Thriving in College

Thriving and Inclusive Student Excellence

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enriching the journey

UNC
DIVERSITY AND
MULTICULTURAL AFFAIRS

A unit in the Division of Workforce Strategy, Equity, and Engagement
Helping students thrive at UNC

Connectedness & Community

(Schriener, 2011)
INCLUSIVE EXCELLENCE

Making excellence inclusive

Premise that diversity and inclusion is women into core of the institution and is essential to institution achieving excellence and success and realizing the educational benefits of diversity.

Operating from an Inclusive Excellence framework represents diversity and inclusion applied to all facets of the institution, which includes but is not limited to recruitment and admissions, hiring and onboarding, curriculum and co-curriculum, administrative and operational structures, and partnerships and engagement.

Diversity = Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Inclusion = The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
Inclusive Excellence Model

American Association of Colleges & Universities; Smith (2009)

- Diversity of Faculty and Staff
- Board and Leadership Engagement
- Public Perception
- Indicators and Framework for Monitoring Diversity

- Curriculum
- Research
- Faculty Capacity
- Learning Outcomes

- Undergraduate and Graduate Composition
- Pursuit of Advance Degrees
- Graduation, Persistence, and Participation in Honors, STEM
- Successful Transfer

- Type of Quality of Interactions
- Quality of Campus Engagement
- Perceptions of Institution

- Access and Success
- Education and Scholarship
- Climate and Intergroup Relations
- Institutional Vitality and Viability

Mission

Global Context

Local Context

Institutional Vitality and Viability

Climate and Intergroup Relations

Access and Success

Education and Scholarship

Diversity and Multicultural Affairs
Inclusive Excellence vs. Multicultural Competence

Smith, 2009

Pope, Reynolds, and Mueller, 2004

CULTURAL NUANCES
Understanding the Student Experience

• Race & Ethnicity
  – American Indian, Asian American, Black/African American, Latina/o, White (Hispanic and Non-Hispanic)
  – Bi/Multi Racial/Ethnic

• Heritage and Culture
  – Tribes/Nations, Religion, Nationality

• Gender or Gender Identity

• Sexual Orientation

• First Generation/Socioeconomic Status/Geography

• Ability/Mental Health

• Other Backgrounds: Family, Veteran, Etc.
Understanding Student Development

• Traditional Approaches (Chickering, Astin, and Tinto)

• New Ways of Knowing
  – College Transition and Culture Shifts
  – Financial Support – Traditional versus Non-Traditional Sources
  – Family
  – Community and Centers
  – Help Seeking Behaviors and Intrusive Advising
  – Identity and Social Development and Relationships
American Indian Experiences and Identity

(Horse, 2005; Ecklund & Terrence, 2013; Martin & Thunder, 2013; Schooler, 2014)

• Understanding the:
  – History, sovereignty, membership, and location
  – Role of familial connections and implications for identity
  – Cultural shift
  – Complicating race/ethnicity in the US

• Transitioning from/to and within community

• Moving toward independence

• Establishing and building trust
Black and Latina/o Experiences and Identity
(Gallien & Peterson, 2005; Griffin, 2006)

• Disaggregating by gender (Dancy, Harper, Perez, Strayhorn, Saenz & Ponjuan)
• Role of family and “fictive” kin in motivating students (Herdon & Hirt, 2004)
• Removing financial barriers
• Understanding nuances:
  – Affect (emotional/feeling response) and expression
  – Social connections
  – Perceptions by others on campus (internalized racism or self driven)
Asian American Experiences and Identity
(Kim, 2001; Liu, 2010)

• Understanding:
  – Identity Conflict
  – Subpopulations of Asian communities

• Identifying space and place on college campuses
White Experiences and Identity

(McDermott & Samson, 2005; Reason, 2015)

• Having a sense of White self
• Identity defined by:
  – Understanding power and privilege versus;
  – Being defined by it versus;
  – Recognizing it as aspects of identity
• Providing educational and learning moments
• Examining the situational context and complexity
Biracial and Multiracial Experiences and Intersectionality
(Viager, 2011; Ozaki & Renn, 2015;)

• Learning more about self during college as opposed to precollege years
• Understanding:
  – Emergence of students wanting to identify in different ways in different situations
  – Identity may be driven by familial relationships
  – Role of appearance
• Establishing peer groups
• Situational
Across Groups

(Dennis, Phinney, and Chuateco, 2005; Maramba & Velasquez, 2012; Marine & Catalano, 2015)

• Finding opportunities for cross-group programming or collaboration
• Having a higher awareness of discrimination
• Understanding:
  – Institutions with best intentions can still operate in oppressive and dominant ways, including individuals
• Performing assessments of practices, policies, and outcomes
• Multiple identity and nuances – Gender, sexual orientation, SES
• Peer support is critical
An Environment of Support
(Schriener, 2010); (Smith, 2009)

Inclusive Student Excellence

Individual Programmatic Community
25% of UNC students identify as American Indian, Asian, African American or Latino.

- 0.5% identify as American Indian
- 12% identify as Asian
- 8% identify as Black
- 5% identify as Latina/o
Connect with our Community

diversity.unc.edu

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