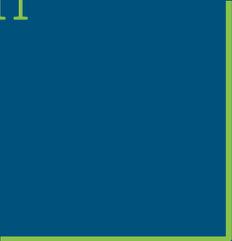




Supporting Underrepresented Students in FYS

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Who we are

- Introductions
- Naming our identities

Objectives

- Provide context
- Outline research-based strategies to consider implementing at your institutions
- Discuss next steps
- Share practices with one another

Context

- Higher education was not created to support the diverse student body we currently serve
 - Students of color have to navigate a system which was not designed to support their education or development
- Black students at HWIs report less faculty interaction, lower student involvement, and lower GPAs than their white counterparts (Harper, 2012; Stovall, 2005)

First-Year Seminar

- Designated by AAC&U as a High-Impact Practice
- Most common objectives (National Resource Center, 2017)
 - Academic Success Strategies
 - Connection with institution
 - Knowledge of resources
 - Introduction to Academic Expectations
 - Academic Planning/Major Exploration

Academic Success Strategies

- WISE Framing
- Provide additional individualized support
 - support means taking added responsibilities

Connection with institution

- Foster relationships with marginalized students
 - recognizing, affirming, and validating student experiences and feelings
- Connect with faculty and organizations who support these students
 - Learn from colleagues
- Utilize small groups in class

Knowledge of resources

- Don't make assumptions (i.e. access to technology, etc)
- Recognize, affirm, and validate student experiences and feelings (Lee, 2018)
 - schools and colleges are the third most common setting for racial bias hate crimes, constituting 10.5 percent of the 7,175 reported offenses in 2017 (U.S. Department of Justice, 2018)

Introduction to Academic Expectations

- Imposter syndrome
- Spoke “Tokenism” (Robinson, 2013)
- Don’t make assumptions
 - how to talk to faculty, what is “common sense,” other higher ed knowledge often tied to privilege

Academic Planning/Major Exploration

- Strong sense of familial obligation, and students often express an aspiration to pursue careers that will increase their ability to become financially independent and assist their families (Boden, 2011)
- May benefit from additional career/major exploration opportunities

Next steps for white folks

- 72% of faculty in the USG are white
- Actively support students and colleagues of color
 - Acknowledge the invisible workload of faculty/staff of color
 - Listen & advocate
- Understand role of whiteness on college campuses
 - White Institutional Presence (Gusa, 2010)
 - White fragility (DiAngelo, 2018)

What's working on
your campus?

References/Resources

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