

A Different World: Realigning Support and Redefining Academic Programs for Students of Color

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Abstract:

Faculty must shape pedagogical practices by recognizing the complex fluidity of students' identities and the impact it plays in their academic programs. The Geometric Model of Student Persistence and Achievement (Swail, 2004) serves as practical guide to enlist a realignment of academic support services in an academic unit. The presenters will share results of student focus groups to aide in redefining current programs, services, and campus policies in support of multiple identities.

The purpose of this program is to assist faculty with the necessary tools to redefine and realign academic affairs practices in order to be inclusive of all students. The presenters highlight Helm's Model of White Identity Development (1992) to provide a historical background of the college experience and illustrate the flawed design of student development and the necessity of white individuals to play an active role in breaking the cycle of their power, privilege, and bias inherently perpetuating "a racist society" (Patton et al., 2016, p. 260). In addition, the Model of Multiple Dimensions of Identity (2007) exposes the institutions' focus on creating a campus culture that benefited it years ago, but no longer serves as a positive experience for students.

Notes:

LEARNING OUTCOMES(s)

Learning Outcome #1: Evaluate how the Model of Multiple Dimensions of Identities and Swail's Geometric Model of Student Persistence and Achievement (2004) intersect in realigning programs, services, or policies to help incoming students make meaning of their multiple identities

Learning Outcome #2: Investigate multiple ways to redefine the academic affairs programs through student narratives

Learning Outcome #3: Examine how shifting campus demographics can promote reciprocal relationships between senior leadership and the new generation through student and senior leadership narratives