



# Supporting Underrepresented Students in FYS

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# Who we are

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- Introductions
- Naming our identities

# Objectives

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

# Context

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- 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

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- 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

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

# Connection with institution

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- 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

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- 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

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- 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

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- 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

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- 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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