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# PSU President's African American, African, and Black Student Success Task Force Report

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## **PSU President's African American, African, and Black Student Success Task Force Report, 2017**

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Committee Members: Dr. Lisa Bates, Tom Bull, Shanice Clarke, Steven Christian, Tara Cooper, Abel de la Cruz, Noni Causey, Alex Herrera, Renee Ingram, Vanelda Hopes, Dr. Vandy Kanyako, Marlon Marion, Taremeredzwa Mutepfa, and Marshawna Williams

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June 30, 2017

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## Preface

This report is in response to the President's Charge to the Task Force on African American/African/Black Student Success at Portland State University. As included in the charge, the report *assesses the strengths, weaknesses, and opportunities for PSU in continuing to serve the African American/African/Black community at PSU*. In conducting its work, the Task Force reviewed a variety of reports and databases from various offices at PSU. Based on its findings, the Task Force provides recommendations under five main areas:

- 1) Student recruitment and retention
- 2) Student Experiences
- 3) Courses and Programming
- 4) Faculty and Staff at PSU
- 5) Best Practices

The recommendations of the Task Force provide specific recommendations on those areas that reflect the institution's strengths, weaknesses, and opportunities. The Task Force's recommendations will provide guidance to the President, Vice President for Enrollment Management and Student Affairs, the university leadership team, and all PSU faculty and staff for engaging with and serving Oregon's and PSU's diverse and growing African American/African/Black community as also outlined in the President's Charge. It is in the spirit of collaborative work that the recommendations will assist PSU in its attempts to address student, faculty, staff, and community concerns regarding the educational needs of its African American/African/Black students. Relatedly, the committee has included information on African American/African/Black staff and faculty in its report to provide a context for its recommendations regarding students.

# Section I: Recruitment and Retention of African American/Black/African Students

Marlon Marion, Marshawna Williams, Steven Christian, and Noni Causey



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## I Introduction

Recruiting and retaining Black has been an issue nationally for years both nationally and here at PSU. PSU's total student population is 27,229; 14,856 are women and 12,373 are men. Those who identify as Black make up only 3.2% the total population. These demographics do not include those who identify as biracial or multiracial.<sup>1</sup> Currently, there is not a fully developed structure (lack of institutional resources, faculty, staff and support) to recruit and retain Black students. In the past three years, the university has become more decentralized making it difficult to find and connect various resources across campus for people of the African Diaspora.

The data used to support these findings are drawn from Office of Institutional Research and

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<sup>1</sup> This reflects a methodological decision as to how students are counted.

Planning (OIRP) raw data and reports. The data show students face a multiple of adversities that affect their graduation timeline: lack of connection with other Black individuals and groups on campus (student, faculty and staff); little to no academic support; and limited interactions with academic advisers. The data show students drop out for a variety of reasons, including, but not limited to reasons unrelated to low GPAs, rather, insufficient funding, lack of financial literacy, unmanageable debt burden, or external obligations unrelated to the university. Toward the end of this report are various recommendations that could address the challenges Black students face.

## II Background

### Current Direct Services

To date, PSU has several offices that directly serve the Black student population: Office of Admissions, Multicultural Center (including Pan African Commons), and Diversity and Multicultural Student Services (including Accessing the Cultural Capital Essential to Student Success (ACCESS) programs, TRiO, Upward Bound).

The Office of Admissions has an admissions counselor responsible for the recruitment of Black students. This individual has access to African American/Black students within the 20 mile radius of campus. This individual not only works with high school counselors but also community partners, and other college access programs outside of the university (i.e. AVID and TRiO). The admissions counselor responsible for the recruitment of African American/Black students is one of three culturally specific counselors who spearhead recruitment of diverse student populations. This team serves as a liaison for the campus and community, assisting with culturally specific events, such as the Black Student Success Summit, a conference for middle and high school students of African descent. At present, however, there are no events sponsored by the Office of Admissions geared specifically to Black/African American students.

Pan African Commons is one of five cultural centers on campus. It was designed to be a welcoming space for students of African descent, but all students are welcome. The Pan-African Commons provides an environment where African American, African, Black students see themselves reflected, embraced, and valued, and make connections to campus resources and services to support student retention. The Commons has co-curricular programming that supports student success through community-building activities, cultural programs, leadership development, community service and engagement, and identity development. Lastly, the ACCESS program is a retention program for African American students. It awards participants a \$3,000 remission scholarship to attend the university. Students receive mentoring. Those who meet with the African American Student Service Coordinator on a regular basis take advantage of additional resources that teach them to



successfully navigate the university. These students are positioned to do well academically and are in a better position to be retained and to graduate.

## Financial Aid & Scholarships

Almost seventy one percent of Black students attending PSU receive financial aid and scholarships to cover their costs. The average amount of aid received is \$11,820. Over half (50.8%) of the aid received by Black students come in the form of federal loans (subsidized and unsubsidized). Less than half (47%) are grants and scholarships. , a remaining 27% are other a combination of outside scholarships that are not provided by the institution, out of pocket, and/or private loans from banks.

When looking at what is awarded to undergraduates, Black students receive higher awards in comparison to their White counterparts. This could be for a number of reasons, but the data suggest that unmet need may be most important (See Tables 1 and 2). An analysis of the data show Black students have a greater unmet need compared to White students (See Tables 3 and 4).

**Table 1: Financial Aid, Black Students, 2010-2015 (Fall Terms)**

Annual average financial aid awards paid to Black students enrolled fall terms

Average of Award Paid								
UG_GR	Student Class	201004	201104	201204	201304	201404	201504	
UG	FR	\$ 9,206.97	\$ 11,937.58	\$ 8,330.29	\$ 10,297.10	\$ 9,962.27	\$ 9,106.17	
	SO	\$ 7,483.53	\$ 8,251.90	\$ 9,615.54	\$ 10,502.70	\$ 8,312.68	\$ 10,932.45	
	JR	\$ 10,111.09	\$ 9,156.47	\$ 9,868.08	\$ 9,754.37	\$ 10,078.73	\$ 9,751.35	
	SR	\$ 8,794.35	\$ 9,340.87	\$ 9,585.41	\$ 9,989.37	\$ 8,441.95	\$ 8,404.06	
	PB-UG	\$ 5,836.68	\$ 7,661.19	\$ 7,855.41	\$ 8,299.81	\$ 8,812.45	\$ 7,098.04	
<b>UG Total</b>		<b>\$ 8,881.15</b>	<b>\$ 9,429.78</b>	<b>\$ 9,447.37</b>	<b>\$ 9,975.33</b>	<b>\$ 9,144.60</b>	<b>\$ 9,222.33</b>	
GR	GD	\$ 9,396.82	\$ 7,624.92	\$ 16,667.39	\$ 12,682.36	\$ 10,831.15	\$ 10,135.62	
	GM	\$ 12,437.13	\$ 12,703.85	\$ 15,778.55	\$ 16,767.60	\$ 14,066.54	\$ 14,337.23	
	PB-GR	\$ 10,295.30	\$ 9,068.92	\$ 6,142.00	\$ 8,777.50	\$ 6,909.20	\$ 7,416.50	
<b>GR Total</b>		<b>\$ 11,847.22</b>	<b>\$ 11,625.84</b>	<b>\$ 15,476.04</b>	<b>\$ 15,852.15</b>	<b>\$ 13,280.21</b>	<b>\$ 13,268.94</b>	
<b>Grand Total</b>		<b>\$ 9,295.95</b>	<b>\$ 9,733.66</b>	<b>\$ 10,103.62</b>	<b>\$ 10,692.85</b>	<b>\$ 9,717.22</b>	<b>\$ 9,741.12</b>	

**Table 2: Financial Aid, White Students, 2010-2015 (Fall Terms)**

Annual average financial aid awards paid to White students enrolled fall terms

Average of Award Paid			201004	201104	201204	201304	201404	201504
UG_GR	Student Class							
UG	FR	\$	6,301.17	\$ 6,427.77	\$ 6,044.58	\$ 6,968.23	\$ 6,350.37	\$ 6,578.80
	SO	\$	6,096.49	\$ 6,441.35	\$ 6,137.17	\$ 6,828.32	\$ 6,402.45	\$ 6,358.11
	JR	\$	7,645.62	\$ 7,490.60	\$ 7,629.77	\$ 8,125.03	\$ 7,390.35	\$ 7,202.33
	SR	\$	7,881.58	\$ 7,870.82	\$ 7,623.99	\$ 8,189.19	\$ 7,575.06	\$ 7,169.41
	PB-UG	\$	7,287.58	\$ 7,393.74	\$ 6,950.26	\$ 7,031.17	\$ 7,149.39	\$ 7,202.83
<b>UG Total</b>		<b>\$</b>	<b>7,335.13</b>	<b>\$ 7,389.69</b>	<b>\$ 7,250.79</b>	<b>\$ 7,808.08</b>	<b>\$ 7,221.06</b>	<b>\$ 7,007.43</b>
GR	GD	\$	8,230.69	\$ 8,626.70	\$ 8,620.64	\$ 8,652.51	\$ 8,597.71	\$ 7,930.67
	GM	\$	10,516.56	\$ 11,302.86	\$ 12,526.70	\$ 12,716.31	\$ 13,007.80	\$ 12,578.28
	PB-GR	\$	7,738.55	\$ 7,271.53	\$ 8,565.62	\$ 7,763.22	\$ 7,062.97	\$ 6,359.69
<b>GR Total</b>		<b>\$</b>	<b>10,144.26</b>	<b>\$ 10,857.37</b>	<b>\$ 12,005.12</b>	<b>\$ 12,047.58</b>	<b>\$ 12,201.56</b>	<b>\$ 11,756.44</b>
<b>Grand Total</b>		<b>\$</b>	<b>7,938.31</b>	<b>\$ 8,085.67</b>	<b>\$ 8,134.01</b>	<b>\$ 8,566.06</b>	<b>\$ 8,182.17</b>	<b>\$ 7,931.47</b>

**Table 3: Unmet Need, Black Students, 2010-2015 (Fall Terms)**

Annual average unmet need of Black students enrolled fall term

Average of Unmet Need			201004	201104	201204	201304	201404	201504
UG_GR	Student Class							
UG	FR	\$	31,062.26	\$ 29,401.68	\$ 26,562.30	\$ 28,354.81	\$ 33,224.64	\$ 36,285.07
	SO	\$	32,193.91	\$ 31,634.34	\$ 35,857.64	\$ 40,373.99	\$ 30,493.41	\$ 34,917.88
	JR	\$	30,373.44	\$ 33,000.57	\$ 39,983.55	\$ 33,178.15	\$ 28,802.20	\$ 29,722.59
	SR	\$	33,644.17	\$ 27,013.60	\$ 30,782.85	\$ 31,705.24	\$ 29,744.97	\$ 32,111.43
	PB-UG	\$	22,367.30	\$ 26,166.07	\$ 24,997.74	\$ 21,752.97	\$ 20,544.00	\$ 25,282.23
<b>UG Total</b>		<b>\$</b>	<b>31,723.79</b>	<b>\$ 29,642.59</b>	<b>\$ 33,720.93</b>	<b>\$ 32,473.80</b>	<b>\$ 29,829.15</b>	<b>\$ 32,393.30</b>
GR	GD	\$	5,598.64	\$ 6,081.33	\$ 10,119.43	\$ 1,833.71	\$ 8,987.31	\$ 4,175.62
	GM	\$	9,429.86	\$ 14,039.85	\$ 9,292.82	\$ 9,182.12	\$ 10,795.06	\$ 10,379.77
	PB-GR	\$	24,376.50	\$ 24,605.58	\$ 14,401.33	\$ 31,156.50	\$ 9,334.60	\$ 27,360.50
<b>GR Total</b>		<b>\$</b>	<b>10,596.41</b>	<b>\$ 14,362.39</b>	<b>\$ 9,574.31</b>	<b>\$ 9,266.22</b>	<b>\$ 10,483.92</b>	<b>\$ 10,615.67</b>
<b>Grand Total</b>		<b>\$</b>	<b>28,796.51</b>	<b>\$ 27,528.21</b>	<b>\$ 31,092.48</b>	<b>\$ 29,640.32</b>	<b>\$ 27,150.58</b>	<b>\$ 29,601.29</b>

**Table 4: Unmet Need, White Students, 2010-2015 (Fall Terms)**

Annual average unmet need of White students enrolled fall term

Average of Unmet Need			201004	201104	201204	201304	201404	201504
UG_GR	Student Class							
UG	FR	\$	28,355.15	\$ 26,784.56	\$ 27,795.99	\$ 27,139.67	\$ 27,110.17	\$ 26,796.16
	SO	\$	29,276.99	\$ 28,661.67	\$ 29,280.82	\$ 27,616.15	\$ 27,405.17	\$ 26,895.86
	JR	\$	30,842.06	\$ 29,498.41	\$ 32,758.31	\$ 31,097.98	\$ 30,607.65	\$ 30,639.31
	SR	\$	27,314.04	\$ 26,433.99	\$ 29,747.00	\$ 28,224.47	\$ 27,548.17	\$ 29,736.10
	PB-UG	\$	22,304.79	\$ 24,511.70	\$ 23,992.00	\$ 22,618.38	\$ 21,352.78	\$ 22,143.26
<b>UG Total</b>		<b>\$</b>	<b>28,366.83</b>	<b>\$ 27,524.24</b>	<b>\$ 30,006.09</b>	<b>\$ 28,483.68</b>	<b>\$ 28,001.10</b>	<b>\$ 28,901.61</b>
GR	GD	\$	5,129.84	\$ 7,809.72	\$ 5,547.86	\$ 4,736.23	\$ 3,831.61	\$ 3,852.91
	GM	\$	10,089.76	\$ 13,421.83	\$ 11,993.55	\$ 10,120.41	\$ 11,079.15	\$ 10,614.67
	PB-GR	\$	22,337.03	\$ 19,523.92	\$ 19,045.60	\$ 18,805.88	\$ 17,264.61	\$ 16,350.36
<b>GR Total</b>		<b>\$</b>	<b>10,298.76</b>	<b>\$ 13,145.64</b>	<b>\$ 11,440.84</b>	<b>\$ 9,816.45</b>	<b>\$ 10,419.63</b>	<b>\$ 9,922.79</b>
<b>Grand Total</b>		<b>\$</b>	<b>24,488.64</b>	<b>\$ 24,637.89</b>	<b>\$ 26,557.21</b>	<b>\$ 25,145.87</b>	<b>\$ 24,608.33</b>	<b>\$ 25,208.78</b>

Before students attend PSU, a majority of them are struggling with the financial aid process. Lack of understanding of financial aid, lack of other financial resources, and access to more resource for financial needs. Once students come to campus many may be unaware of the financial resources available. For instance, the financial aid office does not host nor offer an opportunity for students to receive additional aid. Yet, the university has taken steps to

address financial literacy for students when it comes to taking out loans to cover their college expenses.

PSU offers a small number of scholarships for students of color and a wide array of those that are in the general category of scholarships. The PSU scholarship pool also includes 10-20 Diversity Scholarships which cover up to 12 credits in tuition only costs. Yet, with the PSU Scholarship Program, the application pool is vast and the dollar amount minimal, compared to students' actual need. During the 2016-2017 academic year, there were approximately 2,500 students who applied for the general PSU scholarship. This is a very small number of those eligible. Additionally, less than 50 of these students received funding.

Most scholarships that are administered and created with PSU Foundation dollars cover tuition cost, but not academic fees, books, or housing. Students must seek outside scholarship opportunities and government funding to close the financial gap of attending college.

One of the key issues that impact both the retention and recruitment of Black students is their socioeconomic backgrounds. As reported earlier, Black students have significantly more unmet need as freshmen and sophomores. Perceived inability to cover the cost of education has empirically been found to decrease the decision to go to school for Blacks (Freeman, 1997). Not only are they unsure about their ability to afford college but "the rising real costs of college that have caused needy students to rely relatively more on unsubsidized forms of aid and the recent greater emphasis on merit-based aid by government and universities has increased the relative likelihood that needy students will drop out of college" (Singell, 2004).

### **III Data and Findings**

#### **Overview**

The three most important student success factors are; perseverance, grade point average and graduation. Perseverance looks at whether a student will re-enroll their second year based on adversity. Studies show that students who re-enroll in classes in their second year are more likely to graduate. In this section, the three success factors will be broken down based on the data collected.

Black students major in a wide array of disciplines. Thirteen percent of Black students are undeclared upon entering the university with the majority majoring in programs found in the College of Liberal Arts and Sciences (CLAS) and College of Urban Planning and Administration (CUPA). Very few Black students are found in the School of Engineering.

Seventy percent of the students at PSU are transfers, however, there is no way to determine the difference between students who attended community college part- or full-time prior to attending PSU and those students who are co-admitted at PSU and a community college.

## Retention Rates

During the years 2007-2015, Black first-time/full-time freshmen, had on average a 60% and 80% retention rate after their first year (See Table 5). In the years 2010-2015, the retention rate for Black students after their first year was higher than that of White and Pacific Islander students and the overall student population.<sup>2</sup> However, given the small number of Black students, these retention rates paint a rosier picture than what is reality. More importantly, as shown in Table 6, Black students, after six years, have a 40% graduation rate. This shows that the majority of Black students are either not graduating, have transferred, or are taking longer than six years to complete their degrees.

The data also suggest that from 2013-2015, Black first-time/full-time freshmen, who leave the university during or immediately following their first year completed on average, 23.3 credits. Data from this same period show that 20% of first-year students who left the university after their first year completed 26.7 credits or about two terms. The number of credits earned was the third highest for the nine racial demographic groupings (See Table 7).

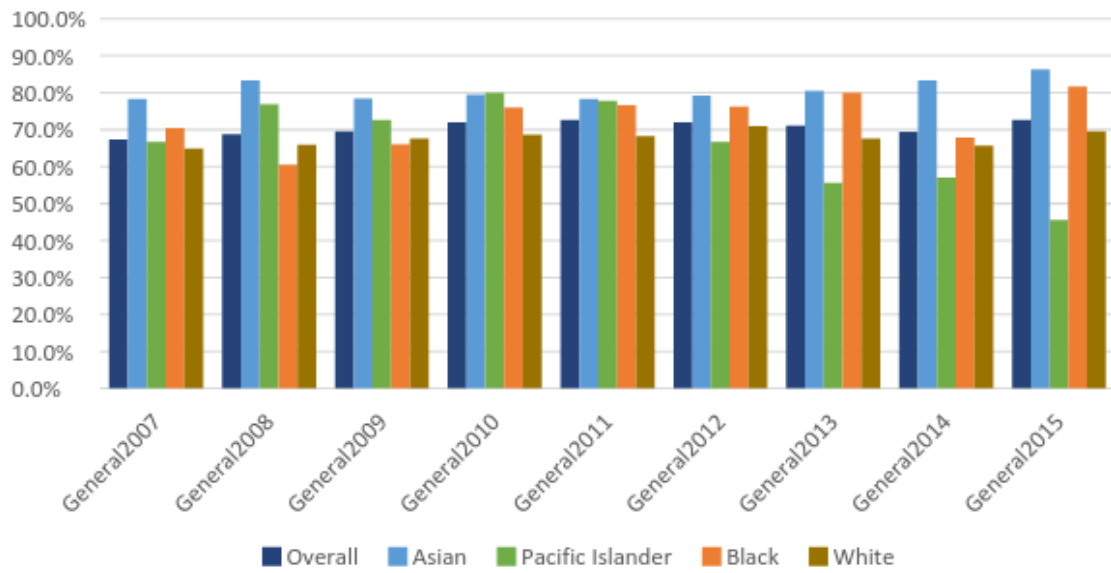
The data show that from 2007-2010, graduation rates for transfer students have increased. Yet, graduation rates for Black students did not increase at the same rate as for all other student groups. Over a six year period, graduation rates for Black transfer students averaged 86.5 while those of all other racial and ethnic groups were higher with an average of 139 or higher for each year during this period. The only exceptions were Pacific Islander and Native American students whose graduation rates among transfer students were lower.

### **Table 5: First Year Retention Rates**

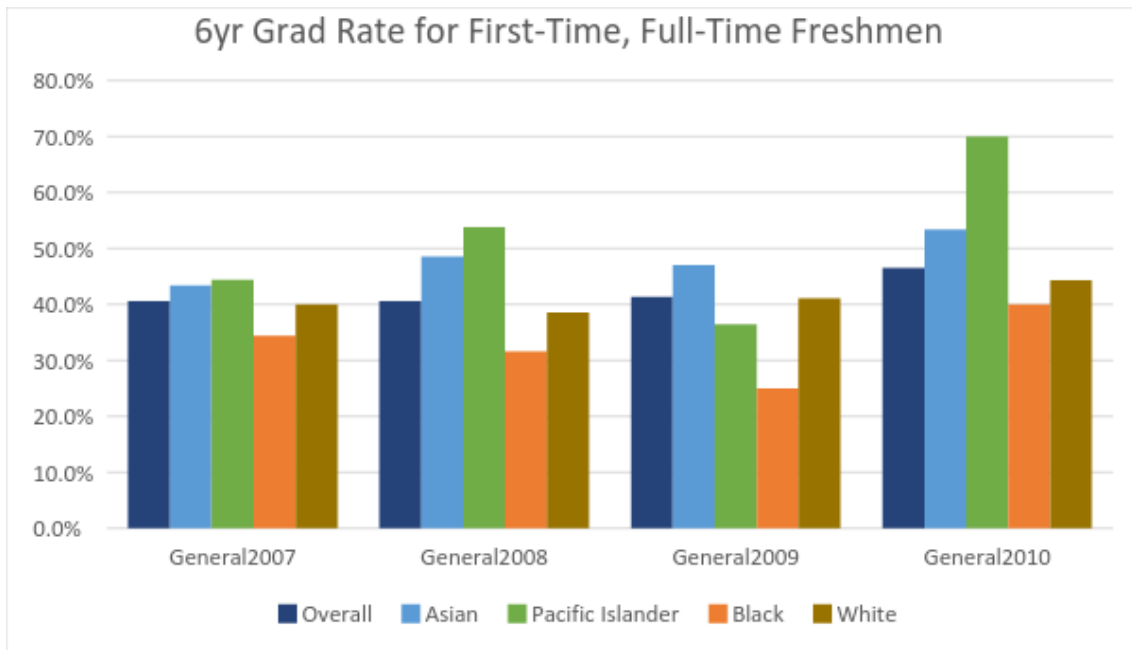
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<sup>2</sup> Note: Data for Latino students is not reflected in this table.

First Year Retention for First-Time, Full-Time Freshmen



**Table 6: Six Year Graduation Rates, 2007-2010**



## Grade Point Average

The data show that Black students are leaving with an average GPA of 2.51, the third highest among the racial/ethnic groupings counted. Thus, one can conclude that Black students leave the university for reasons other than low academic achievement (See Table 7).

**Table 7: First-Time/Full-Time New Student Cohorts Not Retained, 2013-2015**

<b>Fall 15 Cohort</b>			
	Average Credits Earned Upon Departure	Avg. Terms Completed	PSU GPA
Asian	22.5	2.2	2.46
Black	26.7	2.2	2.51
Declined to Respond/Other	22.4	2.4	1.85
Hispanic/Latino	24.6	2.4	2.44
International Students	21.5	2.2	1.38
Multiple Ethnic/Race	22.4	2.3	2.06
Native American	19.7	2.3	1.41
Pacific Islander	29.7	2.8	2.58
White	27.0	2.4	2.61
<b>AVERAGE OVERALL</b>	<b>25.6</b>	<b>2.4</b>	<b>2.43</b>

<b>Fall 14 Cohort</b>			
	Average Credits Earned Upon Departure	Avg. Terms Completed	PSU GPA
Asian	35.8	2.8	2.78
Black	18.4	1.9	2.07
Declined to Respond/Other	23.6	2.2	2.37
Hispanic/Latino	23.8	2.2	2.24
International Students	26.1	2.1	1.40
Multiple Ethnic/Race	27.4	2.4	2.44
Native American	22.5	2.4	2.23
Pacific Islander	23.8	2.0	2.80
White	28.0	2.4	2.63
<b>AVERAGE OVERALL</b>	<b>26.9</b>	<b>2.4</b>	<b>2.46</b>

<b>Fall 13 Cohort</b>			
	Average Credits Earned Upon Departure	Avg. Terms Completed	PSU GPA
Asian	29.0	2.5	2.46
Black	24.8	2.5	1.95
Declined to Respond/Other	24.9	2.5	2.22
Hispanic/Latino	25.3	2.4	2.29
International Students	24.8	2.4	1.23
Multiple Ethnic/Race	27.8	2.4	2.52
Native American	29.7	2.7	2.19
Pacific Islander	26.3	2.5	2.50
White	25.8	2.3	2.42
<b>AVERAGE OVERALL</b>	<b>26.0</b>	<b>2.4</b>	<b>2.31</b>

Based on the GPA and information on credits earned, one can assume that the current programming and resources available for Black students is improving the previous trends of academic success at PSU. Students who are withdrawing from PSU on average are not at an

academic disadvantage compared to students in other demographics. Therefore, one can conclude that the current climate for Black students is improving even if it is improving slowly over time.

## **IV Conclusion**

Black students' experiences in the higher education system are in large part determined by their ability to navigate the university system quickly and efficiently upon arrival. Financial literacy can aid students to address financial issues that may impact their ability to not only attend but also finish their degrees. Students who require such resources must be introduced to the direct services available immediately upon their arrival. Failure to do so may impact their ability to remain at the university.

One area not discussed in this report but which has a major impact on students' academic well-being is advising. Academic advisers must have a level of cultural competency that can assist them when helping students of color navigate the university. The Academic Advising Office has recently increased its number of professional advisors. These advisors will work with departments to address issues related to advising and hopefully questions related to course selection and graduation; thus, boosting the university's retention rate among all populations, but particularly among the Black student population.

While no extra incentives for Black students to choose PSU, a strong sense of community support that provide a welcome environment, financial support, and advising on majors and opportunities to be engaged academically and socially can improve Black students' opportunities for success.

## **V Discussion & Limitations**

The data provided for this report did not include raw data, making it difficult to run more sophisticated analysis. Some of the tables were already created ahead of time and flooded with averages, neglecting to show the in-proportionalities in the data. Longitudinal raw data would give us a better snapshot to understand the barriers students face.

Data collected reflected the difference in outcomes but did not have the information that will assist in understanding the numbers throughout the process. Despite the various limitations with the data, there was some success in finding data to support previous research on recruitment and retention and to make recommendations.

## **VI Recommendations**



# 1. Resources for Regular Assessment of Students

*Strategic Plan Goals:*

*1.1.2 - Identify and remediate administrative policies and procedures that impede student success by improving support services, programs and access to courses they need to progress towards graduation.*

*1.3.3 - Maximize use of advanced analytics to improve student outcomes.*

A key recommendation for studying the trends of Black and other marginalized students at Portland State University is to gather longitudinal data to assess how students do during their second, third, and fourth years. While the graduation rate cannot be predicted based on first year progress for this demographic, it is important to find out what happens that results in a first-year freshman retention rate of 80% among Black students to a 40% graduation rate. One can assume that factors attributing to a low graduation rate result from factors students experience in their second, third, or fourth year. Some key components to focus on are financial support, emotional support systems, and familial/social support systems.

One group of students who are rarely included in the data when assessing student success are athletes. This group has additional resources available that may improve their chances of retention and graduation. Yet, current data sources do not discuss these.

Advising support may also be instrumental in helping students to decide on appropriate majors and length of time to completion. Additionally, tools such as EAB that is being implemented within various departments can be used for assessment as well. On a related note, although academic performance does not seem to be a major factor for Black students not completing their degrees, additional research on the retention of Black students may prove enlightening. Particularly of interest would be the ability to analyze success factors for Black students. This would contribute to our ability to develop tools and pathways for successfully assisting Black students. The Office of Student Life, Office of Global Diversity and Equity, Registrar's Office, Office of Financial Aid & Scholarships, and the Department of Athletics would work to collect this data, as well as the deans of the various colleges and schools at Portland State University. The Office of Academic Affairs would be the lead on this effort.

# 2. Institutionally Required Checkpoints

*Strategic Plan Goals:*

*1.1.2 - Identify and remediate administrative policies and procedures that impede student success by improving support services, programs and access to courses they need to progress towards graduation.*

*1.3.1 - Increasing advising capacity, revitalize advising systems and improve the visibility of student support services.*

### *1.3.3 - Maximize use of advanced analytics to improve student outcomes.*

Although the cause of dropout rates, for Black students, are not fully explained from the data, identifying and addressing the cause of dropouts could increase the overall retention and graduation rates for Black students. That is, Black students at Portland State University who complete their first year are more likely to graduate. By instituting a system of measures to assess their progress and implementing a wide range of required checkpoints at the start of and throughout their second year, we can address factors that contribute to building a sense of community and support to improve retention for Black students. Currently, students in their first year at Portland State are required to meet with a major advisor to confirm they have been advised on course registration. Instead, of limiting these meetings to their first year, there can be requirements for checking in for *all* students prior to registration for each term. These checkpoints should include student services on campus as well. The Office of Admissions, Registrar's Office, and Academic Advising would be responsible for creating, maintaining, and reporting on these checkpoint areas.

## **3. Communication Campaign**

*Strategic Plan Goals:*

### *1.3.2 - Expand culturally responsive and culturally specific supports for students from diverse communities.*

Currently, the sentiment expressed by students who took a survey on their experiences (see elsewhere in this report) is one of alienation and/or having a lack of information. Students are often unaware of the resources available to them. For instance, the number of student organizations, course offerings focusing on the Black experience, campus events, etc. are difficult to locate for students who do not know where to look. Attempts to reach students through a campaign that reaches out to them after they have shared their race/ethnic category may assist in creating a sense of connection and well-being. Students may opt out if they are uninterested in these outreach efforts. An automated email campaign and correspondence to connect students to the various resources on campus will not only include information about direct services, but events hosted on campus, community partner opportunities, and ways to get connected with Black student organizations on campus. This would be spearheaded by the Office of Admissions and Office of Student Life.

## **4. Additional Mentoring/Buddy System**

*Strategic Plan Goals:*

### *1.3.2 - Expand culturally responsive and culturally specific supports for students from diverse communities.*

An opportunity for Black students to connect with their peers, faculty, and staff to meet on campus at a gathering in the Pan African Commons or Multicultural Center for an

informational session on how to navigate the university successfully. The Office of Global Diversity & Inclusion and the Multicultural Center would work together to bring this event to fruition.

## 5. Financial Literacy and Scholarships

*Strategic Plan Goals:*

1.3.2 - *Expand culturally responsive and culturally specific supports for students from diverse communities.*

Our final recommendation is more need-based aid for Black students with high unmet need. This can include grants, scholarships or hardship remission. Quarterly workshops through the Office of Financial Aid and Scholarships and Financial Wellness Center where students can learn more about how to get the most out of their financial aid, find scholarships, and learn how to apply for them and pay off debt should be offered at not only orientation but throughout the academic year; particularly during a student's second year or later. These workshops can improve individual financial needs and graduation rates among Black students. The Office of Financial Aid & Scholarships and the Financial Wellness Center would work together with the Office of Admissions to assist with increased retention rates for Black students by requiring students applying for aid to attend at least one workshop.

## References

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## Section II: Student Experiences

Shanice Clarke, Alex Herrera, and Vanelda Hopes



### I Introduction

Of Portland State University's 22,500 students, only 3.3% identify as Black. According to fall term 2016 student data, although these students have GPAs that fall in line with students in all other race categories, they have the highest unmet financial need and the lowest graduation rates. A student experience survey conducted in May of 2017 reveals that Black students felt disconnected from PSU and the campus resources, information, and faculty and staff.

### II Background

On December 1, 2015, PSU students of color invited faculty and staff to a "Students of Color Speak Out" where they shared their experiences both as PSU students and Oregon residents. The event allowed students to share in an open space that is generally non-existent outside of small impromptu discussions, and gave majority faculty and staff a rare glimpse into the many emotional, financial, academic, and cultural issues that students of color feel they are

expected to remain silent about in public spaces. In May of 2017, this task force issued a student survey to record student experiences. A synopsis and recommendations follow.

### III Data and Findings

#### PSU’s Black Student Population

The Fall 2016 end of term enrollment shows a total of 22,506 undergraduate and 5,901 graduate students. Of those, Black students accounted for 753 or 3.3% of the total undergraduate population, and 136 or 2.3% of the total graduate population. The race/ethnic breakdown of the total population is below. The 2010 Census reports Oregon’s Black population is 6.3% Black, almost twice that of the Black student population at PSU (See Table 1).

**Table 1: Race/Ethnic Origin of Students**

Race/Ethnic Origin						
	Undergraduate		Graduate		Total	
Hispanic/Latino	2,681	11.90%	459	7.80%	3,140	11.10%
Asian	1,958	8.70%	277	4.70%	2,235	7.90%
Black	753	3.30%	136	2.30%	889	3.10%
Native American	269	1.20%	81	1.40%	350	1.20%
Pacific Islander	140	0.60%	17	0.30%	157	0.60%
Multiple Ethnic/Race	1,384	6.10%	227	3.80%	1,611	5.70%
White	12,777	56.80%	3,786	64.20%	16,563	58.30%
Declined to Respond/Other	1,100	4.90%	226	3.80%	1,326	4.70%
International Students	1,444	6.40%	692	11.70%	2,136	7.50%
<b>All</b>	<b>22,506</b>	<b>100%</b>	<b>5,901</b>	<b>100%</b>	<b>28,407</b>	<b>100.00%</b>

Fall 2016 end of term enrollment shows the following for PSU student gender, residency, enrollment status, average age, and average carrying load (See Tables 2-6).

**Table 2: Gender of PSU Students**

<b>Gender</b>						
	Undergraduate		Graduate		All #	All %
Men	10,611	47.10%	2,294	38.90%	12,905	45.40%
Women	11,895	52.90%	3,607	61.10%	15,502	54.60%
Total	22,506	100.00%	5,901	100%	28,407	100.00%

**Table 3: Residency Status and PSU Students**

<b>Residency</b>						
	Undergraduate		Graduate		All #	All %
Resident	17,842	79.30%	4,183	70.90%	22,025	77.50%
Non-Resident	4,664	20.70%	1,718	29.10%	6,382	22.50%
Total	22,506	100.00%	5,901	1	28,407	100.00%

**Table 4: Enrollment Status of PSU Students**

<b>Enrollment Status</b>						
	Undergraduate		Graduate		All #	All %
Fulltime	14,125	62.80%	2,671	45.30%	16,796	59.10%
Part Time	8,381	37.20%	3,230	54.70%	11,611	40.90%
Total	22,506	100.00%	5,901	1	28,407	100.00%

**Table 5: Age of PSU Students by Class Rank**

<b>Avg Age</b>			
	Undergraduate	Graduate	All
Freshman	20		19.8
Sophomore	23		22.7
Junior	26		25.7
Senior	29		28.5
Post-Bacc.-UG	32		32.2
Non-Admt.-UG	29		29.2
Master		32.7	33
Doctoral		36.1	36.1
Post-Bacc.-GR		35	35
Non-Admt.-GR		41.1	41.1

**Table 6: Enrollment Status of PSU Students**

<b>Avg Carrying Load</b>			
	Undergraduate	Graduate	All
Freshman	13		13
Sophomore	12		12.2
Junior	12		12
Senior	11		11.4
Post-Bacc.-UG	9		8.5
Non-Admt.-UG	6		6.1
Master		8.4	8
Doctoral		6.6	6.6
Post-Bacc.-GR		6.6	6.6
Non-Admt.-GR		3.2	3.2
All (Weighted Average)	10.8	7.3	10.1

## Retention and Graduation Rates for PSU's Black Student Population

First year retention for first-time, full time freshmen increased from 70.5% in 2007 to 81.7% in 2015. This 2015 percentage is second only to Asian students at 86.3%, and higher than all other race categories including White students which were at 69.5% in 2015.

First year retention for transfer, full-time sophomores and juniors was fairly steady between 2007 and 2015 with 80.8% in 2015. This is comparable to other race categories. Similarly, four year graduation rates for transfer, full-time sophomores & juniors have fluctuated between 2007 (56.1%) and 2012 (45.9%), but continue to be lower than that of all other race categories.

The average GPAs of Black students increased slightly between 2000 and 2016 from 2.65 to 2.79 for undergraduates, and 3.50 to 3.65 for graduate students, and are in line with other race categories. This is good news and bodes well for the potential for even greater increases in graduation rates for Black students.

The six-year graduation rate for Black first-time, full-time freshmen increased slightly from 34.4% in 2007 to 40% in 2010. However, 2008, 2009, and 2010 percentages show Black students with the lowest six-year graduation rate among all of the race categories.

## Financial Support and PSU's Black Students

Both the amount of the annual average financial aid award and average unmet need for Black students increased between 2010 and 2015. The average undergraduate award in 2015 was \$9,222.13 and the average graduate award was \$13,268.94. Also in 2015, the average unmet need for Black students was \$32,393.40 for undergraduate students and \$10,615.67 for graduate students. These numbers are fairly typical for domestic students of color, but are higher than White student averages in 2015 with the average award at \$7,007.43 for undergraduates and \$11,75.44 for graduates. Average unmet need was \$28,901.61 for White undergraduates and \$9,922.78 for graduates. This shows that black students are receiving more financial aid, but also have the most unmet need.

The number of Black graduate students receiving Graduate Assistantships remained fairly consistent between 2010 and 2016 with 26 total GA's in 2016. This number is lower than for other race categories such as Asian students (87) and Hispanic students (50) in 2016, but this is reflected in the overall lower numbers of Black graduate students at the university.

## Pan African Student Experience Survey Results

The Pan African Student Experience Survey was issued via email in Spring 2017 to 1,176 students who identified as Pan African during their registration process. 156 students replied to the survey over a two week period resulting in a 13% response rate. The majority of the



respondents were in their Junior and Senior years (58%), just over half were transfer students (52%), and the large majority did not reside on campus (82%). Survey respondents reported:

- 9% have a physical impairment or disability
- 14% have a learning disability
- 24% identify as LGBTQ
- 4% are veterans
- 15% are parents
- 75% receive financial aid
- 49% identify as first generation college students
- 46% have a student who is either in or has graduated from college
- 42% were raised by a college graduate

The largest finding in the survey was that Pan African students are not oriented to or feel connected to PSU. Seventy-four percent of the students reported they did not belong to any campus organizations and the large majority had never attended a campus event. Students cited a lack of opportunities to connect with African American, Black, African alumni and community partners, learn about scholarship, internship, mentor and study abroad opportunities, gain life skills such as personal finance, and dealing with implicit bias and microaggressions and to gain knowledge about culturally relevant topics. Yet, if students are not participating in any organization or attending events, they are not availing themselves of opportunities to connect with the aforementioned groups or activities or to increase their connection to the university.

## Pan African Commons and Student Organizations as Resource for Students

Structured support for Black students hasn't always been evident at PSU at the institutional level. Student organizations, including the Association of African Students and the Black Cultural Affairs Board, have been the longest existing student organizations at PSU who deliver programming and resources to Black students. There are a number of other organizations for students who are Pan African, but not all such as the Black Student Union, were recognized through Student Activities & Leadership Programs (SALP).

ACCESS, a DMSS retention program aimed to deliver community support and retention related services to Black students, appears to have been the only point of access to provide student support. The program has one staff member and is available to an annual cohort of up to 30 students. A lack of comprehensive support and culturally-responsive practice for staff/faculty lead to students advocating for various needs, including the opening of the Pan African Commons in the fall of 2016.

Pan African Commons (PAC) has sponsored a variety of events over the last academic year. These include its Grand Opening Celebration, a Smithsonian National African American Museum of History Culture Poster Exhibit during Black History Month, a School-to-Prison Pipeline panel discussion, collaborations with departments, and an event acknowledging Ramadan. PAC serves a large number of Muslim-identified and student events.

The first phase of onboarding for the Pan African Commons was successful, including installation of a computer-lab, study space, shared kitchen space, child-friendly area, and library. In addition, there has been a high level of student referrals to sources like Global Diversity & Inclusion's Harassment/Discrimination Process, Advising & Career Services, Student Health and Counseling, and the C.A.R.E. Team. As it advances towards the end of its first year of existence, PAC anticipates building new relationships and maintaining old ones with the students it serves. This means ensuring students have an access point for services that will help with persistence in their college years at PSU as well as serving as a centralized location offering resources and support for Black students.

Pan African Commons is not without concerns. Among these are expectations set by the Student Fee Committee impacting the Cultural Resource Centers link to success and the growth of the Pan African Commons and other resource centers. Also of concern is the physical space of Pan African Commons in the Smith Memorial Student Union which limits how the space can be used.

## **IV Recommendations**

### **1. Full sponsorship of a fall term event to connect Pan-African students with Pan-African faculty and staff and to orient them to campus and resources**

*Strategic Plan Goals:*

*1.1.3 - Undertake efforts to improve academic success by increasing the inclusion of, respect for and affirmation of all communities of students.*

*1.3.2 - Expand culturally responsive and culturally specific supports for students from diverse communities.*

*1.5.1 - Establish orientation programs that address linguistic and cultural needs.*

*4.1.1 - Create expectations, training and incentives for faculty, staff, and students to regularly participate in culturally responsive education and sharing opportunities.*

In the student survey, Black students identified a lack of effort on behalf of the university to engage them in events, services, and resources. By giving students clear and accessible pathways to the resources and services available to them at the beginning of their tenure at the university, we will be better able to insure that Black students are connected to the university thereby improving student experience and retention.

In keeping with alignment of the aforementioned strategic plan goals and taking into consideration the results of the survey results discussed in this report, it is recommended that a "Black Student Orientation" is created to engage incoming Black students with the purpose of acquainting them with campus resources, Black faculty and staff, the Black

Studies Department (School of Gender, Race and Nations), and identity based student groups such as Black Greek life, Black Student Union, and others. The Office of Admissions, Office of Student Life, and a newly organized African American Faculty & Staff Affinity Group participate in bringing this recommendation to fruition.

## 2. Creation of a Full-Time Marketing and Communications position for Pan-African students

*Strategic Plan Goals:*

*1.3.2 - Expand culturally responsive and culturally specific supports for students from diverse communities.*

*1.4.1 - Explore and commit to measures that improve overall student wellness, safety, food and housing security and other concerns that can become barriers to student success.*

*1.4.4 - Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.*

*1.5.3 - Increase access to, and education about, scholarship opportunities, particularly for socio-economically disadvantaged students.*

*4.1.1 - Create expectations, training and incentives for faculty, staff, and students to regularly participate in culturally responsive education and sharing opportunities.*

According to the student survey conducted by members of this Task Force, one of the most significant issues for Black students is an inability to find culturally relevant information (i.e. lists of Black faculty/staff, student groups, events, courses, scholarships, internships, etc.). The lack of information can add to or increase students' feelings of isolation and as a result lead to little campus involvement thereby decreasing retention. It is our recommendation that the University Communications Office hire a Marketing and Communications Specialist to:

1. Conduct Pan African focus groups to determine student need.
2. Collect GPAs at the beginning and end of each academic year to track retention/persistence rates.
3. Create a web based platform where students can find information regarding
  - a. Black faculty/staff on campus
  - b. Culturally relevant campus events, clubs, and organizations
  - c. Culturally relevant businesses in Portland such as restaurants and barber shops
  - d. Information regarding scholarships, internships, and research opportunities

4. Work with University Studies to have more Black studies courses cross-listed/co-credited with University Studies courses so that they are visible and accessible to more students.
5. Work with Office of Global Diversity and Inclusion to make students aware of Black alumni/staff/faculty networking events, and of cultural campus events.

### 3. Restructuring of Academic Advising

*Strategic Plan Goals:*

1.3.1 - Increase advising capacity, revitalize advising systems and improve the visibility of student support services.

1.3.2 - *Expand culturally responsive and culturally specific supports for students from diverse communities.*

Finally, as a restructuring of the Office of Academic Advising at PSU is taking place, we recommend an increased effort to hire more Black staff as professional academic advisors. Black students indicated a lack of visibility in their departments (especially STEM-related fields). Furthermore, Black students have few or no academic advisors that look like them in their fields of study or university-wide.

## **V     References**

PSU Task Force on African American/African/Black Student Success, "Pan-African Student Experience Survey", Survey, May 2017

## Section III: Courses and Programming

Abel de la Cruz



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### I Introduction

This section of the report identifies course offerings at Portland State University (PSU) that pertain to the Black experience; including degrees offered which relate to Pan African culture and history, and programming and opportunities geared towards Black students and/or culture. The information included was gathered from the following areas; Portland State University's Course Catalog, website, and Cognos database.

### II Background

Portland State University offers students several programs aimed at providing them with courses on the history, culture, political, economic, and social conditions of several groups. At Portland State, the Black Studies Department offers students with three degree options: major, minor, and post-baccalaureate certificate. Additional programs at the university

include Chicano/Latino Studies and Indigenous Nations Studies which are housed along with the Black Studies Department and Women, Gender, and Sexuality Studies in the School of Gender, Race, and Nations. In comparison, the University of Oregon and Oregon State University do not offer the Black Studies major or minor; rather, both offer an Ethnic Studies major and minor.

Student services offer their services to all student populations. At Portland State University, students are encouraged to meet with their academic advisor or faculty in their major. Students who are enrolled in Trio Programs will be identified and the program will reach out to their specific student population.

Programs of particular interest to Black students are offered by Pan African Commons, the Black Studies Department, and student organizations such as African Students Association, Black Student Union, and Black Cultural Affairs Board. The Diversity Action Council and Multicultural Center serve as additional programming partners for the aforementioned groups and department.

## **III Data and Findings**

### **Course Offerings**

Portland State University offers an estimated 700 to 1000 courses per term. Course selections or offerings will be determined by the major department and full-time student enrollment (FTE). In some cases, courses with limited enrollment may be canceled or only offered 1-2 times per year. Data collected indicates less than 10% of courses that are listed as multicultural are offered each term. The majority of these courses can fulfill a General Studies Requirement or a Bachelor of Arts or Science requirement. According to the BA/BS degree list, most courses can be selected by subject area and not by a specific course. (See Table 1)

**Table 1: Academic Distribution Areas**

Academic Distribution Areas for Bachelor's Degree Requirements

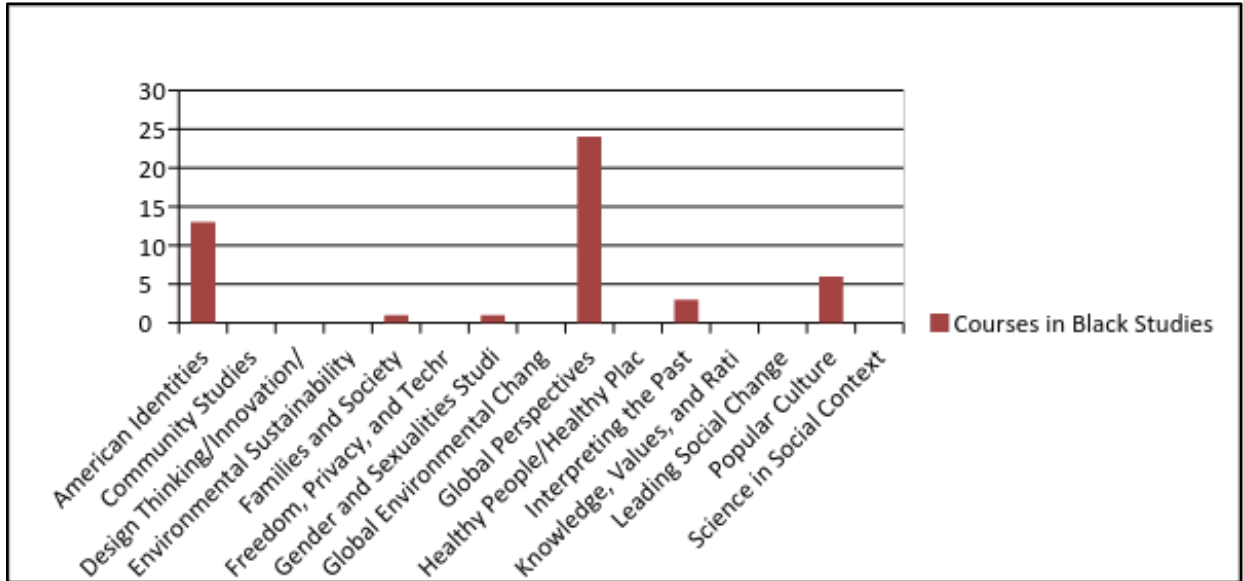
Arts and Letters	Sciences	Social Science
American Sign Language, Applied Linguistics, Architecture*, Art*, Arts & Letters, Black Studies (221, 351-3, 421, 424-427 only), Communication, Conflict Resolution, Dance*, English/Writing, Film*, Fine & Performing Arts*, Foreign Languages, Humanities, Music*, Philosophy, Speech & Hearing Sciences, Theater Arts*  <i>*Fine and Performing Arts</i>	Biology, Chemistry, Environmental Science/Studies, Geography <sup>1</sup> , Geology, Physics, Science Education (SCI)	Criminology & Criminal Justice, Anthropology, Black Studies (except 221, 351-3, 421, 424-427), Chicano/Latino Studies, Child & Family Studies, Economics, Geography <sup>1</sup> , History, International Studies, Native American Studies, Political Science, Psychology, Social Science, Sociology, Urban Studies & Planning, Women's Studies

<sup>1</sup> **For catalogs 2015-16 and later**, the following Geography (GEOG) courses will count as Science; those denoted with an asterisk will apply towards the 8 credits of lab science: 210\*, 310\*, 311, 312\*, 313, 314, 320\*, 322, 333, 340, 380\*, 407, 413-415, 418, 420\*, 475, 480-482, 484, 485, 488\*, 489, 490, 492\*, 493-497. **For catalogs prior to 2015-16**, courses on this list will count as Science **if the course is taken Fall 2015 or later**. If the course was taken Summer 2015 or earlier, the course will count as Social Science. All other GEOG courses not on the list above are considered Social Science, regardless of when taken or which catalog year is being used.

Multicultural courses can be taken as part of the Junior Cluster (General Studies) requirement. According to the current catalog, PSU offers 15 different Junior Clusters. Each cluster offers 45 to 60 courses that relate to the subject area within each cluster. However, not all Black Studies courses can meet the requirement according the BA/BS degree sheet. Of the 15 clusters, Black Studies courses exist in only 6 clusters. Only 4 of the 6 clusters offer more than 1 Black Studies course (See Figure 1). The total number of Black Studies courses offered through Junior Cluster equals 48 total classes. Of the 48 total, 25 courses also count in multiple clusters.



**Figure 1: Black Studies and Junior Cluster Courses**



## Major/Minor/Post-Baccalaureate Certificate in Black Studies

According to the 2016-2017 PSU catalog, there are 69 Black Studies courses offered for either general education or the major. Thirty-five of those courses are also listed as Junior Cluster courses. <http://pdx.smartcatalogiq.com/en/2016-2017/Bulletin/Courses/BSt-Black-Studies>. It should be noted, however, that the Department of Black Studies has undergone a complete revision of its curriculum that will go into effect Fall 2017. Some of the courses previously fulfilling cluster requirements may have changed as courses have been removed, added, and revised.

Portland State University offers a major, minor, and post-baccalaureate certificate degree options in Black Studies. PSU does not offer a Master's in Black Studies but the Department of Black Studies does offer some graduate level courses that are co-offered with 400-level courses. In addition, the Department contributes to the graduate certificate program in the School of Gender, Race, and Nations.

## Programming and Opportunities for Black Students

Colleges and universities regularly offer various services to assist students with the transition into college by providing an academic advisor, mentoring or opportunities for socializing. According to Portland State University's website, there are 14 different specialized programs that are directed toward the ethnic student population. Of these, while there is a good deal of overlapping services for minority racial/ethnic student populations, only one is specifically for African American/African/Black students. Listed below are the services that are specific

to multicultural students.

- African American/African/Black Student Center
- Asian American/Asian/Pacific Islander Student Center
- Cultural Resource Centers
- Diversity and Multicultural Student Services/Student Access and Success
- Diversity Scholarship Program
- Office of Global Diversity and Inclusion
- Latino Student Services
- La Casa Latina Student Center
- Multicultural Center
- Native American Student and Community Center
- Native American Student Services
- TRiO Educational Talent Search
- TRiO – Student Support Services (SSS)

Upon review of these services, several exist within the physical location of the Cultural Resource Center: Multicultural Student Center, La Casa Latina Student Center, Pacific Islander, Asian & Asian American Student Center, and Pan African Commons. The Native American Student and Community Center is located in a separate building on campus. The two newest centers, Asian & Asian American Student Center, and Pan African Commons opened in the fall of 2016 following a Student of Color Speak Out in December 2015.

In addition to the above, additional opportunities for involvement of Black students include the Black Bag Speaker Series offered through the Black Studies Department which. The Black Bags are held 3-4 times per year. The Department of Black Studies also holds additional events of interest to students, faculty, staff, and community members such as special recognition events, Black history month events, and book readings.

The Black Cultural Affairs Board (BCAB) and several student organizations have events that are student-led and oftentimes, but not always, co-sponsored with academic units and other organizations and offices on campus. In June 2017, for example, held the second annual Black Graduation at PSU. Approximately fifty students signed up to participate out of the more than seventy eligible to graduate. A survey conducted by members of the task force show that unfortunately, regardless of the number of opportunities for student involvement, few Black students participate.

## **IV Recommendations**

### **1. Recommendations for Course Offerings**

*Strategic Plan Goals:*

*2.2.1 - Assess the array of academic program offerings on a regular basis to ensure relevance, quality and equity.*

*2.2.2 - Provide mechanisms to ensure that academic priorities, informed by faculty expertise and student needs, are appropriately reflected in planning for new programs and growth, and in decisions regarding program reduction and elimination.*

*2.2.3 - Enhance the ability of faculty to deliver culturally responsive pedagogy and curriculum, including universal design for learning.*

PSU offers a limited amount of courses that may be of interest to Black students. For students who are not interested in pursuing Black Studies as a degree option, it is recommended that courses be developed in other programs of study. Given the limited number of Black Studies faculty and those students who major or minor in Black Studies, it is unreasonable to assume that this unit can be everything and all things when it comes to curriculum on the Black experience. Deans of the various colleges and schools on campus would be responsible for working with their department chairs and unit heads on increasing course offerings that better reflect the diversity of the student population and those courses that address issues of diversity and inclusion.

## 2. Outreach and Recruitment to Potential Black Students

*Strategic Plan Goals:*

*1.1.2 - Identify and remediate administrative policies and procedures that impede student success by improving support services, programs and access to courses they need to progress towards graduation.*

*1.2.2 - Help students navigate their course work and move effectively and efficiently towards graduation.*

*1.2.3 - Create programs and services in conjunction with community colleges and other institutions to ensure clear pathways for transfer students.*

The university should create a marketing plan to increase Black student enrollment and identify community colleges, such as Portland Community College (PCC), with large numbers of potential Black students and create a pathway for students. The pathway may include completing lower division courses at the community college which would allow students to transfer with 90 credits and stay on track to graduate in four years. Entities on campus that directly work with student retention and recruitment would take the lead on this recommendation.

## 3. Marketing Plan to Increase Student Interest in On-Campus Activities

*Strategic Plan Goals:*

*1.3.2 - Expand culturally responsive and culturally specific supports for students from diverse communities.*

As the survey mentioned above has found, Black students do not frequently participate in activities related to the Black experience or that are aimed at the Black student population. The reasons for this might include the fact that many of these students live off-campus, live

outside of the city of Portland, and may have class or work schedules that conflict with such activities. One way to increase retention rates is to increase student connection to campus. Black students may be missing out valuable networking opportunities to connect with other students, faculty, and staff. It is recommended that a marketing plan be developed between the Office of Student Affairs and University Communications.

# Section IV: Faculty and Staff at PSU

Dr. Lisa Bates & Tara Cooper

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## I Introduction

The Black Faculty and Staff Recruitment and Retention subcommittee focus has been on how the presence and well-being of Black faculty and staff can support the success of Black students at PSU. **Our goals are for Black faculty and staff to be present, visible, feel welcome, and be whole in our work at this university.** These 'North Star' goals will affect faculty and staff well-being and student success, and will have an impact on Portland's Black communities and indeed the region as a whole.

We sought to create recommendations that are actionable and measurable in their effects. It is important that the activities described be implemented intentionally and with accountability and evaluation, in order to make them meaningful.

The focus of this work has been on Black-identified faculty and staff; yet we recognize that with a majority White/non-Black workforce, Black student success is materially impacted by the activities and capabilities of many others. However, we did not find that we could meaningfully address majority culture/race faculty and staff via this task force. As noted in the (draft) Diversity, Equity, and Inclusion Plan (DEIP), there are not many mechanisms for requiring staff and faculty to address issues of race and racism in their work. The DEIP includes plans to create new expectations for faculty and staff responsibilities in terms of healthy, functional, inclusive and anti-racist workplaces and education spaces. There needs to be attention paid to professional development, training, and evaluation across the board. We urge PSU's administration to take seriously these ideas and implement them. **At the same time, we must have a clear focus on hiring, retaining, and supporting Black faculty and staff, specifically, not just a broadly aimed diversity initiative.**

## II Background

Black faculty and staff have an impact on Black student success through direct contact as teachers, advisers, mentors, and role models. The benefits are multiple, and include the interpersonal and the intellectual. Black faculty and staff have and can teach competency at communicating inter-culturally (including code switching), we understand and avoid implicit bias that creates difficulties for Black students. We provide networks into professional and academic spaces and support as students enter the workforce and graduate study. We often bring different substantive knowledge than our non-Black colleagues; teaching and researching about race, culture, white supremacy, and infusing these concepts into historical, contemporary, cultural and artistic subjects. **In playing all of these roles, Black faculty and staff often find ourselves over-burdened and exhausted, even as our contributions are barely noticed.**

The impacts of PSU's hiring and retention of Black faculty and staff go beyond the success of students. **PSU is an institution with the opportunity to play a significant role in the economic health of Black people and communities in this region.** Obviously, as students gain higher education and access to jobs and alumni networks, they contribute to economic advancement. PSU is also a major employer in the region that could provide jobs and advancement opportunities for Black people. Working at PSU provides stable, living wage employment with benefits. Included among those benefits is employees' families' access to educational opportunity--directly through employee tuition benefits, and indirectly through the familiarity and connection to campus, its activities and resources. This in turn can give Black youth the sense that PSU represents opportunities for them in higher education here or elsewhere. The potential economic impacts for Black communities of increased employment at PSU could be quite significant.

### III Data and Findings

Data on the makeup of PSU employees as of Fall 2016.

#### *Faculty*

Total instructional faculty: 1,596 - Black instructional faculty: 39 (2.45%)

- 22 of these instructional faculty are non-tenure-track instructors. 4 hold continuous appointments.
- 17 are tenure-line faculty. Just 10 hold indefinite tenure as Associate or Full Professors, out of 444 tenure-line faculty with indefinite tenure at PSU.

Total research faculty: 280 - Black research faculty: 4 (1.43%)

In other words, over half of Black faculty are contingent instructors. There are only 7 tenure-track assistant professors who are Black identified at PSU as of Fall 2016, meaning the pipeline is very small for eventually having additional tenured professors.

#### *Staff*

There are 23 classified employees at PSU who are black identified, or 3.16% of all classified staff. There are 32 unclassified employees who are black identified, or 3.98% of unclassified staff.

**Overall, as of Fall 2016, there are 101 Black identified PSU employees out of nearly 3,500 total workers at PSU. This is just 2.9% of the employees at the university. More alarmingly, this figure is declining!** In 2015, there were 129 Black identified PSU employees, or 3.82%. No other group of POC employees has experienced this precipitous a decline; they have remained stable or grown during this past year.

### IV Recommendations

A lack of data on the application and hiring process, as well as exit procedures for faculty and staff, hinder PSU's ability to diagnose and address issues with HR practices.

**1. The task force recommends that PSU gather disaggregated data that provides culturally specific data for analysis.**

*Strategic Plan Goals:*

*4.2.1 - Adopt best practices for recruitment, retention and advancement of diverse faculty, staff and administrators to better reflect the diversity of the student body.*

Currently the institution is unable to accurately and consistently track the numbers of Black identified staff that go through our employment application process. Better tracking is necessary from time of application, through the entire hiring process, including once candidates are offered or denied employment. For example, we need data to track the number of Black candidates that apply for positions, their percentage in that overall pool, the number invited for interviews, the number offered positions, and the number who accept PSU job offers. Taking this disaggregated job tracking further, we need to begin tracking how long Black employees stay in their positions and rates of promotion within the university. Lastly, PSU needs to collect qualitative data on why people leave their positions. Given data showing that 28 Black identified employees left PSU from 2015 to 2016--over 20% of the Black employees at PSU--it is critical to understand why retention is not occurring. All of this data is critical to understanding how the university can be recruit, retain, and support Black faculty and staff.

## 2. Recruitment and Hiring Process

*Strategic Plan Goals:*

*4.2.1 - Adopt best practices for recruitment, retention and advancement of diverse faculty, staff and administrators to better reflect the diversity of the student body.*

All hires, from classified and unclassified staff, to tenure and non-track faculty, to upper administrative positions, receive support from PSU's Human Resources department, and often from OGD. There is a role for personnel such as HR partners and OGD's trainers and support staff to play in increasing the numbers of Black faculty and staff. There are also specific issues in the different kinds of hiring for specific positions that need to be addressed.

The Task Force recommends that HR staff and leadership have mandatory and ongoing trainings to stay current in culturally responsive hiring practices continually work to recognize and reduce implicit biases in their day-to-day practice. HR partners working with managers to develop job descriptions, hiring criteria, and conduct interviews must be able to point out areas for improvement in diversity, equity, and inclusion at all stages of the process.

**Job descriptions** - Currently, PSU job descriptions include boilerplate language on cultural competency and diversity skills, but they are not tailored to the position nor considered very seriously as linked to candidate evaluation and eventually to job performance evaluation. PSU HR partners should work with hiring managers/committees to develop seriously these concepts in job descriptions, and help to develop evaluation metrics for discerning DEI skills in a candidate's resume, statements, and at the interview.

**Trainings** - All people involved in hiring, whether a single manager or a committee of faculty, must have training on diversity, equity, and inclusion in hiring. As OGD and HR work together to develop these practices, it is important to consider the timing and targeting of these trainings. If we are to incorporate DEI language into job descriptions in a meaningful way,



trainings cannot occur after the job is posted. When a search committee is involved, all members should be trained, not only the chair.

**Oversight** - Another area in the PSU hiring process that can be strengthened is by providing a process for those employees serving on hiring committees to file complaints or concerns regarding equity and/or discrimination in the hiring process. There needs to be a way for people to voice concerns to an objective party so that issues might be clarified and resolved immediately. Other institutions across the nation address these issues by providing an “equity representative” on the hiring committee who has no stakes in the position being filled and whose role it to make sure that the process and deliberations are equitable, consistent for each candidate, and in partnership with the committee Chair, discriminatory acts are called out and dealt with immediately.

Two particular hiring procedures need to be called out for particular attention: hiring for tenure-track faculty by faculty search committees; and hires of high-level administrators that have search firm support.

**Tenure-track hiring by faculty search committees** - Faculty hiring/retention is complicated, incorporating OAA and promotion and tenure considerations along with traditional HR and the role for OGD. The hiring cycle for faculty positions is particularly challenging for ensuring that descriptions (usually written in the winter/spring of the year prior to hiring) are well written; that search committees (appointed in fall) are diverse and fully trained; and that the process (conducted in winter with typically multi-day interviews that include faculty who are not on the committee and have not received training) is unbiased. For faculty hiring, particularly faculty who will play a teaching role, the DEI skills related to teaching must be seriously included and evaluated in order to ensure that diverse candidates are fully considered and that all instructors will be able to teach Black and other POC students. Search committees may receive training, but other faculty also need to be reminded of equity and inclusion considerations as well as basic legalities around equal employment opportunity so that candidates are treated fairly and deliberations do not consider statuses that are illegal to include. All faculty who are involved in searches, not just committees, need this information.

**Administrative hiring with search firm support** - Following best practices in hiring, the Task Force recommends that PSU develop a process for vetting search firms that focus on the firm’s track record in providing candidate pools and resources that represent a broad spectrum of cultural backgrounds and lived experiences. Various firms might have expertise and professional relationships that are better related to some positions than others, therefore we should not rely on only one or two search firms for all of our searches.

### 3. Retention and success on the job

*Strategic Plan Goals:*

4.2.1 - *Adopt best practices for recruitment, retention and advancement of diverse faculty, staff and administrators to better reflect the diversity of the student body.*

To improve rates of retention, promotion and overall success of Black employees at PSU, the Task Force Recommends that PSU be more intentional about supporting the conversations and resources available for the trauma-based healing that needs to take place for Black employees (and other people of color). Similar to our PSU Weight Watchers program, or other healthy living programming, we need a POC/Black healing program to help identify and mitigate specific stressors and trauma caused by the impacts of racism and facing ongoing microaggressions. PSU needs to take employee self-care/well-being seriously and build support into our institutional practices. One way to do this is to pursue training and organizational change around the concept of 'trauma informed care' -- for an educational institution, in practice this would be trauma informed pedagogy, advising, and mentoring. Lastly, diversity and equity based professional development should provide topics specific to people and communities of color and there should be an offering of advanced topics.

Another recommendation is creating and providing ongoing support to a PSU Black affinity group. PSU can help support a Black affinity group by: collecting disaggregated data; creating and maintaining databases for PSU Black faculty and staff; providing staff support for maintaining group membership information, organizing and hosting activities and events, serving as a liaison for administrative tasks concerning the group, and providing resources and support the development of a Black Faculty and Staff affinity group. PSU can help support a Black affinity group by: collecting disaggregated data; creating and maintaining databases for PSU Black faculty and staff; providing staff support for maintaining group membership information, organizing and hosting activities and events, and to serving as a liaison for administrative tasks concerning the group; and, A Black affinity group would be useful for faculty staff beginning as early as onboarding.

The Task Force recommends that the university surround employment candidates and new hires, especially those new to the Portland area, with their affinity group. PSU should be intentional about providing opportunities for Black-identified candidates to be welcomed to campus by Black PSU Faculty and staff when they come for their interview. During the hiring process, PSU needs a formalized process for providing opportunities for candidates to connect and be introduced to the Black community at PSU and in Portland. There should be an intentional and vetted group of Black faculty and staff "Ambassadors" available who can answer candid questions for the candidate regarding PSU and a possible transition to the Portland area if not from here. These people can also be available to take the candidate on a campus and/or city tour, and this person should be someone separate from the hiring committee or hiring supervisor.

New hires should again be connected to the PSU Black affinity group "Ambassadors" as early as when the offer of employment is made. We recommend providing resources and staff to help coordinate and host quarterly receptions to welcome new Black hires and help build a supportive community within PSU.

In order to better support Black tenure line faculty, PSU needs to provide appropriate mentoring and support for scholarship and productivity. We do not have data on how and

why Black tenure-line faculty exit PSU, whether through competing offers or mid-career or tenure denial. Hiring and promotion should more seriously consider research areas that fall outside the scope of the typical or traditional research priorities. Faculty from diverse backgrounds often bring a range of research priorities that focus on diverse topics and community engagement in ways that diverge from traditional perspectives or bring otherwise invisible or erased perspectives and histories to the forefront. This research needs to be uplifted, funded, and supported. There must be funds prioritized to support Black tenure-line faculty in mentoring programs such as the National Center for Faculty Diversity and Development (NCFDD), a proven pipeline program that provides guidance and professional development for new scholars. PSU could become an institutional member of NCFDD in order to access its 'boot camps', online support, and other programming for all faculty of color and women faculty. This could include on-site training and support here at PSU. Programs to expand "Target of opportunity" hires that can recruit Black faculty should be funded so departments can identify scholars who can contribute at PSU. There also must be intentional retention efforts for faculty who are recruited by other institutions.

Because of a lack of data on why Black staff and faculty leave PSU, it is difficult to develop specific programmatic responses. We believe that onboarding and support are critical; and leave open the opportunity to identify additional needs. Through routine meetings of the Black affinity group, additional issues for retention could be surfaced and there should be a contact within OGDl to assist in moving those ideas into fruition. We should take care to understand whether different job classifications experience specific pressures and difficulties, and how the exit of Black identified staff from those positions impacts students. It would also be important to trace the movement of tenure-line faculty through the process of promotion to ensure that there are not differential rates of attrition at the mid-career and initial P&T review stages. As the work of the Task Force is implemented, follow through on data collection and program development will be important and it is critical that work be supported with appropriate staffing and resources to the affinity group and other committees to-be convened.

# Section V: Best Practices in Black Student Success in Higher Education

Dr. Vandy Kanyako and Tom Bull

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## I Introduction

In 2000 only 17% of African Americans aged 25 and older had attained at least a Bachelor's Degree, compared with 28% of whites and 44% of Asians<sup>3</sup>. In the face of such damning statistics it is not surprising that many institutions of higher learning, both public and private have made it a core mission to increase access to education for minorities in general and blacks in particular. In doing so they have had to confront some hard questions: What practices are most effective and produce optimal results in terms of enhancing the success of black students at institutions of higher learning? How do these institutions compare to Portland State University? To answer these central questions the subcommittee looked at data from more than 30 comparable institutions across the country. The surveyed schools include the more immediate 'geographical competitors' in the Pacific Northwest, such as Oregon State University, University of Portland and University of Oregon, to name just three, as well as similar size institutions across the country. What this report makes clear is that early outreach activities are critical to the success of recruiting and retaining minority students in general and black students in particular. Our findings indicate that the recruitment of African American students starts way before they actually set foot on a college campus. Early outreach and meeting potential recruits in their local seems to be among the best practices adopted by institutions that have excelled themselves in providing a positive experience for black students. Of equal importance

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<sup>3</sup> ASHE-ERIC Higher Education Report, Volume 30, number 2

## II Background

Annual college enrolment rates have generally increased among African Americans. According to an Oregon State Board of Education Report (Table 1), which covered data from 2007 to 2012, “PSU is the only OUS campus whose percentage of students of color of new undergraduate admissions (28.3 % in 2011-12) exceeds that of the State’s Public High School graduates (25.5 % in 2010-11)” (Pg. 7). The report, and subsequent other findings indicates that PSU’s new undergraduate admissions of African American students has remained relatively stable since 2007-08. While PSU seems to have done well in the area of admitting new undergraduate admissions, the report does not take into consideration a host of other variables that captures the entire black student experience. How many actually graduate, what factors determine a positive learning climate, and most importantly, for the purpose of this subcommittee, how does the institution compare to other institutions?

Table 1 Portland State University New Undergraduate Admissions

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Total</b>	4,523	4,794	4,989	4,842	4,991
<b>Total First Time Freshman</b>	1,369	1,402	1,317	1,214	1,090
<b>Total Transfer Students</b>	3,154	3,392	3,672	3,628	3,901
<b>Students of Color</b>	22.2%	21.9%	21.0%	25.3%	28.3%
<b>Black or African American Students</b>	3.3%	3.4%	3.2%	3.6%	3.3%
<b>American Indian or Alaska Native</b>	1.6%	1.4%	1.7%	1.3%	1.5%
<b>Asian or Pacific Islander</b>	9.0%	8.6%	9.4%	8.1%	7.7%
<b>Hispanic Students</b>	6.3%	6.7%	6.2%	8.5%	10.7%

In spite of this achievement however, educational attainment levels continue to be substantially lower for African Americans. According to the ASHE-ERIC report only 46% who enrolled in a four year college in 1995-96 with the goal of completing a Bachelor’s degree actually did so. Academic preparedness, Financial aid, social and academic integration, campus climate, mentorship and job opportunities all play a role.

## III Data and Findings

The institutions reviewed by the subcommittee ranged from technical colleges to large research universities, public and private, rural and urban, large and small. Such a broad spectrum allowed us to capture a wide range of data. The colleges and Universities reviewed include the following (in no particular order):

- Black Hawk University
- The New Jersey Institute of Technology
- Ohio State University
- Clemson University
- Southwest Missouri State University
- University of Michigan
- University of Delaware
- The Auburn University (Alabama)
- Arizona State University
- George Mason University
- The Texas A&M University
- The University of Washington
- Elon College
- Washington State University
- The California State University
- Brown University
- St. Cloud State University
- Virginia Tech
- Tennessee Tech
- University of Florida
- Indiana University of Pennsylvania
- University of Portland
- Warner Pacific
- Reed College
- Lewis and Clark
- Oregon State University
- University of Oregon

Despite these wide variations in the selected institutions, a few key themes relating to best practices emerged in the types of strategies used by these colleges and universities that seemed most successful in helping their students succeed in their academic pursuits. We compared PSU to these other institutions in terms of the following areas:

- Early outreach activities
- Recruitment
- Retention
- Community engagement
- Scholarship and financial aid
- Mentorship
- Professional opportunities

These thematic areas are in line with Rhodes study which points out that when students are looking to choose which university to attend college these, among others, are often the considerations.

## Early Outreach Activities

The aim of early outreach activities is to increase college awareness in students at the elementary, junior high and high school levels and enlarge the pool of college bound minority students. Among some of the most notable early outreach activities by comparable institutions are the following:

**University of Michigan** relies on a highly personalized approach in recruiting minority students. Lists are purchased from testing services and personalized letters and invitations to visit the campus are sent to prospective students and parents. Alumni and current students participate in recruitment efforts, including making telephone calls to prospective students and their parents. The university also has "on-the-spot admissions sites" at schools with high minority enrolments and top feeder schools.

**New Jersey Institute of Technology** has a Center for Pre-College Programs, designed to attract elementary and secondary students to engineering, science, and math careers, and to help them develop the skills to qualify for college admission. The Pre-Freshman Summer Residential Program is a seven-week orientation and transition program providing students' academic enrichment in math, physics, communication, and computer science.

**Clemson University** offers a summer Pre-College Enrichment Program for high school juniors. Minority students take a study skills course, SAT prep seminar, and workshops on the college admissions process, and also get help with the FAFSA.

**Southwest Missouri State University** created a Minority Student Recruitment Team comprised of current minority students and faculty to visit high schools, and to call and send personalized letters to prospective minority students.

## Recruitment

Recruiting prospective students require utilizing the full spectrum of networks that the student interacts with on a regular basis. This includes family, friends as well as other minority student ambassadors. Some of the more notable examples are the following:

**Indiana University of Pennsylvania** developed a Minority Student Recruitment Council, employing current IUP minority students to help recruit new students. IUP used a number of other strategies, including collaboration with minority churches.

**Clemson University** offers a summer Pre-College Enrichment Program for high school juniors. Minority students take a study skills course, SAT prep seminar, and workshops on the college admissions process, and also get help with the FAFSA.

**University of Delaware** recruits from neighborhood community centers, churches

and church youth groups, and is a year-round endeavor.

**University of Michigan** sponsors a Minority Student Symposium attracting minority high school students from across the state to attend sessions on admissions procedures, financial aid, and other aspects of university life.

What all of these institutions have in common is the fact that they meet the prospective students where they are, in their locales. These sorts of strategies seems to pay off.

## Retention

**Auburn University's** College of Sciences and Mathematics (COSAM) offers an intensive four-week Summer Bridge Program for new minority freshmen majoring in Physical or Life Sciences, Mathematics, Engineering, or in pre-professional health sciences programs.

**Texas A&M University's** Business Career Awareness Program brings minority students from targeted high schools to a six day summer residential program on the campus. Parents are invited to an opening banquet, at which time they are assured that students who enroll at the university will be provided the necessary support services to ensure that they succeed.

**University of Florida** has developed a summer transition program, Unified Freshman Studies, focusing on college survival skills.

## Community Engagement

**University of Washington's** Diversity Outreach and Recruitment Program employs minority outreach coordinators who live in the minority communities that are the recruitment targets.

**Arizona State University** created a Minority Advisory Council of 25 leaders from minority communities to provide ideas and guidance for developing programs to recruit students and faculty.

**Tennessee Tech** sponsors a Black Student Visitation Day at which African American students and their parents come to campus and meet with faculty, current students, and university administrators.

**Virginia Tech's** Minority Academic Opportunities Program developed a coalition of minority leaders from the community, churches, the political arena, corporations and education to develop a base of intellectual and financial power in support of minority student recruitment and retention. The program provides outreach, transition, academic and financial support, and career development opportunities for students.



## Scholarships and Financial Aid

**California State University system's** Academic Support Program provides a variety of early outreach, mentoring, transition, and academic support services to underrepresented students. The Educational Opportunity Program focuses on low income students.

**Brown University's** Third World Weekend program brings accepted minority students to the university so they can experience the environment first-hand to see if they will be comfortable at Brown. Financial aid workshops, an extracurricular activities fair, and faculty and student information panels are all part of the weekend program.

**The American Society of Mechanical Engineers (ASME)** sponsors a Diversity Action Grant program which student sections of ASME may apply for. The grants are to promote the inclusion of women and underrepresented minorities in ASME student sections and mechanical engineering.

**St. Cloud State University** provides a summer bridge program for students of color. Students in the Advance Preparation Program take six credits, and have their tuition and room and board costs paid by the program.

## Mentorship

**George Mason University** helps to ease the college transition for students of color by offering them a faculty or staff mentor. The student and mentor meet at least twice a month, often over lunch or dinner.

**Black Hawk College** in western Illinois, offers a variety of programs for first-generation, low-income, and students of color. Buddy Mentoring pairs a new Black Hawk student with an advanced student who helps with the college adjustment process. A Black Hawk faculty or staff member in turn serves as mentor for both students.

The SMART (Student Mentors Advising Rising Talent) program at **Elon College** assigns each new minority student an upper-class mentor who is also a minority student. The student mentors are supported by faculty and staff that also help the new minority students in transitioning to life at a mostly white institution.

**Washington State University** has a comprehensive program of services, including Adopt-A-School which provides outreach to students of color in junior and high schools, Multicultural Student Mentor Program which pairs new minority students with continuing students.

## Professional opportunities

**Ohio State University** created the President and Provost's Diversity Lecture Series which will bring 16 nationally recognized experts to campus to examine issues of interest to the university community.

**University of Washington's** School of Business created a *Business Educational Opportunity Program* that conducts outreach to students in middle- and high-schools throughout the state. In addition, a special class provides a supplement to the introductory accounting course, which many minority students have trouble with.

**Texas A&M University's** Business Career Awareness Program brings minority students from targeted high schools to a six day summer residential program on the campus. The program includes a visit to a large accounting firm where students can see firsthand the work environment of business professionals.

## IV Recommendations

### 1. Rethinking the Use of External and Internal Resources and Networks

*Strategic Plan Goals:*

1.1.2 - *Identify and remediate administrative policies and procedures that impede student success by improving support services, programs and access to courses they need to progress toward graduation.*

1.1.3 - *Undertake efforts to improve academic success by increasing the inclusion of, respect for and affirmation of all communities of students.*

2.2.2 - *Help students navigate their course work and move effectively and efficiently toward graduation.*

3.3.2 - *Expand culturally responsive and culturally specific supports for students from diverse communities.*

Various universities have allocated some capital (both human and monetary) to support African American students in their academic endeavors, and increase persistence and graduation rates. In doing so they have learned that both external as well as internal resources and networks are critical to recruiting, retaining and helping minority students actually graduate. Resources such as faculty mentoring/ support, peer collaboration are just as important as the academic components of their college experience. As Rendon (1994) points out "As Black students progress ... validating experiences from faculty reinforce a sense of self-worth and self-efficacy in students' abilities with mentorship being critical for the development of ...identity".

### 2. Early Outreach Activities

*Strategic Plan Goals:*

3.3.2 - *Expand culturally responsive and culturally specific supports for students from diverse communities.*

When it comes to early outreach activities the key lessons are that the University should utilize:

- highly personalized approach
- Alumni networks

This would require thinking outside the box, such as meeting prospective students in their communities: schools, places of worship, neighborhoods etc. such highly personalized approach pays off as indicated by data from other institutions.

### 3. Variation of Recruitment Efforts

*Strategic Plan Goals:*

3.3.2 - *Expand culturally responsive and culturally specific supports for students from diverse communities.*

When it comes to recruitment, the key lessons are:

- Go beyond the traditional college fairs and high school visits.
- involve family members/ community
- use other minority students as 'ambassadors'

## V References

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Oregon State Board of Higher Education. "Diversity in the Oregon University System: A snapshot into the present and a look at the future." Retrieved [http://www.oregon.gov/women/pdfs/ASCDiversityGoals\\_May.pdf](http://www.oregon.gov/women/pdfs/ASCDiversityGoals_May.pdf)

## Conclusion

As the findings of the report show, there still remain challenges in addressing the needs of the Black student population at Portland State University. Additionally, there are reasons for concern with regard to Black staff and faculty at PSU. As students and anecdotal evidence related to faculty experiences show, a lack of connectedness to the campus community exists. This is due to internal and external factors. Internal factors include the lack of sizable numbers of faculty, staff, and students at the university. A contributing internal factor to the decline in the African American student population is reflected in the declining population of African Americans in Portland. As this population moves further away from the City Center, it may not perceive the university to be an especially welcoming place nor a place that is the only option for African American students. Similarly, an increase in the African student population at the university does not necessarily mean these students are located within the city of Portland, rather, they are located in suburbs such as Hillsboro. The changing regional demographics has had an impact on the perception of Portland as not having a sizable Black population and lacking a Black community which has an undue effect on the willingness of Black faculty to take positions at the university.

Financial concerns are foremost on the minds of Black students who may be losing out on opportunities to connect with other Black students, faculty, and staff as they are working and as mentioned above, are not as centrally located to the university as some of their counterparts. Funding sources for faculty, mentoring for faculty and students, and collaboration between Portland State University and Portland Community College are a necessary part of these efforts.

Relatedly, the high cost of housing has had an impact on these students to live near campus while also impacting the decision of faculty and staff to reside in cities like Beaverton and Hillsboro, or across the river in Vancouver, Washington. Increasing employment opportunities for students on campus may be helpful but additionally, opportunities for faculty-student research projects that will help students to network, increase their employment and research opportunities, and enhance their connection to the university.

Increasing recruitment efforts of students and faculty, in particular, should be a priority for the university. However, this will require a concerted effort on the part of individual departments, colleges, Admissions, University Communications, and the Office of Global Diversity & Inclusion to work together to make this happen. The Pan African Affinity Group that is being developed will be instrumental in connecting faculty and staff. However,

opportunities for students may need to include a day of mentoring and student organization sessions that are specific to this particular population or included with their advising materials upon their acceptance and/or enrollment at the university.

This report has 14 recommendations that cover a wide variety of areas but in many ways are complementary:

1. Resources for Regular Assessment of Students
2. Institutionally Required Checkpoints
3. Communication Campaign
4. Additional Mentoring/Buddy System
5. Financial Literacy and Scholarships
6. Full sponsorship of a fall term event to connect Pan-African students with Pan-African faculty and staff and to orient them to campus and resources
7. Creation of a Full-Time Marketing and Communications position for Pan-African students
8. Restructuring of Academic Advisement
9. Recommendations for Course Offerings
10. Outreach and Recruitment to Potential Black Students
11. Marketing Plan to Increase Student Interest in On-Campus Activities
12. Early Outreach Activities
13. Variation of Recruitment Efforts
14. Rethinking the Use of External and Internal Resources and Networks

The members of the Task Force addressed each of the above areas in Parts 1-5 of this report along with suggestions for offices that may be responsible for their follow through. One recommendation that is not included in the above but came out of our meetings was the suggestion that the work of the committee not end with this report. Rather, those Task Force members who would like to continue this work are well-positioned to work with the PSU administration and respective offices that have been designated specific recommendations in the report.

## Appendix A: Survey of Black Students at PSU

### *Pan-African Student Experience Survey*

Final Results as of May 30, 2017, 12:15 pm PDT

#### Q2 - What is/are your major(s)?

What is/are your major(s)?

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Health Science

---

M.S. Candidate, Educational Leadership and Policy

---

Psychology

---

Film

---

Public Policy

---

Biology

---

Undeclared

---

Community Development

---

Biology

---

Environmental studies

---

Music

---

Psychology and Women's Studies

---

Accounting

---

Computer Science

---

CS

---

International Studies

---

Business

---

Environmental Science

---

Mechanical Engineering

---

masters social work

Education

---

Public Administration

---

Social Work

---

Communication Studies

---

Psych

---

Public Health

---

Social Work

---

Early Childhood Education

---

Business Management and Leadership/ Human Resources Management

---

Environmental Science

---

English

---

Health Sciences

---

Master's in Social Work

---

INTL Studies

---

Bfa art practices

---

Chemistry

---

Social Science

---

Math

---

Environmental engineering

---

Finance

---

Urban Studies

---

Criminology and Criminal Justice

---

Anthropology

---

Financial Analysis

---

International Studies and Spanish

---

Community health education

---

Political science

---

Sociology

---

chemistry

---

English

pre med / math

---

Geography

---

Psychology

---

Biology

---

Community Health Education

---

masters in counsling

---

Art practices

---

Art practices

---

graphic desgin

---

Architecture

---

Urban Studies

---

Real Estate

---

Marketing

---

Black Studies

---

Bachelor of Fine Arts Creative Writing Fiction

---

social work

---

Marketing

---

Geography

---

Art

---

Psychology

---

Social Science

---

Urban Studies

---

Art history

---

Chemistry

---

Social Work

---

Community Development

---

Master of Social awork

---

Public health

---

political science

---

Child and family studies

---



Biology, Psychology, University Honors

---

Applied health and science

---

Accounting

---

Advertising

---

Communications

---

Liberal Studies

---

Accounting

---

Architecture

---

nursing

---

Finance

---

Communication Studies

---

communication

---

Marketing

---

Liberal Studies

---

Health Science: PreMed track

---

Political Science

---

Marketing

---

Social Science

---

Music performance

---

Theater

---

MSW-Clinical

---

Social Research PhD

---

Undeclared

---

BA Finance

---

Social work

---

Business Administration: Accounting

---

business administration/hr

---

Community Health Education

---

Film

---

Film

---

Social Work

---

Undecided

---

Architecture, French

---

Liberal Studies

---

Pre-Medicine/Biology

---

ESM

---

Economics

---

Environmental Engineering, Environmental Science

---

business administration/ computer science

---

Child and Family Studies

---

Art practices

---

Health Science: Community Health

---

English

---

Sociology, French

---

Social Science

---

Japanese

---

English

---

Political Science

---

Social science

---

Mechanical Engineering

---

CFS

---

MA Bilingual education

---

Applied Psychology

---

Engineering and Technology Management

---

Art History

---

Communication Studies

---

post-bac

---

Social Work

---

Social Science (BS)

---

Business

marketing

---

social work

---

Black Studies

---

Women's Studies

---

Organismal biology, Urban honors

---

undecided

---

Community Development

---

Sociology

---

Marketing

---

Business management

---

Memes

---

Social sciences

### Q3 - What is/are your minor(s)?

What is/are your minor(s)?

Business

certificate: Sustainable Food Systems

writing

Spanish

Collaborative Governance

Undeclared

Spanish

Spanish

Health

Sexuality, Gender, and Queer Studies

-

German

n/a

Physics

N/A

Community Health Ed.

Infant Toddler Mental Health

NA

Geographic Information Systems

N/A

N/A

Black Studies

Graphic design

Women's Studies

n/a

Political Science, Law and Legal Studies, and Philosophy

Black Studies

---

Anthropology

---

Business

---

Psychology

---

Writing

---

Japanese

---

none

---

Photography

---

none

---

Graphic Design, Photography

---

Writing

---

communication

---

Athletic & Outdoor Certificate

---

Geographic Information Systems

---

Education

---

Black studies

---

Child and Family Studies

---

black studies

---

Black studies

---

Economics

---

Advertising Management

---

Child Family Studies

---

Psychology

---

Black Studies

---

n/a

---

sociology

---

Elementary Education, Child and Family Studies

---

spanish

---

legal studies

---

Philosophy

---

Computer science

---

None

---

Undeclared

---

Mathematics

---

N/A

---

Sustainability

---

Business

---

Not decided

---

communication

---

CFS

---

Education

---

international economics

---

Geographic Information Systems (GIS)

---

Black Studies

---

Art History

---

Writing

---

n/a

---

Writing

---

Black Studies

---

Indigenous Studies

---

SPED

---

Mixed Methods

---

Women's Studies

---

none

---

Community Health Education

---

n/a

---

Writing

---

None

---

pre pharmacy

---

N/a

Black studies

---

Design management

---

Womonology

---

Sociology

#### Q4 - What is your class standing?

#	Answer	%	Count
1	Freshman	9.09%	14
2	Sophomore	12.34%	19
3	Junior	28.57%	44
4	Senior	29.22%	45
5	Other	20.78%	32
	Total	100%	154



### Q5 - Are you a transfer student?

#	Answer	%	Count
1	Yes	51.95%	80
2	No	48.05%	74
	Total	100%	154

**Q6 - If yes, what year/level did you transfer into (Freshman, Sophomore, Junior, Senior, Other)?**

#	Answer	%	Count
1	Freshman	3.90%	3
2	Sophomore	33.77%	26
3	Junior	51.95%	40
4	Senior	5.19%	4
5	Other	5.19%	4
	Total	100%	77

## Q7 - What college/university did you transfer from?

What college/university did you transfer from?

Portland Community College

Washington State University Vancouver

Portland State

Portland Community College

Mt hood community college

LCC

OSU

The College of William and Mary

PCC

Marshall University and Portland Community College

University of Houston, Central New Mexico Community College

Portland Community College

Academy of Art University

Oregon State University

Seattle University

Grossmont College

Portland Community College

American River College

Pcc

Mt. Hood Community College

pcc

City college of San Francisco

Clackamas Community College

Jackson State University and Portland Community College

Southern Oregon university

Portland community college

Northern Virginia Community College

---

University of Arizona

---

Portland Community College

---

PCC cascade

---

PCC / University of Alaska Fairbanks

---

Mount hood community college

---

PCC

---

Mt. Hood

---

pcc

---

Lincoln university

---

Portland Community College

---

PCC

---

Mt. Hood CC

---

Portland Community College

---

Portland Community College

---

PCC

---

MHCC

---

Mt. Hood Community College

---

Edmonds community college

---

Clark College

---

Portland Community College

---

La Sierra University

---

Seattle University

---

Riverside city college

---

Mt. Hood community college

---

Tamale Polytechnic

---

Mt. Hood Community College

---

portland community college

---

Portland community college

---

Clark College

Pcc

---

La Sierra University

---

PCC

---

SMC

---

Mt.Hood Community College

---

University of San Diego, PCC

---

Portland Community College

---

PCC

---

University of Oregon

---

Portland Community College

---

PCC

---

My Hood CC

---

PCC Sylvania

---

University of Oregon

---

Long Beach City College

---

CCC

---

city college of san francisco

---

Portland community college

---

Portland Community College

---

Arizona State University

---

Pcc

**Q8 - What high school did you attend? (name, city, state)?**

What high school did you attend? (name, city, state)?

Centennial High School Portland OR

Wilbur D. Mills Univ. Studies High School (Little Rock, AR)

United International school, Doha, OR

Franklin HS, Portland, OR

Springwater Trail, Gresham, Oregon

Spanish Springs, Sparks, NV

Catlin Gabel

Big Sky, Missoula, MT

South kitsap

C.K. McClatchy High School, Sacramento, CA

South Eugene High School

DDHS

Sandy High School, Sandy, OR

Clackamas High School, Clackamas, OR

Lima Senior High School, Lima, Ohio

Benson Polytechnic High School Portland, Oregon

Central Catholic, Portland, Oregon

Holy Names Academy, Seattle, WA

Beaverton Highschool

Bountiful High School Bountiful, UT

Hayward High School, Hayward, CA

Huntington High School, Huntington West Virginia

Roosevelt's high school Portland Oregon

Hockinson High School, Brush Prairie, WA

Trillium Charter School

Parkrose High School, Portland, OR

Mid-Pacific, Honolulu, HI

---

Audeo Charter School, San Diego, California

---

Bloomington high north

---

Sherwood HS, Sherwood, OR

---

Henry D Sheldon High School Eugene, Oregon

---

David Douglas

---

Ivory Coast

---

Schuylkill Valley, Leesport, PA

---

NA

---

Benson, Portland OR

---

Pieter Nieuwland College , Amsterdam, The Netherlands

---

El Camino Fundamental High School Sacramento CA

---

Hume fogg, Nashville, tn

---

The Northwest School, Seattle, WA

---

Reynolds, Troutdale OR

---

Clackamas

---

George Washington, Philadelphia, Pa

---

France

---

Kamehameha Schools Kapalama - Honolulu, HI

---

Grant High Portland Oregon

---

San Rafael high school, CA

---

Kauai High School, Lihue Hawaii

---

Wilson , Portland, OR

---

Classen School of Advanced Studies, Oklahoma City, OK

---

Dallas, Texas

---

Pocatello High School, Pocatello Idaho

---

Desert Mountain High School

---

Osceola High School, Seminole, FL

---

John Marshall Chicago Il

---

Timberline High School

---

Portland Adventist Academy, Portland OR

---

Centennial High School, Gresham, OR

---

San Leandro High School, San Leandro, CA

---

Trinity Catholic, St. Louis, MO

---

Bishop O'Dowd Oakland, CA

---

De La Salle North Catholic High School

---

Notre Dame Academy, Covington, KY

---

South Medford, medford, oregon

---

gate way to college pcc

---

Ritenour, St. Louis, mo

---

N/A

---

LAKES HIGH SCHOOL, LAKEWOOD, WA

---

Bundung

---

Tigard High School

---

Reynolds

---

Madison High School, Portland, Oregon

---

Naches Valley High School Naches, WA

---

Mountain View, Vancouver, WA

---

Foreign

---

Junipero Serra High School, Gardena, CA

---

Benson High School, Portland, Oregon

---

Capital HS, Olympia, WA

---

Westview High school, Portland

---

Metropolitan Learning Center

---

Chaparral High School, Temecula, CA

---

San Francesco Petrarca, Brescia Italy

---

Village Christian, Sun Valley, CA

---

St. Mary's Academy, PDX

---

Colony high school

---

Benson high school

---



Benson Portland, OR

---

Franklin

---

Gresham High School, Gresham, Oregon

---

North Salem, Salem, OR

---

Sam Barlow High School, Gresham, OR

---

other

---

James Madison, Portland, OR

---

Lewis & Clark High School, Vancouver, WA

---

Central Catholic Portland, OR

---

chicago.II (Marshall)

---

Mount Pisgah Academy, Asheville, NC

---

Al Zahraa

---

Hanford High, Hanford, CA

---

Central High School, Cape Girardeau, Missouri

---

Sam Barlow High School

---

South Anchorage High School, Anchorage, Alaska

---

sunset high school

---

Arts and Communication Magnet Academy, Beaverton, OR

---

SST Beaverton,OR

---

Reynolds High School, Troutdale, Oregon

---

Street Academy, Oakland, CA - (graduated 1996)

---

Franklin High School, Portland, OR

---

Portland, OR

---

Sunset

---

Oak Park River Forrest High school, Chicago, Illinois

---

Vista Peak Prep, Aurora, Colorado

---

Roosevelt HS Portland OR

---

St. Helens High School

---

Grant high School

---

The Calhoun School in New York, NY

---

Denair High School, Denair, California

---

Oregon Episcopal School, Portland, OR

---

Willamette High School, Eugene, Oregon

---

Fountain Valley High School, Fountain Valley, CA

---

Saint Mary's Academy, Portland, OR

---

GED, Portland, OR

---

St. Mary's Academy (Portland, OR)

---

Mark Morris

---

westmoor highschool, daly city, CA

---

Hudson's Bay, Vancouver WA

---

jefferson High Portland ORE

---

Cleveland High, Portland OR

---

Roosevelt, Portland, OR

---

jefferson

---

Lincoln High school

---

Parkrose HS, Portland, OR

---

Southridge High School, Beaverton, OR

---

Oregon Islamic Academy, Tigard, Oregon

---

None

---

Redlands high, Redlands, California

---

### Q9 - Do you live on campus?

#	Answer	%	Count
1	Yes	17.81%	26
2	No	82.19%	120
	Total	100%	146

**Q17 - Do you belong to any campus organizations?**

#	Answer	%	Count
1	Yes	26.19%	22
2	No	73.81%	62
	Total	100%	84

**Q10 - If yes, please list which one(s).**

If yes, please list which one(s).

---

Housing and Residence Life, Institute for Sustainable Solutions

---

Student Ambassadors, Orientation, WRC

---

Red Cross & Pre Med

---

Neuroscience Club

---

ASPSU

---

Black Student Union

---

Red Cross Student Group

---

WRC, IPV Peer Advocate

---

Teachers Pathway, BSU, Queer Resource Center

---

Engineers Without Borders

---

Socialist Alternative

---

DRC

---

JSA

---

Cultural Resource Centers, Women's Resource Center, ASPSU

---

Psychology Graduate Student Association

---

Art History Association, Campus Art Advisory, Diversity Scholars Program

---

n/a

---

BCAB

---

UNST Peer Mentor

---

Sustainability scholars

---

PIC

---

Alpha Chi Omega

---

Wic

## Q35 - Gender

Gender

Male

Female

Female

female

Woman

Male

Male

Female

female

M

female

Female

F

MALE

Female

Male

Male

Female

Female

Female

female

Female

Female

female

Female

Female

Female

Female

Male

Female

Male

Female

F

Male

Female

Male

Female

Male

male

Female

Agender

Female

Female

Non binary

Male

M

Woman

Male

Female

male

Cisgender Female

Female

Female

Female

Female

Female

Female

---

Male

---

Non-binary

---

Female

---

Female

---

Female

---

Female

---

Woman

---

male

---

Woman

---

Female

---

Female

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Female

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Female

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F

---

female

---

female

---

male

---

cis woman

---

Female

---

male

---

Female

---

Female

---

Female

---

Female

---

TriPanSupaNormativeGenQueer

---

Male



## Q36 - Race

Race

African American

Other

Mixed Race

mixed race

White

White

White

African American

black

Caucasian

black

White

Black, Native American, White

HUMAN

Black

Black/white

African-American

African American

Black

Black

Black

Black

Black & White (mixed)

Black

Black/White

African American

black and other mix

---

Social construct

---

Black

---

African American

---

African American

---

Black

---

Black

---

Mixed

---

Black American

---

African American, White

---

Multi

---

black

---

Black

---

Black, Indian

---

Black

---

African American

---

Black

---

African American

---

African-American

---

African American/Asian

---

Black

---

Mixed (White and Black)

---

black

---

Black/White

---

Black and White

---

Black

---

African American, Native American

---

Black

---

Black

---

African American

---

Afrolatinx

---

Black

---

Mixed

---

AA

---

Afro-Latina

---

Black

---

Black

---

Black / White

---

White/Black

---

biracial

---

Black

---

Black

---

Black

---

black & filipino

---

multiracial

---

Black

---

black identified (biracial w white)

---

Mixed (white/black)

---

African American and white

---

African American and Hawaiian

---

Black

---

African American and White

---

Black

---

Human

---

Black

## Q37 - Ethnicity

Ethnicity
Black
Other
Black, white and Native American
African American and Caucasian
White
Hispanic
European
american
White
Native American
1/2 BLACK, 1/2 WHITE
African
American
Black
Mixed
Ethiopian
Black
White & Jamaican
Nigerian
non-hispanic
Latina
Afro/Caribbean/Italian
Black
African American & Cacasian
Black
African American

African

African American

American

Black

American Indian

Hispanic

african

Somali

Black, Indian

African American, Mexican

Black

Black

Black

Hispanic

West Indian, French, Chech

african

African American/White/Hispanic

Non-Hispanic

Black

Mexican

Black American

African American, Native American, White

Afro-Native

AA

Dominican

Black

Black

African American / Danish

other

African-American

African American

---

German- American

---

African American and white

---

Black

---

American

---

Somali

---

Black/quadroon

---

Black

**Q38 - Language(s) most commonly spoken in your home**

Language(s) most commonly spoken in your home

English

English

english

English

English

English

English

english

French

english

English

English

ENGLISH

Fulani

English

English

English

English

English

English

English

English

English

English

english

English

Italian and English

english

English

English

English

Oromo

English

English

English

English

English

french

Somali and English

English

English

Enlish

English

English

Englsh

English

English

English

french/ english

English

English

English

English

English

English

English



English

---

English

---

English

---

English

---

English and Spanish

---

English

---

English

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English

---

English

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English

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English

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English

---

English

---

english

---

english

---

english

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English

---

English

---

english

---

English

---

English

---

English

---

Somali

---

Punjab

---

English

**Q40 - Please check the boxes that you identify with:**

#	Answer	%	Count
1	Having a physical impairment or disability	3.13%	7
2	Having a learning disability	4.91%	11
3	LGBTQ	8.48%	19
4	Veteran	1.34%	3
5	Parent	5.36%	12
6	Receiving financial aid	27.23%	61
7	First generation student	17.86%	40
8	Having a sibling(s) who is/are in or have graduated from college	16.52%	37
9	Raised by a college graduate	15.18%	34
	Total	100%	224

**Q13 - Campus Climate: Please use the following scale for the next set of statements.**

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Faculty at my university helped make the transition to university pleasant for me.	1.00	5.00	2.55	1.07	1.15	80
Staff at my university helped make the transition to university pleasant for me.	1.00	5.00	2.65	1.16	1.35	78
Other students helped make the transition to university pleasant for me.	1.00	5.00	2.43	1.03	1.06	76
I have found it hard to make friends at college.	1.00	5.00	2.96	1.35	1.83	76
I have a close group of friends at my university.	1.00	5.00	3.16	1.40	1.95	76
People of different races just don't like being together at my university.	1.00	5.00	3.52	1.12	1.26	79
Instructors treat me differently because of my race.	1.00	5.00	3.46	1.29	1.67	80
Instructors at my university pay attention to both Black and White students.	1.00	5.00	2.74	1.30	1.68	74
Students of different racial/ethnic groups socialize together at my university.	1.00	5.00	2.49	1.16	1.34	75
Students of different races don't have much to do with each other at my university.	1.00	5.00	3.37	1.16	1.34	81
I have found a number of interesting campus organizations to join.	1.00	5.00	3.11	1.22	1.50	80
I have gained commitment to my ethnic/racial identity since going to my college/university.	1.00	5.00	2.77	1.35	1.82	77
Since enrolling at my school, my attitudes and beliefs regarding my own racial identity have changed.	1.00	5.00	3.15	1.43	2.05	75
Since enrolling at my school, my understanding of other groups/identities (e.g., ethnic, gender, political) has increased.	1.00	5.00	2.32	1.27	1.61	72
My college/university environment has allowed me to interact with people from other groups.	1.00	5.00	2.46	1.36	1.84	69
The multicultural policies and programs at my school have resulted in my learning about other racial groups.	1.00	5.00	2.84	1.31	1.70	70
I do not attend campus events.	1.00	5.00	3.03	1.42	2.03	76
I always attend events on campus. (at least 4 times per month)	1.00	5.00	4.09	1.22	1.49	77
I attend events on campus regularly (4-6 times per quarter)	1.00	5.00	3.91	1.34	1.79	76

I sometimes attend campus events (1-3 times per quarter).	1.00	5.00	3.00	1.40	1.97	75
I have never attended a campus event.	1.00	5.00	4.14	1.43	2.04	78
I would attend a campus event if it focused on careers.	1.00	5.00	2.76	1.24	1.53	71
I would attend a campus event if it focused on graduate school.	1.00	5.00	2.70	1.36	1.85	73
I would attend a campus event if it was a performance (i.e., music, dance, theatre, play)	1.00	5.00	2.56	1.17	1.37	71

## Q14 - How often are the following true of you?

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
I feel like part of a family at my university.	1.00	7.00	3.09	1.85	3.41	74
I feel emotionally attached to my school.	1.00	7.00	2.92	1.88	3.53	73
I feel that any problems faced by my school are also my problems.	1.00	7.00	3.31	1.88	3.55	75
My school really cares about me.	1.00	7.00	3.08	1.81	3.26	74
My school values my contributions to it.	1.00	7.00	3.25	1.83	3.34	75
My university is willing to help me when I have special needs.	1.00	7.00	4.22	1.90	3.61	78
I do not feel comfortable talking about my culture in class discussions.	1.00	7.00	3.88	2.00	4.00	76
I feel comfortable talking about other cultures in class discussions.	1.00	7.00	4.30	2.02	4.08	79
I feel I have to speak or act differently according to the race/ethnicity of the person I am with.	1.00	7.00	3.80	2.10	4.43	75
I feel as though I cannot be myself at school because of my race/ethnicity	1.00	7.00	3.32	2.09	4.36	72
I feel that my race/ethnicity is valued by others in my classes	1.00	7.00	3.63	1.97	3.88	79
I feel that my race/ethnicity is valued by others at the University	1.00	7.00	3.90	1.98	3.94	80

**Q18 - In your classes, how often:**

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
do people act as if they respect your intelligence and contribution (for example, your opinion is listened to and given careful consideration)?	1.00	5.00	3.43	1.16	1.34	77
is your achievement (performing well, for example) treated as if it is expected of you?	1.00	5.00	3.09	1.21	1.47	75
do you feel that others are taking your opinion as speaking for all members of your ethnic group?	1.00	5.00	3.12	1.29	1.67	73
have you heard your ethnic group referred to in a derogatory way?	1.00	5.00	2.58	1.20	1.45	73
do you feel that your judgements or opinions are trusted and respected in class discussions?	1.00	5.00	3.18	1.14	1.31	79
do you feel that if you make mistakes you would be judged more harshly than other students?	1.00	5.00	2.92	1.41	1.99	73
have fears of representing your ethnic group in a negative way discouraged you from participating in class?	1.00	5.00	2.81	1.41	1.99	74

## Q20 - Degree Program

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Did race of professors or students in your class impact your choice of major?	1.00	5.00	1.73	1.28	1.63	64

## Q21 - How so?

How so?

Mechanical engineering has almost no underrepresented minorities in it, but I chose the major because of what it is rather than who I'd be with. I'm not sure if that was the best decision, but it was the decision I made.

Had previous teacher with strong foreign accent - makes class much more difficult as English isn't my first language either.

Not really, I've always had the same goal in mind since before I started college.

.01% of architects are black women. In my 6 years of college I have never had a black professor. I expect most students/professors to be white. I know that when I talk about race in architecture that professors cannot add to the conversation. Nor did I expect them to. Nonetheless I persisted.

I knew choosing a science heavy major would result in a predominately white world. In my very large classes of biology and chemistry, I can count on one hand the amount of melanin in the room. This fact did not deter me from choosing my major however; it has shaped my experience as a health science: premed major.

I have noticed that lately, I try to sign up for classes with professors of color. Growing up I never had non-caucasian professors or classmates of color. I always hope to find diversity withing my classmates because I feel more empowered and "safe". Most times, especially during work group activities, when I am the only person of color in my group I feel like there is a strong barrier. I try my best to be open and down to earth but I often perceive distance. When I am working with international students and students of color I feel better honest and genuine connection.

Not enough diversity among faculty to be relevant in my decision making.

Most of my PSU educational experience has been online. I have specifically looked for last names that are non-conforming non-heteronormative, in order to gain education by a diversity of instructors.

Being 1 of 15 African Americans in the music department it would be harder for me to get roles because of my race

I have not chosen a major yet.

Before transferring, I've had little—if any—interaction with any in the degree field until I transferred.

If anything, it might have been a deterrent. Nearly all of the Film majors are white. Possibly because of familial expectations and class. The film industry is very much the same. Predominately white.

Many established professors have an inclusive demeanor and class management skills that are attuned to all groups and genders. I have found all the African-American professors/educators at the university (not very many)and have enrolled in all their classes. There is a sense of comfort and strength in just being a student--not the Black student.

because I can't expect to have a black professor unless I'm in the Black Studies department

I thought I wanted to be a business major but then transferred to Art. There is way less diversity in my classes and it sucks

No, it did not. I chose my major based on my interest.

Most of the Engineering professors are white...not really much of a choice there.

Depending on the subject, I look for educators that can understand the experience about which they are teaching. I look for Black teacher in Black studies, women of color in women's studies, multilingual and multicultural teachers for classes for classes about language and educators. I also take classes about my own culture (about bilingualism,



Latinos, Black Studies, women's studies) and cultures I am not familiar with (native American studies, ASK classes) in order to grow my understanding of myself and the context of the world. It matters to me to have teachers who look like or have lived like me in order to process what those experiences and traits have value toward my goals and future.

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The assumption of easier communication with cultures similar to mine

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I wish there were more professors of colour in general at PSU --- but I knew going in that Art History is a white dominated field. I will change that.

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Other people have no effect on what I want to do with my life, so there is no reason for me to consider such minuscule things; it's irrelevant.

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I definitely considered the cultural climate of certain programs to decide whether or not I would be comfortable and supported there. Also met with graduates of the program who share my ethnic background to hear more about their experiences and what to expect.

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I plan on moving to New York where I know multiple ethnic groups will be present in a professional setting.

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I wasn't aware of the racial makeup of the professors in my department upon declaring my major.

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I knew what I knew what I wanted to study before i attended school.

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Hardly anyone in my classes have been black.

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Q23 - .

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Do your courses discuss the "Black experience"?	1.00	5.00	2.38	1.37	1.87	71
Do you avoid taking courses outside your major?	1.00	5.00	2.39	1.23	1.52	70
Do you avoid taking math or methods courses?	1.00	5.00	2.77	1.61	2.59	73
Do you avoid taking English or language courses?	1.00	5.00	1.76	1.14	1.29	63
Do you avoid taking courses in the social sciences (i.e. political science, sociology)?	1.00	5.00	1.78	1.12	1.26	68
Do professors in your major or minor courses discuss applying to graduate school or other continuing education options in your classes?	1.00	5.00	2.90	1.21	1.47	71
Do professors in your major or minor courses discuss career options in your classes?	1.00	5.00	3.13	1.24	1.54	76
Do professors in your major or minor courses discuss professional possibilities such as presenting at conferences or research opportunities?	1.00	5.00	2.96	1.35	1.82	71

### Q28 - Mentoring/Support:

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How often have you spoken to Black people who can advise you about your professional career?	1.00	5.00	2.06	1.12	1.26	68

## Q29 - Why or why not?

Why or why not?

I'm not aware of any on campus, though to be fair I haven't been that engaged in seeking them out.

Not on campus. But I'm part of a black moms group and we talk about our children, careers, school and work/opportunities

there are no black people in the environmental science program

I haven't met a Black person that was in my field of mathematics. I would take advice if they were in my field and very successful. I have talked with one Black person in the field of risk management which is the career I plan on choosing. It just seems there is a lack of Black people in the field.

I haven't reached out yet possibly because of the fear of not holding up the expectations of self

The race of the person doesn't matter

Just feel more comfortable talking to someone who looks like me. I don't feel like they are putting on an air.

There are simply not any Black or Native American biology professors at PSU. In fact, off the top of my head I can only think of one Biology professor at PSU who is not white. I did speak with Dr. Damien Fair at OHSU, who was incredibly encouraging and supportive.

Out of my three years of college, I've only had two black professors, and its difficult for me to warm up to a professor to where I can talk about such topics with.

As far as I know PSU ARCH is not in contact with any black architects with whom to connect me with.

Haven't reached out to any

Mostly by family and friends, never anyone from school

I only know one black female doctor within Portland, OR. I networked and met her through my sorority. I moved here 3 years ago from Baltimore, MD and it has been a difficult transition. Finding a black female doctor in Portland, OR has been like finding a needle in a haystack. Not to mention Portland State University completely and totally LACKS black faculty in the science department. To sum it all together; its difficult to be mentored by people that don't exist.

Because I don't know any. I wish I could meet a Black person to advise me on my academic classes, research papers and my future path towards grade school and career perspectives.

Haven't met many with relevant experience in my field of study.

I am an President Equal Access Scholarship recipient and I requested that their be some mentor program for students of color that are graduating. As a woman of color, it would be really useful for me to have an alumni graduate to mentor me as I enter work force. For example, a black women, with a family, who has graduated from PSU but is not a staff member- could possibly provide me with additional support, wisdom, and empowerment of how to navigate the economic workforce (rights and responsibilities and hardships).

Don't know many

There are no black faculty members in the theater program for college of arts at psu so there is no one of color to talk to about those things.

Talk to who? I don't know any

There is only one black person in my department so I speak to people outside of my department

I have spoken to anyone about advising for a professional career yet.

Would it be any different from speaking to any other person?

Not sure.

I don't think there is a single Black staff member of the film department.

I'm not sure who to talk to.

Not sure who to speak with. When I go to the Multi cultural center, There is only one black person I am familiar with.

The expectations for Grad school for ethnic people are quite different. The enrollment of ethnic students (African-American) is minimal if not almost non-existent. I frequently speak and stay in contact with two African-American staff who I trust.

I'm an older student, and I'm not sure where the black mentors are in the Biology department or the sciences, for that matter. I'm fairly new to PSU too.

There just aren't Black advisors/faculty/staff in my department.

because there's basically no Black faculty at PSU

There aren't any in the field of art that are readily available

I often feel out of place as someone who is very light skinned and biracial. It's hard for feel comfortable identifying with being white or black.

I have not had the opportunity or thought it was even an option for me.

I have only spoke with Marlon Marion.

I don't see many black people in this field.

Advising is not done well here (at PSU) and I have only met with an advisor once because it was the only required interaction. The advisor was not very helpful and I have been doing fine without seeing them again.

Marlon M has been a great resource and support system.

Haven't had much free time. Don't really know who to talk to about it.

I have online classes and don't have the opportunity to

I work full time which makes it hard to spend time downtown networking. I also don't know when or where to do that.

There are no Black faculty members in my department (except one adjunct), very few Black people that are faculty members here, very few other Black graduate students, and very few Black people in my field in general (~3%)

The low population of Black people in Portland

Yes, in the DMSS because of my scholarship and involvement with TRIO.

I do not come across very many at this campus or in my courses.

To gauge for safe spaces and prepare myself.

I do not know of any.

my advisor is not black.

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None are there, and DR Jackson is never available

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In my experience at PSU I haven't been exposed to Black people who were trained specifically for that purpose, and didn't know very many Black people at PSU in general.

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There are none for my major.

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I never seen any

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I just haven't had time.

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Haven't met any at PSU, all but one of my professors has been white in the SBA as well as most speakers

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We gun be Kaangz an shiit

**Q30 - .**

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How often have you spoken to White people who can advise you about your professional career?	1.00	5.00	3.61	1.16	1.35	77

### Q31 - Why or why not?

Why or why not?

White men are literally almost the only people who teach in my department. There is one hispanic professor with whom I hope to speak soon, but that's it.

My mom is white. So I talk to her often haha

most of the professors and students in the environmental science program are white.

It seems as the majority are white people are in the field.

The race of the person doesn't matter

They were the only ones available because there are not many black people in my major to talk to.

There are many White people in my department who are happy to help.

White Professors outnumber black professors, so its a given I'll have more chances to talk with them.

It's a different world that I live in, it cannot be understood by anyone that is not in my situation.

They seem to be the only people in the industry or in the employment of PSU ARCH.

more white staff than black

Because I don't have many in my life

My boss, the medical director and lead MD at my job, has helped advise me. She wanted to help and I had access to her so, that's who I talked to. Another doctor I met through her; informed me about OHSU and advised me on classes and scores to complete. Once again access to the individual made this possible.

Because all of the Political Science advisers are White people.

They have the dominant presence in the educational system.

That's all their is, to my knowledge. I had four different advisors when I first got to PSU which was very unstable and I did not like it. whether it was turn over or process, I only have one advisor of color. Finally, I settled in with my Liberal Arts advisor and he's been cool. A common thread that I have experienced throughout my PSU advisory experience (As well as instructor & student), is that I have been continually underestimated. For example, I am an older student, single mom with three young children, I have continued to increased my class load since returning to school, gone to school throughout the summers, work off-campus, serve on Boards and intiatives throughout the Metro Area, got involved on campus as an IPV advocate- I always get, "Are you sure you are going to be able to accomplish this term?" "I don't know how you are going to do it" "When do you have free time"-- First, it's not about having free time, it's about navigating a system that is set up against me and the success of my children. Second, it offends and affects me negatively, when the PSU community in various departments and levels consistently question my productive membership within society. Third, yet to this day has there been any information provided to me about professional career development. I'd think that considering, I've gotten mostly A's, never gotten let than a B, I'd think graduate school would have been at least mentioned to me. Like, why is no one saying, "Wow, you should apply for graduate school?"

Just more of them have better opportunities don't kn



Because most of my instructors are white or not of color.

Because they are the majority in my course and my advisor is White

I have not sought advising for a career.

Just so happens to be my main advisor.

Almost always.

Almost all of the faculty/staff is white

My adviser who I have spoken to is white.

because she is the advisor for the program

For academic advising and/or DARS report help.

I've had two advisers since I began taking courses last fall. I connected well with one, but she found a new job. I did not connect well with the second adviser.

There are a lot of White faculty/staff/advisors in my department.

because everyone here is white

They are the only ones available

There seems to be more white staff than black.

Yes, because they were available.

All of my instructors are white, the career center has a majority white staff too.

I can relate better to someone who is black or dark skinned, butt that doesn't mean non-black people don't have useful contributions.

Advising is not done well here (at PSU) and I have only met with an advisor once because it was the only required interaction. The advisor was not very helpful and I have been doing fine without seeing them again.

lack of trust and understanding.

My major is mostly white people.

I like opinions of ALL people

They are the majority of people around. Also, I sometimes think white people see my level of academic success and skills as a resource to exploit, i.e. asking me how I got my current job or to look at some conference/job/"opportunity" I'd be great at without knowing me well enough to help me follow my passion. blech. It's pretty much my only choice within this university. My graduate advisor is White, and is the main person I discuss this topic with.

The culture is different, so communication isn't as easy.

Far too often. There are only white advisors in the College of the Arts, including faculty advisors. All white.

Not very many people at this campus to spark conversation.

They have power.

They work on campus.

Advisor

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my advisor is white.

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They think they know it all

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All of my advisors have been white.

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All of the professors/ advisers in my major are white.

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Because they are the only ones I see

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They are more available.

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They're all white

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Kraka rqciz

Q32 - .

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How often have you thought about whether a person from your ethnic group would be accepted or allowed to do what you want to do with your life?	1.00	5.00	3.63	1.40	1.97	76
Has this impacted your decision to major or choose a career in a particular field?	1.00	5.00	2.41	1.42	2.01	70

### Q33 - Why or why not?

Why or why not?

Mechanical engineering is what I want to do. I want to have a career in a field that I feel can make a real difference in this world. The social aspects of working as an engineer and getting a job as an engineer don't escape me though. I know I'm at a disadvantage. I know that no matter how good my grades are it probably won't be good enough for many. But at this point I'm trying not to let that discourage me.

I think if you work hard and push past assumptions then you can do what you want. Just stay focused and don't let others determine your level of success.

The color of my skin doesn't represent who you are, your values do. So don't say the color of your skin limits you on what society will let you do.

Don't think there'd be any issues

It is one of my goals to become the face I wanted to see in science when I was growing up. It is my hope that by being a woman of color in Biology, I can help show kids growing up a face that they can imagine as themselves, doing what they want to do with their own lives.

I'm not letting this change my mind on the career I want to go into. And the career of my choice has had black workers for many years.

Someone has to break barriers. Why not me?

I am a black person from Africa. My life experience is different than of An american Black individual.

Not something I'm worried about

I specifically chose to be a teacher so that I can work in a diverse groups in low income schools. I want to be a positive influence on children of color.

My ethnicity will not stop me from excelling in life.

I come from Italy and I am also a black female. My goal was to attend Law school and become a lawyer but for a person with my identity becoming a lawyer is very discouraging due to prejudice, discrimination, and racism in Italy and in most parts of Europe towards Afro-Caribbean Europeans. Learning about the American culture and how America is still in a "most racial era", and at the same time seeing that there are many Lawyers and Judges of color, was very empowering to me and made me want to challenge racial injustice and work hard to do what I have always wanted to do.

Ideas I generate can be reviewed without impact from cognitive/implicit bias.

In every way shape and form. I have an adverse background which also consists of criminality and non-conformity. I am aware that I will be "weeded out" of certain arenas- regardless of my past adversity, the push back is strong (against women of color). Especially, the uneducated women with families. Even with a BA in Social Science, I'm not going to be recognized in the economic workforce as valuable. At the same time, in my experience, one of the main issues with social service systems is the lack of diverse staff members with "real" life experience. Even though there is little upward mobility options with a BA, I chose Social Science because I value people's lives over profit. Notably, in my PSU experience, I was never talked to about other educational attainment options.

Don't know

Because people in my ethnic group are oppressed and when a group of people are oppressed there are others that carry power over them which makes it hard to get through life be successful in your career of choice.

I grew up on the east coast and there you learn to fight and demand to get exactly what you want. Portland was not ready for my east coast attitude and so I struggled advocating for myself on numerous occasions.

I feel we need more African Americans in this field for support of African American students and to positive influence current research.

I know even if there has not been a person of my race/ethnicity to do something, it should not stop me from doing what I really want to do. I do not yet know what I really want to do, but of the careers I have thought about, and considered my own race, and realized it is not anything that should "hold me back."

I wouldn't think I'd have any troubles doing what I am passionate about because of the way I look.

I feel out of place for the most part. Second guess myself a lot.

I'm not going to let that get in the way of following my aspirations. Plus it's "getting better"

I will do what I want because I am capable, not because others are doing it. It does not matter if they are black or white.

I want to help my community

The next generation of scholars need to see/experience faces and stories that connect with them.

ESM is a field in which progress can be made in many areas. If I could not land a teaching or instructional job because of my ethnicity I would be able to work in other important positions.

I do believe that people of color are treated differently in my major, especially engineering. However, because I'm mixed, I get less attention based on my ethnicity. Additionally, I feel that my gender creates higher controversy versus my race, or at least in my experience.

Because I don't care. I'm generally the smartest person in my classes, so I know I can achieve my goals.

Sometime people who aren't even Japanese cause problems for black people who try to get into the field.

Not many women of color in mechanical engineering. It is hard not to think about it.

I am my own person I decide for myself but sometimes I at least consider the opinion of others

I have been very fortunate in life while still dealing with the different reverberations of race, gender, class, and immigration day to day.

Technical courses in Black schools are voted out by other groups who don't want to compete with Black people.

I am scared of being the only person of colour in my grad program and having my research trivialized or tokenized --- though I do acknowledge that I benefit greatly from colourism in academia and often my ideas/my person/my research is more broadly accepted than other Black individuals.

I suppose I am confident enough to continue pursuing my major despite the racial barriers placed in front of me.

Once again, as long as I know what I want to do with my life and I am on the right path to get there, nothing else matters unless it has a direct impact on me.

Moving out of Portland will help.

Women's Studies is already a politicized area of study, so I actually feel encouraged to push that further into representing POC in the field.

The attitudes I experienced in some classes made me decide not to go into more math-based sciences.

There's barriers to being a PoC and WoC

Blah

**Q25 - Are there specific African American/Black/African resources (i.e. classes, scholarships, events) that you hope to see on campus and how might these improve your experience at PSU?**

Are there specific African American/Black/African resources (i.e. classes,...

I know a group called LSAMP exists, and I really hope to get involved with them soon. I wish that there was an engineer-specific black campus group though. I don't think that the National Society of Black Engineers is active at Portland State, which is unfortunate.

I'm not on campus often.

african american students in science/STEM, help with environmental/sustainability related opportunities for minorities

Scholarships and support networks for Black students to feel like they belong here.

I hope not to see any resource for any ethnic group. If there are resources they should be for every student, not just designed for one portion. If there was a African American/Black/African resource center with their own tutors, if me being white went to get tutor help would I be helped? Not putting an ethnic label on the center solves this issue.

More classes, scholarships and study abroad trips to help black students get in touch with a life that was taken.

Stop making an issue of being black, as if I should get special treatment....it's ridiculous. Make it based on work and grades, not the color of my skin...that's the definition of racism.

I do not need them, but I respect the needs for those groups

Psychology of biracial people. The experience of Black women in the 21st century.

I hope to see more black professors teaching classes, because this will help me get used to with having teachers of different races.

Emerging black professionals events with speakers and resources. Black professors who do not just teach black studies.

I do not really spend a lot of time at the university.

n/a

Scholarships would be great, I'd also like to see more online information about the Black resources PSU has. I've tried looking some up because I am very interested in getting involved, but could not really find a lot of information.

I hope to see more scholarships for black students pursuing STEM careers. WE need more representation in theses categories and having the financial support would help encourage students to pursue them. I would hope to see more events outside of February. Dashiki Friday Started by the Black Running Organization of Baltimore, Dashiki Friday encourages black people to wear authentic dashikis and engage in social activities that support black-owned businesses. Dashiki Friday can be celebrated every Friday of the year. Participants are encouraged to use #DashikiFriday when posting pictures on social media. It would bring a sense of community and connect students of color with psu campus. Juneteenth. Its summer and many people are not on campus but so what. Acknowledge it in an event; big or small. This too would connect students with community. Events that touch on problems in the African American community. Gun violence and police brutality. Maybe getting Hands-Up to present on campus. Smart finances. Black people are the largest group of consumers in America and yet we are poor. Possibly getting a financial advisor to come speak to students. Hands-up would educate students of non-color and open dialogue

across color lines. A financial class would educate students on something that they may not have exposure too and it will benefit them long term. Class. In my short time at Morgan State University a HBCU; I took a class called the African Diaspora. It was very eye opening. I am not sure what it would take for a class like this to be offered but, it really helped me find myself as a black woman in America. I believe it would be just as enlightening to other students black and non-black.

I would love to see more of any of those resources on campus. I would feel that also other cultures and identity are given a voice, acknowledge and valued.

More widely available scholarships. I'm broke and if I was responsible I wouldn't be enrolled paying out of state tuition, but I'm irresponsible as hell trying to improve my skill set with hopes of receiving adequate & abundant compensation upon my graduation.

Mentorships between alumni and students throughout the PSU experience, most importantly upon graduation. Scholarships for native African American Oregonians that have been gentrified/are experiencing homeless, survivors of domestic violence, and/or identify as LGBTQ+. PSU needs to be intentional about this.

No

Maybe something that helps with getting more people of color involved in different organizations at school

Professors- BSub for graduate students and networking opportunities

Yes more Africana methodology or Afrocentric approaches to clinical practice

There are not any resources I can think of seeing.

More scholarships and events.

Perhaps there are, but I'm not aware of them. Having an event/workshop that focuses on how to navigate a predominately white school and town (PSU/Portland) as a Black person would be nice. Learning how to address film professors on problematic language.

I'd love to be more involved with events or help create more because I think it'd be a good opportunity to connect and meet other people as well as bring more awareness to others.

My experience would be improved, not by having more black classes, but simply by eliminating the microaggressions. for example, if an instructor says the word poverty, they look at a black person, if they say the word black, they look at a black person, if they say the word gangs, they look at a black student. Enough Already!!

Yes more scholarships for black students and more community activities organized by PSU Black community

There is not one dedicated scholarship for Black students yet multiple for different religions and backgrounds. Most alarming is the amount of Black Studies classes that are available. Some terms, you are lucky to find one class. The times are usually inconvenient with minimal students to have full discussion. For all the diversity and inclusion the university stands on; it is not represented in available classes and staff.

I am really focused on my major. I have not been seeking resources.

There was once a chapter of National Society of Black Professional Engineers that I would love to return to PSU. Additionally, more scholarships or mingling events would be great.

Black professors outside of Black studies and administrators who aren't complicit in campus racism.

MORE BLACK PROFESSORS IN THE SCHOOL OF ART. IM TIRED OF BEING TOLD ABOUT BLACK ART BY WHITE PEOPLE.

I would love to see more specific groups for biracial black students. I would definitely attend those groups to get a sense of how others like myself view their race and how they handle others opinions.

More scholarships for Black students, especially returning students.



I would like to see more events centered around black/African culture.

scholarships would be great, there are very few Black students here and many more might attend if there was incentive.

More community events, and other great ideas/options for classes in the Black studies department

It would be great if a NSBE (National society of black engineers) chapter could be reestablished. But you need the students and time to manage it.

I feel like there are plenty I just don't attend

Scholarships for Black/African graduate students, travel stipends for Black/African graduate students, a Black/African graduate student mixer or event, a mentorship program for Black/African incoming grad students matched with more senior grad students.

More African cultural events without being dominated by LGBT and other foreign agendas

More scholarships and more panels for Black and African American students to speak on--particularly to the staff and faculty at PSU.

More scholarships.

#### Events

Unfortunately the pan-African commons were created during my final year at PSU and I haven't found a time this year to stop by. But that was a really exciting addition for me. Maybe offering more black studies classes that are UNST cross-listed so that more people would be able to take them who wouldn't normally.

Help getting into STEM graduate programs, so I would not have felt so lost.

#### Scholarships

Opportunities in the SBA that aren't just for seniors.

Mar spac fu jus us

## Q26 - What are some challenges you've faced being an African American/Black/African student at PSU?

What are some challenges you've faced being an African American/Black/Afric...

I often get the top score (or at least one of the very top scores) on midterm exams in my department. Fall term I decided to interact with a group of white dudes in my class who had all done poorly on the exam that I excelled at. They were puzzling over a question they'd all gotten wrong but I'd gotten right. When I pointed out that I got it right and tried to explain it to them they dismissed me and continued pondering over the question together. I just figure that I won't be trying that again. I was talking with a woman in my class who said she shares the same sorts of experiences. None of us volunteer answers in class or ask questions in class anymore. It sucks, but keeping to myself hopefully won't hurt me.

None so far.

As an African American student in the Environmental Science major, I feel very singled out. Most of the students in my program are white males, and I feel (especially in labs) as though my work is not taken as seriously by other students. Although I am usually one of the smartest people in the class, I find my white male classmates to disregard my work or ignore my thoughts.

None yet

Annoying other black people who whine about their hard lives, when the reality is they are too lazy to get a second job and a real (not black women's studys) major.

None - had students from all ethnicities in my student groups - no issues.

none really,. I go to class and then go home.

While PSU is very good at WANTING to be accessible to minority students, one of the obstacles is that the Academy wants to mold us to fit the Academy, rather than allowing us to mold the Academy to fit us. This means that no matter how many programs there are to bring students of color into academia, we are always expected to conform to a power structure that is deeply rooted in White imperialism, rather than being permitted to change the power paradigm to better reflect our values, experiences, and perspectives, many of which actively reject the White imperialist power structure.

No sense of community in the

I look whiter than most African American students, so at first glance, people don't think I'm mixed.

I am the only black female in PSU ARCH undergrad and often times in the entire architecture building. I had to overcome racism and classism from staff and students. In 2017, "you are so well spoken! (for a black person)" is still a compliment I received from faculty. When I had serious problems with the treatment of another student, we were ignored, I believe it was because we were minority women. Everyday was an uphill battle.

None so far.

Experienced discrimination one time against myself and a group of my friends, who were each of color, from a white woman in the University Pointe elevator.

I just started here this quarter, but a problem I always face is being the only black person or one of the few black people in my classes

its very white

People questioning my intelligence. A lab classmate, double checked my every move in lab to make sure it "was accurate." When I first came to PSU, I met with an advisor who was extremely condescending in conversation. She explained to me that Anatomy and Physiology class was done with cadavers. Her entire attitude was snooty and she spoke to me like I was stupid. Another experience I had with staff at PSU was within the LSAMP program. I am a mom, wife, student, soldier, Medical Assistant and when I explained all the hats I was going to juggle; I was informed of a statistic about poor grades and working too many hours. The individual further went on to ask how I was going to do all of those things. I am glad that I had enough courage and self conviction to not listen to naysayers. Another challenge I face is just overall feeling like an alien. I have been to many different schools but, PSU is by far the least diverse of them all.

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Exclusion, prejudice, stereotyped and ignored by classmates. Not seeing many Professors of color.

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Always being an "other". Consistently being asked if I'm a student athlete as if I had no other skills to offer the world.

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Mostly, what I discussed above. Just being overall underestimated, until week three of terms, then I guess, everyone but has an "Ah ha" moment about me. Very painful. I also wish there was a cultural specific childcare option at PSU, where women of color with children can receive culturally specific childcare, resources, etc. I feel stigmatized when I bring my babies to campus, I pulled my youngest out of Little Vikings because it wasn't working out.

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Just getting more roles in operatic roles

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There are only 4 black students in my major program and some times it is difficult because I feel like the shows and content that we do is mostly based on other cultures that are not black. And I don't feel that my instructors know the challenges I face.

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Just navigating the whole higher ed system in Portland was very challenging. I did one year of grad school in New York and I saw how diversity was valued. Students of color (Blacks) had a voice that was heard not silenced. I hated my first year experience here at PSU, so much microaggression and indirect racism from students, staff and administrators that expects the lowest achievement from blacks. Shame.

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Racism and being seen as an effective writer.

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I have not faced any (this is probably due to the fact that I am mixed and was born with light skin, and many people do not know I am black or half black unless I tell them).

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None so far.

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hatred from some Africans because of my sexual orientation.

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A lot of racism and stereotypes from students and professors. I just assume that it's part of the school so I don't bother reporting. Don't feel like my voice would be taken seriously. Even though the school tells us.

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Not seeing anyone like me in my classes; feeling awkward when we discuss racism and slavery in film history classes; not knowing what to say or how to feel when my professors address the class as though all of the students were white AKA discussing issues of race as though no one in the class was on the receiving end of it

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Struggling to meet other black people, possibly just because there have been less in my classes.

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I am an older student and I face many challenges, being over-looked, being singled out, being passive aggressive behavior from instructors, being ignored. Being spoken to in a sharp tone.

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Racism in class

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Having to fight for respect and not be a stereotype for class students. I earned every single one of my A grades. I work full time and attend PSU full time and have been in multiple situations where my grades are not appreciated or acknowledged. Grades and achievements are not given to Black students as some argue.

I have had fellow students, who were white, assume that I am not knowledgeable about the subject matter, even though I make A's, and tend to participate in class. My professors have been open and welcoming, though. I feel that they value my insights, and always answer my questions without being condescending.

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There maybe was minor limited understanding of diversity regarding personal experience.

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Due to my light completion from being mixed, I don't think I've had nearly as many challenges as someone who has darker skin. Mostly, when I am asked about my race, people are more surprised that I am half black.

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Wim Wiewel and the board of trustee's racist and tone deaf approach to policing and interacting with students. Some of the most ignorant shit I have experienced at this school has been in my interactions with Wim Wiewel. I'm glad to see him leave. Get somebody who cares about the physical, mental and emotional welfare of ALL students next time.

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I have been harassed before on campus and reported it to campus security, but I don't believe anything was actually done, which was disappointing.

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Isolation.

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People underestimate me or will pass me over in favor of a lighter or non-black person.

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lack of understanding amongst Black students regarding gender issues. many of the Black students who go here are from Portland or Oregon and have well established friend groups because of it. the Black students tend to stay within their friend groups and I have not met a group that I felt I meshed well with because there seem to be few Black students who do not already know each other before college.

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Not feeling safe on campus as a Black student, Black worker and Black woman/femme.

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For the peers who do not know who I am or what I am capable of I have to go above and beyond to prove that I belong. It is exhausting and it feels like I have to do twice as much work to earn the same amount of respect that some of my white male peers get automatically.

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Being understood by professors as African American, my opinion does not mean I am a-hole I just say what I feel

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Being questioned by fellow students when they realize I am teaching while getting my masters.

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Microaggressions, tokenization, etc. Too many to list

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Just the typical cultural issues.

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Strong neo nazi presence has made me scared of going to class.

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Security being armed directly puts Blacks/ African Americans more at risk to become physically assaulted with a deadly weapon.

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I feel as though my peers judge me automatically, which makes it difficult to make friends.

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Based on the way PSU marketed itself, I expected PSU to be more diverse than it was in actuality. I felt like I was always either the only or one of very few black students in the classes I took, and I felt that I was often tokenized when I was in that position. Moreso, I think that the militarization of CPSO was an insulting attack on the already minuscule black population of this school, and when that happened I felt sure that the higher-ups of the university were simply using "diversity" to sell the PSU brand when in actuality they were actively making decisions which endangered the lives of people like myself, those who they proclaim to fall under their "diverse population."

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It is alienating to be the only minority in a class. In one class (evolution), I was the only minority, and the professor randomly started questioning me about my racial background. In a later class, he used me as an example of a "hybrid" because of my race, and talked about my "hybrid traits", which made me uncomfortable.

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Feeling alone at times.

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Not very diverse

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Aloot

## Q27 - Do you feel that services and support at PSU are adequate for African American/Black/African students?

Do you feel that services and support at PSU are adequate for African Ameri...

I haven't taken advantage enough of the resources that may be out there, so I can't really comment on them. I hope to in the future though.

I don't go to PSU except to go to class. I rather take online classes and be home with my child.

Yes I do, although there is not nearly enough support for black students in STEM fields

No but they are getting there. The Pan African commons was a great first step but we need to continue this momentum to increase support and visibility.

For the most part

Too much...

Haven't really used those so can't say

I can't answer that.

No, for all of the reasons stated above.

I don't think so, especially in the business school.

Yes.

They might be. I personally have never been invited to any black functions or groups aside from black graduation in my four years here. The architecture program is a socially disconnected island. Most students in arch are so overwhelmed by the hours the program requires that we don't seek outside interaction on purpose. We have a 9AM-11PM schedule regularly, and sometimes overnight. So services might be adequate but I've never heard of them or used them personally.

I guess... do not know.

yes

somewhat

Not totally. I think the school needs to improve relationships with Greek life. Many African American students are a part of the National Pan-hellenic Council and they cling to their respective frats and sororities for services and support. The school should also look into hiring a more diverse staff; especially in STEM.

very limited. Although, the multicultural and cultural center, is a great safe space for people of color.

My only response is that campus lacks any real sort of Black presence. The Pan African commons can help, but it's more important for students to see faculty of color in order to feel that their best interests are Actually being considered instead of entertained.

I appreciate the outreach and all the effort of services and support. The community of color is growing and doing some amazing things. However, PSU needs to recruit more communities of color, specifically from Portland Metro Area. With more AA students of color, as well as more allocated funds for culturally specific services that support African American/Black/African students can gain the life skills, network systems, education, and confidence to

break generational cycles of poverty. There's always room for improvement, don't ever become content. Fight for the right to have safe and equal access to (what I wish was) affordable education. Thank you.

Yes I do

Yes and no because I feel as student of color I am being exposed to different things and learning how to adapt but at the same time I don't feel that I am properly represented in my major program

Not at all. It's a fight everyday.

No

I am not sure. I have not sought out any services or support.

Wouldn't know as I don't take advantage of them.

services at PSU are adequate for every student, race does not matter.

I just wished I had more black students and advisors.

I think the resources seem good, but I'm really socially awkward and haven't actually utilized any of these services

I think so, I need to be more involved to really know.

The measurement is not linear. Some instructors are not challenged by having African American students in their class, and others can appear to literally resent it. Not all instructors at PSU are negative. I have had both positive and negative experiences.

Not at all

NO!!!

Not always--there should be more diversity in the sciences.

Yes.

I don't. I feel that other cultural groups have a lot better representation and support that Black students do.

it feels alright

No.

No

I feel so so about it. I am not on campus but for a few hours to take a course or two and I do not live near campus.

I'm not sure yet.

no

N/A

I can't really comment. I have not used/know of any of the resources.

yes

I don't know of many, so maybe the resources are there but only accessible by those who can navigate the system.

No. Students are often looking for more, especially in mentorship, but cannot find these.

yes

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Not really because it's so hidden!

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No.

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No; there needs to be more black advisors and professors.

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This might be out of the control of the specific orgs, but more visibility around the black student union and pan-african commons - it made it hard for me to get involved when I didn't know what was going on or if I'd be accepted. Part of the struggle of going to a commuter school. I don't think the lack of community is the fault of the student groups.

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Somewhat, it could be much better.

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No, I believe there could be more done. For all POC in general.

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There are some

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Nuh