

Gateway Success for Students of Color

5 Years Out: Our Vision of the Experience of Students of Color in Gateway Courses

Students of Color will:

- Want to come to our classes
- Find instructors more approachable
- Have positive things to talk about re: the program (with other students)
- Communicate honestly with professors about unmet needs
- Find it much more fun and want to share the unique experiences with their own family
- Be initiated into college communities and still honor their original communities (cultural, ethnic, family)
- Find something fresh and engaging in information even about race
- Recognize difference within ethnic groups; be more sophisticated about discussions
- Celebrate life through the wave-like initiation of high-five Wednesdays
- Will see more faculty and staff and other students who are diverse
- Become strong advocates for themselves
- Know how to navigate our university's support structure (and instructors will be informed about that structure)
- Know instructors and staff have empathy
- Know they are active agents and not victims
- Feel welcomed in the City of Oshkosh
- Have books for the course (access)
- Feel a connection to the classroom community

Vision for Students of Color in Gateway Courses

Instructors will:

- Give students some chances to interact with each other
- Create 100% Instructor participation in "Early Alert"
- Modernize pedagogy
- Build relationships with students of color
- Value the contributions of students of color
- Spend a day physically showing students where things are
- Infuse into the curriculum topics related to diversity
- Identify sources of support outside the classroom
- Create long-term knowledge-acquisition through discussions—continuing outside the classroom and outside the university
- Show students that you care about their success
- Have students of color be in the class—sign up for it
- Build in positive feedback to response forms like Early Alert
- Initiate conversations between individual instructors and people in support services

Vision for Students of Color in Gateway Courses (Cont.)

- Dialogue with students about progress in course
- Connect courses to LERT initiative
- Have 1 individual meeting with students each semester
- Understand students' expectations of the course
- Come up with better map for how to navigate educational experience—how offices interact; where students need to go and with whom they need to talk

Action Steps to Achieve Our Five-Year Goals

- Have students do things in terms of how they communicate (fb, D2L)
- Modernize pedagogy to make class more attractive
- Use technology like clickers to include more students and discuss sticky issues
- Get discussions going in which many students want to participate
- Require individual meetings with instructors or offer extra credit to students who go to office hours
- Go to events sponsored by students of color (or about diversity issues) and bring a guest
- Build a tutoring community for students
- Go to an academic adviser to learn services
- Create a small community in class, such as reading communities
- Get faculty to buy in to Gateway courses
- Put books on reserve.
- Create a comprehensive, aesthetically pleasing map of support services for students
- Dialogue with students about “Early Alert”
- Provide an orientation for students about negotiating educational experience, i.e. FYE
- Provide an orientation for faculty
- Create links on the COLS website to info about handling concerns/issues
- Create incentives to modernize pedagogy
- Have better dialogues with Jan Norton in CAR about supplemental Instructions (S.I.) and more tutoring of students
- Map academic structure more clearly
- Guide students to the right office/service
- Identify outside resources for faculty and academic staff by which they can change their teaching methodology

Gateway Success for Students of Color

Strengths of Students of Color within the Gateway Courses or Why We Want Students of Color in Our Gateway Courses

- Bring classroom concepts to life
- Reveal both similarities and differences between students
- Increase retention of faculty of color
- Expand our teaching ability and increase our creativity
- Increase complexity of discussion and, thus, increase cognitive development of all students
- Build democracy
- Call attention to the problem that students of color in courses are expected to represent all people of color
- Discover that the past is indeed present
- Discover other students know different things
- Build empathy and appreciation among students
- Increase participation among all students
- Build community
- Recognize discipline is not for 1 group and, thus, break down stereotypes
- Recognize that being colorblind is a privilege and get past obliviousness
- Help students see the world differently and create paradigm shifts
- Break down ethnic barriers
- Create more interesting conversations
- Model thinking differently
- Contribute to the course through bringing diverse perspectives and experiences to it
- Raise all students' awareness that diversity and difference exists at UW Oshkosh

Strengths of the Gateway Courses (Either for Individual Instructors or for Departments)

- Expose a lot of students to topic
- Teach collaboration
- Introduce topics of diversity
- Build community
- Contextualize daily life within a multicultural experience
- Teach listening to as well as understanding and exploring of people's lives
- Initiate one-on-one contact with students
- Focus process on science
- Be the first to expose students to particular topics
- Teach students languages within a socio-cultural context
- Teach students connections—to other students, to other courses
- Teach students that “the past matters” and shapes who we are

Strengths of the Gateway Courses (Cont.)

- Teach students confidence
- Tie topic into the big picture; teach students to apply what they learn

- Prepare students for future courses
- Figure out what methods work to help students learn
- Provide an opportunity to unite the college in a common mission by which students can achieve success
- Engage students in high-impact practices that transform their thinking as well as their abilities

Challenges of the Gateway Courses (Either for Individual Instructors or for Departments)

- Knowing first-year students' needs
- Negotiating students working jobs
- Dealing with students not reading
- Dealing with large gaps between students in terms of abilities
- Getting a sense of who students are, particularly with amount of content that must be delivered
- Negotiating the high level of expectations within the department in terms of what the course as well as students within the course should achieve
- Dealing with wide range of preparedness among students
- Setting up and meeting a diversity of goals
- Engaging students whose overall attitude is that torture is preferable to taking the course
- Knowing students' level of success in receiving information
- Facilitating the success of a range of students who engage differently (from quiet to talkative students) and whose proficiency differs (from novice to expert)

Challenges of the Gateway Courses for Students of Color

- Difficulty of negotiating the diversity of goals within the gateway courses
- Differing weaknesses among students of color are not addressed or acknowledged
- Education, class status, and town/city from which they come all impact students' invisible experiences
- Lack of sense of belonging: question of with whom they group
- Lack of role models who are themselves people of color
- Facing teachers who don't understand diversity
- Facing different experience of race in their home country in contrast to U.S.