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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

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
- 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

<table>
<thead>
<tr>
<th>Factor</th>
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<tbody>
<tr>
<td>Being one of few</td>
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<tr>
<td>Racial Stereotypes and Stereotype Threat</td>
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<tr>
<td>Absence or Presence of Same Race or Same Ethnicity Faculty</td>
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<tr>
<td>Eurocentric and culturally relevant curricular content</td>
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Engaging Students of Color (Quaye, Griffin and Museus, 2015)
# How we support BIPOC and/or first-generation students at PSU

<table>
<thead>
<tr>
<th>Holistic Advising</th>
<th>Connect Program</th>
<th>Culturally focused spaces and programs</th>
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<tbody>
<tr>
<td>Peer Mentoring and Engagement</td>
<td>College Success Course</td>
<td>Academic support</td>
</tr>
<tr>
<td>Financial Support</td>
<td>Professional Development for Student Leaders</td>
<td>Wayfinding the hidden curriculum</td>
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- 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

Emanuel Magaña
Coordinator,
Latino/a/x Student Services

Perla Pinedo
Director, MRS

Michelle Lee
Coordinator,
Asian, Pacific Islander & Desi Student Services

Trevino Brings Plenty
Coordinator,
Native American Alaskan Native & Indigenous Student Services

ACCESS
GANAS
Diversity Scholarship Programs
EMPOWER
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.

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

Peer Mentors
- Guidance
- Resources
- Networking
- Peer Insight

Financial Support
- Award (Remission)
- Scholarship Assistance

Holistic Advising
- General Academic
- Individual & Personable
- Continual

Community
- Events and Activities
- Support Systems
“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.”

“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
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

PIAAAA
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 [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

Tuesday, May 19th, 2020
3:00-5:30 PM PST
HTTPS://PDX.ZOOM.US/S/98724385694

La Casa Latina Student Center
LATINX Trivia Night

PAN AFRICAN COMMONS PRESENTS....
FINANCIAL LITERACY WEBINAR

Aaron Smith, Vice President of Business Development at TransUnion

Questions? Email us at pacpdx@pdx

Portland State Cultural Resource Centers
SHAC
STUDENTS OF COLOR SUPPORT GROUP
DORP-IN TO ANY OF THE GROUP DATES
June 5, 3:30-5PM
June 12, 1-2:30PM
June 19, 3:30-5PM

GRIEF AND COVID-19

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

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
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?

Community Cultural Wealth

(Yosso, 2000)
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, indigenous 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)

<table>
<thead>
<tr>
<th>Type of Capital</th>
<th>Questions</th>
</tr>
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<tbody>
<tr>
<td>Aspirational Capital</td>
<td>What do you aspire to do with a college degree? What do you hope for you/ your family/your community?</td>
</tr>
<tr>
<td>Familial Capital</td>
<td>Who do you want to invite to graduation? What is a lesson your family has taught you that stays with you today?</td>
</tr>
<tr>
<td>Linguistic Capital</td>
<td>What are languages you spoke at home? What are ways you stay in touch with people who are important to you?</td>
</tr>
<tr>
<td>Navigational Capital</td>
<td>What are the top resources you are curious about in college? What are ways you get your questions answered about college life?</td>
</tr>
<tr>
<td>Social Capital</td>
<td>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?</td>
</tr>
<tr>
<td>Resistant Capital</td>
<td>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?</td>
</tr>
</tbody>
</table>
Question and Answer
THANK YOU