Students of Color and Their Sense of Place at the University of Wisconsin-Madison

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Abstract:

The following is a research project investigating students and their sense of place at the University of Wisconsin-Madison. The goal of the project is to better understand the relationships between race and space at UW. The investigation was motivated by a number of racially insensitive incidents that occurred at the university from 2016 to 2019. Those incidents are viewed as largely publicized versions of the racial insensitivity and othering experienced by Students of Color on a daily basis. Surveys and interviews were conducted in order to gain a comprehensive view of students of color and their relationships to race and space on campus. They consisted of asking a series of questions about how students feel about their racial identities on campus and locations that they feel a greater or lesser sense of belonging. Using heat maps as the primary data points, specific locations were identified as being places of comfort and discomfort for students. The interviews allowed for an in depth understanding of students’ senses of belongings as they relate to specific spaces and whether or not they can be tied to racial identity. Surveyed and interviewed students pointed out locations on campus that they felt were more and less representative of the general campus diversity levels. Additionally, they identified a number of occurrences and tendencies as being problems and engaged possible solutions to the university’s lack of racial diversity. The research provides a glimpse into students’ lives and the space around them at the University of Wisconsin-Madison as they relate to racial identity.
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Introduction

The University of Wisconsin - Madison “seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education.”¹ In 2016, the University administered a campus-wide survey, asking the student body to share their thoughts on the campus climate. This survey found that only 65% of students of color felt welcome on campus, and interestingly only 50% reported feeling like they belong on campus.² This distinction between feeling welcome and feeling a sense of belonging is what sparked our interest in researching students of color sense of place on campus.

Research Question

Our group is interested in Students of Color sense of place on the University of Wisconsin- Madison campus. We will survey Students of Color and white students about where they feel most safe and comfortable on campus. Through interviewing Students of Color, we hope to gain insight on sense of belonging and uncover racialized spaces on the UW Campus.

² Campus Climate Survey Task Force. 2016 Campus Climate Survey Task Force Report. 2017
Study Area

The University of Wisconsin - Madison campus and its surrounding areas dominate the Madison landscape and identity. The campus itself has diverse histories, geographies and reputation that have changed over time with the ever evolving student body. Along with this areas directly adjacent to the university cater to students and facility. These areas change with the change of the needs of the students. Our study will examine the sense of place more broadly in the campus area. We will investigate specific spaces like the Red Gym, Memorial Union, Union South, the different Cultural Centers, Residence Halls and areas like Langdon street, State Street, Library mall, and Recreation Centers. By the end of our research, we hope to understand where students of color and white students alike feel a sense of belonging.
Literature Review

Race, Space and Place as a Study in Geography

Ethnicity and Race:

E. B. Tylor, the founder of cultural anthropology, proposed a widely cited definition of
culture in 1871 as the “complex whole which includes knowledge, belief, art, morals, law,
custom, and any other capabilities and habits acquired by [Humankind] as a member of
society.” Anthropologist and cognitive psychologists have since added an important piece to
this definition. They are in agreement that human’s ability and tendency to create symbolic
representations and “invent meanings and to act as if they are real or true” are integral in the
creation of culture. Culture is therefore a culmination of human-made structures and invented
symbolism that helps define a shared lifestyle. Another important feature of culture is the fact
that is not inherited. Humans are not born with a predisposition to express or belong to a specific
culture, but rather acquire cultural traits, languages and customs through being taught. Culture
is an incredibly influential and powerful phenomena that greatly contributes to how humankind
sees and experiences the world. The concepts of ethnicity and race are often used to define
people and create boundaries within cultures. Often in colloquial language, the two are used
interchangeably. However, there are nuanced and very important differences in the definition of
each that affect how people are grouped and experience societies.

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4 Smedley, Audrey, and Brian D. Smedley. 2005. “Race as Biology Is Fiction, Racism as a Social Problem Is Real:
https://doi.org/10.1037/0003-066X.60.1.16.

Ethnicity refers to a cluster of people who have a shared culture that is distinct from another. This can include a “common language, geographic locale or place of origin, religion, sense of history, traditions, values, beliefs, food habits” and so on. Ethnicities are similar to cultures in that they are both learned. People have the ability to move into an ethnically distinct environment, learn the language and shared culture, and self-identify as a participant of that culture. It is a plastic concept that is subject to change and is transmissible to other people. The flexibility within ethnicity is what sets it apart from the concept of race, where the “notion of differences [cannot] be transcended.”

The creation of race signified a new and strict classification for differentiating human beings. This invented classification has deep historical and contemporary effects on societal organization and personal freedoms. Similar to ethnicity and culture, there is no genetic basis for race. The fact is, genetically, humans are 99.9% the same, and you cannot identify someone’s race based on their genetic composition. However, unlike ethnicity or culture, one is trapped within the identified boundaries of their assigned race. Race is divided based on phenological differences such as skin color and facial features. Race emerged as a concept within North America in the 16th century as a general term synonymous with ‘type’ or ‘breed’ and evolved into a mechanism to classify groups of people who were interacting with North America.

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such as Native Americans and Africans in the late 17th century. We cannot discuss race without discussing the history of slavery in North America. It is important to acknowledge that race was created as a mechanism in an attempt to justify slavery by demoting primarily Africans to a substandard degree of human beings. Through a deliberate and methodical process, the white race in North America utilized racism to institutionalize social, political and economic barriers that have suppressed other defined races throughout history.

Race is taught. The United States was built upon the idea and institution of race and her culture has taught us that racial differences often equate to social differences. Through the process of racism, which is “the systematic attachment of beliefs of inferiority to people of color,” there exists “profound and stubbornly persistent racial and ethnic differences in socioeconomic status, educational and occupational status, wealth, political power, and the like.” Racial disparities can be identified in almost all aspects of American social, political and environmental realms and has been studied from Psychological, Anthropological, Historical and Scientific perspectives. But how about Geography? How is race studied and understood in our physical shared spaces?

Race and Space

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Through the study of geography, we can better understand how issues surrounding race are interconnected with spatial environments. Over the past ten years, geographers have refocused research on the importance of racialized spaces to “enriched our general understanding of how space works to condition the operation of those in power.”

Race is a geographical and historical construct, and within U.S. history, there have been several aggressive examples of racism through space. Examples include the theft of Native American land, confinement of slaves on plantations, segregation of Jim-Crow, internment of Japanese-Americans and deportation of immigrants. All of these events fueled by racist ideologies are centered around the control of land and people within spaces. There is a tight and undeniable relationship between race and space, and the many “racial projects of American society have always been spatial projects as well.”

However, in the context of this research project, it is important to note that racism “does not begin and end with exceptional acts of hatred and prejudice, but instead emphasizes the everyday and entirely normalized qualities of racism in our culture and geographies.” This is to say that although these exceptional events in history exemplify the historical and contemporary relationship between race and space, racism percolates into our everyday lives in ways that are dangerously discreet. Professor and political theorist, Iris Young, explains this in her book titled *Justice and the Politics of Difference*:

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"Racist expressions ... are various - in kind, in disposition, in emotive affect, in intention, and in outcome. Moreover, racisms are not unusual or abnormal. To the contrary, racist expressions are normal to our culture, manifest not only in extreme epithets, but in insinuations and suggestions, in reasoning and representations, in short in the micro expressions of daily life."  

This analysis of racism challenges us to look more closely and critically at the ways in which racism is employed within our everyday lives and shared geographies. She insists we look at race as not a thing of the past or a concept belonging to overtly racial incidents, but rather as a concept that exists in our normalized lives and spaces. The spatial dimension of racism belongs to the familiar places where people live, work, learn and socialize. As we have learned throughout history, “struggles against the oppressions of race have by necessity also been struggles over space.” Scholars have explored the idea of space as being an “enabling technology” through which race is produced.” This characterization of racialized spaces suggests that spaces facilitate the processes of inclusion and exclusion by territorializing divisions of race. This in turn causes the “freezing of identities into “we” and “they” and designs perceptions of who belongs, and more importantly who does not belong, in spaces. In the construction of racialized spaces emerge racialized identities. How do racialized spaces contribute to formations of sense of place and identity for people of color?

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Race and Place

Geographers have many different approaches to thinking about space and place. Some argue that they are interchangeable terms, while others defend a distinction between the two. In our study, we approach the concept of place as distinct from space. We align our understanding of place with geographers like Massey and Casey who believe, place includes “both a sense of social station and spatial location” within spaces.\(^{22}\) While ‘space’ is a more general term, ‘places’ are nodes of space infused with meaning.\(^{23}\) Several people can occupy a space, but individuals experience their place within it very differently. These varying experiences of place within space help to “produce and distinguish individual identities.”

Developing a sense of place or sense of belonging is crucial to an individual’s experience and inclusion in society. In linking your sense of self to a place, you are able to build and strengthen a sense of community. However, in the context of racialized sense of place, it is important to understand that “in our unequal society, some people wield more place-shaping power than others.”\(^{24}\) There are structural forces that affect the sense of place of marginalized groups. These include “historically layered social, political and cultural identities” that produce racialized spaces.\(^{25}\) The interplay between space, place and power as affected by these historical layers of society make clear the unequal power of a group to foster an atmosphere with a dominant sense of place that excludes others. The dominance perpetuated by the white- sense-of-place causes marginalized groups to ask questions “of being 'in' and 'out' of place, of being


\(^{25}\) Massey, Doreen. 1991 “A Global Sense of Place.” Marxism Today
'seen' and understood as legitimate participants” of society.26 These experiences of feeling out of place or unseen construct an individual’s experiences of racism.

The social constructs of ethnicity and race are abstract ideas with real world implications. Race is deeply rooted in North American history and racist ideologies have always utilized control over space as a mechanism for power. Although less overt than exceptional examples in national history, the links between race and space persist today in communities like Madison, Wisconsin. The University of Wisconsin- Madison has its own history tainted by racist incidents. This racialized history has constructed racialized spaces throughout campus. How students of color experience these spaces and define their sense of place within them is what our research aims to discover.

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Racial History at The University of Wisconsin-Madison

The Presence of the Ku Klux Klan on Campus

The present state of race relations at the University of Wisconsin-Madison is best understood through studying its past. In the wake of the events in Charlottesville, North Carolina in 2017, Chancellor Rebecca Blank chose to create the UW-Madison Public History Project. The goal of the project was to study the history of the Ku Klux Klan and the history of racism more broadly on the University of Wisconsin’s campus. The report created by the Public History Project is a valuable tool for understanding the racial history of this university as it relates to the present day. The report found that between 1919 and 1926 there were two organizations on campus affiliated with the Ku Klux Klan.²⁷ Several men held prominent positions at the university while being a part of the two organizations. Those organizations included the Student Union Board, YMCA Cabinet, Memorial Union Fund Drive, Athletic Board, and the Daily Cardinal. Porter Butts was both a member of one of the organizations and ran the University of Wisconsin Union, or today the Memorial Union. Butts was a primary focus of the project because what is now called the Main Gallery was until 2018 named the Porter Butts Gallery. The Union Council voted to remove the name after the report was released in 2018.²⁸

The history of the Ku Klux Klan at the University of Wisconsin-Madison is just one of the many racial injustices that have made their way onto its campus since its founding in 1848. This

²⁷ Kantrowitz, Stephen, and Floyd Rose. “Report to the Chancellor on the Ku Klux Klan at the University of Wisconsin-Madison,” April 4, 2018. Pg. 10
²⁸ Breneman, Shauna. WISCONSIN UNION STATEMENT ON UNION COUNCIL DECISION REGARDING PORTER BUTTS GALLERY, FREDRIC MARCH PLAY CIRCLE. UW Union Official Site. August 7th, 2018.
specific history is essential to understanding the conduct of the university and student climate that is presently experienced. Despite how striking these details may seem, the contents of the Public History Project are still lesser known than was the intention upon its creation. The research is concluded with a number of suggestions from the project board. They state “We advise commitments to units, programs, and policies that explicitly seek to create a campus where these struggles are no longer so necessary. To be the community we aspire to be, to embody the values we strive to maintain, we must match our rhetoric with resources.” The creators of the report suggest that these histories call the inclusive and liberal reputations of the university into question. Seeing as the demographic data reported by the 2016 university climate survey reflects a striking lack of diversity, the suggestions from above suggest that it’s the university’s responsibility to make its campus more diverse and accepting of all people.

This report of the university’s histories and the project committee’s subsequent suggestions of how to improve awareness of the past and improve the present are essential to our research. The report cites a long and painful history of race relations and infers that those problems continue to persist. More recent issues point to the same conclusions, that the University’s troubled racial past cannot and should not be considered to be in the past. The report provides excellent examples of racial insensitivity that when compared to the events occurring recently on campus are quite striking. The content of the report is also extremely helpful in providing insight as to why a person’s sense of belonging at UW-Madison can and is impacted by racial exclusion and insensitivity. It also identifies places that may presently be racialized because of the occurrences in the distant and near past. Some of those places mentioned

29 Kantrowitz, Stephen, and Floyd Rose. “Report to the Chancellor on the Ku Klux Klan at the University of Wisconsin-Madison,” April 4, 2018. Pg. 21
explicitly in the report are Memorial Union, Library Mall, and Langdon Street. As race and racial issues are underrecognized at the university, so are the tainted histories of some of its most historically significant places.

A Racial History of the University of Wisconsin-Madison’s Popular Landmarks

In addition to the presence of the Ku Klux Klan on the University of Wisconsin Madison campus in the past, there have been several incidents of racial insensitivity dating from the university’s founding to the present. Many of the incidents, images, and prominent recognitions pointing to the university’s racist past have occurred in some of the university’s most significant and presently popular locations. For our research, it is important to investigate these happenings because they could be highly contributory to a subject not feeling a sense of belonging in a certain location. In addition, they reflect a past of racial exclusion that has bled into the present, calling into question the sense of belonging that students and people of color feel at the university.

One of the most prominent locations that has experienced a racially insensitive past is Memorial Union. As mentioned previously in the context of the Public History Project, Memorial Union prominently featured the name of Porter Butts by dedicating what is now called the Main Gallery to him. As the report mentioned, he was a member of one of the organizations on campus in the 1920s that was affiliated with the Ku Klux Klan. Though the name was removed, the reality that it was dedicated to him to begin with or that it stood as long as it did is indicative of the larger history. Students of color today that are aware of this may be uncomfortable by it and hinder their ability to feel comfortable and welcome at one of the university’s most popular and important buildings. Additionally, the Memorial Union features a
very large mural on the ceiling of the grand historic foyer. This mural depicts very stereotypical images of Native Americans. Upon confronting the history and asking a tribal group whether or not the mural should be painted over, the tribe requested that it remain as a reminder of the uncomfortable and widely criticized history between the university and the Ho-Chunk tribe. The fractured relationship between the university and Native Americans is deeply rooted and has yet to be fully amended.30

Directly across the street from memorial union sits Library Mall. Flanked on its western side by the Wisconsin Historical Society, the Mall has its own ugly racial history that has gone under-recognized for many years. Images from the University of Wisconsin yearbook from its 1928-1929 edition show an the “Pipe of Peace Ceremony.” This ceremony consisted of students dressing up in stereotypically Native American outfits, performing racist dances and speaking in false native dialects.31 The “Pipe of Peace” ceremony very popular among students and occurred annually. The university and its students’ desensitizing history of Native Americans is largely unknown to its present student body. Its students walk through the halls of Memorial Union or through Library Mall largely unaware of their racist prejudices towards Native Americans. 32

In addition to the harsh racial history of many of the university’s on campus landmarks, several incidents have occurred in the past on off campus locations affiliated with the university. The most prominent of those spaces is Langdon Street. There are a number of racially insensitive incidents throughout the history of the university’s center for fraternities and sororities. As

mentioned in the Public History Project’s report, a fraternity on campus in the 1920s carried the acronym KBL. Though the name was based on its Greek alphabetical origin, the acronym was understood to be short for “Klansman Be Loyal.” This fraternity also took pride in its associations with the Ku Klux Klan. These troubling histories make there was into more recent history. According to the New York Times on October 26th, 1988, Zeta Beta Tau held a mock slave auction as a fundraising event. The article also mentions two earlier incidents. In May 1987 Phi Gamma Delta held a “‘Fiji Island’ party, featuring a large cartoon of a black man with a bone through his nose and partygoers dressed in blackface.” A year earlier in 1986, Kappa Sigma also made headlines for a party themed “Martin Luther Coon” where students used several racial slurs. The associate dean of students at the time, Roger Howard stated in response to the incidents, "The fact is a substantial injury has happened to the community," and "Minority students feel less welcome here."33

One of the more widely recognized racialized spaces on campus is Camp Randall. The University’s historic stadium and surrounding area have also suffered from racially insensitive incidents. In 2000, Diallo Shabazz was told by a coworker that he was on the cover of the university’s admissions booklet for that school year, photographed at a Badgers home football game. Shabazz had never actually been to a football game and looked at the cover surprised. What he found was a photo of white students at a football game with his face photoshopped into it to hastily give the appearance of a more diverse crowd. Shabazz stated about the incident "The admissions department that we’ve been talking about, I believe, was on the fourth floor, and multicultural student center was on the second floor of that same building," he said. “So you didn't need to create false diversity in the picture — all you really needed to do was go

downstairs.” The university stated that this was an isolated incident and a mistake made by a single student worker, however the history of the university spoke for itself in the eyes of Shabazz and students of color at the time. Camp Randall was originally created as a military base for Union soldiers during the Civil War. Therefore, a place that was created to house those fighting racial injustice has become yet another racialized space on campus. The troubling racial history of the campus’ most popular and historic landmarks has bled into the present. Several racially insensitive incidents have occurred recently on the very same grounds.  

**Contemporary Racial Incidents At the University of Wisconsin Madison**

Historical context of the University of Wisconsin – Madison’s most popular landmarks is helpful for understanding how those spaces may be racialized. However, the racial incidents of much more recent times at the university are even more helpful for understanding the racial othering that has long been a part of its culture. Memorial Union serves as perhaps the clearest example of the historical insensitivity bleeding into today. Although the presence of insensitive physical features at Memorial Union are historical in their context, their impact on students is very much a present issue. The Main Gallery was named for Porter Butts, a member of one of the Ku Klux Klan affiliated organizations at the university in the 1920s. It took a research study for people to become aware of this, begging the question that there might be other buildings, monuments or rooms around campus dedicated to people that practiced racism and discrimination. The awareness that Butts was a leader of a major university organization for so

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long and the awareness of the university’s racial history is all a student might need to feel unwelcome in certain spaces on campus.

Camp Randall is a space on campus that has historically been a racialized space. We may find in our research that that reputation still exists today. While there are a number of historical incidents involving the university’s storied stadium as the one mentioned above, those incidents have also bled into the present. In 2016 during a football game at Camp Randall, a student was shown on national television wearing a mask of then president Barack Obama with a noose tied around his neck. The student was asked to take the mask off and was allowed to remain at the game upon doing so. Chancellor Rebecca Blank said in a statement “that the costume was offensive, but the university must resist the temptation to condemn personal and political views it doesn’t agree with.” Additionally, she stated "We strive to build a campus community in which ideas and expression are exchanged freely, but also constructively, respectfully and in a manner that advances educational opportunities for our students.”

Regardless of the Chancellor’s statement about the university’s mission, students and non-students felt that the display was offensive. Whether intended or not, the university’s recent many racial incidents coupled with this display sent a message to many students of color that the university was not an inclusive and welcoming environment.

Historical incidents of racism and racial insensitivity have also progressed continually into contemporary incidents on Langdon Street. In 2016, the university investigated fraternity Sigma Alpha Epsilon and found that, “chapter members repeatedly used racist, homophobic and

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2016 Campus Climate Survey and Demographics

In 2016 UW-Madison’s Diversity framework, the Division of Diversity, Equity, and Educational Achievement and the UW Survey Center administered a survey in fall 2016. The goal of the survey and the research “...was to understand students’ experiences with and perceptions about campus climate and diversity, including how people of different backgrounds and identities experience life at UW–Madison.” This survey allowed the university to gain insight into the life of underrepresented students on campus. The survey was successful in exploring the students’ perceptions and varying experiences at this university. With over 8,000 responses, the survey had a response rate of 21%. The survey also had very similar demographic outcomes to the UW-Madison population.

The survey showed that the students of color, as well as other minoritized groups, are having very different experiences than cis-heteronormative white students on campus. The survey explains that “majority” students indicated that they are having a positive experience here UW Madison with 80% stating that they feel extremely safe and welcome. This translates to 81%

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38 Campus Climate Survey Task Force, Campus Climate Survey Task Force Report (2016), 3.
of students overall feeling welcome on campus. However, only 69% of LGBQ students, 67% of students with a disability, 65% of Students of Color, and 50% of trans/nonbinary students.\textsuperscript{39} The interpretation of the survey by the task force brings to light that there is a lot that needs to happen to promote a welcoming and inclusive environment for underrepresented students.\textsuperscript{40} This is supported by the survey’s explanation of underrepresented students sharing the belief that they are expected to represent their identity in class and that it was generally a negative experience.

With this data from the campus climate survey, we can shape our own research and make sure we are asking the correct questions. This will also allow us to mold our survey to intersect the students’ understanding of their identity as well as their relation to places on campus. Having this background of the campus climate in 2016 sets us up well when exploring the idea of sense of place for students of color. Being three years after this survey was administered, it is unclear how feelings on campus have changed amongst students of color. The expansion into researching the different feelings and perceptions, as well as personal experiences of students of color will give great insight into if there are any spaces on campus and its surrounding areas that serve as racialized spaces.

\textbf{Students of Color and Sense of Place}

When examining the literature on students of color in higher education, we created a working definition of sense of place to guide us through our project and research. Several people can occupy a space, but individuals from a multitude of different identities experience their place

\textsuperscript{39} Ibid., 3.
\textsuperscript{40} Ibid., 4.
within it very differently. These varying experiences help to produce and distinguish individual identities and create a Sense of Place.

Furthermore, when looking at studies about international students we see key differences and similarities, despite international students sharing racial identities with the “majority” of students on American college and university campuses. International students come from different ethnic backgrounds than most of the domestic students on campus. Relocating to a new country comes with a host of new challenges that can complicate the life of international students living in the United States. Place Identity and sense of place are both factors that affect the students’ academic success, a sense of belonging, and frequency of distress.\textsuperscript{41} The study conducted looked at international students with high levels of English proficiency at different stages of their higher education career. The researchers looked at place attachment, this place attachment happening from the students having social interactions in these places and how that socialization helps students build an idea of the standard of behavior. With this, studies have shown that place attachment is a key factor when building an identity. The building of identity can be affected by relocation. Place is crucial for self identity.\textsuperscript{42} Students often have to cut ties with some of their place-based identity from their home country to better adjust to their new environment. This is important to universities when looking at student retention. The study explains that there are valuable lessons for retention in how universities retain domestic students. One of the largest factors in retaining a student throughout their career is involvement in university and community activities. This involvement coincide with the idea that this involvement generally involves social interaction which can add to their sense of belonging in

\textsuperscript{41} Elizabeth C. Terrazas-Carrillo, Ji Y. Hong, and Terry M. Pace, Adjusting to New Places: International Student Adjustment and Place Attachment, Journal of College Student Development 55, no. 7 (2014): 695.
\textsuperscript{42} Elizabeth C. Terrazas-Carrillo, Ji Y. Hong, and Terry M. Pace, Adjusting to New Places: International Student Adjustment and Place Attachment, Journal of College Student Development 55, no. 7 (2014): 694.
different spaces throughout campus. The study indicates that students found community and belonging in different places on campus. The study showed that these places were often connected to other identities or where places where their friends and them would connect.

Additionally this shows us that throughout the college experience, the campus is central to the lives of these students because college and university take up such a large proportion of their lives. So spaces on campus become important places to find belonging and community. The community that one finds on campus has a large effect on academic success. Students also explained that they enjoyed some of the challenges because it was all new experiences. The students came to a new country to not only get an education but to experience a new culture. The study also shows that students that if they do not find a space to express themselves it can be harder to integrate and can leave them feeling isolated and lonely. The study shows that some international students constructed new ideas of place and explained that meaningful special places that allow them to be themselves and interact with their peers.43 We hope to see if some of these ideas and ways of coping with new environments especially on higher education campuses.

In contrast some of the studies conducted examining the relationship between family life and its effects on African American students and their success throughout college. The articles also reflect on cultural ties also can be important to students who are away from home. The study interviewed students from varying success levels. These levels being Leavers, students who left school and did not finish. As well as high and low achievers, looking at students with higher GPAs as well as students with lower GPAs. These interviews centered around their overall college experience as well as how their family supported them throughout their time at college.

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When examining this article it becomes clear that different factors play into the success of students of color at PWI (predominantly white institutions). When exploring this article it shows us that support from family can be key in the way students of color experience higher education in spaces where they are not cultural the majority.\textsuperscript{44} This study intersects with our own research when looking at what happens when students become distressed when entering spaces where their race becomes more apparent. The study shows that some students when entering predominantly white spaces to find support from their parents or family. It could be thought that the students that are finding support from their parents and family have some type of experience navigating the racialized spaces of higher education. This study will give our own research good insight into different compounding factors that can affect the way students of color, especially Black/African American students. Its exploration into how family and cultural advice and support or lack thereof can help or hinder a student’s performance and experience at college.

This study follows two students both going to a large PWI. Both of these students identify as Latino/Chicano and are both first-generation college students. The study conducted looks at how both of the students interact with the university as a whole as well as the interactions with the different power dynamics and institutions in place. Data was collected through interviews, observations, and document acquisition. The study explains what the social world means, “I define the social world as a cultural system of asymmetrical representations that include the racial and ethnic makeup of the students, staff, and faculty on campus, the political power these groups and subgroups possess, and the languages that are spoken on campus.”\textsuperscript{45} The

\textsuperscript{44} Douglas Guiffrida, To Break Away or Strengthen Ties to Home: A Complex Issue for African American College Students Attending a Predominantly White Institution, Equity & Excellence in Education 38, no. 1 (2005): 49–60.

\textsuperscript{45} Kenneth P. González, Campus Culture and the Experiences of Chicano Students in a Predominantly White University, Urban Education 37, no. 2 (2002): 201-202.
This study explored the students' feelings of alienation as well as marginalization. This looking at the structural powers that affected the students compounding with the lack of Chicano representation on campus has caused distress throughout the time they were at college. When looking at this study it is clear that this lack of representation on campus was a factor when they shared their experiences of feeling “out of place”. When looking through multiple studies it is becoming more apparent that this is a common theme for students of color at PWIs. The study also looks at the physical world this being defined as “The physical world, however, includes such representations as the architecture of the campus buildings, campus sculptures, and other physical symbols found on campus such as posters and flyers.” The study delves into the effects of the lack of representation in the built environment and different forms of physical representation. This lack of representation seems to have a profound effect on the way these two students feel about their over belonging on campus. Even though not always instantly apparent racialized spaces are everywhere and even this study the participants started to notice that their ethnic identity was not properly represented. The study continues to touch upon how the physical representation of culture and ethnic identity can be a powerful determinant of whether or not a student is feeling alienated or not.

The study in question looks at the transition period for first-year students moving to university. The study explores how universities are trying to engage first-year students to better

46 Kenneth P. González, Campus Culture and the Experiences of Chicano Students in a Predominantly White University, Urban Education 37, no. 2 (2002): 204-205.
47 Ibid., 206.
integrate them into the population as well as the culture on campus. When students opt out of these engagement methods some students develop a feeling of in-betweenness. Stuck between the feeling of home and being at university, they call this Betwixt space. The article trying is trying to examine how students are handling this betwixt space. This being important when looking at the students’ sense of belonging. The study gives us insight into this exploration of what it means to transition into university. This coming at a time where “Studentlands” become more prevalent these spaces have large student populations. The text explains that Studentlands are very interesting because of the idea of student boundaries. This spatial analysis looking at how different populations interact and how that sense of spaces changes the way the students feel welcome and a sense of belonging. As well as how this affects the indigenous residents amongst increasing studentification. The article giving good insight into how studentification of spaces, as well as the departure from home, can affect a student’s sense of belonging.

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49 Ibid., 40-41.
Methods

Survey:

Our group decided to use the tool available on the Qualtrics software as a mechanism to create our survey. Our survey questions were designed with the hopes of learning three things; 1. General demographics 2. Campus climate sentiments 3. Spatial understanding of sense of belonging for locations on and around UW-Madison campus. Questions 1-4 asked students to identify their year in school, self-identify their race and/or ethnicity, self-identify their gender, and provide a rough location of where they currently live on a provided map. Questions 5, 7 and 8 asked students about campus climate sentiments. Question 5 allows students to use a slide bar to indicate the level they feel their racial and ethnic identity is represented on the UW-Madison campus, 0 being no representation and 10 being well represented. Questions 6 and 9 were interactive maps that allowed students to select up to 10 locations for locations where they feel the most sense of belonging (question 6) and where they feel the least sense of belonging (question 9). The final question was an open ended space giving students the opportunity to share a particular experience or thought on their sense of place.
We administered this survey through email, facebook and by personally sharing it with friends and family. The survey was also forwarded to all geography students by the geography advisor.

**Interviews:**

Along with our survey, we conducted qualitative interviews with students of color and white students. The qualitative interviews were a key component in our research design as we sought to hear lived experiences and understand trends expressed by the maps in our surveys. We organized the interviews by verbally walking the interviewee through our survey, collecting demographics, campus climate sentiments and locations of sense of belonging. We expanded on the sense of belonging maps by asking students to explain the locations they selected. We connected with students through our personal networks and conducted the interviews in locations that the interviewees identified as comfortable spaces.

**Results and Analysis**
Our survey had a total of 102 respondents with approximately 45,000 total students that gave us a response rate of .02%. It was distributed by anonymous link and we used snowball sampling. When examining the general demographics of the survey the largest group of students that responded were white students with 86 students. The next largest group would be Black students with 12 respondents, with that amount of respondent this makes that group over represented when comparing it to the overall university demographics. With 7 respondents Hispanic and/or Latinx were the third largest group, this also over represented when looking at the university population. The next few groups are either under represented or rather accurately represented compared to the demographics of the university. Asian and/or Asian American had 2 respondents, American Indian and/or Alaskan native had 1 respondents, Middle Eastern and/or North African had 2 respondents, and 3 respondents identifying as two or more races. We had zero responses from Native Hawaiian students or students that identifying as another race or ethnicity.

When looking at the survey results in regards to students year in school, In Figure 2 the results are as follows: 1st year: 14 respondents, 2nd year: 11 respondents, 3rd year: 18 respondents, 4th year: 40 respondents, 5th year: 6 and graduate students: 13. Examining these results we see over representation of in the 4th year category this could be due to the way we sampled and the distribution of the survey.

Furthermore, in Figure 3 the distribution of respondents according to their gender identity were 40 respondents identified as male, 60 identified as female and 2 as genderfluid or non binary. With this data we have an over representation of female respondents at a little under 60% of the respondents identifying as such.
Figures 4 & 5 shows the results of likert scale we employed in our survey to examine if there were differences amongst students and if they feel welcome on campus. In Figure 4 we have the feelings of students of color and in Figure 5 we have the feelings of white students. In Figure 4 we see a relatively large variation in the way students of color feel. The sentiments of students of color when exploring if they feel welcome on campus. These sentiments are very different then the feelings of white students when answering the same question. In Figure 5 we
see that they have much more consolidated sentiment in this case.

Figure 6 displays sense of place based on racial identity. The above map shows places at the university where Students of Color feel the most sense of belonging. In this case Students of Color encompasses all of the racial identities chosen in the demographic section of the survey other than white. The map below in Figure 6 shows locations on campus that white students
identified as places where they feel the most sense of belonging. Some locations that deserve specific attention as spaces where students of color’s feeling the most sense of belonging are the Red Gym, Memorial Union or College Library and Mosse Humanities building. The Red Gym is the most significant location identified by Students of Color as a place where they feel the most sense of belonging. According to the survey and interview results this is attributed to the multicultural centers that located in the Red Gym. It was the single most important place on campus where Students of Color feel a sense of place across all of the research performed. White students, as displayed in the lower map of Figure 6 identified locations such as Memorial Union, College Library, Mosse Humanities Building, and Camp Randall. The obvious difference in these maps is the presence of Camp Randall as a place of the most sense of belonging for many white students.
Figure 7 contains two heat maps that show locations where students of color and white students feel a lack of a sense of belonging. As with Figure 6, the map labelled students of color encompasses all students that identified with a racial identity other than white. Some locations that were identified as places where students of color feel a lack of sense of belonging are Camp Randall, Langdon St. and to a lesser extent College Library or Memorial Union. College Library and Memorial Union as places of both the most sense of belonging and lack of sense of belonging suggests variance within students of color, making the selections for those locations racially motivated less likely. Additionally, the lack of survey responses by students of color is contributory to the selection of the location to Memorial Union and College Library for both most and least sense of belonging.

The bottom map in Figure 7 displays the locations where white students feel a lack of sense of belonging. Some important locations to note that were popularly selected are Camp Randall, Langdon St., and Grainger Hall. Both Students of Color and white students identifying Langdon St. and Camp Randall as places where they feel less or a lack of sense of belonging could suggest that those feelings are not racially motivated for Students of Color. However, this is purely speculative based on the raw data with little to no context. The interviews performed shed light on the reasons behind some of these selections in a much clearer way.

Figure 8 displays a series of maps that show locations where students from each racial/ethnic group indicated feeling a sense of belonging and Figure 9 shows locations where students from each racial/ethnic group indicated feeling a lack of sense of belonging. Breaking it down like this allows us to assess the maps on a more individual level and understand specific trends for the locations where each racial/ethnic group highlighted. The maps showed a corroboration for the hotspots on the combined maps. Hispanic and/or Latinx, Black and/or
African American, Asian and/or Asian American and students of two or more races all selected the Red Gym as a place of heightened sense of belonging. Humanities was also selected as a place of heightened belonging among American Indian and/or Native Alaskan, Hispanic and/or Latinx and Black and/or African American students. In Figure 9 which shows the locations where students indicated not feeling a sense of belonging, you can see that every racial/ethnic group selected Langdon Street as a place of discomfort, and all but one selected Camp Randall.
Perhaps the biggest takeaway from breaking down the maps like so is expressed in the graph in Figure 10. When comparing the maps in Figure 8 and Figure 9, we were surprised by the difference in the number of locations selected in the maps of heightened sense of belonging versus the maps of lack of sense of belonging. There were far more locations selected on the maps in Figure 9 than in Figure 8. The orange segments of the bar chart in Figure 10 represent number of locations each racial/ethnic group selected for the maps representing a lack of sense of belonging and the blue segments represent the number of locations selected for the maps representing a heightened sense of belonging. All but the Hispanic and/or Latinx group selected more locations where they felt a lessened sense of belonging. The extreme ratios showed us that in general, there were several more places on campus where Students of Color could identify feeling a lack of sense of belonging than places on campus where they do.
Discussion

The University of Wisconsin-Madison has struggled over its 171 years with diversity and racial incidents. The research on students of color and their sense of place and belonging on predominantly white institutions. The research we are conducting is very topical when considering the history of this University. When exploring other research on the discussion we have discovered is centered around how first year students experience in space and how those students interact with the environment around them. This is imperative when looking at our current research, the university has made it it’s mission to promote diversity throughout the campus. Even with this commitment to diversity at the university is lacking, the population of students of color is not representative of the city or the state as a whole. The lack of representation of students of color is evident and with the research we are conducting allows us to come to realize and document the effects of that lack of representation. Our research lives in a space where we are able to not only identify the problems of the university but also do a deeper
dive into the lives of students of color on a predominantly white institution. Exploring the lives of these students also sheds light on possible ways space and place can affect students' identity and sense of belonging.

**Interview Results:**

Our research also consisted of interviews in addition to the survey. Due to time constraints, only six interviews were conducted. The students interviewed were of several different racial categories and they served to provide a context for many of the questions posed in the survey. Students were also encouraged to let their thoughts flow and give descriptions for reasons that they feel certain ways about specific places.

The first interview we conducted was with a student that identified as a woman, black or African American, and a Junior here at the University of Wisconsin Madison. The student described the level of representation of black and/or African American students on campus on a scale of one through ten as a two (2/10). She stated that she did not feel welcome on campus and that race was a major contributor to said feelings. The student identified the Red Gym, School of Education, and her home as places she felt the most sense of place on or near campus. The Red Gym was described as being a place of sense of belonging because the multicultural centers. The School of Education was identified similarly because the student described it as being a place where students are taught about other cultures from their own and how to properly interact with them. The student identified the Lakeshore Path, Camp Randall, State St. and Engineering Hall as places where she did not feel a sense of belonging. The Lakeshore Path was described as
dangerous for women. Camp Randall and State St. were described as being not racially diverse and popular with drunk people. Additionally, both were also described as dangerous. In addition to specific identifications of places on campus, she expressed her general feelings at the university. She stated, “I noticed myself walking around campus with my shoulders kind of like tense. I feel like I add a little bit more pressure to myself.” She described the above sentiments about walking on campus as being because of her racial identity.

The second interview conducted was with a student that identified as a woman, black and/or African American, and a senior at the University of Wisconsin-Madison. She described the level of representation of black and/or African American students on a scale of one through ten as a five (5/10). The student identified the Red Gym, Memorial Union, the Student Activity Center, and Vilas Hall as being places where she feels a sense of belonging. She also identified with the PEOPLE Program and described it as having a diverse staff and people of color in leadership positions. The student identified the Hospital complexes and Bascom Hall as places where she does not feel a sense of belonging. She described the university hospital as being too far away and Bascom hall by stating, “I am only there when I need to be.” This student was very adamant about the individual experience of college student as opposed to that of a larger cohort such as race. She believes that the college experience is what you make it and she has made the university a place where she feels welcome because of her personal choices. She stated of her experience at the university, “The communities that I go into are mostly people of color communities or those that are salient to my identity. You are only as big as your network, and mine is mostly people of color.” This student was also very aware of what she felt were specific problems with race at the University of Wisconsin-Madison. She also expressed several ideas
about how to improve problems like a general lack of diversity. She believes that there needs to be more Students of Color on campus. She also feels that one way to achieve this is to increase the number of Students of Color at the university not here via scholarships like the PEOPLE Program, POSSE, Chancellor Scholars, and Powers Knapp.

Our third interview subject identified as a man, black and/or African American and a senior at the University of Wisconsin-Madison. He described the level of representation with the racial identity on a scale of one through ten as a one (1/10). The student identified Grainger Hall, the Kohl Center, and the Chazen Museum as places where he felt a strong sense of belonging. He chose Grainger because that is where he works and studies and chose the Kohl Center because he enjoys watching Wisconsin Basketball games at the arena. He selected Camp Randall, Memorial Union, and the Law School as places where he does not feel a sense of belonging. He described Camp Randall as a place where people are very drunk and described Memorial Union as a popular tourist destination on campus where he did not feel comfortable. When asked whether or not he feels welcome on campus he stated that he sometimes does and sometimes does not. He expressed that often times when he meets people they ask him if he goes to school at the university. At the same time, he states, those same people might ask someone else their major, already having assumed they are attending school at the university. He stated the he is always under the impression that people feel he needs a reason to be here, while other students do not. He described a particular troubling trend when he stated,

“My big Physics classes or Chemistry classes, it's something that not all people notice but I feel like all minorities notice because it's like when you first get into a class and the class is packed but for some reason you feel like there are many empty seats around you. It's something you're always thinking of because you do look different compared to everybody else, you're always wondering, why people aren't sitting around you.”
The student also expressed that he felt many people on campus were ignorant to other cultures and people different from their own. He specified that he felt this was not their own fault, but a product of their upbringing. He feels that it is the university’s responsibility to educate its students on other cultures and people and expressed discontent with the ethnic studies requirement, which aims to do that. While it is a reasonable effort, he expressed, it should not be so simple to avoid and additionally should not be one course that in many cases does not manage to teach students what it has sought out to.

Our next interview was with someone who identified as a man, half white and half Latinx. He described the level of representation of his racial identities on campus on a scale from one through ten as being a six (6/10). He identified Engineering Hall, Gordon’s Dining Hall, and the Red Gym as places where he feels a strong sense of belonging. He chose these places because of his major and events with the Latinx Center. The student described the tone of racial relations between the administration and its students at the university by stating, “I get the sense that if people like me weren’t here, they (the administration) would be fine with it.” The student also stated that he does not feel a strong cultural attachment to the university and that he was planning on leaving and moving on immediately after graduating. He also stated that he is very aware of the covert forms of racism that Students of Color on campus experience, but stated that because he is white-passing he has not been forced to endure the full brunt of it. Like with other interviews, this student pointed out specific problems that he felt were contributory, and offered some possible solutions to those problems. He suggested that the ethnic studies requirement was a problem. Additionally he pointed out that the lack of diversity on campus is clearly evident,
and in the meantime while seeking long term solutions, there need to be fewer mistakes from the university that other Students of Color.

Our fifth interview was with a student that identified as a Cis-hetro-woman and Mexican. She is a 4th year senior here at the University of Wisconsin-Madison. She indicated that she feels that her racial and ethnic identity would be 3. She described that Latinx students are one of the larger students of color groups. Furthermore, she describes that different spaces that she feels comfortable like Ingraham Hall because the Chican@ and Latin@ studies certificate is hosted. She told us about how the space is generally populated by Latinx identifying people and how welcoming and how open space is. She also identified the Red Gym and more specifically the Latinx cultural center. She talks about how the space is mostly geared to students of color and that the space feels intentional, the last place that she identified was her place of work which is the computer science building. She also indicated places where she did not feel a sense of belonging those include most of campus because of the lack of representation of her specific racial and ethnic identity as well as her classes where she is the only student of color. One of the sentiments that she expressed was the limiting nature of the culturally specific spaces around campus and how she thinks they are not properly funded but other things are being funded without hesitation.

Our final interview was with a student that identified as a woman, white and/or of European descent, and a senior here at the University of Wisconsin-Madison. She described the level of representation of her racial identity on campus on a scale from one through ten as a ten (10/10). She identified Memorial Union and Microbial Sciences as two places on campus where she feels a strong sense of belonging. She identified places where she does not feel a sense of belonging as being Langdon St., Lakeshore Path, and State St. Her reasons for all three of those
selections were strongly related to the drinking culture that she perceives to be concentrated in those areas. The other reason she provided for those selections is that she feels that those places are not welcoming or safe for women, especially at night. She stated that she was very aware of a general lack of diversity on campus because of her many connections with Students of Color. As with other interviews, she provided what she perceives as problems and some possible solutions to those problems. She stated that the university should reach out directly to schools in the state’s urban areas to welcome Students of Color. This is something that she felt was not being done based on her experience in Madison’s Public School system. Additionally, she suggested that the drinking culture of the university was exclusionary to Students of Color in general and that better awareness could make the university a safer space for women and People of Color.

The Interviews that were conducted provided fascinating glimpses into students experiences and their relationships to spaces at the University of Wisconsin-Madison. It also helped provide us a very limited glimpse into how race is related to spaces on campus and how Students of Color. The stories behind the students choosing answers for the survey is very important to understanding whether racialized spaces exist on campus. Additionally, the interviews introduced another element to the research which was students awareness of specific problems related to race on campus and possible solutions to those problems. They also raise the question of the students role in choosing the climate of our university and whether or not it should be more powerful than it is.
Consistencies and Inconsistencies Throughout the Data

Throughout the data collected there are a number of consistencies between students responses that make them important data points. Considering that spatial element to the research, a number of those important points are specific spaces. The most important space that was consistent throughout our research was the Red Gym. The Red Gym is home to several student organizations that involve Students of Color. Because of that, many of our survey responses and every interviewee pointed out the Red Gym as a place where Students of Color feel a sense of belonging. While the Red Gym was the single most prominent location on campus, there were a number of other locations where students felt a strong sense of belonging. Places like Mosse Humanities Building, Memorial Union, and College Library were frequently selected as places where students of all racial identities feel a strong sense of belonging. Another important consistency is the sense of individuality that all students experiences. In the interviews specifically, many of the students expressed the location where there major is based as being a place where they feel a sense of belonging. This often occurs regardless of racial diversity. Students pointed out places like Vilas Hall (Journalism), Engineering Hall, and Mosse Humanities Building as places where they feel a strong sense of belonging because they are so frequented. This suggests another consistency throughout the data; While there are obvious hotspots that have been pointed out as important spaces for either more or less sense of belonging, the university is experienced differently by every single student.

All of the data collected from the survey and interviews is valuable to understanding the sense of place of Students of Color at the University. In spite of that fact, some of the data was contradictory. Some of the contradictions that we found in our data were related to the sense of
belonging students felt in the university’s busiest locations. In the area around Memorial Union, Library, College Library, the Wisconsin State Historical Society, and the Red Gym. data was collected that suggests many of these locations are spaces where Students of Color and white students feel both a strong sense of belonging, and a lesser sense of belonging. This suggests something mentioned above: that all students experience the university differently. However, these contradictions could also be attributed to the low response rate in the survey. Because the response rate was so low, a positive hotspot could consist of five or six responses, but one or two students identifying that same location as the opposite feelings could be conveyed as visually relevant. While all students responses are important and thus those contradictions are important, there presumably would have been more consistency in the survey heat maps if the response rates were higher. We are able to come to this conclusion because of the presence of very prominent hotspots for Students of Color despite the lower response rate. Another important contradiction in the data was found at two specific locations: Camp Randall and Langdon St. The reasons for those inconsistencies will be discussed further below in the conclusion and future research portions. However, they are important to recognize here because they are very prominent data points for both more and less sense of belonging.

**Conclusion**

Throughout the study we have come to a few conclusions, when examining our results from our survey we cannot understand why each location was selected, nor does it confirm that each selection was done so based on one's race. The results from our survey does give us valuable geographic data and allows us to show corroborated hotspots for students of color sense
of belonging. Major hotspots for students of color are the Red Gym, Memorial Union, and the Mosse Humanities Building. The Red Gym being particularly interesting because of the concentration of cultural centers. We were also able to identify hotspots that were seemed to be felt by all races and ethnicities as places where they feel a lack of sense of belonging. The locations we have identified as places where students feel a lack of sense of belonging are Camp Randall, Langdon St. and College Library. Another conclusion that can be drawn from our survey results are as follows when reviewing the results we can identify stark differences in students of color identifying places where they feel comfortable and they do not. When comparing these results to their white counterparts, it is evident that students of color have far more places where they do not feel a sense of belonging than where they do. Even though we can not know if this is being influenced by their race these findings

One other essential conclusion that was drawn primarily from the interviews is that Students of Color at the University of Wisconsin-Madison are constantly forced to engage their racial identities. Based on what students expressed during the interviews, the everyday life of not seeing students around you with similar or diverse racial identities makes students feel that they are under a microscope. Sentiments like the student expressing that he often feels like he has to have a reason to be here is indicative of this. Additionally, that same student expressed that he is often asked whether or not he goes to school at the university, rather than what his major is. This suggests that the constant awareness of racial identity that are not simply feelings, but based on everyday observations and experiences. This conclusion can also be drawn from the student who stated, “I noticed myself walking around campus with my shoulders kind of like tense. I feel like
I add a little bit more pressure to myself.” She expresses these sentiments in part because of the everyday experience of the university’s student body having so few Students of Color.

The feelings that Students of Color expressed about their everyday lives at the university are indicative of one very important conclusion: the university fundamentally lacks racial diversity. Most of the spaces where Students of Color go on an everyday basis on campus are not diverse. This is why students expressed that even in the buildings where their majors are headquartered, they recognize the lack of diversity and in some cases even feel a lack of sense of belonging. They are then forced into finding diversity and a sense of belonging in places like the Red Gym. However, despite the evident lack of diversity on campus, several students still expressed feeling welcome. This suggests that the University of Wisconsin-Madison is a place where students of all racial identities can feel welcome and at home. Unfortunately, the evidence found in the interviews suggests that it is much more difficult for Students of Color based on institutional barriers that have consistently perpetuated by the university’s complacency.

**Future Research**

If we were able to continue this research, we would like to increase the number of respondents in our survey. A limitation for our data analysis was the low response rate. There were only a few respondents from each racial and ethnic identity, and although the responses from these individuals are very valuable, they may not necessarily be representative of the population. Therefore, to increase proper representation, we would like to focus on distributing our survey to more students.

We would also like to investigate different solutions to the problems that are posed by not having an equitable percentage of Students of Color at the university. Throughout the interviews
it was clear that students have ideas of how the diversity problems at the university can be mitigated. With this if we were able to continue our research it would be imperative that we increase the amount of interviews we conduct as well as explore the different interviewee’s ideas to improve the diversity problems when it comes to representation at the University. If we were able to continue our research being able to investigate the need for new cultural safe spaces for students of color throughout the campus. This in addition to exploring the overall sentiment of students of color and with the lack of representation throughout spaces on campus.

Another portion of our research that would be fascinating to engage in the future is gender. One of the most surprising portions of the survey data was finding that students of all races expressed a lack of sense of belonging as Camp Randall and Langdon St. Additional locations that were marked regardless of race include State St. and the Lakeshore Path. While these locations were identified across racial identities, they were overwhelmingly selected by women. This suggests that these locations are places where women do not feel a sense of belonging. The interview subjects expressed that safety was also a large concern for women at these locations. Students also presented possible solutions to women feeling unsafe or unwelcome in certain spaces. Lighting places like the Lakeshore Path and Langdon St. better than they currently are was one important suggestion. Another suggestion was better regulation and education about drinking on and around campus. Students identified drinking as a possible exclusionary practice in the interviews. Thus, they felt that this could improve the climate of the campus for Students of Color and women alike.
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Daniel Alborta

The Red Gym
The Dart Machine in the back of City Bar
Der Rathskeller

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Appendices

Survey Questions:

What is your current university class standing?

☐ Freshman/ 1st Year
☐ Sophomore/ 2nd Year
☐ Junior/ 3rd Year
☐ Senior/ 4th Year
☐ Senior/ 5th Year
☐ Graduate Student
☐ Other

How would you describe your racial and ethnic identity? Select all that apply.

☐ Hispanic and/or Latinx
☐ Black and/or African American
☐ Asian and/or Asian American
☐ American Indian and/or Alaska Native
☐ Middle Eastern and/or North African
- Native Hawaiian and/or Other Pacific Islander
- White and/or of European Decent
- Two or more races/ethnicities
- Another race, ethnicity, or origin

How would you describe your gender identity?
- Male
- Female
- Trans-Man
- Trans-Woman
- Gender fluid/Non-binary
- Prefer not to answer
- Another Gender identity

Please indicate where you live on the map below by clicking on the location.

Please indicate the level you feel that your racial and ethnic identity is represented on the UW-Madison campus? (0 being that do not feel represented and 10 being that you feel represented)
Please identify places on campus and/or adjacent areas where you feel the most sense of belonging by clicking on the interactive map below. You may click up to 10 locations.

To what extent do you agree or disagree with the following statements in questions 7 and 8.

‘I feel welcomed on Campus.’
- Strongly agree
- Somewhat Agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

‘I feel that my race/ethnicity influences my sense of belonging on campus’
- Strongly agree
- Somewhat Agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

If applicable, please identify places on campus and/or adjacent areas where you do not feel a sense of belonging. You may click up to 10 locations.
Several people can occupy a space, but individuals experience their place within it very differently. These varying experiences help to produce and distinguish individual identities and create a Sense of Place.

If you would like to share a particular experience about your Sense of Place on campus, please feel free to share in the space provided below:

Interview Questions:

1. What is your current university class standing?
   - Freshman/ 1st Year
   - Sophomore/ 2nd Year
   - Junior/ 3rd Year
   - Senior/ 4th Year
   - Senior/ 5th Year
   - Graduate Student
   - Other

2. How would you describe your racial and ethnic identity? Select all that apply.
   - Hispanic and/or Latinx
   - Black and/or African American
☐ Asian and/or Asian American
☐ American Indian and/or Alaska Native
☐ Middle Eastern and/or North African
☐ Native Hawaiian and/or Other Pacific Islander
☐ White and/or of European Decent
☐ Two or more races/ethnicities
☐ Another race, ethnicity, or origin

3. How would you describe your gender identity?
☐ Male
☐ Female
☐ Trans-Man
☐ Trans-Woman
☐ Gender fluid/Non-binary
☐ Prefer not to answer
☐ Another Gender identity

3. Please indicate the level you feel that your racial and ethnic identity is represented on the UW-Madison campus? (0 being that do not feel represented and 10 being that you feel represented)

4. Please identify places on campus and/or adjacent areas where you feel the most sense of belonging and why?

5. Do you feel welcomed on Campus?

6. Do you feel that your race/ethnicity influences your sense of belonging on campus?

7. Please identify places on campus and/or adjacent areas where do you not feel a sense of belonging and why?

8. Can you share a particular experience about your Sense of Place on campus?
Raw data:

Please indicate the level you feel that your racial and ethnic identity is represented on the UW-Madison campus? (0 being that do not feel represented and 10 being that you feel represented)

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’I feel that my race/ethnicity influences my sense of belonging on campus’
Q2 - Please indicate where you live on the map below by clicking on the location.

Links to Interview Audio

Adrianna Interview Audio
https://tinyurl.com/Adrianna-Audio

Daniel Interview Audio
https://tinyurl.com/DanielA-Audio

Kinsley Interview Audio
https://tinyurl.com/Kingsley-Audio

Elise Interview Audio
https://tinyurl.com/Elise-Audio

Estefany Interview Audio
https://tinyurl.com/Estefany-Audio

Olatomiwa Interview Audio
https://tinyurl.com/Olatomiwa-Audio