 24 | 0.1% | 3,576 | 21.3% | 1,392 | 8.3% | 3,386 | 20.2% | 76 | 0.5% | 7,451 | 44.4% | 344 | 2.0% | 16,790 |
| Grad. | 8 | 0.1% | 626 | 7.9% | 694 | 8.8% | 619 | 7.8% | 11 | 0.1% | 4,262 | 53.8% | 110 | 1.4% | 7,925 |
| Prof. | 3 | 0.1% | 767 | 29.6% | 189 | 7.3% | 268 | 10.3% | 4 | 0.2% | 1,233 | 47.5% | 48 | 1.9% | 2,594 |
| CS/Contr. | 2 | 0.4% | 15 | 2.8% | 32 | 5.9% | 35 | 6.5% | 0 | 0.0% | 120 | 22.2% | 1 | 0.2% | 541 |
| Total | 37 | 0.1% | 4,984 | 17.9% | 2,307 | 8.3% | 4,308 | 15.5% | 91 | 0.3% | 13,066 | 46.9% | 503 | 1.8% | 27,850 |
| 2011 Ugrad. | 22 | 0.1% | 3,605 | 21.3% | 1,361 | 8.0% | 3,711 | 21.9% | 86 | 0.5% | 7,173 | 42.4% | 371 | 2.2% | 16,911 |
| Grad. | 7 | 0.1% | 649 | 8.1% | 703 | 8.8% | 627 | 7.8% | 10 | 0.1% | 4,175 | 52.1% | 120 | 1.5% | 8,012 |
| Prof. | 4 | 0.2% | 747 | 28.1% | 189 | 7.1% | 259 | 9.7% | 8 | 0.3% | 1,291 | 48.6% | 48 | 1.8% | 2,657 |
| CS/Contr. | 1 | 0.2% | 13 | 2.5% | 36 | 7.0% | 36 | 7.0% | 0 | 0.0% | 102 | 20.0% | 0 | 0.0% | 511 |
| Total | 34 | 0.1% | 5,014 | 17.8% | 2,289 | 8.1% | 4,633 | 16.5% | 104 | 0.4% | 12,741 | 45.4% | 539 | 1.9% | 28,091 |
| 2012 Ugrad. | 21 | 0.1% | 3,656 | 21.9% | 1,339 | 8.0% | 3,950 | 23.7% | 79 | 0.5% | 6,664 | 40.0% | 407 | 2.4% | 16,671 |
| Grad. | 6 | 0.1% | 657 | 8.1% | 685 | 8.4% | 628 | 7.7% | 11 | 0.1% | 4,078 | 50.2% | 131 | 1.6% | 8,119 |
| Prof. | 3 | 0.1% | 772 | 28.4% | 204 | 7.5% | 292 | 10.7% | 9 | 0.3% | 1,285 | 47.2% | 57 | 2.1% | 2,722 |
| CS/Contr. | 1 | 0.3% | 11 | 3.0% | 17 | 4.7% | 31 | 8.5% | 1 | 0.3% | 76 | 20.9% | 0 | 0.0% | 363 |
| Total | 31 | 0.1% | 5,096 | 18.3% | 2,245 | 8.1% | 4,901 | 17.6% | 100 | 0.4% | 12,103 | 43.4% | 595 | 2.1% | 27,875 |
| 2013 Ugrad. | 24 | 0.1% | 3,737 | 22.4% | 1,303 | 7.8% | 4,120 | 24.7% | 69 | 0.4% | 6,304 | 37.8% | 410 | 2.5% | 16,660 |
| Grad. | 6 | 0.1% | 677 | 8.3% | 672 | 8.2% | 696 | 8.5% | 16 | 0.2% | 3,969 | 48.5% | 157 | 1.9% | 8,186 |
| Prof. | 5 | 0.2% | 776 | 28.3% | 200 | 7.3% | 310 | 11.3% | 8 | 0.3% | 1,284 | 46.8% | 64 | 2.3% | 2,743 |
| CS/Contr. | 0 | 0.0% | 15 | 3.3% | 22 | 4.9% | 36 | 8.0% | 0 | 0.0% | 119 | 26.5% | 2 | 0.4% | 449 |
| Total | 35 | 0.1% | 5,205 | 18.6% | 2,197 | 7.8% | 5,162 | 18.4% | 93 | 0.3% | 11,676 | 41.6% | 633 | 2.3% | 28,038 |
| 2014 Ugrad. | 18 | 0.1% | 3,800 | 22.7% | 1,316 | 7.9% | 4,410 | 26.4% | 44 | 0.3% | 5,982 | 35.8% | 417 | 2.5% | 16,707 |
| Grad. | 8 | 0.1% | 656 | 8.3% | 656 | 8.3% | 685 | 8.7% | 10 | 0.1% | 3,702 | 46.8% | 118 | 1.5% | 7,912 |
| Prof. | 3 | 0.1% | 758 | 25.7% | 211 | 7.2% | 317 | 10.8% | 8 | 0.3% | 1,448 | 49.2% | 81 | 2.8% | 2,944 |
| CS/Contr. | 0 | 0.0% | 15 | 3.7% | 11 | 2.7% | 23 | 5.7% | 1 | 0.2% | 79 | 19.5% | 2 | 0.5% | 406 |
| Total | 29 | 0.1% | 5,229 | 18.7% | 2,194 | 7.8% | 5,435 | 19.4% | 63 | 0.2% | 11,211 | 40.1% | 618 | 2.2% | 27,969 |

Notes:

Beginning Fall 2010, new ethnicity and race categories were created in response to federal reporting requirements. The implementation of these new categories included a survey of all current students to verify ethnicity and race. Changes include the ability of respondents to indicate Hispanic ethnicity separately from racial origin and to identify more than one race category if applicable. The federal guidelines also require separating the category 'Asian or Pacific Islander' into two groups, one for 'Native Hawaiian or Other Pacific Islander'. Students who are in the U.S. on a visa or temporary basis are defined as International. Cont. Studies/Contract includes all programs under the School of Continuing Studies and contract programs administered separately by the colleges.

APPENDIX B: Recruitment Social Media Posts

RECRUITMENT MATERIAL – SOCIAL MEDIA POSTS

- 1) Have you ever been asked, “*What are you?*” or “*No really, where are from!?*” If you said yes, take this confidential survey so we can learn more about how students experience and deal with racialized bullying at UIC. **SURVEY LINK**. Selected participants who complete the survey will be invited for a follow-up interview and will receive a \$25 gift card. Just click for more information!
- 2) Racialized bullying and mixed-race identity in college. Sound interesting? Then take this confidential survey so we can learn more about how students experience and deal with racialized bullying at UIC. **SURVEY LINK**. Selected participants who complete the survey will be invited for a follow-up interview and will receive a \$25 gift card for time and participation.
- 3) A chance to be selected for an interview, receive a \$25 gift card, AND help your fellow UIC students?! #YES! Take this survey on racialized bullying today! **SURVEY LINK**. The survey is completely confidential.
- 4) Are you of a mixed racial/ethnic background? Do you identify as “biracial,” “multiracial,” or “mixed-race”? Do you feel you have been bullied and/or harassed because of your racial/ethnic background? If so, take this confidential survey so we can learn more about how students experience and deal with racialized bullying at UIC. **SURVEY LINK**. Selected participants who complete the survey will be invited for a follow-up interview and will receive a \$25 gift card.





Have you ever been asked the following questions...?

“What are you?”

*“Where are you from? No, where are you from **really**?”*

“Why don’t you just pick a side?”

“Do you know how beautiful your kids are going to be!?”

If you said yes to one or more of the questions above, are of a mixed racial/ethnic background, and/or identify as biracial, multiracial, or mixed-race, you qualify to participate in a study of bullying and mixed-race identity at UIC by completing a 5-7-minute survey.

To participate in this research, you must be a registered UIC student and be 18 years of age or older. Your participation is completely voluntary. Your responses will be kept completely confidential. Selected participants who complete the survey will be invited for a follow-up interview and will receive a \$25 gift card for time and participation.

If you would like to learn more about this study or participate, please visit
(Survey Link)

Questions, comments, or concerns? E-mail Principal Investigator, Joanna Thompson, at jthomp45@uic.edu.





Have you ever been asked the following questions...?

"What are you?"

"Where are you from? No, where are you from really?"

"Why don't you just pick a side?"

"Do you know how beautiful your kids are going to be!?"

If you said yes to one or more of the questions above, are of a mixed racial/ethnic background, and/or identify as biracial, multiracial, or mixed-

race, you qualify to participate in a study of bullying and mixed-race identity at UIC by completing a 5-7-minute survey.

To participate in this research, you must be a registered UIC student and be 18 years of age or older. Your participation is completely voluntary. Your responses will be kept completely confidential. Selected participants who complete the survey will be invited for a follow-up interview and will receive a \$25 gift card for time and participation.

If you would like to learn more about this study or participate, please visit **(Survey Link)**

Questions, comments, or concerns? E-mail Principal Investigator, Joanna Thompson, at jthomp45@uic.edu.



APPENDIX D: Recruitment E-Mails

FOR STUDENTS WHO IDENTIFY AS MIXED-RACE/ETHNICITY/NATIONALITY

E-Mail Subject: Mixed-race identity and college bullying: Participants needed

Dear UIC Student:

Are you of a mixed racial/ethnic background? Do you identify as “biracial,” “multiracial,” or “mixed-race”? Have you ever been asked the following questions by others?

“What are you?”

*“Where are you from? No, where are you from **really**?”*

“Why don’t you just pick a side?”

“Do you know how beautiful your kids are going to be!?”

If you said yes to one or more of the questions above, you qualify to participate in a study of bullying and mixed-race identity at UIC. The survey which should take about 5-7 minutes to complete.

This research is being conducted for a PhD dissertation in the Department of Criminology, Law, and Justice at the University of Illinois at Chicago. To participate, you must be a registered UIC student and be 18 years of age or older. Your participation in this research is completely voluntary. Your responses will be kept completely confidential. Selected participants who complete the survey will be invited for a follow-up interview. All interviewees will be given a \$25 gift card for their time and participation.

If you would like to learn more about this study or participate, please click the link below.

(Survey Link)

Please feel free to call or send an e-mail with any questions that come up.

Thank you again for your interest in this study!

Many thanks,
Joanna L. Thompson, M.A.

PhD Candidate | Teaching/Graduate Assistant
Department of Criminology, Law, and Justice
University of Illinois at Chicago

jthomp45@uic.edu | 240.246.4735



FOR ALL STUDENTS, REGARDLESS OF MIXED-RACE BACKGROUND

E-Mail Subject: Bullying and Racial Identity: Participants needed

Dear UIC Student:

We are seeking participants for a research study on mixed-race identity and the bullying/harassment of college students at the University of Illinois at Chicago. This study is seeking participants to engage in a brief survey which should take about 5-7 minutes to complete. The survey will ask about perceptions of racial identity and about experiences with bullying/harassment based on your racial/ethnic background. The purpose of this study is to better understand how students at the University of Illinois at Chicago who identify as mixed-race experience racialized bullying by examining the reactions and interpretations of perceived bullying victimization.

This research is being conducted for a PhD dissertation in the Department of Criminology, Law, and Justice at the University of Illinois at Chicago. To participate, you must be a registered UIC student and be 18 years of age or older. Your participation in this research is completely voluntary. All of your responses will be kept completely confidential. Selected participants who complete the survey will be invited for a follow-up interview. All interviewees will be given a \$25 gift card for their time and participation.

If you would like to learn more about this study or participate, please click the link below.

(Survey Link)

Please feel free to call or send an e-mail with any questions that come up.

Thank you again for your interest in this study!

Many thanks,
Joanna L. Thompson, M.A.

PhD Candidate | Teaching/Graduate Assistant
Department of Criminology, Law, and Justice
University of Illinois at Chicago

jthomp45@uic.edu | 240.246.4735



APPENDIX E: Pilot Consent Form



University of Illinois at Chicago
Research Information and Consent for Participation in Social Behavioral Research
MIXEDconceptions: A Narrative-Discourse Analysis of Mixed-Race College Students and
Racialized Bullying

You are being asked to participate in the pilot of a research study. Researchers are required to provide a consent form such as this one to tell you about the research, to explain that taking part is voluntary, to describe the risks and benefits of participation, and to help you to make an informed decision. You should feel free to ask the researchers any questions you may have.

Principal Investigator Name and Title: Joanna Thompson, PhD Candidate
Department and Institution: Criminology, Law, and Justice – University of Illinois at Chicago
Address and Contact Information: 1007 W. Harrison St. Room 4075B, Chicago, IL, 60607
Sponsor: Dr. Paul Schewe, Associate Professor, Department of Criminology, Law, and Justice – University of Illinois at Chicago

Why am I being asked?

You are being asked to participate in the pilot of a research study about mixed-race identity and racialized bullying. The study asks, through survey and interview questions, about individual experiences with and interpretations of racialized bullying at the University of Illinois at Chicago.

Your participation in this pilot study is voluntary. Your decision whether or not to participate will not affect your current or future dealings with the University of Illinois at Chicago. **If you decide to participate, you are free to withdraw at any time without affecting that relationship.**

Approximately 20 subjects may participate in the pilot study for this project.

Approximately 4,000 subjects may be involved in Part One of this research study at the University of Illinois at Chicago, which will be an initial survey disseminated to all registered undergraduate, graduate, and professional students at the University of Illinois at Chicago.

Approximately 20 subjects may be involved in Part Two of this research study at the University of Illinois at Chicago, which will consist of interviews as a follow-up to Part One of the research.

What is the purpose of this research?

Researchers are trying to learn more about how students at the University of Illinois at Chicago experience racialized bullying by examining the reactions and interpretations of perceived bullying victimization. It is hoped that, over time, this research may challenge the notion that bullying only happens through K-12 or through workplace harassment. There is also the hope this research may connect the importance of mixed-race identity to the general conversation of racialized bullying.

What procedures are involved?

This research will be performed at the University of Illinois at Chicago.

You will not need to come to the study site for the pilot study. Information may be collected online via e-mail correspondence between the pilot study participants and the Principal Investigator (PI).

The research procedures for the pilot study involve the following process:

- Participants will answer the proposed 30 question survey, which includes multiple choice and text entry questions regarding personal demographics, such as race/ethnicity, age, gender, year in school, etc.; as well as questions related to personal navigation of racial/ethnic identity and personal experiences with bullying and harassment, both on and off-campus at the University of Illinois at Chicago.
- Surveys will take about 5-7 minutes for each pilot study participant to complete.
- Once the participant has completed the survey, each pilot study participant will be asked to review the proposed interview questions.
- The participant will then be asked to provide feedback about the proposed survey and interviews questions.

What are the potential risks and discomforts?

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life. You could experience mild discomfort from:

- Sitting to review the proposed survey and interview questions.
- A risk of a breach of privacy, for others may find out the subject participated in the pilot study of the research.

However, these effects would not be anticipated to be greater than similar experiences in everyday life.

Are there benefits to taking part in the research?

This study is not designed to benefit you directly; however, some indirect benefits are more likely anticipated. Such indirect benefits may include a sense of gratification from:

- Knowing your insight(s) may help other students at the University of Illinois at Chicago.
- Encouraging future research aimed at reducing racialized bullying in college.

What other options are there?

You have the option to not participate in this pilot study.

What about privacy and confidentiality?

The people who will know that you are a research subject in this pilot study are members of the research team. Otherwise information about you will only be disclosed to others with your written permission, or if necessary to protect your rights or welfare (for example, when the OPRS/IRB and/or the State of Illinois auditors monitor the research or consent process) or if required by law.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity.

Confidentiality will be maintained to the degree permitted by the technology used. Your participation in this online survey involves risks similar to a person's everyday use of the Internet. Survey data will be collected through an online survey-collection program called Qualtrics. Qualtrics is a secure site with SAS 70 certification for rigorous privacy standards. To protect your privacy, all participants' IP addresses will be masked by Qualtrics and will be unavailable to us.

Can I withdraw or be removed from the study?

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. However, survey data will be collected through an online survey-collection program called Qualtrics. Qualtrics is a secure site with SAS 70 certification for rigorous privacy standards. To protect your privacy, all participants' IP addresses will be masked by Qualtrics and will be unavailable to us.

The Researcher also has the right to stop your participation in this study without your consent if the Researcher believes it is in your best interest.

In the event you withdraw or are asked to leave the study, you will still be compensated as described above.

Who should I contact if I have questions?

Contact the researchers, Joanna Thompson, PhD Candidate, Principal Investigator at 240-246-4735 or jthomp45@uic.edu or Dr. Paul Schewe, Associate Professor, Faculty Sponsor at 312-413-2626 or schewepa@uic.edu:

- if you have any questions about this study or your part in it,
- if you have questions, concerns or complaints about the research.

What are my rights as a research subject?

If you feel you have not been treated according to the descriptions in this form, or if you have any questions about your rights as a research subject, including questions, concerns, complaints, or to offer input, you may call the Office for the Protection of Research Subjects (OPRS) at 312-996-1711 or 1-866-789-6215 (toll-free) or e-mail OPRS at uicirb@uic.edu.

What if I am a UIC student?

You may choose not to participate or to stop your participation in this research at any time. This will not affect your class standing or grades at UIC. The investigator may also end your participation in the research. If this happens, your class standing or grades will not be affected. You will not be offered or receive any special consideration if you participate in this research.

Remember:

Your participation in this research pilot study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

I have read (or someone has read to me) the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research.

Signature

Date

Printed Name

Signature of Person Obtaining Consent

Date (must be same as subject's)

Printed Name of Person Obtaining Consent



University of Illinois at Chicago
Research Information and Consent for Participation in Social Behavioral Research
MIXEDconceptions: A Narrative-Discourse Analysis of Mixed-Race College Students and
Racialized Bullying

You are being asked to participate in a research study. Researchers are required to provide a consent form such as this one to tell you about the research, to explain that taking part is voluntary, to describe the risks and benefits of participation, and to help you to make an informed decision. You should feel free to ask the researchers any questions you may have.

Principal Investigator Name and Title: Joanna Thompson, PhD Candidate
Department and Institution: Criminology, Law, and Justice – University of Illinois at Chicago
Address and Contact Information: 1007 W. Harrison St. Room 4075B, Chicago, IL, 60607
Sponsor: Dr. Paul Schewe, Associate Professor, Department of Criminology, Law, and Justice – University of Illinois at Chicago

Why am I being asked?

You are being asked to be a subject in a research study about mixed-race identity and racialized bullying because you have indicated a willingness to participate in a follow-up interview to a survey you have previously completed on racialized bullying. In the interview, you will be asked about your experiences with and interpretations of racialized bullying at the University of Illinois at Chicago.

Your participation in this research study is voluntary. Your decision whether or not to participate will not affect your current or future dealings with the University of Illinois at Chicago. **If you decide to participate, you are free to withdraw at any time without affecting that relationship.**

Approximately 20 subjects may be involved in Part Two of this research study at the University of Illinois at Chicago.

What is the purpose of this research?

Researchers are trying to learn more about how students at the University of Illinois at Chicago experience racialized bullying by examining the reactions and interpretations of perceived bullying victimization. It is hoped that, over time, this research may challenge the notion that bullying only happens through K-12 or through workplace harassment. There is also the hope

this research may connect the importance of mixed-race identity to the general conversation of racialized bullying.

What procedures are involved?

This research will be performed through one-on-one semi-structured ethnographic interviews.

The research study procedures for interviews involve the following process:

- Each participant will be interviewed. All interviews will be audio recorded and will take between 1-2 hours at an agreed upon location on an agreed upon day and time. This agreement will be between the participant and the Principal Investigator. Interviewees will be paid at the conclusion of this face-to-face interview.
- Once all interviews have gone through a rough, initial transcription analysis, some participants may be contacted to double check for accuracy of their responses.

What are the potential risks and discomforts?

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life. You could experience mild discomfort from:

- Thinking/reflecting about personal experiences with navigating a mixed-race identity and dealing with racialized bullying.
- A risk of a breach of privacy, for others may find out the subject participated in the research.
- A risk of a breach of confidentiality, for others may find out identifiable data about the subject that collected or disclosed during the research.

However, these effects would not be anticipated to be greater than similar experiences in everyday life.

Are there benefits to taking part in the research?

This study is not designed to benefit you directly; however, some indirect benefits are more likely anticipated. Such indirect benefits may include a sense of gratification from:

- Knowing your insight(s) may help other students at the University of Illinois at Chicago.
- Encouraging future research aimed at reducing racialized bullying in college.

What other options are there?

You have the option to not participate in this study.

What about privacy and confidentiality?

The people who will know that you are a research subject are members of the research team. Otherwise information about you will only be disclosed to others with your written permission, or if necessary to protect your rights or welfare (for example, when the State of Illinois auditors monitor the research or consent process) or if required by law.

Study information which identifies you and the consent form signed by you will be looked at and/or copied for checking up on the research by: UIC OPRS.

A possible risk of the research is that your participation in the research or information about you might become known to individuals outside the research.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity. Interviews, which will be audio-recorded, will have the option to review and edit the recording and any transcriptions from the audio-recordings. Only the Principal Investigator will have access to interview audio-recordings and transcriptions. All audio-recordings and transcriptions of interviews will be coded with a non-identifiable label to help protect the subject's privacy and confidentiality. All audio-recordings of interviews will be destroyed once the final report of the research study has been submitted.

To help ensure your privacy, you will not be asked to provide your name or address.

What are the costs for participating in this research?

There are no costs to you for participating in this research.

Will I be reimbursed for any of my expenses or paid for my participation in this research?

Each participant will receive a \$25 gift card, only once, after the interview. Compensation is given for time and participation in the study. If you complete the interview, you will receive your payment in person at the end of your completed interview. If you do not finish the interview for the study, you will still be compensated.

Can I withdraw or be removed from the study?

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty.

The Researcher also has the right to stop your participation in this study without your consent if the Researcher believes it is in your best interest.

In the event you withdraw or are asked to leave the study, you will still be compensated as described above.

Who should I contact if I have questions?

Contact the researchers, Joanna Thompson, PhD Candidate, Principal Investigator at 240-246-4735 or jthomp45@uic.edu or Dr. Paul Schewe, Associate Professor, Faculty Sponsor at 312-413-2626 or schewepa@uic.edu:

- if you have any questions about this study or your part in it,
- if you have questions, concerns or complaints about the research.

What are my rights as a research subject?

If you feel you have not been treated according to the descriptions in this form, or if you have any questions about your rights as a research subject, including questions, concerns, complaints, or to offer input, you may call the Office for the Protection of Research Subjects (OPRS) at 312-996-1711 or 1-866-789-6215 (toll-free) or e-mail OPRS at uicirb@uic.edu.

What if I am a UIC student?

You may choose not to participate or to stop your participation in this research at any time. This will not affect your class standing or grades at UIC. The investigator may also end your participation in the research. If this happens, your class standing or grades will not be affected. You will not be offered or receive any special consideration if you participate in this research.

Remember:

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

I have read (or someone has read to me) the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research. I will be given a copy of this signed and dated form.

Signature

Date

Printed Name

Signature of Person Obtaining Consent

Date (must be same as subject's)

Printed Name of Person Obtaining Consent



University of Illinois at Chicago
Research Information and Consent for Participation in Social Behavioral Research
MIXEDconceptions: A Narrative-Discourse Analysis of Mixed-Race College Students and
Racialized Bullying

You are being asked to participate in a research study. Researchers are required to provide a consent form such as this one to tell you about the research, to explain that taking part is voluntary, to describe the risks and benefits of participation, and to help you to make an informed decision. You should feel free to ask the researchers any questions you may have.

Principal Investigator Name and Title: Joanna Thompson, PhD Candidate
Department and Institution: Criminology, Law, and Justice – University of Illinois at Chicago
Address and Contact Information: 1007 W. Harrison St. Room 4075B, Chicago, IL, 60607
Sponsor: Dr. Paul Schewe, Associate Professor, Department of Criminology, Law, and Justice – University of Illinois at Chicago

Why am I being asked?

You are being asked to be a subject in a research study about mixed-race identity and racialized bullying. You will be asked about your experiences with and interpretations of racialized bullying at the University of Illinois at Chicago.

For the initial survey in the research study, you have been asked to participate because you are a registered undergraduate, graduate, and/or professional student at the University of Illinois at Chicago.

Your participation in this research study is voluntary. Your decision whether or not to participate will not affect your current or future dealings with the University of Illinois at Chicago. **If you decide to participate, you are free to withdraw at any time without affecting that relationship.**

Approximately 4,000 subjects may be involved in Part One of this research study at the University of Illinois at Chicago as the initial survey will be disseminated to all registered undergraduate, graduate, and professional students at the University of Illinois at Chicago.

What is the purpose of this research?

Researchers are trying to learn more about how students at the University of Illinois at Chicago experience racialized bullying by examining the reactions and interpretations of perceived

bullying victimization. It is hoped that, over time, this research may challenge the notion that bullying only happens through K-12 or through workplace harassment. There is also the hope this research may connect the importance of mixed-race identity to the general conversation of racialized bullying.

What procedures are involved?

This research will be performed from the University of Illinois at Chicago via online survey.

You will not need to come to the study site for the initial survey. Information from the initial survey will be collected once using an internet-based questionnaire.

The initial survey will take about 5 to 7 minutes to complete.

The research study procedures for the initial survey involve the following process:

- Participants will answer a 30-question survey, which includes multiple choice and text entry questions regarding personal demographics, such as race/ethnicity, age, gender, year in school, etc.; as well as questions related to personal navigation of racial/ethnic identity and personal experiences with bullying and harassment, both on and off-campus at the University of Illinois at Chicago.
- Surveys will take about 5-7 minutes for each participant to complete.
- Once the participant has completed the survey, they will be given a link to a resource sheet with further information about support for mixed-race identity and racialized bullying and will be asked to indicate their willingness to participate in the interview portion of the study. Participants will voluntarily choose to provide contact information, such as First Name, Last Name, and E-Mail Address, if they wish to be contacted for the interview portion of the study.

What are the potential risks and discomforts?

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life. You could experience mild discomfort from:

- Sitting to complete the initial survey.
- Thinking/reflecting about personal experiences with navigating a mixed-race identity and dealing with racialized bullying.
- A risk of a breach of privacy, for others may find out the subject participated in the research.
- A risk of a breach of confidentiality, for others may find out identifiable data about the subject that collected or disclosed during the research.

However, these effects would not be anticipated to be greater than similar experiences in everyday life.

Are there benefits to taking part in the research?

This study is not designed to benefit you directly; however, some indirect benefits are more likely anticipated. Such indirect benefits may include a sense of gratification from:

- Knowing your insight(s) may help other students at the University of Illinois at Chicago.
- Encouraging future research aimed at reducing racialized bullying in college.

What other options are there?

You have the option to not participate in this study.

What about privacy and confidentiality?

The people who will know that you are a research subject are members of the research team. Otherwise information about you will only be disclosed to others with your written permission, or if necessary to protect your rights or welfare (for example, when the OPRS/IRB and/or the State of Illinois auditors monitor the research or consent process) or if required by law.

A possible risk of the research is that your participation in the research or information about you might become known to individuals outside the research.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity.

To help ensure your privacy, you will not be asked to provide your name or address.

Confidentiality will be maintained to the degree permitted by the technology used. Your participation in this online survey involves risks similar to a person's everyday use of the Internet. Survey data will be collected through an online survey-collection program called Qualtrics. Qualtrics is a secure site with SAS 70 certification for rigorous privacy standards. To protect your privacy, all participants' IP addresses will be masked by Qualtrics and will be unavailable to us.

What are the costs for participating in this research?

There are no costs to you for participating in this research.

Will I be reimbursed for any of my expenses or paid for my participation in this research?

You will not receive payment for participation in the initial survey.

Can I withdraw or be removed from the study?

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. However, survey data will be collected through an online survey collection program called Qualtrics. Qualtrics is a secure site with SAS 70 certification for rigorous privacy standards. To protect your privacy, all participants' IP addresses will be masked by Qualtrics and will be unavailable to us. However, for participants who wish to be contacted

for the interview phase of the research and provide contact information at the end of the survey, we will be able to extract data from the database should you wish it withdrawn.

The Researcher also has the right to stop your participation in this study without your consent if the Researcher believes it is in your best interest.

In the event you withdraw or are asked to leave the study, you will still be compensated as described above.

Who should I contact if I have questions?

Contact the researchers, Joanna Thompson, PhD Candidate, Principal Investigator at 240-246-4735 or jthomp45@uic.edu or Dr. Paul Schewe, Associate Professor, Faculty Sponsor at 312-413-2626 or schewepa@uic.edu:

- if you have any questions about this study or your part in it,
- if you have questions, concerns or complaints about the research.

What are my rights as a research subject?

If you feel you have not been treated according to the descriptions in this form, or if you have any questions about your rights as a research subject, including questions, concerns, complaints, or to offer input, you may call the Office for the Protection of Research Subjects (OPRS) at 312-996-1711 or 1-866-789-6215 (toll-free) or e-mail OPRS at uicirb@uic.edu.

What if I am a UIC student?

You may choose not to participate or to stop your participation in this research at any time. This will not affect your class standing or grades at UIC. The investigator may also end your participation in the research. If this happens, your class standing or grades will not be affected. You will not be offered or receive any special consideration if you participate in this research.

Remember:

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

I have read (or someone has read to me) the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research.

APPENDIX H: Survey

I. **BACKGROUND INFORMATION** (All respondents answer.)

- 1) What is your age?
 - a. Younger than 18
 - b. 18-24
 - c. 24-34
 - d. 35-44
 - e. 45-54
 - f. 55-64
 - g. 65 or older
- 2) What is your academic standing at UIC?
 - A. Freshman
 - B. Sophomore
 - C. Junior
 - D. Senior
 - E. Masters
 - F. PhD
 - G. Professional
- 3) What is your major? (**Open Ended**)
- 4) Where do you currently reside?
 - A. On-campus
 - B. Off-campus
- 5) Are you employed?
 - A. Full-time
 - B. Part-time
 - C. Not employed
 - D. Retired
- 6) What is your current marital status?
 - A. Single / Never married / Not living with a partner
 - B. In a romantic relationship / Never married / Not living with a partner
 - C. Living with a partner
 - D. Married
 - E. Separated
 - F. Divorced
 - G. Widowed
- 7) What is your gender identity?
 - A. Male
 - B. Female
 - C. Trans-Male

- D. Trans-Female
- E. A gender not listed here. Please specify: _____
- F. Prefer not to answer

8) What is your sexual orientation?

- A. Straight
- B. Gay
- C. Lesbian
- D. Bisexual
- E. Queer
- F. Questioning / Unsure
- G. Asexual

9) How do you describe your race/ethnicity? **(Please check all that apply.)**

- A. White / Caucasian / European-American
- B. Black / African-American
- C. Hispanic / Latino / Spanish
- D. Native American / American-Indian
- E. Asian / Asian-American
- F. Native Hawaiian / Other Pacific Islander
- G. Middle Eastern / Persian / Arab-American
- H. Biracial / Multiracial / Mixed-Race
- I. Other, please specify: _____

10) What is your mother's race/ethnicity? Please check all that apply.
(NOTE: This could be your biological mother or a parent/guardian who you consider a mother.)

- A. White / Caucasian / European-American
- B. Black / African-American
- C. Hispanic / Latino / Spanish
- D. Native American / American-Indian
- E. Asian / Asian-American
- F. Native Hawaiian / Other Pacific Islander
- G. Middle Eastern / Persian / Arab-American
- H. Biracial / Multiracial / Mixed-Race
- I. Other, please specify: _____

11) What is your father's race/ethnicity? Please check all that apply.
(NOTE: This could be your biological father or a parent/guardian who you consider a father.)

- A. White / Caucasian / European-American
- B. Black / African-American
- C. Hispanic / Latino/Spanish
- D. Native American / American-Indian
- E. Asian / Asian-American
- F. Native Hawaiian / Other Pacific Islander
- G. Middle Eastern / Persian / Arab-American

H. Biracial / Multiracial / Mixed-Race

I. Other, please specify: _____

12) What was the level of racial/ethnic diversity in your environment while growing up?

- A. High amount
- B. Quite a bit
- C. Moderate amount
- D. A little bit
- E. No racial/ethnic diversity

13) Thinking about when you were growing up, how often, if ever, did your parents talk to you about having a racial/ethnic background that includes more than one race/ethnicity?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes
- E. Never

14) What is the level of racial/ethnic diversity in your environment currently?

- A. High amount
- B. Quite a bit
- C. Moderate amount
- D. A little bit
- E. No racial/ethnic diversity

II. RACIAL IDENTITY⁹

15a) Do you have a racial/ethnic background that includes more than one race?

- A. Yes, I do
- B. No, I do not

15b) Regardless of your racial/ethnic background, do you consider yourself biracial/multiracial/mixed-race?

- A. Yes, I do
- B. No, I do not

If no to question 15a and 15b, move on to question 17.

If yes to question 15b, move on to question 16a.

16a) Is this because....

- i) You closely identify with one race/ethnicity?
 - A. Yes
 - B. No
 - C. Do not know
- ii) You look like more than one race/ethnicity?

⁹ Questions adapted from *Multiracial in America: Proud, Diverse, and Growing in Numbers* (Pew, 2015).

- A. Yes
- B. No
- C. Do not know

iii) You never knew your family member(s) or ancestor(s) who were of a different race/ethnicity?

- A. Yes
- B. No
- C. Do not know

iv) You were raised as one race/ethnicity?

- A. Yes
- B. No
- C. Do not know

16b) How often, if ever, have you felt any of the following things because of your biracial/multiracial/mixed-race identity?

a. Felt like an “outsider” because you have a racial/ethnic background that includes more than one race/ethnicity?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes
- E. Never

b. Felt that people are confused about your racial/ethnic background?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes
- E. Never

c. Felt proud that you have a racial/ethnic background that includes more than one race/ethnicity?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes
- E. Never

d. Felt annoyed because someone made assumptions about your racial/ethnic background?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes

E. Never

e. Felt like you are more understanding of people of different racial/ethnic backgrounds?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes
- E. Never

f. Felt that you are more open to cultures other than your own?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes
- E. Never

g. Felt like you were a go-between or “bridge” between different racial/ethnic groups?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes
- E. Never

h. Felt embarrassed or ashamed about your racial/ethnic background?

- A. Always
- B. Most of the time
- C. About half the time
- D. Sometimes
- E. Never

17) How would most people describe you, racially/ethnically? For example, if they walked past you on the street, would they say you are...? **(Please check all that apply.)**

- A. White / Caucasian / European-American
- B. Black / African-American
- C. Hispanic / Latino / Spanish
- D. Native American / American-Indian
- E. Asian / Asian-American
- F. Native Hawaiian / Other Pacific Islander
- G. Middle Eastern / Persian / Arab-American
- H. Biracial / Multiracial / Mixed-Race
- I. Other, please specify: _____

18) Overall, how much does your view of your racial/ethnic identity match with how others would identify you?

- A. Matches exactly
- B. Matches closely

- C. Matches somewhat
- D. Matches a little
- E. Does not match at all

19) What is your level of comfort with others identifying you differently than how you identify your own racial/ethnic background?

- A. Very comfortable
- B. Moderately comfortable
- C. Somewhat comfortable
- D. A little comfortable
- E. Not at all comfortable

20) Have you ever done any of the following things to try to influence how others see your race/ethnicity?

- a. Dressed a certain way.
 - A. Yes, I have done this
 - B. No, I have not done this
 - C. Do not know
- b. Talked a certain way.
 - A. Yes, I have done this
 - B. No, I have not done this
 - C. Do not know
- c. Worn your hair a certain way.
 - A. Yes, I have done this
 - B. No, I have not done this
 - C. Do not know
- d. Associated with certain people.
 - A. Yes, I have done this
 - B. No, I have not done this
 - C. Do not know

III. BULLYING AND HARASSMENT¹⁰

For this survey, bullying is defined as, “*a desire to hurt, a harmful action, a power imbalance, typically a repeated action(s), an unjust use of power, evident enjoyment by the aggressor, and generally, a feeling of oppression*” (Rigby, 2002).

Keeping this definition in mind, please answer the following questions.

Thinking of your *personal* experiences since being a student UIC:

¹⁰ Questions adapted from the Woodland Student Survey – Student Violence, Bullying, and Harassment and Kingsthorpe College Bullying Questionnaire and the Anonymous Bullying Survey (Bullying Awareness Week).

21) Have you ever felt bullied or harassed at UIC?

- A. Yes, I have
- B. No, I have not

If yes to question 21, move on to question 21a.

If no to question 21, move on to question 22.

21a) How many times have you felt bullied or harassed at UIC?

- A. Once or twice
- B. 3 to 5 times
- C. 6 or more times
- D. Never

21b) When was the last time you felt bullied or harassed at UIC?

- A. Within the last week
- B. Within the last month
- C. Within the last semester
- D. Within the last year
- E. Over a year ago

21c) Where did you feel bullied or harassed at UIC? **(Please check all that apply.)**

- A. In a classroom/lecture hall
- B. In a housing facility/dorm
- C. In the dining halls
- D. In a bathroom on campus
- E. Walking around campus
- F. On the way to or from UIC
- G. In the parking lot
- H. Online by a member of the UIC community
- I. Other: _____

21d) Why do you feel like you were bullied or harassed? **(Please check all that apply.)**

- a. Race / Ethnicity
- b. Gender
- c. Sexual Orientation
- d. Religion
- e. Culture
- f. Age
- g. Ability
- h. Disability
- i. Economic Situation
- j. Residence
- k. Size
- l. Other, please specify: _____

21e) What kind of bullying behavior was it? **(Please check all that apply.)**

- A. Called names
- B. Left out or excluded by others
- C. Punched or pushed
- D. Nasty stories told about me
- E. Asked to give up money or belongings
- F. Being sent nasty text messages or e-mails
- G. Forced to do something I did not want to do
- H. Teased about the way I look
- I. Called gay or other offensive slurs
- J. Bullying because of my religion
- K. Bullying because of my ethnicity or race
- L. Other: _____

21f) Who bullied you and how many people were involved? **[Each option will have a corresponding selection of 0, 1-2, 3-4, 5-6, More than 6 to denote how many people were involved.]**

- A. Another student
- B. A professor
- C. An administrator
- D. A staff member

21g) How well did you know the person(s) who bullied or harassed you?

- A. Extremely well
- B. Very well
- C. Moderately well
- D. Slightly well
- E. Not at all

21h) Who did you tell about being bullied or harassed? **(Please check all that apply.)**

- A. No one
- B. Faculty / staff at UIC
- C. An adult *outside* of UIC
- D. Another student at UIC
- E. A student *outside* of UIC
- F. Parent / guardian / Caregiver
- G. Brother / Sister
- I. I phoned a helpline
- J. Other, please specify: _____

21i) What happened after you told someone about the bullying/harassment?

- A. Something was done that stopped the bullying/harassment
- B. Something was done, but it didn't stop the bullying/harassment
- C. Something was done, but it made the bullying/harassment worse
- D. Nothing was done, but the bullying/harassment stopped anyway
- E. The bullying/harassment continued

F. Other, please specify: _____

22) How many times have you missed school because of fear of being hurt or bullied or harassed by others at UIC?

- A. Once or twice
- B. 3 to 5 times
- C. 6 or more times
- D. Never

Now thinking of your experiences *with others* since being a student at UIC:

23) How often do you think students are bullied or harassed at UIC?

- A. All the time
- B. Frequently
- C. Occasionally
- D. Never

24) Do you know of someone within the UIC community who has been bullied or harassed in the last 12 months (1 year)?

- A. Yes, I do
- B. No, I do not

If yes to question 24, move on to question 24a.

If no to question 24, move on to question 25a.

24a) What is your relationship to this person? **(Please check all that apply.)** [Each option will have a corresponding selection of **You know** and **You do not know.**]

- A. Another student
- B. A professor
- C. An administrator
- D. A staff member
- E. Other: _____

24b) Thinking of who you know that was bullied, do you know where they were bullied? **(Please check all that apply.)**

- A. In a classroom/lecture hall
- B. In a housing facility/dorm
- C. In the dining halls
- D. In a bathroom on campus
- E. Walking around campus
- F. On the way to or from school
- G. In the parking lot
- H. Do not know

I. Other, please specify: _____

Since you have been a student at UIC:

25a) Have you been in trouble for picking on, bullying, or harassing another student?

A. Yes, I have

B. No, I have not

If yes to question 25a, move on to question 25b.

If no to question 25a, move on to question 26a.

25b) How many times have you been in trouble for picking on, bullying, or harassing another student?

A. Once or twice

B. 3 to 5 times

C. 6 or more times

D. Never

26a) Have you started rumors or repeated lies about someone at school?

A. Yes, I have

B. No, I have not

If yes to question 26a, move on to question 26b.

If no to question 26a, move on to question 27a.

26b) How many times have you started rumors or repeated lies about someone at school?

A. Once or twice

B. 3 to 5 times

C. 6 or more times

D. Never

27a) Have you been part of a group who bullied or harassed another student?

A. Yes, I have

B. No, I have not

If yes to question 27a, move on to question 27b.

If no to question 27a, move on to question 28a.

27b) How many times have you been part of a group who bullied or harassed another student?

A. Once or twice

B. 3 to 5 times

C. 6 or more times

D. Never

If yes to question 28a, move on to question 28b.

If no to question 28a, move on to question 29 in Section IV.

28a) Have you ever stolen or destroyed another student's property?

- A. Yes, I have
- B. No, I have not

28b) How many times have you ever stolen or destroyed another student's property?

- A. Once or twice
- B. 3 to 5 times
- C. 6 or more times
- D. Never

IV. FINAL THOUGHTS

29) How much of a problem do you think bullying or harassment is among the UIC community?

- A. Extreme problem
- B. Very much a problem
- C. Moderate problem
- D. Slight problem
- E. Not a problem at all

30a) In your opinion, does UIC do anything to stop bullying or harassment among the UIC community?

- a. Yes, it does
- b. No, it does not

If yes to question 30a, move on to question 30b.

If no to question 30a, move on to question 30c.

30b) In your opinion, what does UIC do to stop bullying or harassment? Please try and use specific examples. **(Open Ended)**

If a response is given to questions 30b, move on to exit screen of survey.

30c) In your opinion, what could UIC do to stop bullying or harassment? Please try and use specific examples. **(Open Ended)**

V. EXIT SCREEN OF SURVEY

If you are interested in being invited to participate in follow-up interviews, please provide your contact information below:

First Name: _____

Last Name: _____

E-Mail: _____

In addition, if you would like more resources on how to deal with bullying and harassment at UIC, please access the following Resource Sheet.

PDF Resource Sheet link

Word document Resource Sheet link

APPENDIX I: Interview Guide

Individual

- Re-ask some demographic questions from survey:
 - How would you describe your race/ethnicity/nationality?
 - How old are you?
 - What is your gender?
 - What is your academic status and grade at UIC?
 - What is your sexual orientation?
 - What is your religious affiliation, if any?
 - Do you engage in drug or alcohol use?
- Have you always thought of yourself as more than one race, or was there a time in your life when you thought of yourself as only as one race?
- How strongly do you identify with the race/ethnicity you have chosen?
- Is there one racial group you more strongly identify with?
- Do you feel a strong connection to/identification with certain races over another?
- Do you think that how you look has affected the way you identify? How?

Peers

- Does how you identify yourself to others differ depending on who is asking you or who you are with? Why?
- How would you describe your friendship groups growing up?
 - Were you/are you mostly friends with one racial group or a diverse group?
- Did you have friends who were biracial/multiracial/mixed-race?
 - Did you talk about being biracial/multiracial/mixed-race with each other?
 - Can you tell me about a conversation you had with each other about your race?
- What types of names (either positive or negative) have people called you?
- Do you feel like others try to categorize you/label you racially (put you into one group)?
 - Can you tell me about a time when this has happened?
 - How did it make you feel?
- Tell me about your friends and other peers at UIC.
 - How do they identify racially?
 - How does your sense of identity play off your relationships with them?
 - Are there times at UIC when you are very conscious of being your race?
 - Have you ever experienced hostility or negative treatment at UIC because of your:
 - Biracial/multiracial/mixed-race background?
 - Your looks?
 - Another reason(s)?
- Have you made a conscious choice on campus to surround yourself by a specific racial group or groups or did it happen by chance?

Family

- Tell me a little about where you are from and what life was like for you growing up
 - How would you describe your neighborhood growing up?
 - Did you live with both of your biological parents growing up?
 - Are your parents still married?
 - What do your parents do?
 - How much contact did you have with your mom's side of the family while growing up? Your dad's side?
 - How would you describe your relationship with your mom and dad; with your mom's family and your dad's family?
- Was the topic of race explicitly dealt with in your family?
- Did your parents try to shape your racial identity or tell you how to identify yourself?
 - Can you walk me through a conversation you remember having with your mom or dad about your racial identity?

School

- Think about yourself when you first came to college
 - How did you decide to come to UIC?
 - When choosing a college, did you feel like you made a conscious choice to surround yourself by a specific racial group or groups?
 - How did you identify yourself on your college admission form(s)?
 - Did you describe yourself, racially, in the same way then that you do now?
 - What do you think contributed to that change/reinforced that description?
 - Is it more or less important to you now that you are in college to identify yourself as a certain race or biracial/multiracial/mixed-race?
- What kind of activities are you involved in on and off campus?
 - In what ways do your activities reflect or contribute to your racial identity?
- Do you know if there are any groups on campus at UIC for biracial/multiracial/mixed-race students?
 - Do you belong to one? (Any race-centered organizations, like a racial sorority/fraternity or multiracial student group?
 - If there aren't any, would you like there to be groups like this?
- How would you describe race relations at UIC?
 - Where do you fit into the picture?
- In terms of academic work, have you ever done coursework or an assignment that dealt with your racial identity?
- Can you tell me about how people typically react to you on campus?
 - What do they assume about your racial identity?
 - Can you think of a specific time that displays this at its clearest?
- Are people at UIC typically supportive of the way you choose to identify yourself?
 - Do you feel pressure to identify in a certain way? Or do you feel that you can identify however you want?
- Have you ever experienced hostility or negative treatment from anyone on campus because of your looks or racial identity?

- Can you think of a situation on campus when your identity was not supported?
- Thinking of prevention and intervention efforts for bullying at UIC:
 - Do you think school staff members try to protect students from bullying/harassment?
 - Do you think staff (teachers, coaches, aides, etc.) are effective at stopping bullying/harassment at UIC?
 - How do you think bullying on college campuses should be dealt with?

Community

- Overall, do you feel like being biracial/multiracial/mixed-race is an advantage a disadvantage or has no meaning in life?
- Have you ever tried to hide any part of your racial background?
- Are you proud of/happy about your racial heritage?
- Have you ever wished you were another race? Why?

Social

- At what age did you become conscious of race?
- Can you tell me about any memorable experiences you had growing up when you first became conscious of race?

Wrap-Up

- Is there anything else about your biracial/multiracial/mixed-race identity or your experience at UIC that you would like to share with me that we have not discussed?

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JOANNA L. THOMPSON

EDUCATION

- PhD** *Criminology, Law, and Justice* Expected May 2018
University of Illinois at Chicago
Dissertation: MIXEDconceptions: An Analysis of Mixed-Race College Students and Racialized Bullying
- MA** *Criminology, Law, and Justice* May 2012
University of Illinois at Chicago
- BA** *Criminology and Investigations* May 2010
Minor: Professional Writing and Editing
West Virginia University

TEACHING EXPERIENCE

- May 2015-May 2017 **Instructor**, University of Illinois at Chicago
CLJ 240: Criminal Justice Organizations
- December 2013-December 2014 **Adjunct Faculty**, Roosevelt University
CJL 355: Crime in America (*online*)
- June 2013-December 2013 **Adjunct Faculty**, Adler School of Professional Psychology
CRM 506: Public Policy Issues in Criminal Justice
(*online*) / Independent Study (*online*)
- January 2011-May 2015 **Teaching / Graduate Assistant**, University of Illinois at Chicago
CLJ 101: Introduction to Criminology, Law, and Justice
CLJ 110: Rights, Justice, and the Law
CLJ 220: Criminology
CLJ 301: Writing in the Discipline
CLJ 423: Violence
CLJ 491: Topics in Rule Breaking
Faculty Assisted: Director of Graduate Studies, Graduate Program Coordinator

RESEARCH EXPERIENCE

- July 2014 **Visiting Scholar**, School of Sociology and Social Policy, University of Leeds
- July 2005 **Forensic Science Student**, Summer Forensic Science and Law Workshop, Duquesne University

PROFESSIONAL EXPERIENCE

| | |
|----------------------|--|
| April 2017-Present | Community Outreach and Engagement Coordinator, Anti-Violence Project , Center on Halsted |
| May 2013-August 2013 | Youth Development Worker , YMCA of Metropolitan Chicago |
| August 2009-May 2010 | Student Counselor , Student Communications Center - Office of Undergraduate Recruitment, West Virginia University |

INTERNSHIPS

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|-----------------------|--|
| May 2011-August 2011 | Intern , Juvenile Delinquency Division, Cook County State's Attorney's Office |
| June 2009-August 2009 | Intern , Monongalia County Sheriff's Department |

SKILLS

- Near fluency in written and spoken Spanish
- Proficient with Windows, Microsoft Office; more than proficient in internet research
- Typing Proficiency of 72 wpm

COMPLETED TRAININGS

| | |
|----------------|---|
| September 2017 | Organizing Skills Series: Fundamentals of Organizing – The Chicago Freedom School |
| August 2017 | Undoing Racism – The People's Institute for Survival and Beyond |

EDITORIAL

Thompson, J. (2015). Vox Populi – Alumni Feature. *Eberly College of Arts & Sciences Magazine: Leadership Edition*.

CONFERENCE PRESENTATIONS

Thompson, J. (2017). *Targeting Group-Specific Violence and Crime Prevention as a Community Task*. Workshop presentation and moderator at International MANEO Conference - Building Alliances: Preventing Exclusion and Bias-Motivated Crime Against LGBT* People, Berlin, Germany, November 2017.

Thompson, J. (2016). *MIXEDconceptions: A Narrative-Discourse Analysis of Mixed-Race*

College Students and Racialized Bullying – Initial Data. Panel presentation at American Society of Criminology Annual Meeting in New Orleans, Louisiana, November 2016.

Bhat, M., Mazar, L., & Thompson, J. (2016). *The Role of Grad Students in Event Planning and Community Organizing in Criminology and Criminal Justice*. Panel presentation at American Society of Criminology Annual Meeting in New Orleans, Louisiana, November 2016.

Thompson, J. (2015). *MIXEDconceptions: Mixed-Race College Students and Peer Victimization*. Roundtable presentation at American Society of Criminology Annual Meeting in Washington, D.C., November 2015.

Baldo, P., LaChance, N., Mazar, L., Swampillai, E., & Thompson, J. (2015). *Effects of Race, Gender, & Sexual Orientation on the Experiences of Hate Crimes in Chicago*. Poster presentation at American Society of Criminology Annual Meeting in Washington, D.C., November 2015.

Thompson, J. (2014). *The Face of Mixed-Race: From the U.S. to the U.K.* Poster presentation at American Society of Criminology Annual Meeting, San Francisco, California, November 2014.

Thompson, J. (2014). *The Face of Mixed-Race: From the U.S. to the U.K.* Panel presentation at Midwestern Criminal Justice Association Annual Meeting in Chicago, Illinois, September 2014.

Thompson, J. (2013). *Crimes of Identity: “Hate” Crimes against Multiracial Individuals*. Roundtable presentation at American Society of Criminology Annual Meeting in Atlanta, Georgia, November 2013.

Thompson, J. (2013). *Crimes of Identity: “Hate” Crimes against Multiracial Individuals*. Panel presentation at Midwestern Criminal Justice Association Annual Meeting in Chicago, Illinois, September 2013.

INVITED LECTURES & TALKS

Who Are You? – (bi)racial identity. Lecture presentation. January 2018. Department of Behavioral Health. Center on Halsted. Chicago, Illinois.

Winter Recharge: Gender & Gender Expression. Panel presentation. January 2018. Student Diversity and Multicultural Affairs. Loyola University Chicago. Chicago, Illinois.

LGBT in the Media. Panel presentation. November 2017. School of Communication. Loyola University Chicago. Chicago, Illinois.

Intersectionality: Holding Multiple Identities in the LGBTQ Community and How This Impacts Your Mental Health. Panel presentation. November 2017. Department of Behavioral Health. Center on Halsted. Chicago, Illinois.

The Space Between: To Be Mixed-Race & Queer. Panel presentation. October 2017. TEDx Lake Forest College. Lake Forest, Illinois.

Off the Sidelines – Young Feminist Conference. Panel presentation. October 2017. Chicago, Illinois.

Men4Choice – Celebration of HB40. Panel presentation. September 2017. Sidetrack. Chicago, Illinois.

Courageous Conversations: United Divided. Panel presentation. September 2017. Center on Halsted. Chicago, Illinois.

MIXEDconnections: A Narrative-Discourse Analysis of Mixed-Race College Students and Racialized Bullying. Lecture presentation. March 2016. CLJ 121: Violence in Society undergraduate course. University of Illinois at Chicago. Chicago, Illinois.

MIXEDconnections: Mixed-Race College Students and Peer Victimization. Research colloquium presentation. September 2015. School of Criminology and Criminal Justice - College of Public Affairs and Community Service. Omaha, Nebraska.

Mixed-Race & Sexuality/Mixed-Race & Anti-Blackness. Roundtable discussion facilitator. May 2015. M.I.X.E.D. in Canada Annual Conference. Toronto, Canada.

Mixed-Race Youth and Bullying. Lecture presentation. October 2014. CLJ 421: Youth, Crime, Law, and Justice in Society undergraduate course. University of Illinois at Chicago. Chicago, Illinois.

The Face of Mixed-Race: From the U.S. to the U.K. Roundtable presentation. October 2014. Gender and Women's Studies Graduate Student Brown Bag Series. University of Illinois at Chicago. Chicago, Illinois.

AWARDS AND HONORS

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| April 2016 | University of Illinois at Chicago – Chancellor's Student Service Leadership Award |
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| March 2016 | Academy of Criminal Justice Sciences Graduate Student Summit Scholarship – Doctoral Summit Attendee |
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| September 2015 | Midwestern Criminal Justice Association Student Paper Honorable Mention for " <i>MIXEDconceptions: A Theoretical Expansion of Mixed-Race College Students and Interpersonal Violence</i> " |
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| April 2015 | University of Illinois at Chicago – Department of Criminology, Law, and Justice Service to the University Award |
| April 2015 | University of Illinois at Chicago – Chancellor’s Student Service Leadership Award |
| April 2014 | University of Illinois at Chicago – Chancellor’s Student Service Leadership Award |
| January 2014 | UIC WOW Award – Undergraduate Teaching Recognition |
| April 2013 | University of Illinois at Chicago - Department of Criminology, Law, and Justice Departmental Service Award |
| April 2013 | University of Illinois at Chicago - Graduate Student Council Certificate of Appreciation |
| May 2012 | University of Illinois at Chicago - Latino Committee on University Affairs Certificate of Achievement |
| January 2010 | West Virginia Higher Education Undergraduate Research Day at the Capitol 2010 Participant Award |

FELLOWSHIPS AND EXTERNAL FUNDING

| | |
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| September 2017 | Victims of Crime Act (VOCA) Grant through Illinois Criminal Justice Information Authority (ICJIA) for Center on Halsted Anti-Violence Project |
| October 2016 | University of Illinois at Chicago – Department of Criminology, Law, and Justice Center for Research in Law and Justice Research Funding |
| September 2015 | University of Illinois at Chicago – Graduate Student Council Project Award |
| August 2015 | Diversifying Higher Education Faculty (DFI) in Illinois Fellowship Recipient (2015-2016) |
| February 2015 | University of Illinois at Chicago – College of Liberal Arts and Sciences PhD Travel Award |
| June 2014 | Diversifying Higher Education Faculty (DFI) in Illinois Fellowship Recipient (2014-2015) |

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| April 2014 | University of Illinois at Chicago – Department of Criminology, Law, and Justice Graduate Student Research Award |
| June 2013 | Diversifying Higher Education Faculty (DFI) in Illinois Fellowship Recipient (2013-2014) |
| August 2006-August 2008 | West Virginia University Blue & Gold Level 1 Scholarship |

UNIVERSITY SERVICE

| | |
|------------------------|--|
| January 2016-May 2016 | Graduate Student Representative, UIC Chancellor Task Force on African-American Student Success |
| July 2015-May 2016 | Graduate Student Representative, UIC Student Fee Advisory Committee |
| April 2015-May 2016 | Graduate Student Representative, UIC Faculty Senate |
| April 2015-May 2016 | President, UIC Graduate Student Council |
| March 2014-May 2016 | Graduate Student Representative, UIC Police Student Advisory Committee |
| December 2014-May 2016 | Graduate Student Representative, UIC Diversity Advisory Committee |
| June 2014-May 2016 | Member, Graduate Employee Organization Trans*Queer Caucus |
| May 2014 | Graduate Student Representative, Student Success Plan Implementation Advisory Committee |
| April 2014 | Graduate Student Representative, University of Illinois at Chicago Search Advisory Committee for Chancellor and Vice-President |
| April 2014-March 2015 | Vice-President, UIC Graduate Student Council |
| January 2014-Present | Member, Chicago Hate Crime Summit Coalition |
| August 2011-May 2016 | Member, UIC Graduate Student Council |

DEPARTMENTAL SERVICE

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| August 2013-May 2016 | Departmental Steward, UIC Graduate Employee Organization |
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| January 2012-May 2016 | Member, UIC Criminal Justice Society |
| August 2011-Present | New Student Mentor, UIC Department of Criminology, Law, and Justice |

SERVICE TO PROFESSION

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| August 2015-Present | Peer Reviewer, <i>Journal of Interpersonal Violence</i> |
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PROFESSIONAL ASSOCIATIONS

| | |
|---------------------------|---|
| November 2015-Present | Academy of Criminal Justice Sciences |
| March 2014-Present | Critical Mixed-Race Studies Association |
| September 2013-Present | Midwest Criminal Justice Association |
| November 2012-Present | American Society of Criminology |
| September 2012-March 2016 | American Corrections Society |
| September 2011-Present | National Criminal Justice Association |

COMMUNITY SERVICE

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|--------------------|---|
| June 2017-Present | Member, LGBTQ Trauma Coalition |
| April 2017-Present | Member, Proud & Included Steering Committee |

COMMUNITY INVOLVEMENT

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|------------------------|----------------------------------|
| September 2015-Present | Pen Pal, Black & Pink |
| March 2013-Present | Volunteer, Human Rights Campaign |