Intersectionality: Understanding and advising at the intersections of identity

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ABC Retention Specialist
UC Santa Cruz
Winter Advising Forum March 26, 2018
Flight Plan

- Introduction
- Learning Outcomes
- Poll
- Definitions
- Demographics
- Practical Application
- Final Thoughts
- Q & A
Learning Outcomes

• Define and correctly utilize key terms with relation to the study of identity, particularly intersectionality

• Examine your experience in the social identity groups to which you belong and how this self-reflection can help to understand the identities of others

• Identify the work of social systems of oppression and domination in higher education

• Apply concepts such as critical theory, intersectionality, and praxis in your advising of students
POLL

I have some questions for you.
Please select the response that most represents your knowledge about the term intersectionality

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have deep knowledge about the topic (read articles, books, saw the Ted talk, and/or heard speakers discuss it)</td>
<td>I have heard it used before</td>
<td>I do not know much about the term</td>
</tr>
</tbody>
</table>

Respond at PollEv.com/aaronjones622
Text AARONJONES622 to 37607 once to join, then A, B, or C
Please select the response that most represents your knowledge about the term intersectionality

- 44%: I have deep knowledge about the topic (read articles, books, saw the Ted talk, and/or heard speakers discuss it)
- 40%: I have heard it used before
- 16%: I do not know much about the term

When poll is active, respond at PollEv.com/aaronjones622  Text AARONJONES622 to 37607 once to join
Word Cloud:

What are some identities you hold?

Simply respond to the same message with your response. For multiple words add an underscore to signify a space (ex. Peanut_Butter for it to show as Peanut Butter in the cloud).
What are some of the identities you hold?

Poll is full and no longer accepting responses
Some foundational concepts

• Epistemology & Ontology (Creswell, Habermas, Dugan)
  – Social constructivism
  – Critical social theory

• Equity & Liberation (Freire)
  – Problem posing education
  – Praxis
  – Critical consciousness

• Issues of identity
  – MMDI
  – Intersectionality
The founding of the US & colonial colleges was for:

White  Propertied  Christian  Men
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE.
EQUALITY

EQUITY

LIBERATION

INCLUSION
Identity and the intersections
MMDI

(Abes, Jones, & McEwen, 2007)

Reworked from an earlier model by Jones & McEwen in 2004.

*Figure 4.1* RECONCEPTUALIZED MODEL OF MULTIPLE DIMENSIONS OF IDENTITY
Intersectionality

Kimberle Crenshaw, Professor of Law at UCLA & Columbia

Named the concept in her 1991 article: “Mapping the Margins: Intersectionality, Identity Politics, & Violence against Women of Color”

https://youtu.be/JRci2V8PxW4
<table>
<thead>
<tr>
<th>Model of Multiple Dimensions Of Identity (MMDI)</th>
<th>Intersectionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Theory of multiple overlapping identities</td>
<td>• An analytical tool/frame for understanding systemic oppression at the intersections of identity</td>
</tr>
<tr>
<td>• How students make sense of their multiple identities and the salience</td>
<td>• Concerned with power, oppression, and violence</td>
</tr>
<tr>
<td>• The process of sensemaking of multiple identities</td>
<td>• How do traditional systems of analysis fail particular intersecting identities and silence particular voices</td>
</tr>
</tbody>
</table>
Demographic issues
ISSUES at UCSC

Undergraduate Student
by Race/Ethnicity: 15,743
3 Quarter Average: 2015 - 2016

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Two or More</td>
<td>7%</td>
</tr>
<tr>
<td>African American</td>
<td>2%</td>
</tr>
<tr>
<td>African Indian</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Asian</td>
<td>22%</td>
</tr>
<tr>
<td>International</td>
<td>4%</td>
</tr>
<tr>
<td>Latino</td>
<td>31%</td>
</tr>
<tr>
<td>White</td>
<td>33%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2%</td>
</tr>
</tbody>
</table>

Undergraduate Student
by Gender: 15,743
3 Quarter Average: 2015 - 2016

- Women: 52%
- Men: 48%

Faculty
by Race/Ethnicity: 554
July 1, 2016

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>8%</td>
</tr>
<tr>
<td>International</td>
<td>23%</td>
</tr>
<tr>
<td>Latino</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>53%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5%</td>
</tr>
</tbody>
</table>

Faculty
by Gender: 554
July 1, 2016

- Women: 39%
- Men: 61%

Career Staff
by Race/Ethnicity: 2,802
December 31, 2015

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2.86%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.89%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.49%</td>
</tr>
<tr>
<td>Latino</td>
<td>19.77%</td>
</tr>
<tr>
<td>White</td>
<td>59.71%</td>
</tr>
<tr>
<td>Unknown</td>
<td>8.28%</td>
</tr>
</tbody>
</table>
• Black and queer or Black and gender non-conforming
• Black and have a visible or invisible disability
• 1st or 2nd generation African and/or Caribbean immigrant
• Black and middle to upper income status
• Black and a transfer or non-traditional student
• Mixed ethnic background (Black & ____)
• Black and first gen college student
• Black and a woman
Recommendations

- Never Ass-u-me
- Decenter self
- Anti-deficit framework & CCW (Harper, 2012; Yoss, 2005)
- Listen to what students are saying and ask questions to get to the root of the problem
- Be aware about campus climate
- Refer students to faces and spaces
- Reflect on where you or the systems you inhabit are complicit
  - Practice
  - Policy
Questions???
References


- Hancock, A. (2007). When multiplication doesn’t equal quick addition: Examining intersectionality as a research paradigm. *Perspectives on Politics, 5*(1), 63-79.

