

Student Development & Working with Diverse Student Populations



UC Santa Cruz

Rebecca Gutierrez Keeton, Ph.D.
Interim Associate Vice President & Dean of
Students

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Session Overview

Student Development Theory

Working with Diverse Populations

Welcome!

Who's here?

Back in Time

**Where were you
and what were you
doing between the
ages of 18 – 24?**

Basic Assumptions for Student Development Theories

The student's total environment is educational and must be used to help the student achieve full development.

The student has the major responsibility for their personal and social development.

The student must be considered as a whole.

Each student is a unique person and must be treated as such.

Student Development Theories

Human Motivation Theory Maslow's Hierarchy of Needs

Behavior motivated by desire to satisfy needs. Begins with physiological needs (hunger and thirst), moves to need for safety, belongingness and love, esteem and culminates in self-actualization.

Student Development Theories

Psychosocial Development Theories

Nevitt Sanford – Challenge and Support

Suggested that a balance of challenge and support must be present for development to occur.

Attitudes Towards Differences: The Riddle Scale

IDENTITY DEVELOPMENT

Attitude and Characteristics

Repulsion

- ▣ People who are different are strange, sick, crazy, and aversive. Anything which will change them to be more normal or a part of the mainstream is justifiable.

Pity

- ▣ People who are different are somehow born that way and that is pitiful. Being different is definitely immature and less-preferred. To help these poor individuals, one should reinforce normal behavior.

Tolerance

- ▣ Being different is just a phase of development that ... most people 'grow out of.' Thus, they should be protected and tolerated as one does a child who is still learning.

Attitudes Towards Differences: The Riddle Scale

IDENTITY DEVELOPMENT

Attitude and Characteristics

Acceptance

- ▣ Implies that one needs to make accommodations for another's differences; does not acknowledge that another's identity may be of the same value as their own.

Support

- ▣ Works to safeguard the rights of those who are different. Such people may be uncomfortable themselves, but they are aware of the climate and the irrational unfairness in our society.

Admiration

- ▣ Acknowledges that being different in our society takes strength. Such people are willing to truly look at themselves and work on their own personal biases.

Attitudes Towards Differences: The Riddle Scale

IDENTITY DEVELOPMENT

Attitude and Characteristics

Appreciation

- ▣ Values the diversity of people and is willing to confront insensitive attitudes.

Nurturance

- ▣ Assumes the differences in people are indispensable in society. They view differences with genuine affection and delight, and are willing to be advocates of those differences.

Dorothy Riddle, Ph.D. is a psychologist from Tucson, AZ

Adapted from: Riddle, D. (1985). "Homophobia Scale." In Opening Doors to Understanding and Acceptance. ed. K. O'bear and A. Reynolds. Boston: Unpublished essay.

Student Development Theories

William Perry **Intellectual Development**

Stages describe progression of students' cognitive development.

- ▣ Dualism (either/or thinking)
- ▣ Multiplicity (subjective knowledge-opinions)
- ▣ Contextual Relativism
- ▣ Relativism (constructed knowledge)

Arthur Chickering

Perhaps the most widely known and applied theory of student development is Arthur Chickering's psychosocial model. Based on Eric Erikson's identity vs. identity confusion stage of development, Chickering proposed seven vectors along which traditionally aged college students develop.

Student Development Theory – Psychosocial Theory –Identity Formation

Arthur Chickering

“We may not know for years that a single lecture or conversation or experience started a chain reaction that transformed some aspect of ourselves. We cannot easily discern what subtle mix of people, books, settings, or events promotes growth.”

Student Development Theory – Psychosocial Theory –Identity Formation

Arthur Chickering

“Nor can we easily name changes in ways of thinking, feeling, or interpreting the world. But we can observe behavior and record words, both of which can reveal shifts from hunch to analysis, from simple to complex perceptions, from divisive bias to compassionate understanding. Theory can give us the lenses to see these changes and help them along.”

Arthur Chickering

Chickering's vectors depend largely on social norms, making them dynamic since social values change through time, and are different around the world (1969).

Arthur Chickering

Vector 1: Developing Competence

Competence increases as students learn to trust their abilities, receive accurate feedback, and integrate their skills.

Arthur Chickering

Vector 1: Developing Competence

- ▣ Intellectual competence
 - knowledge acquisition & critical thinking skills
 - capacity for analysis, evaluation, & creation of ideas
- ▣ Physical and manual competence
 - Athletic and artistic achievement
- ▣ Social/interpersonal competence
 - Listen, cooperate, communicate

Now, it's your turn...

1 - Developing Competence

- Describe an experience when you remember developing intellectual, physical, or interpersonal confidence. What specific ability was enhanced? Who supported your development?

Arthur Chickering

Vector 2: Managing Emotions

- Increasing awareness of one's feelings
 - aware of range and variety of impulses
 - integration of feelings, which allows flexible control and expression
 - tries to find new modes of expression
 - assess consequences
 - know how to handle different feelings
 - define what will be expressed to whom

Now, it's your turn...

2 - Managing Emotions

- ▣ Describe a time when you were assisted with evaluating and expressing your emotions. In what way were you assisted? Who assisted you?

Arthur Chickering

Vector 3: Developing Autonomy

At this stage, students develop increased emotional independence, self-direction, problem-solving ability, persistence, and mobility, as well as recognition and acceptance of the importance of interdependence.

Now, it's your turn...

3 – Developing Autonomy

- Describe a time when you became more independent and understood the value of being interdependent. Who supported you in this process?

Arthur Chickering

Vector 4: Establishing Identity

- ▣ A positive identity includes
 - comfort with body, appearance, gender and sexual orientation
 - a sense of one's social and cultural heritage
 - a secure sense of self in light of feedback from significant others
 - self-acceptance and self-esteem
 - personal stability and integration

Now, it's your turn...

4 - Establishing Identity

Select **one item** and discuss a time when you developed a positive identity in that area:

- ❑ body and appearance
- ❑ gender and sexual orientation
- ❑ social and cultural heritage
- ❑ concept of self and comfort with one's roles and lifestyle
- ❑ a secure sense of self in light of feedback from significant others, self-acceptance, self-esteem, personal stability and integration

Arthur Chickering

Vector 5: Freeing Interpersonal Relationships

- ❑ Increased “tolerance” for and “acceptance of” differences between individuals
- ❑ Increased capacity for mature and intimate relationships
- ❑ More reciprocal and empathetic

Now, it's your turn...

5 – Freeing Interpersonal Relationships

- ▣ Describe a time when you learned to appreciate cultural differences in people? Do you have any examples of how your relationships with diverse people went from “immature” to “mature”? Who assisted you with this area of development?

Arthur Chickering

Vector 6: Developing Purpose

This vector consists of developing clear vocational goals, making meaningful commitments to specific personal interests and activities, and establishing strong interpersonal commitments.

Arthur Chickering

Vector 6: Developing Purpose

- ▣ Direction for one's life through assessment and clarification of interests, educational and career options, and lifestyle preferences
- ▣ Reflects and integrated with sense of identity

Now, it's your turn...

6 - Developing Purpose

- ▣ What was your favorite subject in school? What did you think you were going to “do with your life” and how did you decide on your current career? What non-school activities did you dedicate your time to? Who or what were your influences?

Arthur Chickering

Vector 7: Developing Integrity

Students progress from rigid, moralistic thinking to a more humanized, personalized value system that acknowledges and respects the beliefs of others. Values and actions become congruent.

Now, it's your turn...

7 - Developing Integrity

- How have you developed a personalized value system? Do you remember a time when your moral beliefs were challenged? How did you work through this? Who helped you through the process?

Components of college environment influencing student development

Faculty and administration - A friendly, frequent student-faculty interaction in diverse situations fosters development.

Friends, groups, and student culture - Amplifies or attenuates impact of curriculum, teaching, evaluation, living/housing, and student/faculty relationships.

Major Experiences Central to Developmental Change

Engage student in making choices.

Require interaction with diverse
individuals and ideas.

Major Experiences Central to Developmental Change

Diversity

Major Experiences Central to Developmental Change

Involve students in solving complex intellectual and social problems without demand for conformity to authority's view.

Involve students in receiving feedback and making objective self-assessments.

Major Experiences Central to Developmental Change

Chickering supports Schlossberg's theory of Mattering vs. Marginality. Simply put if students believe they matter to you, then they are more likely to persist and succeed.

If students feel marginalized, then they are less likely to succeed.

How about your department?

Share a few examples of how you currently support student success and development.

Brainstorm ways that you might enhance what you already do to further support student success and development?

Thank you

Rebecca Gutierrez Keeton, Ph.D.

Interim Associate Vice President &
Dean of Students

California State Polytechnic University, Pomona

rgkeeton@csupomona.edu
(909) 869-3305