What does it mean to become the author of one’s own story?
How do stories get told?
Who gets to tell stories?
Whose stories are valued?
Neurons

SMART / STUPID

SAFE

BELONGING

LENSES SCRIPTS

Borderland Identities

Place
Belonging
Authenticity
Voice
Self Authorship
Empowerment

Teachers/Professors Help Students
Learn Content
(Skills or Subject Mastery)

- Math
- History
- Communication
- Automotive Mechanics
- Shakespearean Poetry

What is Your Content Area Expertise?

Navigating Education

Counselors are Navigational Professors
But we have to **remember**....
We’ve become used to navigating higher education

How many here are left handed?

**Privilege**
You don’t have to check your identity when you enter a space

An Accident
Bedtime Funnies
Holding Hands
Many students:
- have not been given the spaces and opportunities to articulate and name their experiences;
- don’t trust the schooling environment to be a safe place to be vulnerable;
- have been judged to harshly for opinions, stories, perspectives, and accents that are not part of the mainstream narrative; and
- have been found to gravitate towards some form of alternate expression to share their stories.

So, what do we do to empower students for a college trajectory?

How do we help flip scripts?

2 Studies

Encontré Mi Voz
Hidden **Voices**: Graffiti
Students are empowered with the tools to re-write their trajectories.

CARE Approach

A student’s capacity to succeed in higher education is strongly influenced by her ability to make sense of her PLACE, PURPOSE, and RELATIONSHIPS within the institution.

A student’s capacity to succeed in the classroom is influenced by his ability to make connections with the classroom ENVIRONMENT, CONTENT, and PEOPLE.
Connection
Education is a community process and students learn in social contexts. Therefore, educators must recognize the importance of education that is collaborative, team-based, and full of mentors that students can respond to.

Ask yourself, am I....
- Demonstrating genuine interest? Actively listening for cues? Smiling? Staying positive? Being present?
- Creating peer-mentoring opportunities?
- Seeking out formal and informal mentoring moments?
- Engaging students in multiple campus touch points?
- Communicating availability?
- Inviting role models and mentors into students’ lives?

Authenticity
One of the most important indicators of student success is a student’s sense of confidence in his or her ability to accomplish hard things. One of the most important things an educator can do to help students develop confidence is to validate their strengths.

Ask yourself, am I....
- Learning and remembering the names & stories of students (pronunciation)?
- Validating student identities (signs and symbols)?
- Focusing on strengths (strengths assessment) rather than deficits?
- Sharing control of the educational experience with students?
- Sharing some of my own story of higher education navigation to demonstrate vulnerability?

Relevance
If students are to develop cultural competence and the skills to navigate an increasingly diverse world, they must be exposed to the realities of difference. In other words, true learning comes from connections to experiences that are relevant to a student’s world.

Ask yourself, am I....
- Communicating and demonstrating the value of the information I am providing to life, career, higher education?
- Showing genuine passion for helping students find their world?
- Engaging students in real-life challenges/scenarios?
- Creating opportunities for students to take ownership of their learning (conditions for voice and authorship)?
- Proactively finding resources that are real?

Empathy
Before we can hope to help students navigate education, college, and career, we first have to understand what they might be going through.

Ask yourself, am I....
- Judging a student before I even get to know their story?
- Translating the jargon of the school or schooling system that can often times be confusing?
- Aware of the resources this student might need to be successful?
- Helping build confidence in the navigation process by being clear about the information I give?
- Approaching this interaction as if this may be the student’s last effort to “try” education?
Does your approach help students feel like they belong at your school?

Have you helped start a winning streak in their lives?

Improvements over the past seven years

- UVU is an open admissions, teaching university, 55 Associates degrees, 82 Bachelors degrees and 8 Master’s degrees.
- UVU has over 35,000 students (Fall 2016 headcount).
- Since 2009, UVU has increased the percentage of students of color by 108%.
- During that same time, UVU has increased the percentage and number of faculty of color by 110%.
- Latina/o student enrollment has increased from 1,066 in 2009 to 3,760 in 2016 (Fall headcount).
- Native American/American Indian student enrollment has increased from 280 in 2009 to 550 in 2016 (Fall headcount).
- 38% of UVU students (roughly 13,300) are first-generation (neither parent/guardian has a bachelor’s degree).
Cut Ribbon on New Veteran's Center

Safe Zone Training & LGBT Student Services

Ecumenical Reflection Center

Launched African American Mentoring Program
First-Generation Initiative

Closing the Gap
First-Generation

Hosted First National Student Leadership Diversity Convention in Utah.

National Recognition

UVU recognized as one of the “Role Models of Diversity” from Minority Access Incorporated for 2015 & 2016.

Employee Inclusion

The Chronicle
GREAT COLLEGES TO WORK FOR.

IN THE 2016 GREAT COLLEGES TO WORK FOR SURVEY, EMPLOYEES REPORTED THE FOLLOWING:

“I feel safe on this campus.”

90%

“I know what to do if I witness a report of sexual assault, harassment, or interpersonal violence.”

95%

“This institution has clear and effective procedures for dealing with discrimination.”

72% 81%

“What changes have you noticed in the past two years or since you started working at this institution?”

The institution places a strong emphasis on having diverse faculty, administration, and staff.

66% 75%

“There is a definite move towards being more inclusive.”

53

54

55

56
Does your approach help students feel like they belong at your school?

Have you helped start a winning streak in their lives?

Are you empowering students to become authors of their own stories?