



# **Building Strategy, Finding Opportunity:**

## **Frameworks for Successfully Applying Theory and Creating Opportunities within Comprehensive Campus Life Programs**

*Prompt: Student Activities and Inclusion wants to increase their commitment to DEI, however true DEI commitment starts not just with a want, rather with a strategy. SAI has adopted Smith's 4 Dimensions of DEI Framework (2015). How will you create opportunities within SAI that are guided by this framework?*

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# What do comprehensive campus life programs offer?



# How do campus life programs contribute to institutional mission?



## **MISSION**

*The College of Lake County is a comprehensive community college committed to equitable high-quality education, cultural enrichment, and partnerships to advance the diverse communities it serves.*

## **VISION**

*The College of Lake County is a leader in providing innovative education and workforce solutions.*

## **VALUES**

*Excellence • Integrity • Unity • Purpose • Compassion • Inclusion*

## **STRATEGIC PILLARS**

*Access & Success for Students • Equity & Inclusion • Teaching & Learning Excellence • Community & Workforce Partnerships • Collaborative Culture • Strategic Use of Resources*

*(College of Lake County Strategic Plan, 2021)*

# How does Smith's DEI Framework (2015) impact campus life?

## Why this?

Institutional Viability and Vitality focuses on certain key domains that build the institution's capacity and structures for diversity. Building capacity means developing the human and institutional resources and expertise to fulfill the institution's mission internally, and to fulfill its mission to the broader society. Does the institution have the people, resources, and expertise to fulfill its mission as it related to diversity?

## Why this?

Access and Success refers to the means students are admitted to the institution, and the institutional conditions that facilitate students' success once they are enrolled. Access speaks to the compositional diversity of an institution, division or department. Success involves markers of achievement, such as GPA, scholastic awards, leadership positions, academic major of concentration, years to degree completion, postgraduate success, and, of course, learning outcomes.



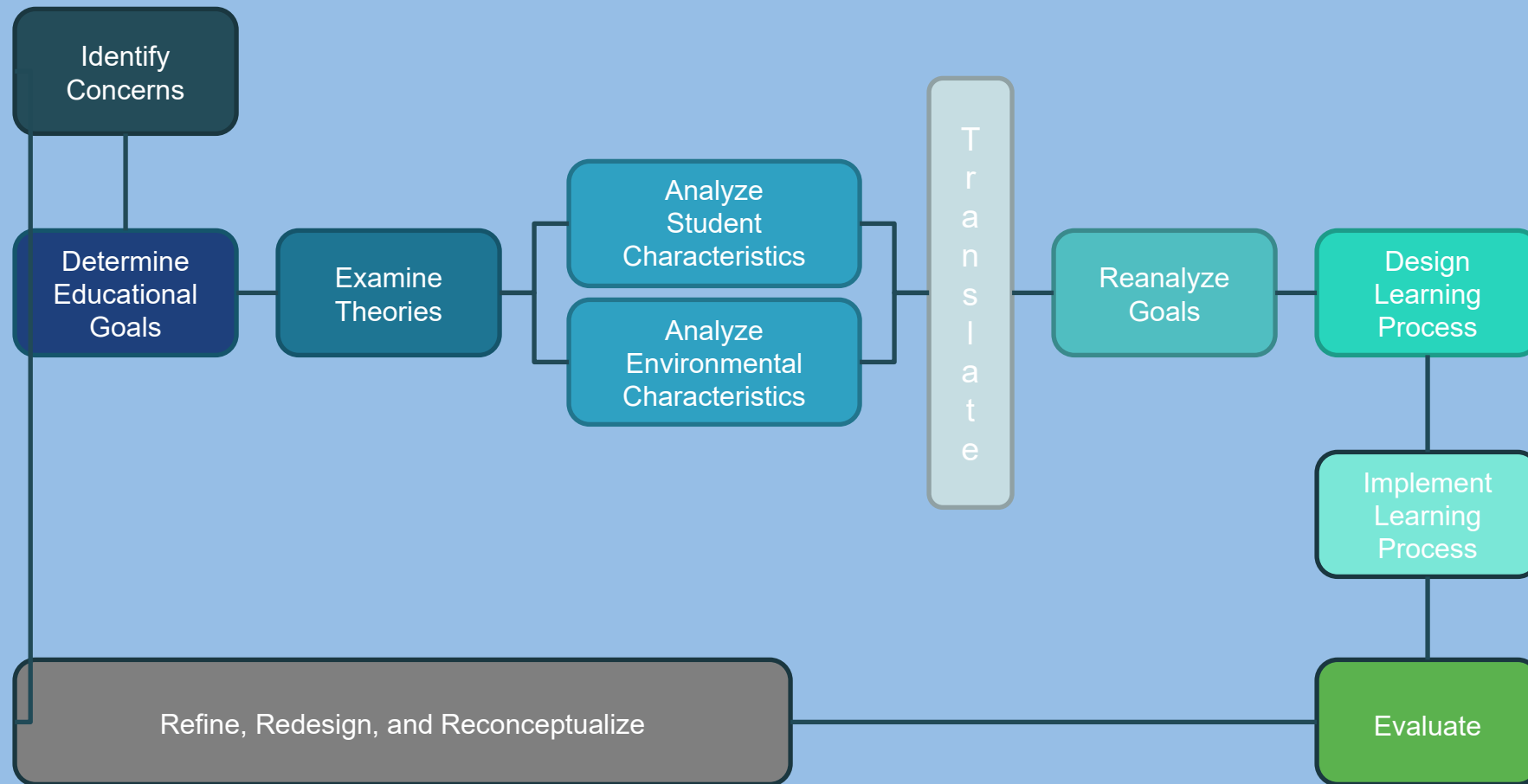
## Why this?

Education and Scholarship focuses on the academic core of the university, and specifically examines the educational experiences of all students, and the scholarly focus of the institution. What should that education look like in terms of the curriculum, pedagogy, faculty expertise, and so on? Does the university have the resources to give all students the experience of being educated to function effectively in a diverse society?

## Why this?

Climate and Intergroup Relations focuses on the campus climate for students, faculty and staff, and the degree to which people are interacting across diverse groups. It includes looking at the institution from a variety of perspectives, including not only those of race and ethnicity for historically underrepresented students, faculty, and staff, but the perspectives of all persons of color, women students, LGBTQ communities, religious minorities, and all other identity groups.

## How does this practically work though?



# What theoretical frameworks exist to support this work?



- 01 **ASTIN'S THEORY OF STUDENT INVOLVEMENT:** what a student puts into an experience is directly proportional to what they'll get out of an experience (input-environment-output)
- 02 **KAHU'S MODEL OF STUDENT ENGAGEMENT:** an attempt to fully encapsulate 40+ years of shotgun-scattered research across student engagement theory (influences – student affect, cognition, & behavior – consequences)
- 03 **SCHLOSSBERG'S TRANSITION THEORY:** how students come to deal with change and transition over time (situation, self, support, & strategies)
- 04 **CHICKERING'S PSYCHOSOCIAL TAKE:** how students come to develop complex relationships within themselves, with others, and among groups (vectors)
- 05 **PERRY'S COGNITIVE-STRUCTURAL TAKE:** how students come to make meaning & know truth (dualistic, multiplistic, relativistic, & committing to relativism)
- 06 **MYERS-BRIGGS & CLIFTON STRENGTHS TYPOLOGY INVENTORIES:** habitual or preferred patterns of mental functioning

**Informed by Theory**

# What theoretical frameworks exist to support this work?



- 07 HAY'S ADDRESSING MODEL OF INTERSECTIONALITY:** an approachable, and easy-to-grasp, way of representing the various identities that all of us have and how they interact, showing that each of us has identities of privilege and marginalization
- 08 JOSSELYN'S THEORY OF IDENTITY DEVELOPMENT IN WOMEN, BELENKY ET AL'S WOMEN'S WAYS OF KNOWING, & GILLIGAN'S THEORY OF WOMEN'S MORAL DEVELOPMENT:** how students that identify as women come to terms with their minoritized gender identity and how they reclaim power in the classroom and workplace
- 09 CROSS' MODEL OF BLACK RACIAL IDENTITY DEVELOPMENT:** how black and brown students come to terms with their minoritized racial identity and how they reclaim power in the classroom and workplace
- 10 HELM'S WHITE IDENTITY DEVELOPMENT MODEL:** how white students come to terms with their privileged racial identity and how they either choose allyship and to share power, or don't, in the classroom and workplace
- 11 PHINNEY'S MODEL OF ETHNIC IDENTITY DEVELOPMENT:** how various marginalized ethnic-identifying students come to terms with their minoritized ethnic identity and how they reclaim power in the classroom and workplace
- 12 KINSEY'S SCALE OF SEXUAL IDENTITIES, CASS'S MODEL OF HOMOSEXUAL IDENTITY FORMATION, & D'AUGELLI'S MODEL OF LGB DEVELOPMENT:** how LGBTQIA+ students come to understand and embrace their sexual orientation and its marginalized identity standing in society

# Now that we know the theoretical, how do we apply it to the practical?



## Advocacy

SAI will serve as a loudspeaker for student issues and concerns, offering coaching & advising to Student Government and other student leaders.

## Expectations

SAI staff will be expected to fully embrace a DEI mindset, approaching students and staff openly and supportively, committing to equity.

## Barrier-Busting

SAI will center itself in a proximal dissonance mindset, challenging students when appropriate, but will also bust barriers that only exist to harm.

## Student-Centered

SAI will reimagine its programs, services, facilities, and interventions from a student perspective rather than an institutional one.



### Trainings:

Provides leadership trainings and communication professional development opportunities



### Open Forums:

Provides outlets for students to voice concerns and provide feedback



### Assessments:

Provides students the opportunity to evaluate college offerings honestly



### As a Conduit:

Provides a middle ground for conflict between administration and students



### As a Liaison:

Provides a translation between institutional needs and student needs



### Programming:

Provides aligned programming based on student needs, wants, interests, and direction



# Now that we know the theoretical, how do we apply it to the practical?



## Environmental Scanning

SAI will continuously scan its environment and the institutional environment for compositional diversity amongst its human element.

## Honest Conversations

SAI will commit to honest conversations with all students and staff about composition and environment on campus.

## Assessment & Research

SAI will commit to comprehensive assessment, evaluation, and research to track markers of achievement, as well as climate and culture.

## Celebrations

SAI will celebrate student and staff achievements, especially relating to academic and co-curricular achievements.



### Scans:

Provides an opportunity to visually inspect the make-up of our campus



### Surveys (1):

Provides an opportunity to intentionally track student success



### Surveys (2):

Provides an opportunity to passively track student success



### Monthly Convo:

Provides a monthly opportunity for open dialogue concerning DEI issues on campus



### Listening Tour:

Provides space for students and staff to share concerns with the Director



### Awards Banquet:

Provides a space for celebration and showcasing the aspirational

# Now that we know the theoretical, how do we apply it to the practical?



## Co-Curriculum

SAI will redevelop its portfolio of offerings based on high-impact practices, on benchmarked successful programs, and mission imperatives.

## Resources

SAI will continuously seek out new and innovative funding strategies, including key community and corporate partnerships.

## Engagement

SAI will commit to building an environment of students working as equal partners in their educational pursuits, not passive bystanders.

## Pre-Professional

SAI will recognize its impact as a pre-professional, transferable skills development office on campus, rather than just one of fun and games.



### Trainings:

Provides a variety of workshops and classes on a variety of diverse topics



### Programming:

Provides a calendar of events that is diverse, engaging, and multiculturally-responsive



### Community Service:

Provides an opportunity for students to serve their communities and come to understand diverse groups



### Student Leadership:

Provides an opportunity for students, particularly diverse students, to serve and lead



### Employment:

Provides an opportunity for students, particularly diverse students, to further skills



### Fundraising:

Provides an opportunity to financially grow support for DEI initiatives with focused partners

## Developing Opportunities

# Now that we know the theoretical, how do we apply it to the practical?



## Bias

SAI will double-down on incorporating bias training in its work, and will recommit to reframing operations from an equity perspective.

## Intersectionality

SAI will commit to understanding the interrelationships amongst various identities, and how privilege and marginalization can overlap.

## Impacts

SAI will impact persistence and retention, health and well-being, and student success through its DEI and programmatic interventions.

## Sense of Belonging

SAI will ensure that all students feel at home at CLC, build community amongst students and staff, and support a student's sense of belonging.



### Trainings:

Provides an opportunity to best understand bias, unconscious bias, and how to overcome such



### Assessment:

Provides a space to redevelop our assessment and research with equity in mind



### ADDRESSING:

Provides a framework to inventory personal identities and reflect on how those identities conflict and overlap



### Story Telling:

Provides an opportunity to showcase the positive impacts SAI is having on CLC students



### Student Alerts:

Provides a creation of an early warning system to intervene when students are at risk



### Programming:

Provides a calendar of divergent ideas and diverse identities, welcoming all at events

# So what are the core campus life opportunities for meaningful DEI?

**01 Trainings**

**02 Advocacy & Student Voice**

**03 Programming**

**04 Openness & Dialogue**

**05 Individual & Community Interventions & Partnerships**

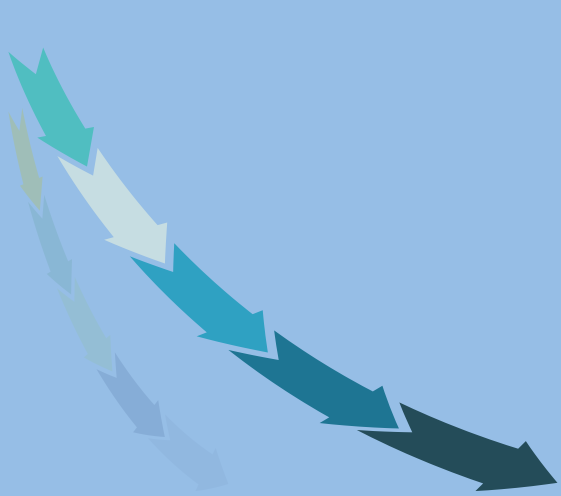
**06 Assessment**





# My Professional Vision

**Focus on People. Focus on Flexibility. Focus on Assessment.  
Focus on Service. Focus on Learning. Focus on Excellence.**



# Questions? Comments? Thoughts?

*Thank you for inviting me today!*

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