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# ENOUGH:

## LISTENING TOUR TO END RACISM ON PASSHE CAMPUSES

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### REPORT ON RACIAL HARASSMENT AT STATE SYSTEM SCHOOLS

JANUARY 2024 ■

[SENATORHAYWOOD.COM/ENOUGH](https://senatorhaywood.com/enough)

Report by State Senator Art Haywood and the  
Pennsylvania Human Relations Commission.



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# ACKNOWLEDGMENTS

Senator Haywood and Mr. Lassiter wish to extend thanks to **Chancellor Greenstein, Vice Chancellor Pearson, and PASSHE University Presidents** for their willingness to open campuses to the ENOUGH Listening Tour and their efforts to eradicate racism. Special thanks to **each university's DEI Officers and staff** for their tireless efforts to make our State System a more equitable and inclusive learning environment. A special thank you to **Jude Husein**, Director of State Advocacy, for touring PASSHE campuses, providing support in fostering the ENOUGH initiatives, and contributing to the completion of this report. The importance of your contributions to the work of dismantling racism in our schools cannot be understated. Notable thanks to the **PASSHE Board of Governors**, including **Senator Judy Schwank**.

Most notably, Senator Haywood and Mr. Lassiter extend heartfelt thanks to the **students and alums** with whom they spoke during the ENOUGH advocacy efforts and Listening Tour. By sharing your experiences, you have galvanized systemwide efforts to transform the educational environment. Never stop being tireless advocates for what you know is right. There is work still to be done, but together we can end campus racism for all.

Additional acknowledgment and thanks for their contributions to this report:

**Iris Rodriguez**, Executive Assistant, Senator Art Haywood

**Zulay Rojas**, Special Assistant, PHRC

**SHARE YOUR THOUGHTS  
AND ADVOCATE FOR BLACK  
AND BROWN STUDENTS**

Tag [@senatorarthaywood](#) [@phrc](#) and use hashtags [#ENOUGHPASSHE](#) [#ENOUGHisENOUGH](#)

# MESSAGE FROM SENATOR ART HAYWOOD

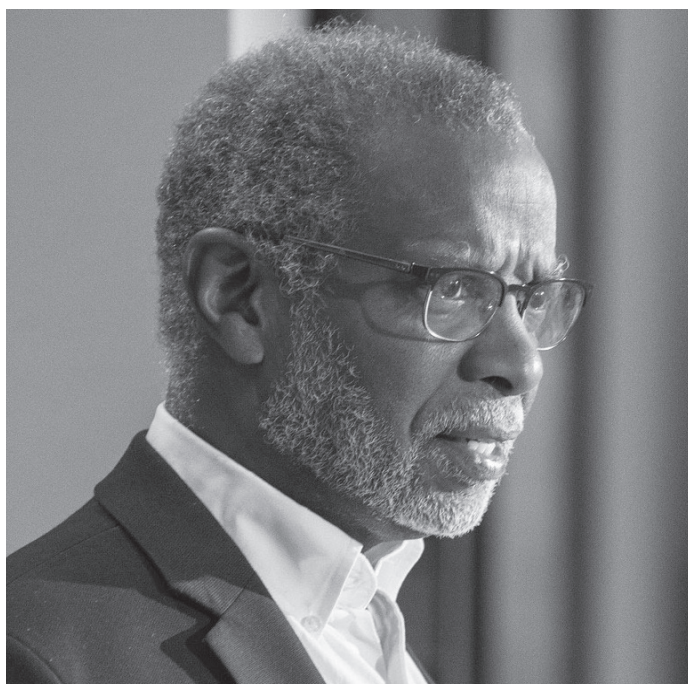
All students should be in an environment that is conducive to learning and free from discrimination. That is why I designed the ENOUGH Listening Tour. Some advocacies for change had already succeeded in a limited capacity before the tour began. I knew the only way to drive home the desperate need for change to PASSHE leadership would be to amplify the voices of those most affected by decades of their failed policies: our Students of Color. I asked PHRC Executive Director Chad D. Lassiter, MSW to join me on this journey.

We have engaged PASSHE school leaders to assist them in meaningfully addressing racism. To that end, PASSHE presidents and chancellor have shared their commitments to end racial harassment and discrimination on campus.

This effort has become even more urgent since the U.S. Supreme Court put our nation in reverse by ending affirmative action in college admissions. College admissions officers and recruiters are being told to wear the same blinders that prevented them from seeing Black talent for centuries. The Court's decision makes way for 21st-century segregation.

Ultimately, Pennsylvania's leaders and institutions should respect the dignity of all students. The work to ensure that dignity is intact for Pennsylvania's Students of Color continues with this report in hopes that one day the work will no longer be required.

Sincerely,



## ABOUT SENATOR ART HAYWOOD

Art Haywood is committed to change. He has represented the 4th District in the Pennsylvania State Senate since 2015. He has won affordable housing, equitable access to vaccines and primary health care, child care for moderate income families, relief from domestic and sexual violence, and reductions in gun violence for Pennsylvanians. He is a co-founder of Turn PA Blue and past national President of Americans for Democratic Action. He recently published the State of Black Pennsylvania, a report highlighting gains and losses for Black Pennsylvanians over the last decade.

# MESSAGE FROM CHAD DION LASSITER, MSW

The promise of the PA State System of Higher Education, according to its own website, is that it has the power to provide students with affordable education and training opportunities beyond high school, setting students on the path to achieving the career and life they want in Pennsylvania.

However, the legacy of racism within PASSHE is powerful. An article in *Spotlight PA* in 2020 stated that the promise had been broken for African American students in the Commonwealth. Instead of a path towards success, they were facing the current reality of discriminatory and unwelcoming practices.

I joined Senator Haywood on the ENOUGH Listening Tour and from April 2022 to November 2023, we heard from students at all PASSHE schools. This report is

what they told us about their experiences of racial harassment both on and off campus and the lack of mental health resources to help them deal with the problems they faced.

We must listen and respond with the changes necessary to transform our Commonwealth's campuses into safe havens for Black and Brown students, allowing them to focus on being a scholar.

Sincerely,

*Chad Dion Lassiter, MSW*



## ABOUT CHAD DION LASSITER

Chad Dion Lassiter, MSW is the Executive Director of the PHRC, where he has legislatively delegated authority to investigate filed complaints alleging the occurrence of unlawful discrimination in the areas of employment, housing and commercial property, education, and/or regarding public accommodations. Lassiter is a nationally recognized expert in the field of American Race Relations and has worked on race, peace, and poverty-related issues in the U.S., Africa, Canada, Haiti, Israel, and Norway. He was appointed on April 21, 2023 by President Biden to the Presidential Advisory Commission on Advancing Educational Equity, Excellence and Economic Opportunity for Black Americans.



## WHAT IS THE PHRC?

The Pennsylvania Human Relations Commission (PHRC) was created in 1955 after the passage of the Pennsylvania Fair Employment Practice Act. It is the premier civil rights agency of the Commonwealth of Pennsylvania that is tasked with enforcing the state anti-discrimination laws and undertaking community outreach efforts that prohibit and prevent discrimination in Pennsylvania.

For more information or to file a discrimination complaint, visit [PHRC.PA.GOV](https://phrc.pa.gov)



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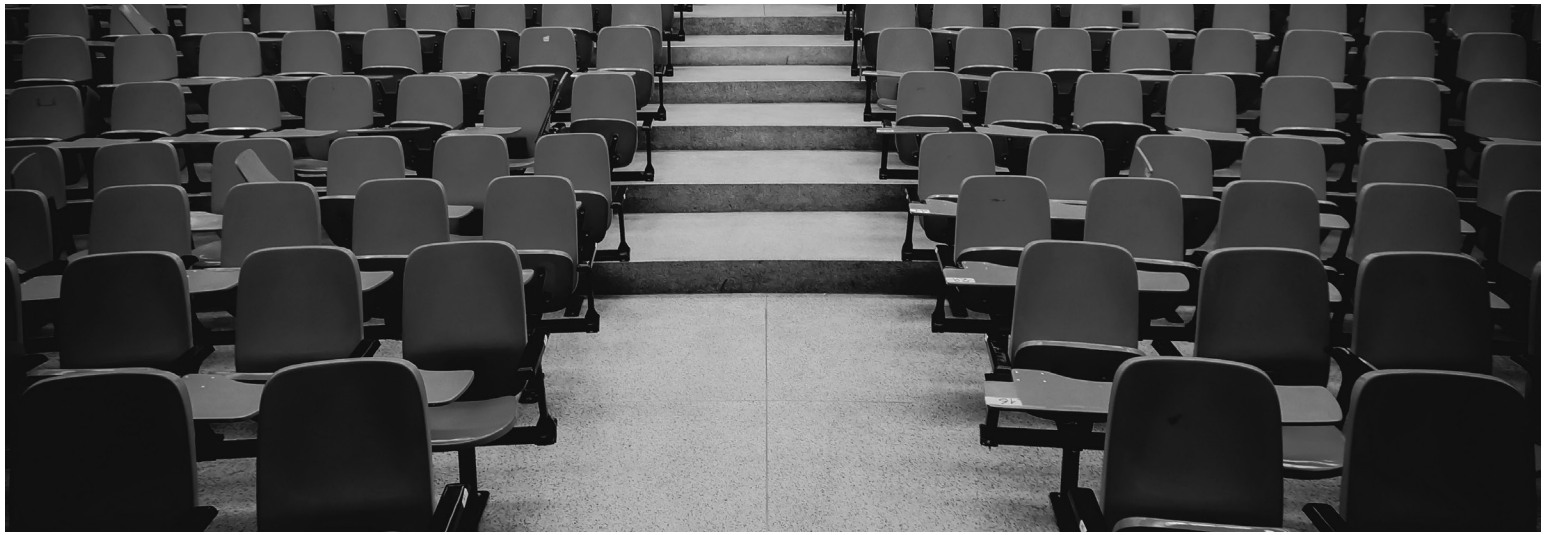
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# EXECUTIVE SUMMARY

This report highlights the experiences of Black and Brown students who have faced systemic racism in higher education, particularly in the Pennsylvania State System of Higher Education (PASSHE).

In August 2020, the *SpotlightPA* report titled “Condemn, Discuss, Repeat” was published, which explicitly detailed student experiences with racism at PASSHE schools. In response, student and alumni advocates launched a campaign to galvanize PASSHE schools to take meaningful actions to end campus racism. Together with Senator Art Haywood, they identified six significant deficiencies experienced by Students of Color on and around PASSHE campuses. Chancellor Daniel Greenstein responded favorably to the pressure.

The bravery of students and alumni of color coming forward to share their stories of racial harassment in school made it possible for PASSHE to begin implementing meaningful reforms. These reforms include making diversity training mandatory for all faculty, staff, and students, hiring and elevating campus DEI officers, enacting renewed student retention efforts, adopting new strategies to attract and retain Black and Brown faculty, monitoring DEI

progress via dashboards, increasing mental health resources for students, and remaking incident response teams.

Through the “ENOUGH: Listening Tour to End Racism on PASSHE Campuses,” students were given a direct and unbiased platform to further share their experiences of being Black and Brown in higher education. This listening tour aimed to build on the momentum made by students and alumni, get feedback on PASSHE’s policy changes, and assist PASSHE in implementing systemic changes to ensure every student who goes to school does so in an environment conducive to learning and free from discrimination.

While progress has been made, there is still work to be done so that Students of Color are not hampered from academic achievement due to racism at their schools.

This report sheds light on these experiences from the students’ perspectives. The report stands as a record of account to guarantee a just education is for all Pennsylvania’s students.

# PURPOSE OF THE ENOUGH TOUR

Pennsylvania's higher education system has a troubled legacy. In 1969 the U.S. Department of Health, Education, and Welfare determined that Pennsylvania was one of only ten states operating a racially segregated system (Coard, 2014). The U.S. Supreme Court determined educational segregation to be illegal 15 years earlier in the landmark case *Brown v. Board of Education*.

30 years later in 1999, the Office for Civil Rights and the Commonwealth of Pennsylvania entered into a partnership agreement to resolve a higher education desegregation case. The Commonwealth committed to improving opportunities for African Americans to participate in and benefit from higher education within the state (Cantu, 1999).

Even with Pennsylvania's commitment to improving higher education for Black students, Students of Color at PASSHE schools reported their experiences of racial harassment and disparate treatment in a *SpotLightPA* report in August 2020. According to the report,

**“For years, Pennsylvania’s state higher-education system — 14 public universities known collectively as PASSHE — has focused on recruiting more Students of Color to boost enrollment numbers and fulfill its mission to provide opportunities to all Pennsylvanians. But too often, it fails to support those students once they are on campus...”**  
(Pattani, 2020).

State Senator Art Haywood knew PASSHE's Black and Brown students needed support and took immediate action. He pressured Chancellor Dan Greenstein and all university presidents to express their commitment to meaningfully address campus racism.

Students and alumni advanced advocacy efforts to make an impact after the *SpotlightPA* report was also released. Their push to “Fix the Six” system deficiencies that support racism in higher education institutions created the “ENOUGH” advocacy platform.

Out of those efforts, Senator Haywood continued to hold PASSHE leaders accountable and organized a fact-finding tour to listen to students' voices called “ENOUGH: Listening Tour to End Racism on PASSHE Campuses.” Pennsylvania Human Relations Commission (PHRC) Executive Director Chad Dion Lassiter joined him as the head of the Commonwealth's anti-discrimination entity.

The ENOUGH Tour was conducted from April 2022 to November 2023. Students at all 14 PASSHE schools participated. The experiences expressed were moving and confirmed what was already known: that Black and Brown students in the state system are alienated from the campus community in ways that are damaging to the students personally, to the Black and Brown school community, and the schools collectively. Pennsylvania must move beyond its racist past – there is no other option.





# WE HAVE HAD ENOUGH.

## IT'S TIME TO FIX THE SIX:

1

**E**nd racial harassment and speech.

2

**N**urture and retain Students of Color.

3

**O**rganize an incident reporting system.

4

**U**nveil mandatory diversity training.

5

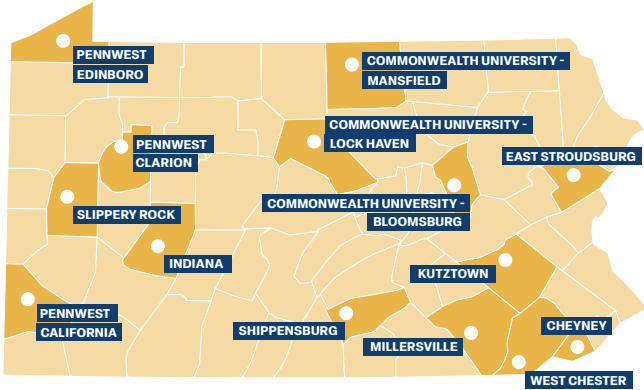
**G**enerate mental health resources.

6

**H**ire faculty and staff of color.

# ENOUGH LISTENING TOUR

## PASSHE CAMPUS LOCATIONS



Source: Pennsylvania State System of Higher Education (PASSHE) website passhe.edu

## LISTENING TOUR DATES

Date of Visit	School	President
April 14, 2022	Slippy Rock University	Dr. Karen Riley*
Nov. 14, 2022	Millersville University	Dr. Daniel Wubah
Nov. 17, 2022	Commonwealth University - Bloomsburg	Dr. Bashar W. Hanna
Jan. 31, 2023	Indiana University of Pennsylvania	Dr. Michael Driscoll
Feb. 6, 2023	West Chester University	Dr. Chris Fiorentino
Feb. 7, 2023	Kutztown University	Dr. Kenneth S. Hawkinson
March 22, 2023	Shippensburg University	Dr Charles E. Patterson
March 22, 2023	East Stroudsburg University	Kenneth Long
April 6, 2023	Commonwealth University - Lock Haven	Dr. Bashar W. Hanna
Oct. 30, 2023	Cheyney University	Aaron A. Walton
Oct. 31, 2023	PennWest - California	Dr. R. Lorraine (Laurie) Bernotsky**
Nov. 1, 2023	PennWest - Clarion	Dr. R. Lorraine (Laurie) Bernotsky**
Nov. 2, 2023	PennWest - Edinboro	Dr. R. Lorraine (Laurie) Bernotsky**
Nov. 3, 2023	Commonwealth University - Mansfield	Dr. Bashar W. Hanna

\*William J. Behre retired effective June 30, 2023  
\*\*Interim President

## PASSHE SCHOOL DEMOGRAPHICS

School Name	Underrepresented Populations (Incl. Black/African American, American Indian/Alaska Native, Hispanic and Two or More Races)		Other Populations (Incl. White, Asian International, Unknown)		Total	
	School** (2022)	Town* (2020)	School** (2022)	Town* (2020)	School** (2022)	Town* (2020)
	Total	Total	Total	Total	Total	Total
<b>Cheyney (19319)</b>	665	324	41	528	706	852
<b>Commonwealth (Bloomsburg, Lock Haven, and Mansfield)</b>	1,727	4,939	10,366	48,723	12,093	53,662
<b>East Stroudsburg (18301)</b>	1,950	15,482	3,202	17,333	5,152	32,815
<b>Indiana (15705)</b>	1,590	1,051	7,242	2,479	8,832	3,530
<b>Kutztown (19530)</b>	1,619	2,151	5,850	13,267	7,469	15,418
<b>Millersville (17551)</b>	1,318	2,050	5,503	9,501	6,821	11,551
<b>PennWest (California, Clarion, and Edinboro)</b>	1,998	1,792	10,780	11,530	12,778	13,322
<b>Shippensburg (17257)</b>	1,189	3,302	3,975	25,988	5,164	29,290
<b>Slippy Rock (16057)</b>	877	1,256	7,366	13,211	8,243	14,467
<b>West Chester (19383)</b>	3,841	1,440	13,468	3,828	17,309	5,268
<b>TOTAL</b>	<b>16,774</b>	<b>33,787</b>	<b>67,793</b>	<b>146,388</b>	<b>84,567</b>	<b>180,175</b>

\*Town data was extracted from the U.S. Census Bureau's 2020 American Community Survey according to PASSHE school zip code. Town data for the categories of "international" and "unknown" was not included in total, as the Census Bureau does not include these categories under race. Additionally, the Census Bureau does not include Hispanic/Latino as a race, but rather, as an ethnicity when conducting its surveys.

\*\*School data was extracted from the Pennsylvania State System of Higher Education's 2022 Diversity, Equity and Inclusion Report. (Pennsylvania's State System of Higher Education)



# ENOUGH: WHY WE NEED TO FIX THE SIX

## STUDENT PERSPECTIVES

The unfortunate reality is many of the individual experiences Black and Brown students expressed during the listening tour were nearly the same, underlining just how pervasive the racist hate speech and harassment is in the State System. This is why it is imperative for PASSHE and the individual universities to continue listening, responding to, and enacting meaningful change.

It is important to note that while all students' comments are emblematic of the problem, some perspectives have been edited and consolidated for context and clarity, as many comments on the ENOUGH Listening Tour were nearly identical across campuses. Please also note that inflammatory language, though abbreviated, is referenced in the following pages.

# END RACIAL HARASSMENT & SPEECH

A Black student shared that during her first week on campus, she observed a bunch of chalk messages on the ground, and someone had aggressively crossed out the BLM message. **This made her feel unwelcome as a newcomer to the school.**

Black students have reported being compared to animals.

Someone wrote, “Get out n---er” on a dorm door. The epithet was covered up within minutes; the only thing that came of it was a conversation with those involved.

Students report that professors have forced them to say racially insensitive words and slurs in class. **Students comply out of fear for their grades.**

The student has been called “n---er,” “b----,” and “aggressive.”

A social work professor used the word “n---er” in her presentation and lesson, saying that Blood and Crip gangs are Black. When students asked follow-up questions about her statement, she said, “You n---as are always doing something,” when she got mad and continued the lesson.

When asked if anyone in the room had been called the N-word either by other students on campus or in the community off campus, **10 of the 26 students raised their hands.**

White people ride around campus screaming racial slurs.

When Black students gather on the basketball court, they are the target of stereotypes from white students: **“Black people are so loud and obnoxious.”**

There is no safe environment; students feel the need to “tread lightly” on campus for fear of retaliation and a need for acceptance from faculty and administration.

A student got pulled over by police and was not given a reason for being pulled over. The officer questioned the student for over five minutes before returning to their car and driving off.

Students are **not surprised when they experience racial discrimination.**

African American students are not allowed into “white” Greek parties.

During a linguistics class, a **professor used an example of “n---er” vs. “n---a” and did not think it was an issue.** Students were uncomfortable but **felt scared to speak up about the incident.**

When asked about his race or ethnic background, a student stated he was “Black, native, and Hispanic.” Another student called him a mutt.

A Confederate flag and other racially insensitive things were put on a student’s door. The flag was taken down, but the other insensitive items remained on the door.

Black students have reported that some of their white peers and faculty have told them, **“You’re nice to be around, but I don’t know about the rest of y’all.”**

White students often make jokes about the color of other students’ skin.

**Students of Color feel they must be extra careful on campus to avoid being the target of racially motivated incidents.** White students do not bear the same burden.

White radical groups show up on campus twice a semester to incite violence.

Students feel unsafe off-campus and noted an increased presence of police officers.

Students report that their **white peers use racial slurs casually** and one group of white students has a group chat named after a traditional Ku Klux Klan song.

When going shopping off-campus, one student explained that she gets stopped and has her bags checked. This happens when she is with a group of Black friends.

Situations have escalated around town – there is a familiar saying, “Beyond the Fountain,” cautioning that **individuals of color should not go past the fountain in town for safety reasons.**

Black students from Pittsburgh are labeled as “ghetto.”

Students of Color have learned never to go into town alone for fear of being the target of racial harassment or hate crimes.

**A student reports being stereotyped by police, teachers, and students.** They are sometimes questioned, “You’re a student?” and “What are you doing here?”

A white student called a Black professor a monkey.

Students have heard, **“I hate Black people,”** said by white students.

Bars will refuse to play certain types of music because it’s “too aggressive.”

A student was told by a white neighbor to “get off of my property” **when the student was walking his dog at his own residence.**

On stairs or in town, Black students often receive comments such as “You sound white.”

White students are disrespectful towards rap music and stereotype the meaning behind songs.

The citizens in town throw trash at Students of Color and call them “n---er.”

Black students report that **some local businesses will ignore them when they are seeking services.**

A student remarked that they feel like they are always being watched.

Stereotypes, such as “Y’all like chicken,” are hurled by white students.

Someone off campus told a Black student, **“There’s not a lot of ‘yous’ around here.”**

People in town stare at Black students as if they are out of place and don’t belong there.

Students report seeing Confederate and “Don’t Tread On Me” flags around the community.

Students of Color state that **campus police racially profiles Black and Brown students specifically.**

Someone spray painted a building on campus to intimidate a study abroad student to **“go back to where she came from”** during the height of the pandemic.

White students won’t sit around Students of Color, showing intentional segregation.





# NURTURE AND RETAIN STUDENTS OF COLOR

**Students of Color do not receive the same educational opportunities as their white peers** to attend conferences, present with professors, or conduct research, which leads to psychological impacts and mental health consequences.

**A student shared, “I am the only Black student in many of my classes. I’m looked to in class as if I’m supposed to be the spokesperson for all Black people.”**

Students of Color feel their professors do not try to understand them and instead base their opinions on stereotypes and prejudice.

When asked about support systems on campus, students report feeling that the university does not care for them on a personal level.

Students feel as if they are being **silenced due to the color of their skin.**

Black students at this Predominantly White Institution (PWI) are the target of visibly confused or scared stares in the classroom.

Students feel like the university does not take off-campus harassment seriously despite incidents happening just a block away from university property.

**Mixed race students who are white and Hispanic are excluded from the school’s DEI list** and feel that they are always either “too white” or “too Hispanic.”

White students can get internships much easier than Black students with similar credentials.

Black students shared that they are being **used as a teaching tool for white students.**

Students of Color are marked absent, even when they are present for class.

**A student said that the teachers and other students insult his intelligence:** he’s the last to be picked for student projects, and student-to-student comments: “You got that [high] score; you must have cheated.”

Students stated they want to be seen as people with complex lives.

When asked about their feelings regarding their experiences, some of the students shared that they felt tired, annoyed, angry, and emotional, and one student said she could relate to all the stories shared during the session. Many of her peers nodded their heads in agreement.

**A Black student with a 4.0 GPA had a strong interest in a program and discussed it with her advisor. She was then told by her advisor, “I’m not going to recommend you for this program because it is racist.”** The student felt discriminated against as she was more than qualified for the program.

Students request more activities to promote diversity on campus.

Black students report feeling that they **need to be over-involved on campus to have their voices heard by the administration.**

Barriers exist that support institutionalized racism while schools continue promoting superficial diversity.

**Students of Color feel that the school administration uses them as tokens to recruit prospective students,** yet the school doesn’t truly care about their well-being, especially when compared to white students.

The school administration halts many events and activities due to the fear of violence as well as COVID-19. Students report feeling like this is taking away from their college experience.

**White students stereotype Students of Color majoring in Interior Design and Kinetics,** for example, as if their chosen major is above them.

Students feel like their own peers do not support them.

**White radical groups are allowed to come and speak on campus property.** The school administration does nothing to stop this despite students feeling unsafe.

The DEI student support program had to wait two years to receive adequate supplies to run the office.

The DEI Chief Officer position was left vacant for over a year.

Students of Color report feeling underrepresented even in environments where they comprise the majority.

Professors have tried to convince women of color to avoid entering a STEM field by nitpicking their grades and telling them they should choose a different career path.

**The administration and other students are surprised when Black and Brown students are in honors classes** or that they are articulate.

Professors make fun of particular students’ accents.

**Black Student Union clubs are consistently prevented from organizing events and programming** because the school administration does not give them adequate resources and support.

**Students of Color are constantly condescended to, and if they come up with an idea, they are always met with questions.** For example, “You came up with that? Are you sure you came up with that?” and “Can we bring someone else on board that can lead this idea?”

One professor stated that if Students of Color wear red and Black, they automatically assume they are in a gang.

Black students report that their professors mix each other up and call them by the wrong names repeatedly.

Many students say that the advisors who supported them are no longer at the school.

**Disabled students are used as tokens by the administration to increase diverse recruitment, especially disabled Students of Color.** Meanwhile, these students have little to no support systems on campus.

Students of Color do not feel supported by the university administration.

Black and Brown students rely on one another for support rather than the administration or school support due to a lack of it.

Black students often feel overlooked, and their **advisors make them feel like they don’t have to spend time with Black and Brown students because they won’t last all the way to graduation.**

Students of Color feel that they are placed on the back burner due to their race.

The university recruits a lot of African American students, and these students feel that the administration doesn’t care if they drop out later.

The professor grades students based on their skin color and accent rather than their performance.

When George Floyd was murdered by the police in 2020, the **administration did not want anyone posting BLM signs because other people may be offended by it.**

Professors target inquisitive Students of Color.

Students report that predominantly Black Greek organizations—known as the Divine Nine—are under-supported by the university.

**There is little representation of Students of Color in the school newspaper and media.**

Some things are not talked about, or the newspaper has skewed the truth.

When the email about the PennWest merger summarized their new initiatives (housing, student life, etc.), **no explicit plan was laid out for DEI.** Instead, DEI was merely incorporated within other initiatives with little to no detail provided on the university’s plans.

Staff on campus will make **students feel uncomfortable when they are wearing social justice t-shirts.**

When a Black student was sick multiple times, including COVID-19, and provided her professor with a doctor’s note, it was not excused. The student’s white roommate was automatically excused from class when sick.

One professor told a Black student who changes her hairstyle often, “This is not you,” and then brought her in front of her class and continued saying, “Look, this isn’t her, this isn’t her, is it?”

**White professors on campus seem to have a white savior mentality.** Students feel like these professors look down on them as if they need their help.

Black students are underrepresented in STEM classes.

Professors intimidate Black students and cold call on them even though other students have their hands raised.

Female Students of Color are repeatedly shamed for their clothing by their professors, administrators, and peers.

Black clubs are significantly underfunded when compared to other organizations.

White organizations don’t have the same boundaries as Black organizations.

**Hispanic clubs feel unsupported by the school administration** and must seek support from other organizations to host their meetings.

Another student shared that she did not feel supported by her advisor. **The advisor suggested that the student change their major without considering other viable options.** The student shared that a white student would be given many other options before suggesting a student switch majors.

“I don’t know if your work is up to my standards” is a comment that was directed to a straight-A Black student by her white peers in a class outside of her major.

For Black History Month, the university did not organize any events.

Black students **organized a sit-in at a student government meeting to protest an unfair and biased election** that marginalized a Black candidate.

Black students report feeling as if they are constantly seen as aggressive, even in casual conversations with their professors about schoolwork.

Students seek outside resources instead of the ones on campus.

Black students reported that when they met with the university president to discuss DEI initiatives, **the administration brushed them off and didn’t take their concerns seriously.**

Some professors do not call on Black students even though their hands are raised in class.

There was an incident where the **predominantly white Greek organizations had custom flags made for them, but Black Greek organizations were excluded.**

The Black Student Union’s programming and club meetings require security measures and armed guards, while other clubs do not.

Black students see The Suites as a safe place that they can go to find support.

Getting integrated on campus and finding safe spaces takes a while.

A student expressed that they are **usually the only student of color in the classroom.**

The administration expects more from Black and Brown residence assistants than their white counterparts.

Professors **wait to tell Students of Color they are failing** at the last minute.

**The American Sign Language program is predominantly white – only 4-5 Students of Color: “I feel targeted with the expectation that I will fail.”**

**Students of Color report feeling unwelcome and lonely on campus,** except around a few faculty members, the Black Student Union, and Building Bridges.

Black students get the sense that white mediocrity is okay, but if someone is Black and mediocre on campus, then they are looked down upon.

A Black student **is supported by some coaches and hated by professors because he’s an athlete.**

**Accessibility to get to campus is lacking.** The greyhound stopped coming to and from Philadelphia.

Many students just want to keep their heads down and keep moving without garnering any attention.

A student said they do not trust people at their school.

## ORGANIZE AN INCIDENT REPORTING SYSTEM

# O

**Professors have made sexually explicit jokes and repeatedly make female students feel uncomfortable in class.**

One professor joked that he only teaches biology to talk about sex, and when a Black student raised an issue with the joke, the student faced academic retaliation.

One student walked down the street and got called a “n---.” A student posted videos using the word “n---er” and stating it was not wrong. **When a student of color told their coach, the coach did not want to report it because she believed the student would change their ways without intervention.** The student had to take a break from the cheer squad because the coach ignored her concerns.

Faculty and administration are not responsive when Students of Color raise concerns.

The university is not holding professors accountable for their students.

Students do not want to speak up and file formal complaints due to **fear of retaliation and the threat to their graduation status.**

When there was a racist zoom-bombing incident, the announcement condemning the offense was sent out through a daily “non-urgent” email message as opposed to it being sent out through the Office of the President. **This lack of prioritization made Black students feel like the incident was not an urgent concern for the university.**



## UNVEIL MANDATORY DIVERSITY TRAINING

One Black student reported that her fellow students and the faculty approach her differently when she wears wigs as opposed to her natural hair. **Her natural hair was once referred to as a “volcano.”**

**Art professors don’t teach about Black artists** and push back on Black art.

Faculty do not understand that students come from different backgrounds and speak differently when expressing themselves.

In classes with white professors, **many students report microaggressions about their appearance.**

African American students are **referred to as being more rowdy.**

Professors don’t know how to speak respectfully to Black and Brown students.

**Professors don’t show up to DEI training.** These trainings are not beneficial to handle the situations that happen on campus.

Concepts discussed in classes sometimes tend to be culturally biased and marginalize Black students.

**Male professors disregard female students because** of their gender.

Faculty have a lack of education about gender/ race identity.

When asked if they witnessed many microaggressions in class, students reported that in classes with professors of color, microaggressions are rare.

**Professors already have a preconceived notion about what type of students Black and Brown individuals are.** As an example, they might be asked, “Are you a basketball player?” “Are you on a sports scholarship?” and “Do you play football?”

During a history lesson on slavery, **a professor specifically turned to the only two Black students in class and began to ask them questions about slavery as if they had experienced it themselves.** They responded, “I was not alive to know the answers.”

Students report that their **professors tell them how they should pronounce their own names.**

Preferred pronouns are not respected or accepted by professors.

# G

Counseling services are always booked weeks in advance.

Some students report that **their peers don't know that mental health assistance even exists at their school.**

There are only a few counselors available for students. Additionally, the **counseling center hours are inconvenient for student schedules,** and there is a month-long waiting period.

**The university does not do enough to support student mental health.** One student stated, "All they do is provide periodic support from therapy dogs."

## GENERATE MENTAL HEALTH RESOURCES

**Counseling services are not readily available to students;** it is a process to speak to someone finally, and the counseling services staff are not relatable.

There are **limited mental health resources on campus,** as only one counselor is in the counseling office.

Counseling is not an efficient way to get help on campus because **the likelihood of getting an appointment and follow up is rare.**

Students say that the **counseling center is very inefficient and is plagued by long wait times and a lack of urgency** from the university when students ask for more resources.

Students only get a certain number of counseling sessions per semester, and getting an appointment is hard.

**Students report having to use the university life coaches/academic coaches as therapists because they cannot get adequate help from the counseling center.**

**Students of Color report feeling uncomfortable going to the counseling center,** and other students are completely unaware that any mental health support exists at all.

When students ask for more counselors, the administration states, "If we put more money here, we need to take money out of somewhere else." **Students feel they are not a priority.**

A student said the **counseling center is uncomfortable.**

The **university requires students to pay for mental health counseling** after two or three sessions.

There is no active director for the LGBTQ center.

Students report that many professors understand mental health issues and are willing to help them.



## HIRE FACULTY AND STAFF OF COLOR

Most professors are men, and many students report never having a professor of color.

The vast majority of professors are white.

A student's advisor is from Puerto Rico, and they said meeting with them is **the only time they feel connected to the administration.**

None of the counselors hired by the university are Black.

The students feel supported by the Office of Multicultural Student Affairs (MSA), friends, and family.

The **faculty ratio of African Americans is deficient.**

When asked who supports them on campus, one student stated that they only feel supported by their advisor, who is a woman of color.

Students of Color **do not see themselves represented among the counseling center staff**, so they do not go.

Other people mentioned as sources of support include female professors.

There are **very few professors of color** on campus.

Students feel supported by their coaches and a select few professors but lack faculty support, which **makes them feel alone.**

**Students mentioned only one person who is as a supportive faculty member.**

Students could not name a white faculty member or staff member that they felt supported them.

When asked who supports them through their college careers, students stated the following: their advisors, athletic coaches, parents, the life and academic success coaches, their teammates, and one specific department chair and housing director.

# UNIVERSITY ACTIONS

**The purpose of the ENOUGH Listening Tour was not only to uncover the extent of the racial harassment and hate speech experienced by Black and Brown students on PASSHE's campuses but to foster dialogue and collaboration between all stakeholders to perpetuate their end.**

Chancellor Daniel Greenstein, the Board of Governors, university presidents, and individual chief diversity officers (CDOs) have coalesced with students, alumni, and advocates to end campus racism. Dr. Denise Pearson, hired by PASSHE in August 2020 as Vice Chancellor and Chief Diversity, Equity, and Inclusion Officer, has shown a remarkable commitment to students, faculty and staff statewide. Through PASSHE's continued commitment to dismantling institutional racism, some significant progress and meaningful actions have already taken place.

**In April 2021, the PASSHE Board of Governors affirmed the systemwide Diversity, Equity, and Inclusion Strategic Priorities. Its five mission-driven DEI priorities include:**

1. Faculty, Staff, and Student Diversity;
2. Equitable Student Outcomes;
3. Inclusive Communities;
4. Curriculum Diversity; and
5. Enabling Infrastructure (Pennsylvania's State System of Higher Education, 2021).

As part of their systemwide initiatives, PASSHE administered a Systemwide Climate Survey among students and employees at all 14 universities and within their own System Office. In early 2022, students, faculty, and staff were asked to provide anonymous, direct input about their campus and office climates. Individual schools and the system are using those results to inform new policies (Pennsylvania's State System of Higher Education).

Individual universities, working within the system's DEI framework, have made varying degrees of progress in their DEI efforts since that time. Many already had robust DEI infrastructure in place and staff operating. The dedicated professionals working as CDOs across schools continue their good work for educational equity. Several CDOs serve on the State System's Policy Review Committee to ensure the Board of Governors' DEI policies, standards and procedures are not creating unintended barriers to success. These reviews have recently resulted in policy changes by the Board in general education; procurement of goods, services, supplies and construction; and State System facilities naming.

**The following actions have been taken by the State System universities since 2022. They are being reported from materials shared by the Vice Chancellor as provided to her by individual university CDOs.** The Vice Chancellor's notes were shared with Senator Haywood between October and December 2023. It is important to emphasize that as universities continue to evaluate their school's DEI structures and operations, actions in the coming year could change.

**\* Following the ENOUGH tour, Clarion, California, Edinboro (PennWest University) and Mansfield (part of Commonwealth University) were found to have the most egregious accounts of racism and should be considered hostile environments for Black and Brown students.**

**Change is most needed at these state universities to create a safe and nurturing environment for students.**

# UNIVERSITY ACTIONS

## SLIPPERY ROCK UNIVERSITY

President • Dr. Karen Riley\*\*

Chief Diversity Officer • Dr. Anthony Jones

### DEI Officers

- The university's first CDO was hired in 2022. An Associate Director for Diversity, Equity, Inclusion, and Belonging (DEIB) and an Assistant Director for Inclusive Excellence have been hired since 2022.

### Student Retention Programs

- Strategic planning across the university is underway, including DEIB operations. DEIB goals include a focus on faculty and staff diversity; recruitment and retention of diverse students; policy review; shared governance; and professional development (e.g., cultivating empathy and cultural competence).

### Diversity Trainings

- More than 20 training courses have been conducted on Slippery Rock's campus.

*\*\* (William J. Behre, President at the time of the tours, retired effective June 30, 2023)*

## MILLERSVILLE UNIVERSITY

President • Dr. Daniel A. Wubah

Chief Diversity Officer • Carlos A. Wiley

### DEI Officers

- One DEI officer has been hired.

### Student Retention Programs

- The university is currently conducting intensive research to create a comprehensive, long-term strategy that will meet the needs of its students of color before implementing any new or expanded student retention programs.

### Diversity Trainings

- The Get Inclusive training and 10 other diversity trainings have been offered to students and staff.



I believe the meeting went well. I don't think the university did a good job promoting it. **The problem is the quiet students, those who don't speak up, their stories got swept under the rug.** As a next step, I think trying to tap into the Black Alumni association, who probably know second generation students, rather than just depend on the university to promote it. I think alumni would be more comfortable speaking up because they won't fear retaliation."

WEST CHESTER UNIVERSITY GRADUATE STUDENT

# UNIVERSITY ACTIONS

## COMMONWEALTH UNIVERSITY

### BLOOMSBURG, LOCK HAVEN, AND \*MANSFIELD

President • **Bashar W. Hanna, Ph.D.**

Chief Diversity Officer • **Albert Jones**

#### DEI Officers

- One new full-time DEI officer has been hired at Mansfield.

#### Student Retention Programs

- The university was awarded \$91,000 for DEI programming and initiatives aimed at improving student retention and creating a welcoming campus climate.

#### Diversity Trainings

- The university continued to host its “Out of the Classroom: Into the Community” program that engages students in DEI conversations and presents opportunities for community engagement.
- A new DEI educational training series was created and in Spring 2023, four workshops took place across all CU campus locations. These workshops focused on culturally relevant teaching, allyship, DEI and disability in the classroom, as well as mental health awareness.

#### Other

- Advancing a curriculum diversity framework in collaboration with the Office of the Chancellor’s DEI Office is underway.

## INDIANA UNIVERSITY OF PENNSYLVANIA

President • **Dr. Michael Driscoll**

Chief Diversity Officer • **Elise Glenn**

#### DEI Officers

- No new hires in 2022.

#### Student Retention Programs

- IUP launched the Student Support Infrastructure in 2023, which aims to provide every student with the support they need to succeed.

#### Diversity Trainings

- To promote inclusive teaching practices, the Center for Teaching Excellence created a DEI course; it is currently in final review before a full training schedule is put into effect.
- IUP introduced a two-week summer intensive course on building inclusive teaching practices. It was attended by 56 staff members.

#### Other

- IUP created an Incident of Concern reporting option to enable students and employees to disclose issues regarding discrimination. They also implemented a Nondiscrimination Policy and a Community Response Team to manage bias and hate incidents reported to the university.



# UNIVERSITY ACTIONS

## WEST CHESTER UNIVERSITY

President • Dr. Chris Fiorentino

Chief Diversity Officer • Dr. Tracey Ray Robinson

### DEI Officers

- The Division for DEI is comprised of 21 full-time staff members and a faculty associate across six offices, centers, and institutes: Office for Diversity, Equity, and Inclusion; Greg and Sandra Weisenstein Veteran's Center; Frederick Douglass Institute; Center for Women and Gender Equity; Center for Trans and Queer Advocacy; and the Lawrence A. Dowdy Multicultural Center.
- No new staff have been hired since 2022.

### Student Retention Programs

- WCU recently began its second year of "Moon Shot," which is a partnership with the educational consulting firm EAB focused on closing equity gaps (primarily related to student retention and graduation) by 2030. Moon Shot places an emphasis on Students of Color, first-generation, and Pell-eligible students.
- The university has partnered with Delaware County Community College and the Moon Shot Initiative to host a conversation with New York Times bestselling author, Heather McGhee about her book, *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*.
- WCU recently finished its fourth and final year of the University's Strategic Plan, Pathways to Student Success. Diversity and Inclusion was an important component of this five-step plan.
- WCU has a memorandum of agreement with North Carolina A&T State University to increase diversity in its graduate programs.

### Diversity Trainings

- WCU partnered with Get Inclusive and PASSHE to launch online trainings for all undergraduate and graduate students as it relates to diversity, inclusion, Title IX, alcohol education and more in February 2023. Students were strongly encouraged to complete the training by April 21, 2023.

### Other

- WCU received the 2022 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine for the third year in a row.

“The meeting was very insightful and impactful. There were a lot of student voices. I would say that things have stagnated since we've met. **I would like to see more support for the offices that support organizations for Students of Color.**”

BLOOMSBURG UNIVERSITY ALUM

# UNIVERSITY ACTIONS

## KUTZTOWN UNIVERSITY

President · Dr. Kenneth Hawkinson

Chief Diversity Officer · Jerry Schearer

### DEI Officers

- The DEI office is comprised of three full-time staff members. None have been hired since 2022.

### Student Retention Programs

- The Achievement Initiative for Male Success Program (AIMS), implemented in 2019, and SISTERS Program, originally piloted in 2022, focus on providing primary retention support for all students, but with a specific focus on Black and Brown students.
- A new Coordinator of Transfer Services was set in the Student Success Office who, along with other departmental “transfer liaisons,” is focused on engaging transfer students for a greater sense of belonging on campus.

### Diversity Trainings

- KU has hosted 20 sessions of Courageous Conversations
- In May 2023, several anti-racism sessions of “A Long Talk About Uncomfortable Truth” were held and attended by 75 staff and a faculty member.
- Four people attended 16 hours of Search Advocacy Training in September and October 2023
- Residence Life student staff members attend extensive DEI trainings in the summer and throughout the year.

### Other

- The Division of Enrollment Management & Student Affairs includes Community Response Team Training in new student orientations.



“I actually graduated over a year ago. When we had the meeting with the President it was still virtual. I think it went very well. The structure of the meeting was good and the students felt heard. Senator Haywood actually gave us a platform to speak and he made us feel heard. So, I am really close to people who are still at the school and I talked with them for a fresher perspective on what is happening now. **They say that after the meeting, they have seen no change. It is the same lack of diversity. For instance, none of the residential directors [are people of color] and they don't feel they have a connection.**”

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SHIPPENSBURG UNIVERSITY ALUM

# UNIVERSITY ACTIONS

## SHIPPENSBURG UNIVERSITY

President · Dr. Charles Patterson

Chief Diversity Officer · Dr. Manny Ruiz

### DEI Officers

- There have been no new hires since 2022 due to budget concerns.

### Student Retention Programs

- A new retention program was implemented in the 2023-24 school year that provides minority students with an alumni mentor. The program's pilot currently supports 16 students and alumni.
- The CDO and Student Success and Retention have worked together to monitor student retention and academic success. The partnership has yielded an increase in the percentage of First Time Full Time Black/African American students from 49.57% in the previous cohort to 62.99% in the current one.

### Diversity Trainings

- Shippensburg hosts monthly programs and trainings regarding DEI.
- The DEI Office has partnered with "A Long Uncomfortable Truth" for anti-racism trainings.
- Shippensburg hosted the Traveling While Black Exhibit in Spring 2023.
- Additionally, their DEI program engagement has significantly increased since 2022.

### Other

- After the Campus Climate results were assessed, Shippensburg incorporated more DEI efforts into their Comprehensive Planning Program goals.
- The most recent Diversity Week saw 1,163 students in attendance, a significant increase from the previous year's attendance of 779 students.



We met with the \*\*President of Shippensburg and she accepted the feedback.

I think that was phenomenal.

**We should follow up with the university and make sure that students feel cared for and have emotional connection with the university.**

See if there are more [punishments] that can be done for students who choose to harass, especially for racial reasons.”

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SHIPPENSBURG UNIVERSITY ALUM

\*\*Refers to the President at the time of attendance.

# UNIVERSITY ACTIONS

## EAST STROUDSBURG UNIVERSITY

President • Kenneth Long

Chief Diversity Officer • Dr. Santiago Solis

### DEI Officers

- Eight staff have been hired across various offices related to DEI since 2022: Chief Diversity Officer, Director and Assistant Director of the Center for Multicultural Affairs and Inclusive Education, Coordinator for the Gender and Sexuality Center, and four graduate assistants.

### Student Retention Programs

- ESU is currently working on creating and implementing a new evidence-based plan for increasing their student retention and completion rates with the Gardner Institute.
- ESU is currently implementing the Aspen-AASCU Transfer Student Success and Equity Intensive program with several community colleges to support transfer students.
- A new undeclared program has been implemented to support students.
- ESU has renewed Clear Path, a National Science Foundation grant project that provides scholarships for full-time community college transfer students majoring in STEM disciplines.
- ESU has expanded their use of WarriorFish (Starfish), a platform that scales student success efforts.
- To retain students who leave the nursing program, The College of Health Sciences has created a transition program to help them find a new and successful major.
- ESU utilized the Title III Strengthening Institutions Program Grant to hire additional academic support staff, graduate assistants to work with the Men of Color Alliance and Women of Color Initiative to retain Students of Color, and the 2023 Early Arrival program to help Students of Color transition to the university.
- ESU is continuing to evaluate and improve its new Residential College model for the Residential College of Education and Residential College of Business and Management.
- GenOne, an initiative aimed at greater involvement in campus life for first-generation college students, saw the founding of a chapter of the Alpha Alpha Alpha First-Generation Honor Society at ESU in 2022.

### Diversity Trainings

- Faculty and staff attended mental health trainings led by a sociology department professor in December 2022.
- The Provost's Colloquium Series and the College of Education Speaker Series held multiple presentations for teachers and staff to discuss DEI, mental health and LGBTQ+ issues and the actions that can be taken to improve student belonging on campus.

### Other

- The systemwide Campus Climate Survey led to an action plan and DEI priorities development, including Acceptance and Belonging, Communication and Logistics, Safety, and Stewardship.
- MANA, a National Latina Organization whose mission is to strengthen leadership development, education, community service and advocacy among Latinas, recognized ESU's chapter in Spring 2023.
- The first Homecoming Tailgate Multicultural Affinity Group was hosted, including more than 300 guests from diverse identities and backgrounds in attendance.
- ESU is advancing a curriculum diversity framework in collaboration with the Office of the Chancellor's DEI Office.



# UNIVERSITY ACTIONS

## CHEYNEY UNIVERSITY

President · Aaron A. Walton

Chief Diversity Officer · Dr. Pamela Keye

### DEI Officers

- No new hires have been made since 2022. Vacant positions are filled as they open. The Division of Social Equity will undergo review in early 2024 as part of strategic planning.

### Student Retention Programs

- Cheyney introduced the Success Coach Training program.
- “Success Coaches” have been redefined to “Academic Navigators” and include a new socio-economic support-focused model. A new position for Academic Navigator is advertised.
- The university hosts summer bridge programs targeted at underserved communities.

### Diversity Trainings

- Students are required to complete the “Get Inclusive” DEI training.
- All faculty and staff are required to complete annual training on systemic and structural racism.

### Other

- Cheyney is working on a career-focused, integrated DEI approach to improve the student experience. It aims to connect education, opportunity, and income to address college and career readiness and learner variability.
- The university hosted gatherings to discuss: community gun violence at the Delaware Black Caucus Symposium; and economic mobility and community connections with the Delaware Chamber of Commerce Roundtable, the latter with an emphasis on career-ready education and internships.
- Hosted an African University Administrators event as part of infusing international perspectives into education landscape.
- A quilt designed by students on the subject of trauma and healing from gun violence faced by students and families was created by the university and travels the country as an art exhibit.

## \* PENNWEST CALIFORNIA, CLARION AND EDINBORO

President · Dr. R. Lorraine (Laurie) Bernotsky

Chief Diversity Officer · Sheleta Camarda-Webb

### DEI Officers

- Sheleta Carmada-Webb was recently named the University’s Interim Chief Diversity Officer.

### Student Retention Programs

- Most programming remains in a pilot or planning phase. Recently, PennWest has been exploring partnerships with Academic Success and individual campus departments for minority mentorship and leadership programs.

### Diversity Trainings

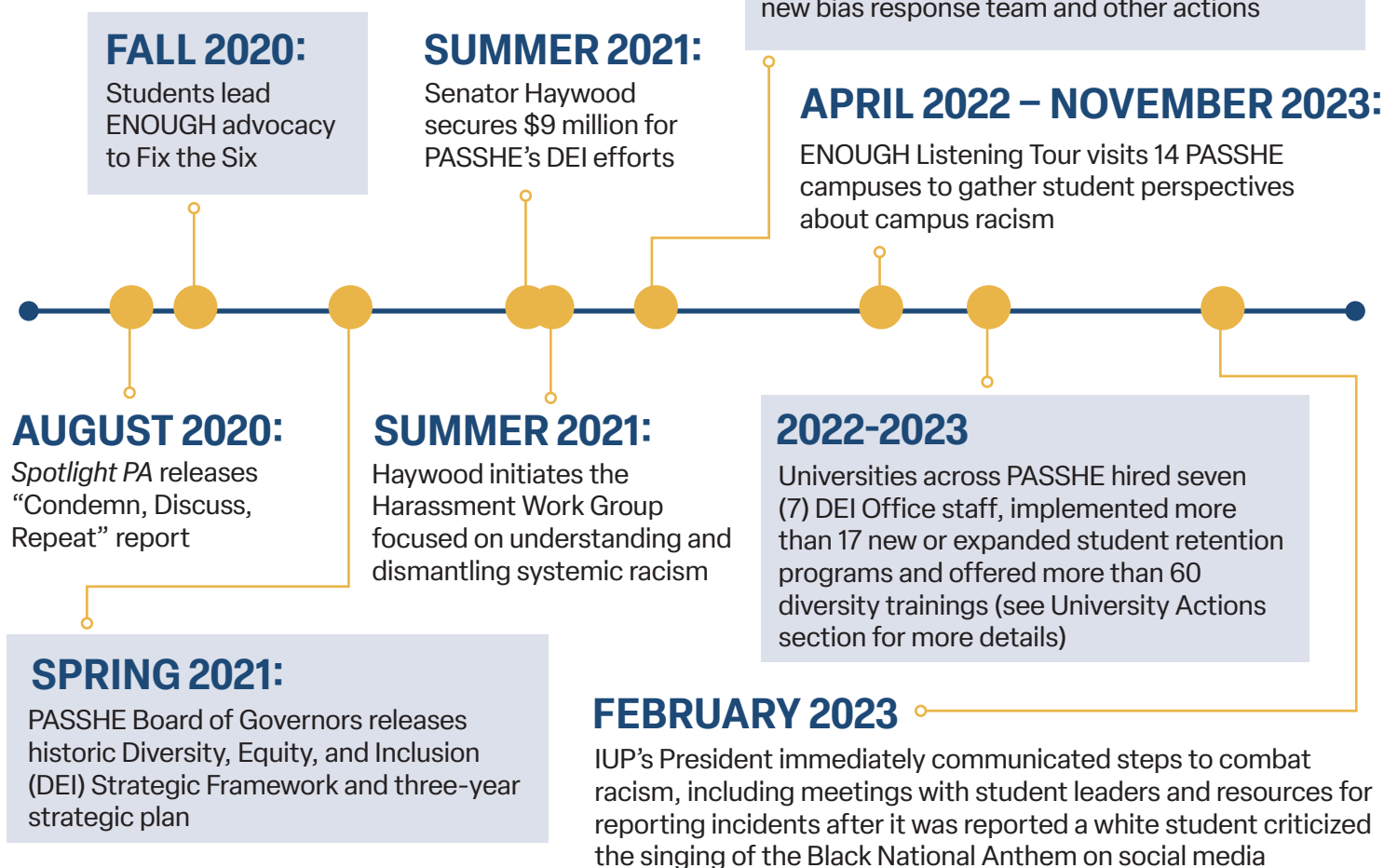
- Students are required to complete the “Get Inclusive” DEI training.
- There were nine new trainings conducted for student leaders, one new training conducted for professional development, and seven DEI and social justice trainings conducted for athletics.

# ENOUGH TIMELINE & FUTURE

Acknowledging the needs of Students of Color and the degradation of the educational environment due to racism, the PASSHE Board of Governors' DEI strategic plans included many of the ENOUGH demands including in the areas of faculty hiring, student retention, diversity training, modes of conduct and bias response teams.

As part of the undertaking to end campus racism, Senator Haywood has focused on understanding and dismantling systemic racism by providing state resources and organizing a harassment working group in addition to the ENOUGH Listening Tour.

Fortunately, key PASSHE leaders, including Chancellor Daniel Greenstein, share these aims. The work of ENOUGH, however, is not finished. Senator Haywood and the PHRC will continue to monitor the campus environment for Students of Color to ensure that the efforts of inclusion and belonging are ongoing. With students, alums, administration, faculty, and staff engaged and aligned, ending racism on campus will be a reality.



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