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Presenters

Anthony Garrison-Engbrecht
Vice President for Student Life, Saint Mary's College of California

Suzie Gonzalez
Presidential Spouse, Kalamazoo College

Brian Mikesell
Presidential Spouse, Bard College at Simon's Rock

Telly Wright
Presidential Spouse, Eureka College

Chair: Carol Bruess
Presidential Spouse, College of Saint Benedict and Saint John's University; and Chair, Presidential Spouses and Partners Task Force

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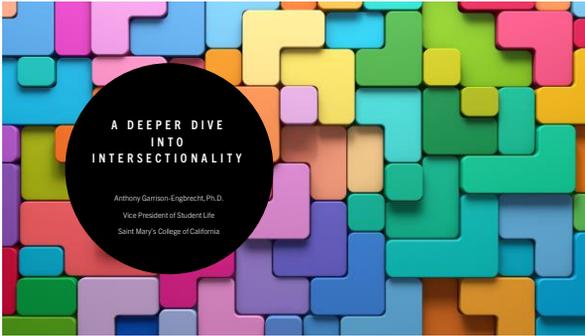


Let's Get Ready to Share

- Open a web browser on your phone (e.g., Safari, Chrome)
- In the URL field type **vevox.app**
- Wait for instructions on the session ID



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How can we better understand and support our diverse student populations? This session will feature an engaging presentation from a senior higher education leader with extensive experience in the areas of educational equity and access, student success, and the development of inclusive campus environments. In response, presidential spouses and partner panelists will offer reflections from their personal experiences as well as insights gained from their roles at their respective institutions.

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PROGRAM OUTLINE

-  Welcome & Framing
-  Presentation
-  Small Group Discussion & Share Out
-  Panel Discussion



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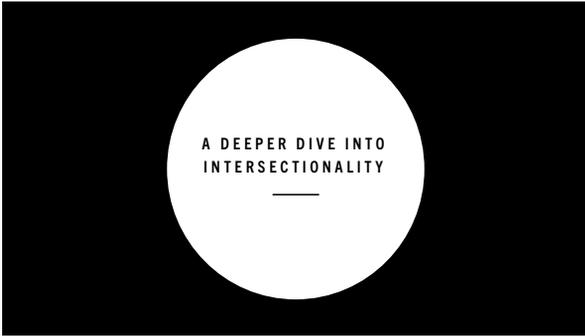
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Institutional Questions

- Religious Affiliation (Yes or No)
- Location (City (50,000 or more), Town (10,000-49,999), Rural (under 10,000))
- Region (Northeast, South, Midwest, West, Southwest)



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Strongly Agree, Agree, Disagree, Strongly Disagree

- I feel comfortable talking about topics related to race and ethnicity
- I feel comfortable talking about topics related to gender
- I feel comfortable talking about topics related to sexual orientation
- I feel comfortable talking about topics related to historically marginalized communities

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WHO ARE OUR STUDENTS?

- A quarter have an immigrant parent.
- Most do not have a biological sibling, though many have stepsiblings.
- Most did not grow up with two biological parents.
- Only two-thirds describe themselves as exclusively heterosexual.
- Most believe that there are more than two genders.
- Most didn't date regularly or have sexual intercourse while in high school.
- Few regularly read a newspaper, and most learn about the news through smartphone notifications, tweets, social media, internet news aggregators or late-night television shows.
- Most do not consider themselves religious and are largely unfamiliar with biblical references.

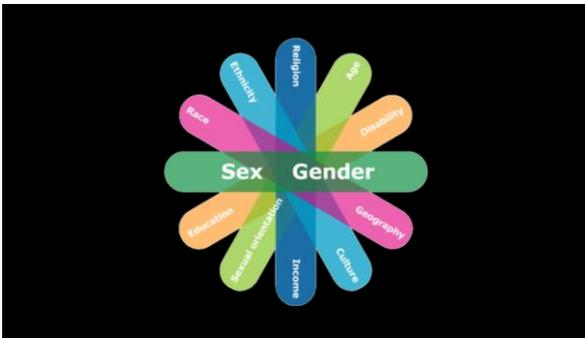
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WHO ARE OUR STUDENTS?

- College students have never been more diverse — but the degree of diversity varies widely depending on the institution.
- The traditional college-going experience (which was never entirely true) has grown rarer.
- College students lead very demanding lives.
- Mental health disorders and learning disabilities are far more visible than in the past.
- Student activism is resurgent.
- Students are more outspoken about sights and inequities that they experience.
- Our students are increasingly interested in change-making, innovation, making a better world, developing a more positive relationship with technology, and leading a meaningful life.
- Most undergraduates occupy a particularly difficult life stage, and colleges and universities need to do a better job of helping them make the transition to full adulthood.

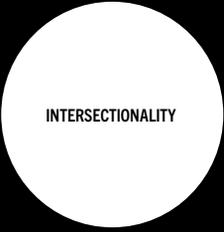
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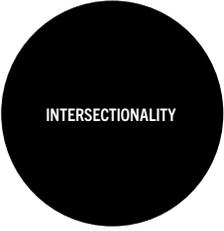
Intersectionality is a theoretical framework that was developed to address the ways in which people's experiences are shaped based on their intersecting social identities (e. g., race/ethnicity, gender, class, age, etc.).

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- Social issues and the experience of social identities cannot be understood by focusing on one aspect of identity, or multiple identities considered independent of - or added to - each other; Instead, identity is complicated, as individuals embody multiple identities simultaneously that interact and influence each other;
- Connects dimensions of identity to larger structures of oppression and privilege;
- Examines the lived experience of individuals within interlocking systems/social structures of domination and inequality;
- Highlights the voices of previously excluded groups;

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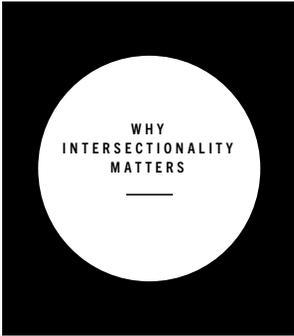
- Links holistic and more complex understanding of identity with movements for social justice.
- Intersectionality helps us understand how individuals see themselves and how they are treated by others;
- Recognizes that individuals can simultaneously experience oppression and privilege;
- Intersectional analysis considers the micro (individual) level and macro (societal/structural) level;
- Highlights the diversity within socially constructed groups;

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- How an individual can face multiple threats of discrimination when their identities overlap a number of minority classes, such as race, gender, age, ethnicity, health, and other characteristics.
- The simultaneous experiences of categorical and hierarchical classifications include but are not limited to race, class, gender, sexuality, and nationality.
- A perspective that examines how two or more social constructions of oppression and/or privilege intersect to shape people's social locations and cumulative lived experiences, which then lead to the discrimination and oppression of marginalized groups.

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ACADEMIC JOURNALS AND BOOKS

- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241-1299. doi:10.2307/1229039
- Nash, J. (2008). Re-thinking intersectionality. *Feminist Review*, (89), 1-15.
- Choo, H. Y., & Ferree, M. M. (2010). Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities. *Sociological Theory*, 28(2), 129-149.245
- Carabado, D., Crenshaw, K., Mays, V., & Tomlinson, B. (2013). Intersectionality. *Du Bois Review: Social Science Research on Race*, Vol. 10(2), pp.303-312
- Bose, C. (2012). Intersectionality and Global Gender Inequality. *Gender & Society*, 26(1), 67-72.
- Warner, & Brown. (2011). Understanding how race/ethnicity and gender define age-trajectories of disability: An intersectionality approach. *Social Science & Medicine*, 72(8), 1236-1248.

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QUESTIONS?

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