Effective Practices in Supporting Diverse Student Populations

November 7, 2022

2022 Institute for Chief Academic Officers with Chief Financial and Chief Enrollment Officers
TENACIOUS. CONFIDENT. FORWARD-LOOKING.
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
Partnership with Students to Support Student Thriving

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
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.
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
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
Supporting Diverse Student Populations at Denison: RAISE and RAISE II

Kim Coplin, Provost
November 7, 2022
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?

Access to Resources
Authentic Relationships
Support through Challenges

Mentors

Persistence
Retention
Belonging
The Emerging Leaders Program

- Cohort program for 1\textsuperscript{st} and 2\textsuperscript{nd} 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

- 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

Dr. Emanuela Kucik

Dr. Giancarlo Cuadra
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?
THANK YOU