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Culturally Engaging and Validating Strategies to Support BIPOC Students at PSU

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Culturally Engaging and Validating Strategies to Support BIPOC Students at PSU

Introductions

- **Lindsay Romasanta, Ed.D.**
 - Assistant Vice President, Global Diversity & Inclusion
- **Michelle Lee**
 - Coordinator for Asian & Pacific Islander & Desi Student Services
- **Pedro Torres**
 - Assistant Director, Cultural Resource Centers



Portland State
UNIVERSITY

GLOBAL DIVERSITY & INCLUSION

Global Diversity and Inclusion is the central division that leads and facilitates the continuous quest for Inclusive Excellence. We structure our ongoing diversity, equity, and inclusion journey through four pillars:

**Student Support and Programs
Equity and Compliance
Diversity Advocacy
Diversity Education and Learning**

Agenda

- Activity
- How we support BIPOC students at PSU
 - Multicultural Retention Services
 - Cultural Resource Centers
 - TRIO Programs
- Practices to consider when referring BIPOC students to our services
- Asset Based Strategies
- Question and Answer

Opening Activity

Go to Menti.Com and use the code 5736 7985

Case Study: Angie

Angie (they/them) is a first-generation, low-income, BIPOC student attending PSU, and is part of your UNST course. Since week 1, they have not been taking notes or bringing their textbook to class. A few weeks later, you begin to notice repeated absences, inconsistent and late assignments turned in, and Angie's lack of participation in the course. You decide to email the student, expressing concern and Angie responds apologetically that they have been busy due to the many responsibilities they have aside from school. From working two part time jobs and caring for members of their family, Angie has been struggling to manage their time and to balance work, school and their personal life. Angie also commutes a far distance from home because they are needed to support their family and they are unable to afford living expenses on their own. Angie admits that ever since starting college, it has been an overwhelming transition for them as they figure it out on their own. The level of work and academic expectations is difficult for Angie to manage and they are embarrassed and ashamed to ask others for help. You suggest Angie reach out to their classmates, but they reluctantly share that it has also been difficult finding friends and community with the little time they have and how little they feel at PSU. The reason they have been withdrawn in your class was because a few weeks ago, a student made a comment about brown people in your class as a joke, and no one said or did anything. As one of the few BIPOC students in your class, Angie hasn't felt safe or comfortable since the incident, making it hard to feel motivated or connected to the class. Angie feels like maybe they should give up and drop out. Maybe college and PSU wasn't the right choice for them- What do you do?

Four Factors that Influence Experiences of Students of Color in PWI college classrooms

Being one of few

Racial Stereotypes and Stereotype Threat

Absence or Presence of Same Race or Same Ethnicity Faculty

Eurocentric and culturally relevant curricular content

Engaging Students of Color (Quaye, Griffin and Museus, 2015)

How we support BIPOC and/or first-generation students at PSU

Holistic
Advising

Connect
Program

Culturally
focused
spaces and
programs

Peer
Mentoring
and
Engagement

College
Success
Course

Academic
support

Financial
Support

Professional
Development
for Student
Leaders

Wayfinding
the hidden
curriculum

Culturally Engaging

Culturally Responsive

Culturally Validating

Culturally Relevant

Culturally Familiar

- Culturally Engaging Campus
Environments, (Museus, 2017)

Multicultural Retention Services

Bringing Students Support and Community



1. Our Team

2. Our Mission

3. What is MRS?

4. Program & Application Information

5. Q & A

6. How to Find us

Our Team



Vvdaul Holloway

Coordinator,
Black, African
American & African
Student Services

ACCESS



Emanuel Magaña

Coordinator,
Latino/a/x Student
Services

GANAS



Perla Pinedo

Director, MRS

DIVERSITY SCHOLARSHIP
PROGRAMS



Michelle Lee

Coordinator,
Asian, Pacific
Islander & Desi
Student Services

EMPOWER



Trevino Brings Plenty

Coordinator,
Native American Alaskan
Native & Indigenous
Student Services

NATIONS

Our Story & Mission

Multicultural Retention Services provides **academic support, advising, referrals,** and **advocacy** to students who are first-generation, low-income, and/or from diverse and multicultural backgrounds.

**Diversity
Scholarship
Programs**

GANAS

ACCESS

NATIONS

EMPOWER

We strive to ensure the academic success, retention, and graduation of students through structured programs.

Our services are designed to build a strong **sense of community** that is essential to successfully navigate PSU.

SERVICES & RESOURCES

- Multicultural Advising
- Academic Support
- Confidential Interpersonal Violence Advocacy
- Connection to Resources on Campus & in the Community



- Computer Labs with Printing
- Community Study Spaces
- Student Lounge
- Calculator & Laptop Rentals

OUR RETENTION PROGRAMS



DSP- Diversity Scholarship Programs

ACCESS -accessing the Cultural Capital Essential for Student Success

GANAS - Gaining Awareness and Networking for Academic Success

NATIONS- Navigating access to indigenous opportunities through networking and support

EMPOWER

GPS- Guide Persist Succeed

How We Support Students

Connect Program & College Success Course

PSU Resources Study
Habits
Campus Integration



Community

Events and Activities
Support Systems

Peer Mentors

Guidance
Resources
Networking
Peer Insight



Financial Support

Award (Remission)
& Scholarship
Assistance



Holistic Advising

General Academic
Individual & Personable
Continual



“I attribute my success to the new friendships and relationships I've created with peers, mentors, and advisors in the program, because they helped foster a sense of belonging and community at PSU for me.”



Student Narratives



“I've learned many useful skills through the DSP College Success class, like time and money management, and how to apply for scholarships more effectively.”



“I became more engaged in cultural activities on campus and have decided to take a few cultural classes. What I gained is pride in who I am and where I come from, and also a community of people to share that with.”

“Being able to be surrounded with a professor and students that looked like me was an experience I will never forget. Building a relationship with my mentor and having someone to answer questions for me during my first year played a significant part in my success during my first year at PSU.”



Where to Find Us

SMSU 425
(4th Floor, to the left of the elevators)

(503) 725-4457

1825 SW Broadway
Portland, OR 97201

Our Webpage:

<https://www.pdx.edu/multicultural-retention-services>

*Have a specific question for a coordinator?
Schedule an appointment with us via
“youcanbookme”! :)*



CULTURAL RESOURCE CENTERS

@ Portland State University



CRC Advisory Council members

MISSION

The Cultural Resource Centers create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership.

LEARNING GOALS:

- Leadership
- Intercultural Communication
- Identity Development
- Social Justice
- Healing

OUR CENTERS & PROGRAMS



MCC

MULTICULTURAL STUDENT CENTER

NASCC

NATIVE AMERICAN STUDENT & COMMUNITY CENTER
CRC STUDENT PROGRAMS

LA CASA

LAS CASA LATINA STUDENT CENTER

OUR CENTERS & PROGRAMS

PIAAA

PACIFIC ISLANDER, ASIAN & ASIAN AMERICAN STUDENT CENTER

PAC

PAN-AFRICAN COMMONS

MENASA

MIDDLE EASTERN, NORTH AFRICAN, SOUTH ASIAN INITIATIVE



OUR TEAM



Hourly Student Employees: 40+

ELSA Student Leaders: 12

Advisory Council: 13+

Professional Staff: 8

Total: 73 people

FY20 STUDENT IMPACT

112,000+
Total visits



129
Total events

7,000+
Total event attendees

WHAT STUDENTS SAY



"I will be attending the SMSU Advisory Board meeting on Wed, Oct 30 to support the MENASA initiative to find space for the new center"

MENASA Welcome Back Reception

"I [I learned] the immediate implications of climate change in the Pacific Islands"

PIAAA's Climate Change, Culture exchange

"[I learned] the idea that no one is ever done learning about culture, identity, personal stories/struggles, etc."

CRC Leadership Team Fall Gathering



REMOTE ENGAGEMENT (COVID-19)

**BEYOND THE SURFACE:
ADDRESSING MENTAL HEALTH
IN THE API COMMUNITY**



LEARN MORE ABOUT OUR
APIHM EVENTS HERE



**TUESDAY, MAY 19TH, 2020
3:00-5:30 PM PST
[HTTPS://PDX.ZOOM.US/J/98724385494](https://pdx.zoom.us/j/98724385494)**

La Casa Latina Student Center

LATINX Trivia Night



PAN AFRICAN COMMONS
PRESENTS....

FINANCIAL LITERACY WEBINAR



Questions?
Email us at [nacpdx@pdx](mailto:nacpdx@pdx.edu)

Aaron Smith, Vice President of
Business Development at TransUnion

Portland State Cultural Resource Centers



THE CULTURAL RESOURCE CENTERS AND THE CENTER FOR STUDENT HEALTH & COUNSELING PRESENT:

STUDENTS OF COLOR SUPPORT GROUP

DROP-IN TO ANY OF THE GROUP DATES

**JUNE 5, 3:30-5PM
JUNE 12, 1-2:30PM
JUNE 18, 3:30-5PM**



GRIEF AND COVID-19

Tuesday April 28th tinyurl.com/virtualcrc
1:00pm - 2:00pm



Staying Mentally Healthy & Grounded During Quarantine

Middle Eastern, North African, South Asian Initiative

The MENASA Initiative will be hosting OHSU Mental Health Counselor and Conflict Resolution Practitioner Dana Ghazi for a conversation about best practices in responding to anxiety, grief, and negative thoughts in light of current health concerns through the lens of



TRIO
STUDENT SUPPORT SERVICES

&

TRIO
Student Support Services
STEM

Who we are

- 5 year grant from the US Department of Education
- Serve 300+ PSU students in both the “Classic” & “STEM”
- Objectives to retain and graduate students who are first - gen, low income and/or have a documented disability

Eligibility to Apply

- US Citizen or Permanent Resident
- Degree seeking UG
- Full time (12 credits or more)
- First generation **OR**
- Low income (based on federal poverty level) **OR**
- Have a documented disability
- Must show “academic need”

Services we provide

- General Advising
- Scholarship assistance
- 24/7 free live online tutoring (some subjects tutored in Spanish)
- Computer lab (free printing that doesn't go count toward the 500 page per term)
- Laptop and graphing calculator loaners
- Graduate School prep (including GRE discount, PSU Grad School app fee waived, graduate/professional school visits)
- Quiet study room and Community Learning Space
- Summer and Transfer Bridge classes (2 - 3 credits) FREE

Quick Facts about TRIO - SSS students (2015 - 2019)

Ave 94.6% - Persist from Fall to Fall

Ave 97.99% - Good Academic Standing

Ave 76.62 % - Graduate with 6 years

60+% identify as BIPOC

70% Female, 30% Male

TRIO - SSS Graduation 2021



Case Study: Angie, Guiding Questions

1. What initial thoughts or emotions come up for you as you learn about this student and their situation?
2. Is there a need for intervention? Do certain factors require your help more than others?
 - a. If not, why not?
 - b. If so, what immediate steps of action would you take?
3. What are key important factors to consider in this situation?
4. How will you know that the situation has been resolved, and that the student has received sufficient support?
5. What existing resources come to mind when you hear this scenario?
6. What are practices or policies that the university and its professionals adopt that may help prevent or address this scenario? More specifically, how you might make changes to your courses.

Asset Based Strategies: What works for Diverse Students?



Whose Culture has Capital?

- Guided by five tenets of Critical Race Theory which posits:
 - Intercentricity of race and racism with other forms of subordination
 - Challenges dominant ideology
 - Foundationally committed to social justice
 - Centers experiential knowledge and draws on lived experiences of people of color
 - Transdisciplinary perspectives- draws on scholarship from multiple places
- Bourdieu (1977)'s cultural capital theory has been used to assert that some communities are culturally 'wealthy', while others are culturally 'poor.' This suggests that White, middle class culture is the standard and therefore all other forms are judged in comparison to this norm.
- Yosso's work conceptualizes community cultural wealth as an array of knowledge, skills, abilities, and contacts possessed and utilized by diverse communities.

Additional Community Cultural Wealth Considerations

Informational Capital

High stakes information networks referred to the knowledge from which students draw upon to understand the circumstances of their schooling conditions and the necessary navigational strategies to gain the essential resources and opportunities that further their academic and college going identities.

(Cooper and Liou, 2007; Liou, Antrop-Gonzalez & Cooper, 2009)

Spiritual Capital

Spiritual capital can be understood as a set of resources and skills rooted in a spiritual connection to a greater reality than oneself. It can encompass religious, indigeneous and ancestral beliefs and practices learned from one's family, community and inner self.

(Huber-Perez, 2009)

Conversing and Connecting with Students using a CCW Lens

- Tap into the stories of resiliency of featured individuals
- Support students in exploring a vision for their futures
- Foster a culture of possibility (Gandara, 1995; 2012)

Aspirational Capital	What do you aspire to do with a college degree? What do you hope for you/ your family/your community
Familial Capital	Who do you want to invite to graduation? What is a lesson your family has taught you that stays with you today?
Linguistic Capital	What are languages you spoke at home? What are ways you stay in touch with people who are important to you?
Navigational Capital	What are the top resources you are curious about in college? What are ways you get your questions answered about college life?
Social Capital	Who are the people in your life you can count on? What kind of people do you need in your support system to achieve your future goals?
Resistant Capital	What would you like to see different for other first-generation college students/students of color/low-income students? What feedback would you provide for leadership about first-generation college students/students of color/low-income students?

Question and Answer





THANK YOU