**A revised final detailed discussion of the Action Plan**

The recent upsurge of racial profiling, racial tension and racial disparities has culminated in several movements and protests and has seen a rise in police brutality against African Americans. Researchers “have demonstrated that race plays an important role in the college experiences of African American students at PWIs”, (Chavous, 2004). There can be no denying that most racial stereotypes are driven towards African Americans and most typically toward Black males, and in the current context towards Black male students., “Black males are often negatively stereotyped in college settings” (Boyd and Mitchell, 2018). Utilizing the already existing momentum of movements such as Black Lives Matter (BLM) and the platform already granted by hashtags such as #BlackExcellence #ICantBreathe, creating awareness will not be as difficult as it may have been before the rise of movements against Black hate and Black stereotyping.

The research will take on the form of qualitative research in that most of the research will be conducted using questionnaires, surveys, interviews, and empirical research in gaging the environment where the research will be conducted, i.e Lynn University. Because “some continue to hold explicit stereotypes about Black men and boys and to be consciously prejudiced attitude against them, (although) the numbers of such people have declined markedly in the last century” (Johnson and Godsil, N.D), it’s important that the research also gages students from predominantly White backgrounds. The research ought to be balanced, however, the main victims of racial profiling and stereotypes, i.e. African American males should be prioritized in the survey and subsequent interviews. Creating a physical and online platform where the results will be published is essential, especially in light of the responses and the numbers of people who admittedly stated they had been previously engaged in racial stereotypes. Once the data is gathered and analyzed the results thereof will be published and used in future research outside the university, potentially within the state and beyond.

**Plan of Action (POA)**

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| --- | --- |
| **Activity** | **Details** |
| **a. Surveys and questionnaires** | **Issued to students, lecturers and administrative staff members, within Lynn University campus.** |
| **b. Online presence (campaigns)** | **Utilizing existing social media (Facebook, Twitter etc) to propel the research question. Creating a webpage to create online surveys especially due to the Covid-19 pandemic.** |
| **c. First draft of data analysis** | **Analyzing the data collected through the questionnaires and surveys.** |
| **d. Interviews** | **Interviewing willing respondents; especially Black students and preferably Black students who have been victims of racial stereotypes.** |
| **e. Second draft of data analysis** | **Analyzing all the data collected, consolidating the data collected from respondents with the empirical data from the researchers.** |
| **f. Final research results** | **The results will be used to answer the question and prove the hypothesis, that although minimum, there still exists stereotyping and stereotypical behavior toward Black students.** |

**Revised Budget**

Due to the nature of the research, the environment where the research is being conducted (Lynn University Community), and because social media accounts already exist, a bulk of the $1000 budget will be spent on constructing questionnaires/surveys and creating a webpage which will be devoted to the research and online surveys, as well as posting results (anonymously) and thereafter creating a campaign in the form of pop-up ‘activations’ to create awareness. Provided there is a remaining balance, the research team could use hashtags on face masks to create awareness of the disparities and stereotypes.

**Budget Plan (% of the $1000 budget)**

|  |  |
| --- | --- |
| **Items** | **% of the budget** |
| Questionnaires/surveys | 10% |
| Webpage development and updates (online survey) | 50% |
| Campaigns (pop-up activations) | 30% |
| Face masks production (regalia) | 10% |

**Bibliography**

Boyd, T.B.H., and Mitchell Jr, D., (2018). Black male persistence in spite of facing stereotypes in college: A phenomenological exploration. *The Qualitative Report*, 23(4), 893-913.

Chavous, T.M., Harris, A., Rivas, D., Helaire, L., and Green, L., (2004). Racial Stereotypes and Gender in Context: African Americans at Predominantly Black and Predominantly White Colleges*. Sex Roles*, Vol. 51, Nos. 1/2, July 2004.

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