

Effective Practices in Supporting Diverse Student Populations

November 7, 2022



2022 Institute for Chief Academic Officers
with Chief Financial and Chief Enrollment Officers



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TENACIOUS. CONFIDENT. FORWARD-LOOKING.



The Council of
Independent Colleges

guidebook

CapEd™

Presenters

Kim Coplin, Provost, Denison University

Danette Ifert Johnson, Provost, Kalamazoo College

Kathryn Oleson, Dean of the Faculty, Reed College

S. Brooke Vick, Chief Diversity Officer and
Associate Provost for Equity and Inclusion,
Muhlenberg College

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The logo for the Institute for Chief Academic Officers (CIC) features a stylized white 'C' with a caduceus-like symbol inside, followed by the letters 'CIC' in a serif font.

Partnership with Students to Support Student Thriving

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Kathryn C. Oleson, Ph.D.
Dean of the Faculty and
Professor of Psychology
Reed College

Partnership with Students to Support Student Thriving



- Student-centered approach
- Need to consider students' perspectives (e.g., hidden curriculum)
- Students can provide unique insights that can enhance their learning

Students, Staff, and Faculty Collaborating



- Part of a broader plan for student success
- Focusing on first year experience
- Small group cohorts with students, staff, and faculty (e.g., Spring Symposium)
- OWLs (Orientation and Wayfinding Leaders) — peer leaders

Student-Faculty Partnership to Infuse Inclusive and Anti-Racist Pedagogy into the Undergraduate Curriculum



- Pedagogical partnership = “a collaborative, reciprocal process through which all participants have the opportunity to contribute equally ... to curricular or pedagogical conceptualisation, decision making, implementation, investigation, or analysis” (Cook-Sather, Bovill, & Felten, 2014, pp. 6–7).
- Partnerships can promote inclusion and anti-racism, enhancing students’ belonging and improving the inclusivity and anti-racism of instructors’ teaching.

Student Consultants Program



- The Center for Teaching and Learning and the Office for Institutional Diversity have collaborated to create a Student Teaching Consultant program that pairs consultants with faculty teaching in HUM 110, the required introductory class for all first-year students at Reed.
- This new program adds to our general student teaching consultant program and aims to improve equity and inclusion in the first-year classroom.
- Student consultants are paired with faculty partners to observe their classes and discuss classroom engagement and faculty pedagogical goals; students receive weekly training in inclusive practices, and faculty partners meet monthly to discuss challenges and innovations in their classrooms.

Danette Ifert Johnson
Provost, Kalamazoo College
November 2022

Moving from Diversity to Inclusion



Inclusive Excellence Initiatives

- 5-year grant from Howard Hughes Medical Institute (HHMI)
- Two of three focus areas specifically relevant to students
 - CARE
 - INTRO

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Sukuma

- Sukuma = Swahili for “push”
- Goal is peer-based community, support, belonging
- Student-led with faculty advisor
- Most meetings are sharing a meal and discussing issues/concern
- Resources: mutual support, textbooks, old notes, tips/strategies
- Two groups

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Supporting Diverse Student Populations at Denison: RAISE and RAISE II

Kim Coplin, Provost
November 7, 2022



DENISON

What is RAISE?

RAISE: Readiness and Inclusion in Science Education

Launched Fall 2019

Funding: Arthur Vining Davis Foundation

RAISE II

Launched Fall 2022

Funding: NSF S-STEM

RAISE Goals

- Measurable sense of belonging/increased persistence
- Continued movement into science careers/grad schools
- Assessment dataset to be shared nationally
- Sustainable database on student demographics, perception of belonging, persistence, careers
- Campus-wide embrace of new, evidence-based holistic approaches to improving the climate for underserved students

Peer Learning Strategist (PLS) Program

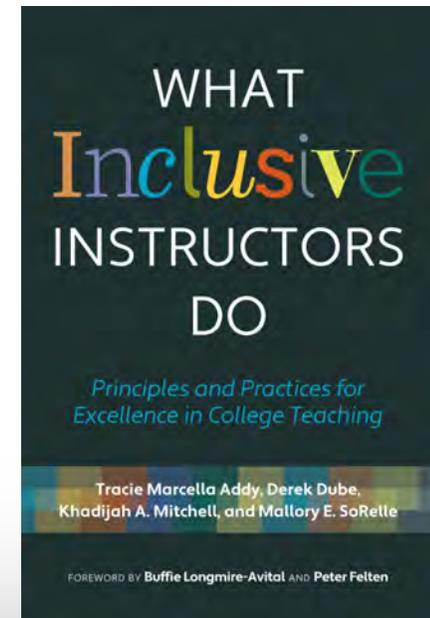
= peer mentorship

- 40 PLS mentors since 2018
- 21-22: 23/26 student learners (SLs) finished program
- 100% of SLs applied learned strategies to science courses
- SLs significantly less likely to get D/F in science classes

RAISE II Adds Mentorship Pathways:

- Academic Advising
- Research Experiences
- Career Exploration

Campus Impact: 2022 Fall Faculty Symposium featured Dr. Tracie Addy, *What Inclusive Instructors Do*



Mentoring at Muhlenberg: Promoting Underrepresented Student Success

S. Brooke Vick, Ph.D.
Chief Diversity Officer
Associate Provost for Equity & Inclusion

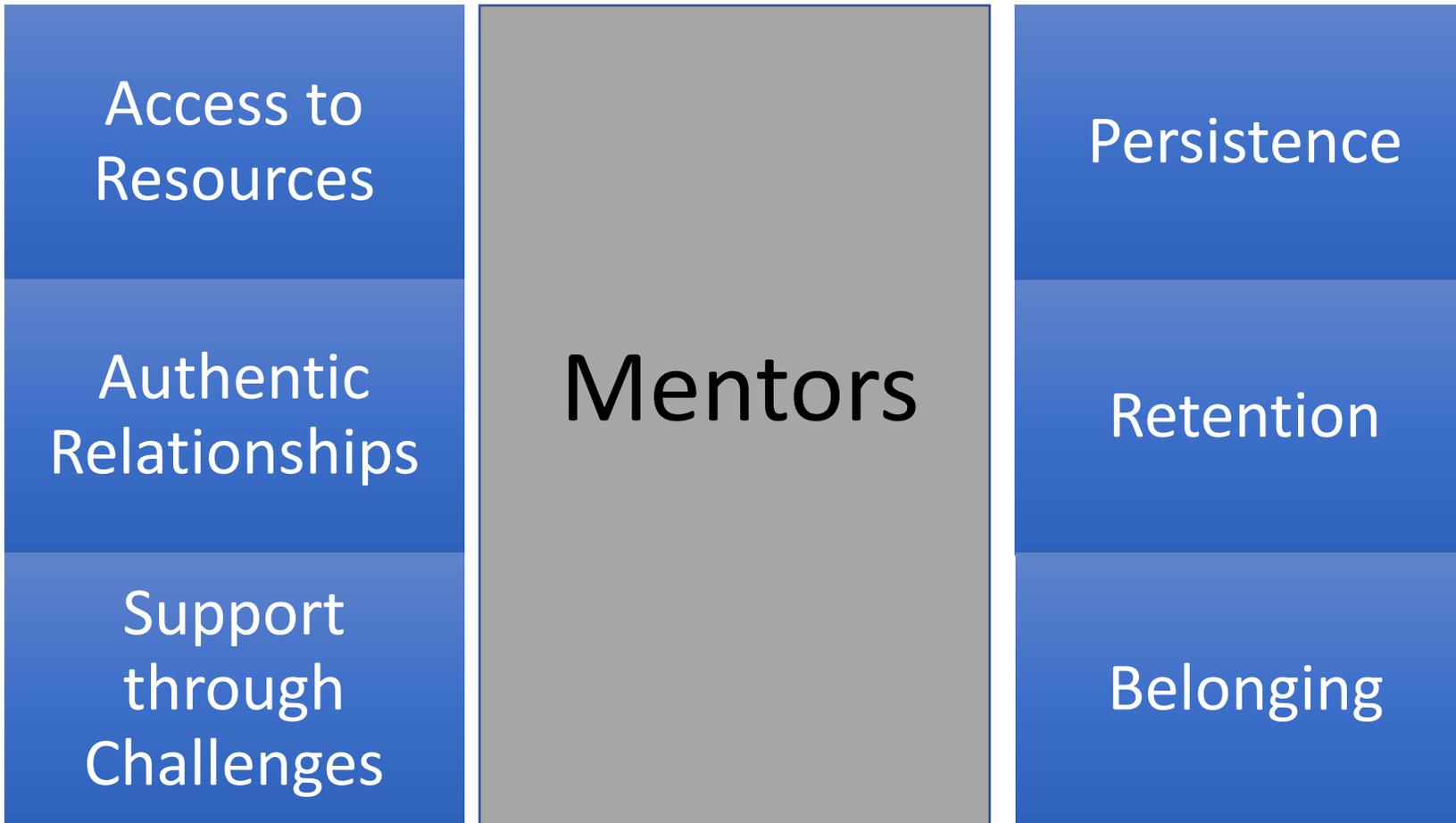


About Muhlenberg College



- ~1900 students
 - 23% students of color
 - 17% first - generation
 - 21% Pell- eligible
- 184 full - time faculty
 - 19% faculty of color

Why Mentoring?



The Emerging Leaders Program

- Cohort program for 1st and 2nd year students from historically underrepresented or marginalized racial and ethnic groups
- Create academic, intellectual, and social community at Muhlenberg
- Goal = Support students' academic achievement, personal development, and sense of belonging at Muhlenberg



The Emerging Leaders Program: Structure

- Pre-orientation program welcomes students & families to campus prior to start of 1st year
- Robust mentoring structure: each EL is provided three mentors
 - Faculty
 - Staff
 - Peer
- First-year seminars developed for Emerging Leaders
 - Shared academic experience
 - Taught by faculty selected for commitment to inclusive, antiracist pedagogies
- Academic enrichment programming
- Community building events & ritual celebrations

The Graduate School Preparatory Program



Dr. Emanuela Kucik



Dr. Giancarlo Cuadra

- Goal: Help underrepresented students apply for, complete, and thrive in graduate and professional programs
- Success defined: Academic success, mental and physical health
- Multi - department collaboration
- Robust faculty and staff advisory committee
- Student - centered mentor(s) matching
- Programming & celebrations

Faculty Development: Inclusive Advising

- Inclusive advising workshops for new and continuing faculty & staff advisors
- Build critical awareness and mentoring skills
 - Cultural awareness and humility
 - Understand opportunities and challenges minoritized student populations may experience
 - Asset - based approach
 - Reflect on advisor identity and positionality
 - Develop tailored approach to advising

QUESTIONS?

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THANK YOU



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