



UCI STUDENT AFFAIRS CONFERENCE

# Changing the Status Quo of Student Affairs: Leaders Who Shift Paradigms – Cultivating & Supporting the Revolutionary Thinker

Hannah N. Jones  
UCI SOAR Center, Assistant Director



# I SLEPT OUTSIDE OF ENGINEERING

UCI STUDENT





# MY MOTHER WAS DEPORTED

UCI STUDENT





**I WAS  
ARRESTED  
AFTER CALLING  
THE POLICE  
WHEN I WAS  
BEING  
DOMESTICALLY  
ABUSED**

UCI STUDENT





**I HAVE NOT  
EATEN IN A FEW  
DAYS CAN YOU  
HELP ME APPLY  
FOR  
EMERGENCY  
MEAL SWIPES**

UCI STUDENT



**I NEED THIS JOB  
TO HELP MY  
MOM AT HOME**

UCI STUDENT





# **MY MOM HAS CANCER AND NO HEALTH INSURANCE**

UCI STUDENT



**I DO NOT  
BELONG HERE. I  
DO NOT BELONG  
IN COLLEGE.**

UCI STUDENT





**I DO NOT WANT  
TO WAKE UP  
TOMORROW. I  
HAVE BEEN  
PLANNING TO  
TAKE MY LIFE  
BUT I DO NOT  
WANT TO. HELP!**

UCI STUDENT

# FOOD INSECURITY AND HOMELESSNESS

9%

OF COLLEGE STUDENTS  
REPORT BEING HOMELESS

36%

OF COLLEGE STUDENTS ARE  
HOUSING INSECURE

36%

OF COLLEGE STUDENTS  
FOOD INSECURE



# MENTAL HEALTH AND COLLEGE STUDENTS

**ONE IN FOUR  
STUDENTS  
HAVE A  
DIAGNOSABLE  
ILLNESS**

**80% FEEL  
OVERWHELMED BY  
THEIR  
RESPONSIBILITIES**

**50% HAVE  
BECOME SO  
ANXIOUS  
THAT THEY  
STRUGGLED  
IN SCHOOL**

**40% DO  
NOT SEEK  
HELP**

# TRAUMA

# 60%

60% of children in the United States were exposed to at least one type of violence in 2018. Additionally, 26% of all U.S. children will experience or witness a traumatic incident before turning 4 years old.







My name is...

Hannah Jones

**ASSISTANT DIRECTOR OF THE SOAR CENTER**



# Hannah Jones









Students LIVED  
experiences and apart  
of their narrative



# RETENTION NEEDS MODEL

Mental Health  
Financial/ Basic Needs  
Isolation and Belonging  
Academic Success  
Leadership Opportunities

HANNAH N. JONES



Challenge and gaps in how we  
serve our students...understanding  
their needs



TRUE STORY

COUNSELING CENTER

ACADEMIC ADVISING

CULTURAL AND IDENTITY  
PROGRAMS WITH NO REAL  
AWARENESS OF THE GROUPS BEING  
CELEBRATED OR SUPPORTED

MICROAGGRESSIONS IN THE  
CLASSROOM

VOICES UNHEARD  
LEADERSHIP FAILING TO LEAD





## CURRENT MODEL

"ACADEMICS ARE THE MOST IMPORTANT THING AT A RESEARCH 1 INSTITUTION. YOU ARE OVER FOCUSING ON STUDENT NEED"

ONE PART EDUCATION  
ONE PART CHARACTER AND IDENTITY BUILDING  
ONE PART SKILL AND LEADERSHIP DEVELOPMENT

# Achievement Gaps



HOW DO WE APPROACH  
ACHIEVEMENT GAPS?



## PONDER ON THIS

”WHENEVER WE BROADEN THE LENS THROUGH WHICH WE VIEW CHILDREN TO GO BEYOND STRICT ACADEMICS, TO LOOK AT THEIR SOCIAL-EMOTIONAL NEEDS OR PHYSICAL NEEDS, WE'RE FORCED TO GRAPPLE WITH ISSUES OF EQUITY.

DR. PEDRO NOGUERA



## PONDER ON THIS

”WHEN YOU CONSIDER THE IMPORTANCE  
OF SOCIAL-EMOTIONAL LEARNING, YOU  
SHIFT THE FOCUS AWAY FROM SIMPLY  
HOLDING STUDENTS AND PROFESSORS  
ACCOUNTABLE FOR NARROW  
ACHIEVEMENT GAINS, AND YOU START  
ASKING QUESTIONS LIKE "WHAT DO **WE**  
NEED TO DO ”

DR. PEDRO NOGUERA



# WHY?

ACCESS TO EDUCATION  
WAS AN OBSTACLE FOR ME.  
INTERGENERATIONAL  
POVERTY CREATED  
HISTORICAL AND SYSTEMIC  
INEQUALITIES HAS PLAGUED  
ME AND MY COMMUNITY.  
THERE IS A NEED FOR  
OPPORTUNITIES TO LEAD  
FOR PEOPLE LIKE ME.

# HOW?

TOOLS FOR SUCCESS,  
MENTORSHIP,  
PROGRAMMING

# WHAT?

UNLEASH YOUR POTENTIAL,  
MORAL CONSCIOUSNESS  
LEADER OF TOMORROW  
IMPROVE THE QUALITY OF  
LIFE OF PEOPLE AND HELP  
THEM UNLEASH THEIR  
POTENTIAL BECAUSE THE





# Student Affairs

UCI

# HOW?

COMPLEMENT AND ENHANCE THEIR ACADEMIC SUCCESS  
PREPARE FOR LEADERSHIP IN A GLOBAL SOCIETY  
DEVELOP AND STRENGTHEN PERSONAL, SOCIAL, AND  
PROFESSIONAL SKILLS  
SUPPORT THEIR PHYSICAL AND MENTAL HEALTH AND  
WELLNESS

# WHY?

THE WHY IS MISSING??

# WHAT?

STUDENT AFFAIRS IS DEDICATED  
TO ENRICHING THE STUDENT  
EXPERIENCE FROM OUTREACH  
AND ORIENTATION THROUGH  
GRADUATION BY PROVIDING  
COMPREHENSIVE PROGRAMS,  
SERVICES, AND OPPORTUNITIES  
FOR STUDENTS TO





# FRAMEWORK

**INFLUENCING OUR CULTURE  
OF THINKING.**



# CULTURE OF THINKING




**INFLUENCING OUR  
FRAMEWORK**

# "At risk"

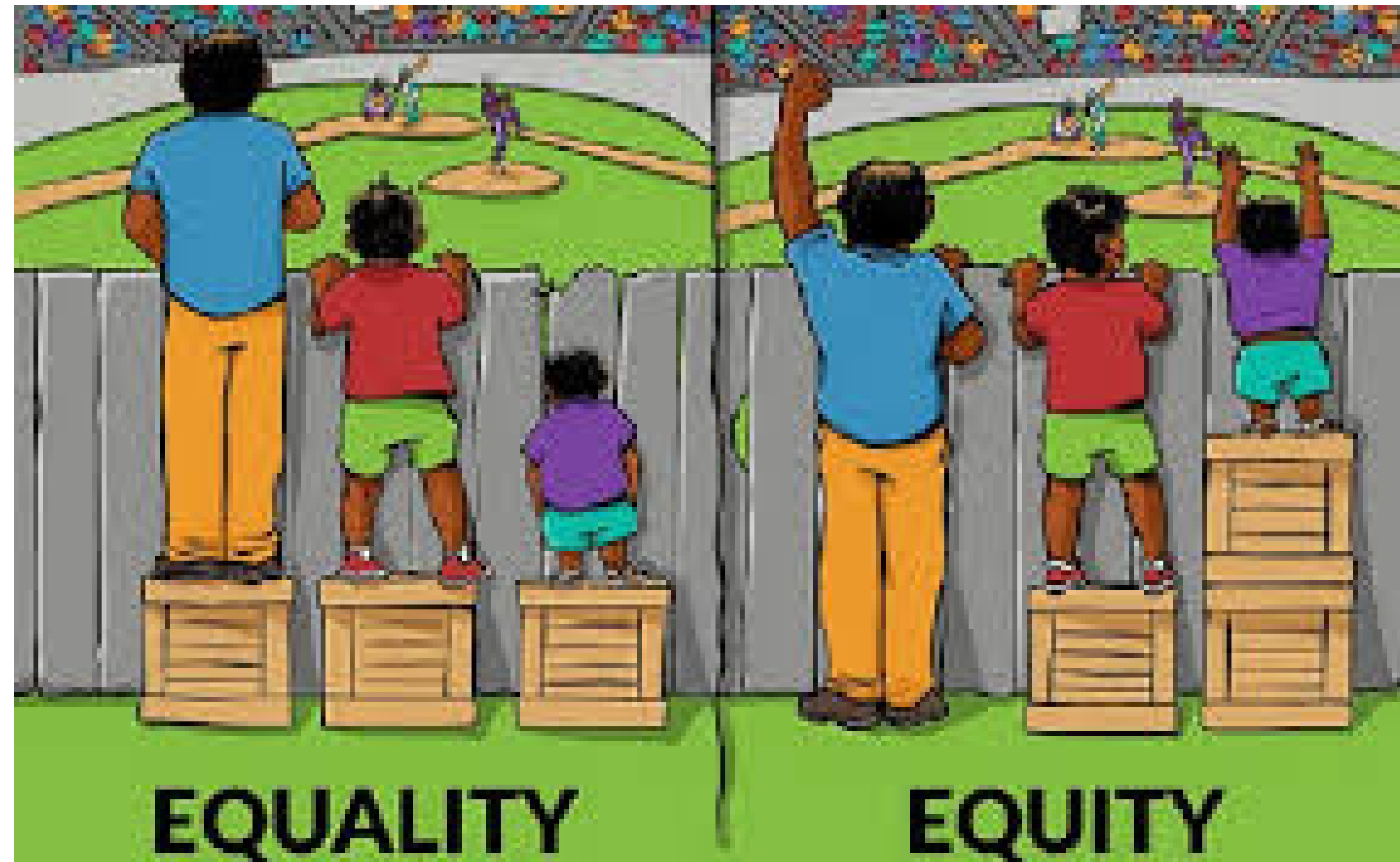


**USED BY INSTITUTIONS WHO DO NOT WANT TO ADDRESS THE ISSUES OF INEQUITY CAUSED BY INEQUALITY. THE SILENCE AROUND EQUITY AND THE IMPORTANCE OF SOCIAL EMOTIONAL LEARNING IS THE PROBLEM. FAILURE TO SEE PAST CURRENT EDUCATION MODELS MEANS OUR EDUCATION SYSTEMS ARE SUFFERING FROM A PARADIGM PARALYSIS.**



**FRAMEWORKS RARELY CHANGE  
OR ARE RATIONALIZED BY  
CRITICAL THOUGHT. IN ORDER TO  
CLOSE ACHIEVEMENT GAPS AND  
UNDERSTAND (SEL) SOCIAL  
EMOTIONAL LEARNING AND  
BROADEN OUR LENS ABOUT  
EQUITY WE WILL HAVE TO **CHANGE  
OUR CULTURE OF THINKING****

# KEY WORDS/UNDERSTANDING





# KEY WORDS

## **STA-TUS QUO**

*THE EXISTING STATE OF AFFAIRS, ESPECIALLY REGARDING SOCIAL OR POLITICAL ISSUES.*

## **TO GO AGAINST THE STA-TUS QUO**

**UNCOMMON, DISRUPTION, EXCEPTIONALTY, EXTRAORDINARY, NOTEWORTHY, REMARKABLE, UNCONVENTIONALITY**

## **PAR-A-DIGM**

**A TYPICAL EXAMPLE OR PATTERN OF SOMETHING; A MODEL**

## **PAR-A-DIGM PARALYSIS**

**REFERS TO THE REFUSAL OR INABILITY TO THINK OR SEE OUTSIDE OR BEYOND THE CURRENT FRAMEWORK OR WAY OF THINKING OR SEEING OR PERCEIVING THINGS.**



**WE ARE SOCIALIZED TO NOT RAISE CRITICAL  
QUESTION AND DIALOGUE ABOUT**

# Power Privilege and Oppression





**THIS EXACERBATE THE RACIAL AND SOCIAL ECONOMIC INEQUITIES  
THAT WE HAVE IN SOCIETY THAT WE PERPETUATE OUR SELVES IN OUR  
EDUCATION SYSTEM**

**HISTORICALLY SCHOOLS DO NOT PREPARE ADULTS AND YOUNG PEOPLE  
ON HOW TO RESPECT EACH OTHER ACROSS CULTURAL DIFFERENCES.**

**RACISM AND OTHER FORMS OF OPPRESSION ARE MAJOR IMPEDIMENT TO  
ACADEMIC UNDERPERFORMANCE OF STUDENTS OF COLOR AND POOR  
STUDENTS IN THIS COUNTRY.**



# Power Privilege and Oppression



**THIS PREVENTS US FROM CLOSING ACCESS AND OPPORTUNITY GAPS  
INABILITY TO NAME ISSUES OF POWER AS A FUNDAMENTAL TO THE  
RACIAL AND CULTURAL DIVIDE IN THIS COUNTRY.**

**THIS PREVENTS US FROM CLOSING ACCESS AND OPPORTUNITY GAPS AND  
PERPETUATES OUR INABILITY TO NAME ISSUES OF POWER AS A  
FUNDAMENTAL TO THE RACIAL AND CULTURAL DIVIDE IN THIS COUNTRY**



# Power Privilege and Oppression



**WHEN WE BEGIN TO EXAM POWER AS PART OF THE EQUATION WE HAVE  
A BETTER UNDERSTANDING OF HOW RACISM OPPRESSION AND ISSUES  
OF CULTURAL BIAS WORK TO UNDERMINE THE ACADEMIC  
PERFORMANCE OF STUDENTS OF COLOR AND LOW INCOME STUDENTS**



# Power Privilege and Oppression



**WAS THIS INSTITUTION MADE FOR EVERYONE TO SUCCEED?  
HOW DO WE DECOLONIZE STUDENT AFFAIRS?**



# Power Privilege and Oppression





**GAP IN CONSCIOUSNESS AND A LOW LEVEL OF CRITICAL AWARENESS  
IMPEDES US FROM PROVIDING THE RESOURCES STUDENTS NEED AND  
UNDERSTANDING OUR **WHY**? IN STUDENT AFFAIRS.**



# Power Privilege and Oppression



# How Do We Change the Status Quo of Student Affairs

Dr. Dorinda Carter Andrews  
Challenges Us...

Move away from diversity  
workshops and a continual self  
reflection throughout the  
professional work of all of us.



Dr. Dorinda Carter Andrews  
Challenges Us...



# Critical Awareness and Self Reflection

1. “How does my own social location i.e. race, class, identity, religion and beliefs shape my mindset about the work I do in student affairs and how does it impact the students I am serving and practices I use?”

# Critical Awareness and Self Reflection

Dr. Dorinda Carter Andrews  
Challenges Us...

2. “What more do I need to learn around things related to culture, power and difference?”

# Critical Awareness and Self Reflection

Dr. Dorinda Carter Andrews  
Challenges Us...

3 How can I be a more  
critically race conscious  
leader?

# Critical Awareness and Self Reflection

Dr. Dorinda Carter Andrews  
Challenges Us...

4. We have to provide spaces for student affairs professionals who want to do equitable work and gain the skills they need to be successful in serving students in our regular day and professional development.





# 3 Big Ideas We Must Acknowledge



1. An understanding that there is a system of power that oppresses and suppresses other cultures in order to maintain itself. For those with privilege, ask yourself within this system and everyday life are you using your privilege to harm or help students.

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2. We can not be color blind and color mute. Over 50% students are students of color but the teaching staff are 90% white, 80% of that number are white female. We must commit to saying I work in a system that is inherently unequal.

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3. Meritocracy is a myth. This is for a formula for the privileged and a formula devoid of considering issues of racism, classism and other forms of oppression for underserved, underrepresented and marginalized students.

..





NOW THAT YOUR CRITICAL AWARENESS/  
CONSCIOUSNESS HAS BEEN RAISED LET'S GO BACK  
TO THE WHY? FOR STUDENT AFFAIRS

LET'S TALK ABOUT THE  
POWER YOU HAVE TO SHIFT  
THE PARADIGM



# The Revolutionary Thinker

The Revolutionary Thinker  
has the power to generate new  
thoughts and reorganize  
existing ideas to change the  
world!



# The Revolutionary Thinker

I believe everyone is destined to solve one problem and discovering your uniqueness helps cultivate the revolutionary thinker in you.



# Whats Your Story

Sometimes the power within starts with the understanding of who you are and how in any position you are in you can make a difference.





The WHY? In  
Student Affairs  
Needs to Come  
Before the How? and  
the What?



Lets be honest about the need.

What problem to you want to solve?

Re-imagine a space without limitations that change lives.



That supports ideation, critical thought and disruptive change and seeing past the old ways of thinking and serving our students.



We must do are part in  
cultivating this new culture of  
thinking and the ideators in it.



Let's Raise Critical Awareness

Be Courageous enough to  
Change the Status Quo

Ideate as Revolutionary  
Thinkers

Cultivate support each other in  
this process. Do not forget to  
develop leaders along the way.





# QUESTIONS

LEAD WITH ME  
@HANNAHNAOMILEAD

