

Diversity, Equity, and Inclusion in Student Orientation Programs

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What are Student Orientation Programs?

"NODA defines orientation as deliberate programmatic and service efforts designed to facilitate the transition of new students to the institution" (nodaweb.org - *NODA OTR Definitions*)

Different Types of Orientation Programs:

- Single or multiple days "traditional orientation programs,"
- Welcome Weeks,
- Orientation "camps",
- Outdoor/wilderness orientation programs,
- Special-interest & special-population programs,
- Summer bridge programs,
- Online orientation programs,
- Parent/family orientation programs,
- Orientation courses/first-year seminars/workshop series,
- Mechanisms & strategies of communication from institutions to incoming students.

Problem and Intervention

Problem: Diversity, Equity and Inclusion

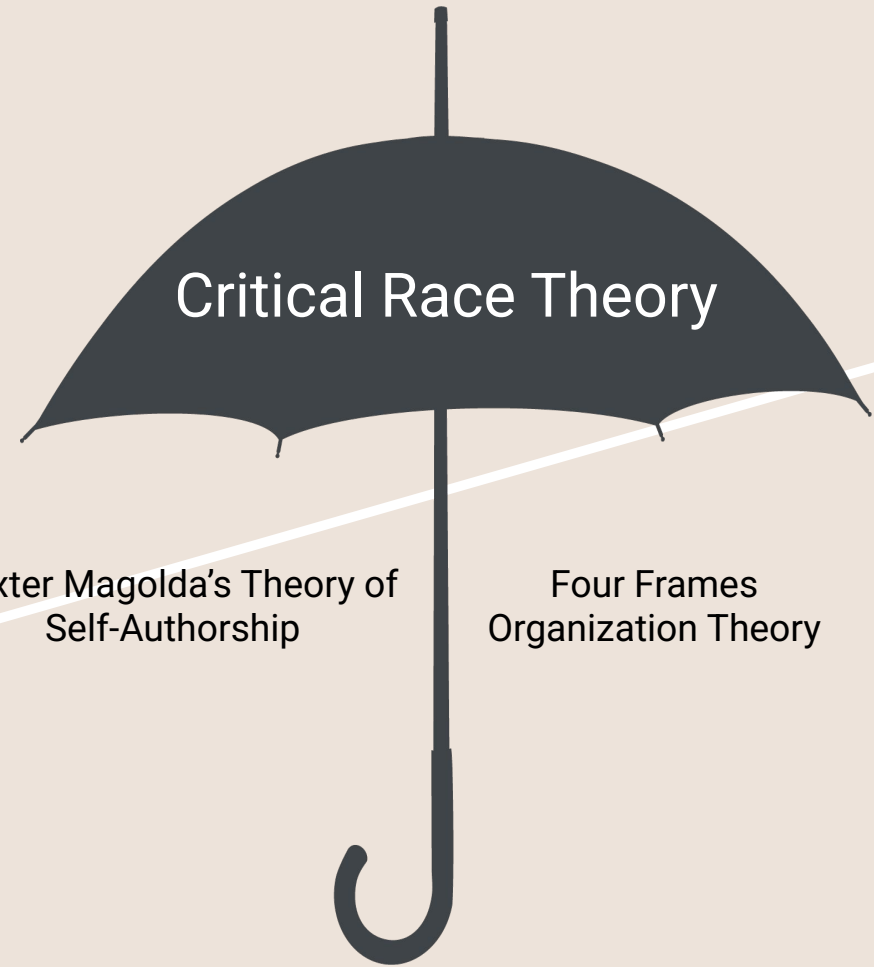
- Not just in one area but in almost every area (i.e., Race or Social)
- This is a problem that needs to be constantly worked on
- Every Higher Ed Institution can have this problem.

Intervention:

- More scholarships,
- Lower Fees,
- Different Types of Programs,
- Work to recruit diverse student leaders.

Theories and Goals

- Lower Fees and Increase Scholarships
- Increase Diversity within student leaders in the programs
- Offer Different Types of Orientation Programs



Considerations

Challenges

- A significant amount of Universities do not have mission statements that mention diversity or even separate diversity statements.
- The research draws particular attention to the idea that a hostile climate on diversity has consequences on the well-being and academic progress of the minority student population.
- ACPA/NASPA professional competencies rubrics (2016) challenges student affairs professional to dismantle systems of oppression, privilege, and power on campus.

Opportunities

- Improve first-order logic (surface-level issues) and second-order thinking (change;) as it pertains to more scholarships, lower fees, different types of programs, and recruiting diverse student leaders.
- If the challenges are addressed, it allows for transformational change of the institution allowing minority students to experience campus environments as a means of the campus climate and culture.
- Allows student affairs professionals to develop their personal values through graduate preparation programs whereby their identities, experiences, and socialization can contribute to diversity, equity, and inclusion work.

Limitations

- Not having clear and tangible expectations on incorporating diversity and inclusion into the institution's work, such as it pertains to diverse populations with more scholarships, lower fees, different types of programs, and recruiting diverse student leaders.
- Participants were unsure of institutional and departmental mission statements related to diversity, equity, and inclusion, thereby creating non-performative policy.
- Participants were reluctant to engage in difficult conversations with colleagues around diversity, equity, and inclusion.
- Participants understood equity and inclusion differently, causing mixed messages to be delivered about the value of diversity, equity, and inclusion.
- Some participants had minimal working knowledge of the dynamics of power, privilege, and oppression.
- Institutions in the study that were located in the South had a culture of aversion to equity.
- Some participants thought there was a hostile climate on campus and refused to participate based on their fear of consequences.

References

nodaweb.org - NODA OTR Definitions. (n.d.). https://www.nodaweb.org/page/otr_definitions.

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