Title
Best Practices in Teaching Underserved College Student Populations

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The purpose of this article is to explore best practices in teaching underserved college student populations. The student populations addressed in this article are: Low-income students, immigrant students, those who identify as Lesbian, Gay, Bisexual, Transgender, Questioning/Queer plus (LGBTQ+); or those who have mental health concerns. Diversity among student populations followed with the introduction of the G.I. Bill and federal financial aid (Thelin, 2011). Since that time, institutions of higher education have implemented strategies to better serve their student populations and achieve their missions (Thelin, 2011). The student populations explored in this article would benefit from having faculty who are educated on meeting their needs and assisting in ensuring student success in the classroom. Each of these student populations has traits and characteristics that faculty can take into account when developing curriculums, class plans, and activities. The authors propose that implementing best practices based on these traits will assist each of these student populations in becoming more successful in the classroom and improve retention. Each author has twelve years of online and face-to-face teaching experience in Minority-Serving Institutions (Gasman, et al, 2008). Both have taught humanities and social sciences to the populations discussed herein. In addition, the authors have developed curriculum pertaining to the building of soft (Boyce et al., 2001) and critical thinking skills (Scriven and Paul, 1987). The suggestions for best practices in this article reflect research conducted and their experiences.

As discussed in an article by the Hechinger Report, college teachers rarely have training in how to be a college teacher (Kolodner, 2016). Unless an educational facility has a specific training program or resource center for teachers, they are often on their own to navigate both imparting information to the students and effectively teaching so the students are successful. Adjunct faculty in particular have this difficulty, but full-time professors also may lack certain teaching skills (Kolodner, 2016). While teachers in K-12 receive specific training and take courses related to teaching theory and strategies, this is not the case for those who teach in higher education: Professors, instructors, and lecturers in higher education complete coursework relating to their major and not specific courses on teaching theories and strategies. Accrediting bodies may have training requirements for faculty that are intended to address the lack of training received prior to teaching in higher education. For example, the Accrediting Commissions of Career Schools and Colleges (2017) requires that faculty who have less than a year of teaching experience receive training prior to taking a lead role in a classroom. The content of that training is determined by the institution. Therefore, the best practices discussed here are intended to help in enhancing college teaching skills and ultimately benefit underserved students.

While some of the suggestions within this article may fall under the umbrella of student services, having well-trained faculty can help facilitate effectively meeting the needs of students. Given that faculty tend to be more student-facing than student services, they are in a position to guide them. Access to student services is student-initiated and driven. For example, under the Americans with Disabilities Act postsecondary institutions are required to provide reasonable accommodations to individuals who have disabilities (Kaplin & Lee, 2014; Legal Aid at Work, 2017). Under Section 504 of the Rehabilitation Act of 1973, postsecondary institutions must provide students with reasonable accommodations (Proctor, 2001). In order to qualify for an accommodation, a student must have an impairment that substantially limits at least one major life activity (Kaplin & Lee, 2014). To receive an accommodation, students do not have to meet the criteria prescribed under the Individuals with Disabilities Education Act (IDEA) and the primary goal of providing an accommodation to ensure students are "free from discrimination on the basis of the disability" and have an equal opportunity to achieve success in college (Proctor, 2001, p. 42). Unlike with IDEA where K-12 schools must proactively assess and test students who have been identified having a disability, students at institutions of higher education must self-identify and pay for the evaluation themselves (Barnard-Brak, Lechtenberger, & Lan, 2010). In addition, students must seek out and request the services in a higher education setting. Students who are reluctant to seek assistance, or who are unaware of what support may exist, need additional help locating it, and benefit from having faculty who are well-trained in effective student outreach and support.

Retention for Underrepresented Students

College retention is always a pressing concern to any administration concerned with their reputation, funding, and accreditation. An article in the *Atlantic* included the disturbing statistic that around 90 percent of lower-income students who are the first in their family to attend college do not graduate within six years (Zinshteyn, 2016, referring to the Pell Institute, 2011). According to this article, these students are often unaware of what's known as the "hidden curriculum"—the mix of bureaucratic know-how and sound study skills that can make or break a student's first year in college. These students also are mostly from lower-income households, and often work more than 20 hours a week to finance their education, in many cases at the expense of classwork.

Lower-income students also face retention issues due to difficulties in maintaining tuition and other college costs, and the immediate needs of food and other supplies. A report by Kruger, et al., of the National Association of Student Personnel Administrators (NASPA) (2016), determined that emergency aid

programs are a significant advent to help such students, and that faculty and staff are important in getting that help to students; as faculty and staff often refer students to emergency aid programs and communicate with the offices that provide the aid.

In addition, Turner and Thompson's (2014) study found the factors that led student respondents to leave college before graduating included a lack of social activities fostering inclusion, efficient study skills, effective academic advisement and support, and most significantly for this survey, the instructor-student relationship, critical in a student's freshman year of college. Their study also supports the conclusions of earlier studies that the instructor-student relationship is essential in helping a student gain comfort in an unfamiliar environment.

Their findings concerning the importance of social activities and belonging are relevant here. Students who have no peer welcoming group may be isolated, such as immigrant students and LGBTQ+ students. Others may not be able to participate in social congregation, such as those in poverty (or with a heavy work schedule) and those who limit social engagement due to mental health needs.

Some of the practices for students described above can be served by academic advising/support offices. However, Turner and Thompson's 2014 study found half of the respondents noted inadequate academic advising/support in the freshman year, where students form conclusions about what to expect in terms of college support. Consistent and regular outreach from these offices are needed. The authors of this article note from their collective experience that students still rely on the faculty as the 'first responder' to many crises arising in their learning experience—and that a faculty member's response to such situations helps determine a student's overall attitude toward the college experience.

Low-Income Students

Poverty affects individuals and families in obvious ways, and also has hidden and systemic consequences. According to a 2012 Senate Finance Committee hearing on poverty, nearly 50 million Americans live in poverty. Social safety net programs, such as Temporary Assistance for Needy Families (TANF), have not expanded with the past recession—in fact, its reach has been reduced (Floyd, et al., 2017).

A particular problem of poverty is lack of affordable housing available to families. Affordable housing is increasingly difficult to find and correlates with problems in school, health, crime and employment, instability of life, as well as desperation and sacrifice of dignity (Desmond, 2016). The American Psychological Association (n.d.) notes the effect of poverty on children and families as including malnutrition, failure to thrive, homelessness, chronic health conditions, internalizing behavior and psychological distress.

In general, poverty is associated with fewer opportunities for educational attainment (Boschma & Brownstein, 2016). Income is the major factor that determines whether a person will attend college (National Student Clearinghouse Research Center, 2016). The National Student Clearinghouse's most recent report on high school benchmarks found that those students from schools with high concentrations of low-income and minority students had more difficult barriers to college access. Those from higher-income schools were far more likely to enroll in college immediately compared to students from low-income schools (National Student Clearinghouse Research Center, 2016).

However, the problems do not end with simply getting into college. Some college students are struggling with income and homelessness while they are attending school (Romero, 2016). As institutions of higher education struggle to balance budgets because of reductions in state funding and the higher cost of operation, the cost of tuition and fees continues to rise. From 1993 to 2014, higher education inflation averaged 5.2 percent (Patton, 2015).The lack of available resources for addressing budget cuts puts the financial burden of earning a degree onto the student (Desrochers & Hurlburs, 2016)

More students who lack appropriate financial assistance are working to finance their education, taking full-time jobs that affect time to study (only ten to 15 hours a week working is considered optimal for college students) (Davis, 2012). In a study measuring time spent on academics, work, and outside activities, full-time college students reported spending approximately three hours on their academic studies, 31 minutes on employment activities, and two hours on other organized activities each day (Greene & Maggs, 2015). Female students and students whose parents did not attend college spent more time on employment activities and students with at least one parent with a college degree spent more time on organized activities (Greene & Maggs, 2015). Time and stress in working to survive, as well as dealing with health, food, and housing, obviously impacts academic performance.

Often, sufficient information about postsecondary education is not available to low-income students who attend underresourced schools—how it works and what is expected of them in class, nor of how to achieve these expectations (Kolodner, 2016). One report found that many low-income college students wished for faculty who are sensitive to the needs and challenges of their situations (Lee, 2016). Based upon students' concerns in the reviewed literature and the authors' teaching experience, faculty "help" means faculty being willing to carefully explain expectations (what the students should do on their own and how the faculty can be a resource for them), being open to students approaching them with problems that may affect the student's ability to get work done, and being open to helping the student brainstorm possibilities for problem-solving. Intensive teacher training programs can help faculty to develop these skills,

including those pertaining to being open and emphatic to the needs of students and providing help (Kolodner, 2016; Lee, 2016). In the authors' experience, being open to students includes offering additional explanation when discussing course requirements, expectations, institutional policies, assignments, and grading criteria.

Being aware of low-income student challenges does not mean the faculty must ignore deadlines or try to solve all student problems, but to see where the faculty can help. For the class, the faculty is the link between the student and the university standards, the contact who knows what is and is not acceptable, and who has the discretion to extend time and offer alternative assignments. As an example, in on-ground classes, allowing assignment submission by an online method (Blackboard, email) can help a student who cannot make a class on time due to work or family care obligations. The faculty may also help the student find low-cost means of buying textbooks and materials, such as libraries, student discounts in stores, student exchanges or bulletin boards, and so on.

Low-income students may be socialized not to ask questions, but expect to be told what to do with no input (Santana, 2015). These students can benefit from faculty encouraging questions in class: teaching the students different kinds of questions (Socratic, open and closed), and having the students write down, develop, and refine questions (Santana, 2015). From Santana's experience, working continuously with students on using questions teaches them a good sense of how to ask for information, use information, and build upon the information.

From the authors' experience, most teachers are drawn to the profession from a genuine desire to help others succeed. Therefore, having extra outreach tools on hand and ensuring that students know all resources available to them will make a difference. Once in college, students are often encouraged to seek out resources for themselves. However, as mentioned previously many low-income (and other) students may feel isolated and/or are not familiar with how colleges work—what's available and how to use it and ask for it (Riggs, 2014; Galina, n.d.).

Faculty who recognize these challenges through being observant and getting to know students can help by knowing what resources are available on a campus for various student needs, and being able to suggest and direct the students to these resources. These can include library resources, computer resources, tutoring, disability services, study skills, career services, counseling services, diversity advocates, and ombudsmen. Faculty can keep college guides handy, as well as being aware of city and county resources, to recommend specific resources. Time management is always an issue, and faculty can share their own experiences and tips with the students and integrate discussion and solutions about time management and coping with the challenges of college.

Most importantly, faculty should let the students know at the beginning of a course that they have these resources and are willing to listen and work with them, and are someone they can approach and trust.

Immigrant Students

Immigrant and second-generation American students are a fast-growing population in the American higher education system (Ousey, Brown, & Goldschmidt, 2014). Immigrant students are individuals who were born outside the US, but immigrated here at some point. This section also refers to international, or migrant, students. Any of these students may have baseline difficulties with English, especially if having been raised in a country, neighborhood, or household where English was rarely or never spoken (Ousey, et al., 2014).

While these students may be in English as a Second Language classes, they also need consideration from non-ESL teachers. Specific problems for immigrant or first and second-generation students may include: difficulty reading English textbooks at collegiate level (even if the student speaks English well), having few English books or other reading material at home, very little travel experience in the US, or unfamiliarity with cultural experience in the US, including food, pop culture, and religion. (Ousey, et al., 2014).

The authors have found that a fundamental part of effectively teaching this student population is for faculty to get to know them and ask about backgrounds and challenges. If the students are not willing to talk about themselves in class or class discussions, they might be more willing to discuss matters one on one, or in office hours. This contact can include online chats, phone conversations, and secure online classroom messaging.

Faculty should not assume that all students are US-born or share the same ethnic or religious background, and should also be aware that the other students in the class (particularly online classes) may have an inaccurate assumption that fellow students are just like them. The faculty should be careful to include different perspectives and dispel stereotypes and guard against discrimination and harassment in class.

Faculty should not assume or treat immigrant, first or second-generation students as though they do not have academic capability simply because of a language barrier. However, faculty should be aware that like low-income students, immigrant and migrant students may not be familiar with culturally-specific practices and attitudes in U.S. higher education such as developing self-advocacy (Ousey & Goldschmidt, 2011). As with low-income students, faculty can research and have available resources in the college and community that can specifically help the immigrant and first or second-generation student: tutoring, legal clinics, student groups, and counseling.

Like all the student populations discussed herein, immigrant and first or second-generation students may have pressing non-academic issues which could interfere in studies, including providing their families with financial support, and being caretakers, and translators (Ousey & Goldschmidt, 2011). Similar to low-income students, helping these students with time-management and budget ideas, or flexibility in assignments, will benefit them.

Transparency about expectations is important in the college classroom, regarding every activity and assignment, and about formal and 'unwritten' rules with which students may not be aware. This means explaining to students what to do, why it needs to be done, and how they are going to be evaluated (Engle & Tinto, 2008).

For example, students may not be aware of how class discussion should proceed, or how to best study for a particular topic or assessment. Teachers should explain content and the optimal ways to study, and explain and model discussion, including analyzing the process of discussion itself (Engle & Tinto, 2008).

For the immigrant and first or second-generation students Ousey, et al. (2014) recommend that faculty provide background knowledge of their courses, such as vocabulary terms and recommended readings. Faculty should also encourage students to take notes, to reflect upon readings, and discuss key points in the readings (Ousey, et al., 2014). The students may also be unfamiliar with how to draft essays and thesis statements, and so the faculty can provide assistance in organizing and constructing essays and other assignments. The faculty can also use some class time for instructor or peer feedback, for discussion of constructing assignments, and discussing citation and plagiarism (Ousey, et al., 2014).

As with other populations, another good practice is to integrate immigration experiences into class learning through discussion and examples. Teachers should avoid any pre-existing cultural awareness—that all students must know what is assumed to be mainstream culture or experiences. Therefore, teachers should include examples from varieties of cultures and experiences.

Teachers should be aware that students may also have some cultural difficulties in being reluctant to discuss certain topics due to their own cultural taboos or backgrounds, and having different experiences in communications with faculty previously (such as not disagreeing with a professor, or having interaction with a teacher who is of a different gender) (Ousey, et al., 2014). Some sensitivity to these circumstances is needed in order to talk through the situation, including asking the students if they would like to talk to a counselor, or if they could benefit from flexible deadlines for assignments (Ousey, et al., 2014). Faculty are cautioned against assigning participation points for in class and online discussions where the content may be sensitive or unrelatable. Including options for topics for

discussions or assignments offers students the ability to choose a topic that is aligned with their level of comfort.

An important point to consider is that immigrant and first or second-generation students may face discrimination and prejudice on campus and in society due to international events and political rhetoric (Saul & Hartocollis, 2017). The authors have had students report such treatment to them, such as assumptions that the students are undocumented, that they are violent or support terrorism, and misperceptions regarding religion and culture. Being aware of the campus and community climate is important to help observe if a student is distressed or possibly suffering discrimination. As with all students discussed here, faculty can be clear they are allies to immigrant and first or second-generation students.

Engagement is a major aspect to success, meaning encouraging students to be more involved in their learning and with their peers (Engle & Tinto, 2008). An important way for students to feel they are invested is to sense that they have a voice. Students can be inspired to make their presence stronger on campus and feel as though they have influence on policy and practices. (Engle & Tinto, 2008).

Demetriou and Mann (2012) suggest strong and positive practices that college faculty, administration, and advisers can participate in: role models on campus for these students to connect with, introducing first-generation students to more senior first-generation students and alumni for mentoring, starting first-generation workshops, outreach to first-generation students, ensuring first-generation students are aware of resources on campus to specifically assist them, and celebrating the successes of first-generation students. These are excellent suggestions that can be applicable to all the underserved populations in this review.

A final note regarding students are who considered part of the Deferred Action for Childhood Arrivals or "DACA" subset of immigrant students. The DACA program began on June 15, 2012, allowing certain individuals who came to the United States as children to have deferred action on deportation and other enforcement actions for a period of two years, subject to renewal. Those protected under the DACA program are also called DREAMers (named after proposed comprehensive legislation never passed), and many DREAMers began college, which they would have not been able to otherwise. In 2017, the Trump administration announced the end of accepting new DACA applications and the end of the program. As of the writing and publishing of this review, the future of DREAMers is uncertain due to a contentious Congress, and the Trump administration's often ambiguous or adverse attitude toward DACA and DREAMers.

Some university systems have stepped up to assist those students who have started a degree, but may suddenly face deportation. The City University of

New York (CUNY) has been offering free screenings and provided legal immigration advice since the 2016 election, and through its CUNY Citizenship Now! program is helping students look into immigration possibilities. (CUNY, 2017). The University of California's Immigrant Legal Services Center is assisting the immigration-related legal needs of undocumented and immigrant students. (University of California, 2017). Several individual universities have publically stated support of DACA students as well. (Ojalvo, 2017).

Faculty who are aware they have or may have DACA students can find out exactly what their campus offers in the way of protection (such as refusal to share immigrant student information to the federal government) and assistance (financial aid or legal services).

LGBTQ+

Lesbian, gay, bisexual, transgender and queer or questioning (LGBTQ+) students face particular challenges to successful college attendance, including the hetero/cis-normative college environment and the fact US campuses have little institutional support specifically for LGBTQ+ students (Windmeyer, Humphrey, & Barker, 2013). Hannah Furrow's 2012 study found US LGBTQ+ college students face stress and marginalization from misrepresentation and lack of inclusive representations in curriculum and teaching (Furrow, 2012).

Teachers can have a positive effect on LGBTQ+ students through pedagogy and modeling of inclusion in the classroom (Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012; Scharf, 2014; Dodge & Crutcher, 2015). This means careful consideration of how LGBTQ+ persons and issues are represented or excluded in the classroom, and the meaning of content in the curriculum.

A fundamental practice for teachers is reviewing pedagogic materials such as textbooks and articles. Faculty should when possible, choose material with gender-neutral language and free of stereotypes. If the faculty is unable to do so, they may mention any problems in the material and discuss them. The faculty may also bring into the classroom new research and contributions by LGBTQ+ persons (Davis, 1993).

Generally, problems in curriculum content arise due to the LGBTQ+ students having more interest in LGBTQ+ history than faculty does in teaching it, or the faculty are uncertain about what to include (Kulke, 2016; Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004). This begins in earlier education where teachers either exclude LGBTQ+ topics unintentionally because they are not consciously aware of them, or because of personal beliefs. Therefore, college is usually the first educational exposure students have in any depth about sexual orientation and gender identity.

For one example, Macgillivray & Jennings's study found in a sample of the most widely-used foundations of education textbooks, the LGBTQ+ content tended to reinforce negative stereotypes and marginalize LGBTQ+ people due to topic (an emphasis on victimization and pathologizing) or only had perfunctory coverage, or even lack of coverage altogether (Macgillivray & Jennings, 2008). In another example, Gezinski's review of college social work curriculum found little inclusion of LGBTQ+ issues, likely due to those issues being considered unimportant, to homophobia, or to institutionalized heteronormativity (Gezinski, 2009). In yet another example, Lim and Bernstein (2012) found the "education and training of health care workers is traditionally devoid of LGBT-specific curricular content" (para. 3).

Accordingly, a strong and positive teaching approach is asking if students would like to disclose privately preferred names and preferred gender pronouns (PGPs), an issue that is often very important to LGBTQ+ students. If reading a roster aloud, a teacher can go by last name without gender identifiers and should not allow the class roster to be visible to others (Dubois & Lassoff, 2015). As Vanderbilt University suggests, a teacher may also ask students beforehand to share privately their PGPs and names (Harbin, 2016). In 2016, the University of Michigan gave students ability to designate their PGPs, and that choice will be reflected on class rosters (Fitzgerald, 2016). The University of Vermont has also instituted this practice (Scelfo, 2015).

In addition to names and PGPs, language is one of the baseline indicators of inclusion. Therefore, another best practice is using inclusive language and precise terms like "lesbian," "gay," "bisexual," "transgender," "queer," and "questioning," etc. rather than just using "gay" as an umbrella term. A teacher can better address groups as "Students" rather than "Ladies and Gentlemen." Similarly, when using examples in class, a better practice is integrating terms like "partner" or "significant other" or "spouse" instead of "boyfriend and girlfriend" or "husband and wife."

Many curriculum subjects have some opportunity to include positive representation of LGBTQ+ persons and history. As an example for political science or history, Bayard Rustin, an openly gay black man, organized the 1963 march to Washington where Dr. Martin Luther King made his "I Have a Dream" speech (Bayard Rustin Biography, 2015). A math or science or computer class can highlight Alan Turing, the brilliant gay British mathematician, code-breaker and pioneer of computer science. His work was vital to the Allied efforts in World War II (Jacobson, 2014). An example in computers and game design is Dani Bunten, a transgender video gaming pioneer (Plunkett, 2012). Sally Ride is an excellent example in science, as she was the first US female astronaut in space and a lesbian (Boyle, 2012).

Feedback is another means for a supportive environment. Best feedback practices usually involve encouraging critical thinking and focusing on learning and communication, through the teacher using encouraging, specific, and descriptive individualized comments (Dewald & Rhynders, 2015). So should a student write about LGBTQ+ topics, teachers can use feedback in the assignment to encourage further exploration of the topic. The teacher can comment on how the student connected the LGBTQ+ topic to learning objectives in the course, ask what else the student found on the topic, ask what other perspectives were given, discuss what the student would want to learn more about, and comment on how the student can use the information in the assignment to build upon a broader knowledge of LGBTQ+ issues. The point here is to engage with the student's choice of an LGBTQ+ topic and encourage research and intellectual inquiry, rather than ignore or gloss over the student's discoveries.

Class discussion is another pedagogic method that can be a positive opportunity for LGBTQ+ inclusion if the faculty takes care regarding the circumstances: setting ground rules for open discussion (Koolsbergen, 2013); understanding different participation roles and helping students clarify thoughts beforehand (Saunders & Kardia, 2016); and using a variety of materials not previously introduced and which have multiple perspectives (Saunders & Kardia, 2016). The use of language is important in class discussion. Teachers can facilitate, explain, and encourage respectful disagreement on LGBTQ+ issues, emphasizing respect for others. In order to best facilitate class discussions, faculty should make clear the classroom is a safe space free from harassment. Teachers model behavior for students, and so teachers should not tolerate abusive language in the classroom or allow inaccurate information about LGBTQ+ persons to go unaddressed (Davis, 1993). While group identity may be important for a student, students should still be recognized as individuals and should not be seen as representative of all LGBTQ+ students (Davis, 1993). Expectations of behavior can be included in the syllabus, reminding students of etiquette in class.

Students with Mental Health Concerns

Students who experience anxiety, depression, and obsessive-compulsive disorder may also have trouble with time management and motivation. This occurs because of fear, feelings of failure, or low performance, and not necessarily a lack of interest in the course or subject matter. The literature notes that some faculty view the implementation of accommodations as weakening rigor and giving some students an unfair advantage (Scott & Gregg, 2000; Timmerman & Mulvihill, 2015). Students report that sharing their experiences and having a disability, including mental health needs, is difficult and negative reactions by the faculty only serve to complicate the process and demean the student (Grasgreen, 2014). Suggested guidelines for therapeutic care provide a

bridge or path to developing effective best practices in the classroom. In a study comparing the perceptions of providers and individuals who seek treatment for mental wellness, those seeking treatment reported that their engagement level is high when providers listen, focus on strengths, and show concern for the person's well-being (Smith, Easter, Pollock, Pope, & Wisdom, 2013). This same attention and focus benefits both students and faculty, as faculty members must also become trusted as a subject matter expert who is focused on creating healthy and effective relationships with students.

Providing positive reinforcement to students, regardless of diagnostic criteria or personality, creates an encouraging and a supportive classroom environment. Students, in general, receive constant corrective feedback. This is especially true in accelerated programs where weekly assignments are due. Providing balanced corrective and positive feedback will help students to focus on one or two areas of development during the class or for the week, while providing a substantial amount of positive reinforcement. This positive reinforcement is especially helpful to those who experience narcissistic, antisocial, and histrionic personality disorders.

Students who have personality disorders also experience impairments to work functioning. Close associations are found between the impact of these types of disorders insofar as both are linked to vulnerability due to low self-esteem and external locus of control (Michon, ten Have, Kroon, van Weeghel, Graaf, & Schene, 2008). Ten to 15 percent of the population experiences personality disorders or maladaptive traits which impact impulse control, ability to resolve and manage conflict, locus of control, and ability to cope (Nichols, 2007). In their study of the impact of personality disorders and impaired work function, Michon et al. (2008) found that neuroticism and work impairment were highly correlated. The authors noted that those who experience impairments to functioning due to a mental illness or personality disorder would benefit from having vocational rehabilitation programs that focus on building self-esteem and coping skills (Michon et al., 2008). Personality disorders are wide ranging, as are the suggested best practices needed to provide the best learning experience for each type.

Instructors have opportunities to assist and encourage students in providing feedback and engagement in the discussion. In addition, personal communications can provide encouragement and time management tips that would allow students who experience anxiety, depression, OCD, and other disorders. Language utilized by instructors that encourages students to identify strengths can help to develop self-concept and esteem. Including critical thinking techniques can assist students with developing problem solving, communication, and evaluation skills. For example, Chaffee (2015) presents a five-step problem solving model where students can define the problem, identify and assess potential solutions to it, and select and evaluate a solution to the problem. In

addition, these skills will help students in their personal and professional lives moving forward. Creating opportunities to problem solve in the class also helps to develop these skills, which is of benefit for students who have maladaptive behaviors.

Intersectionality

The application of Crenshaw's concept of intersectionality offers insight into how conflicting and competing agendas within the categories explored here create an additional burden with applying strategies, yet offers an additional framework for working with diverse student populations (Butler, 2017; Crenshaw, 1994). While historically associated with gender and race, intersectionality provides a bridge for evaluating the complex realities that exist within interconnections of social identities where people face discrimination (Butler, 2017). While these student populations were discussed separately within this article, they are in no way independent or separate from one another. Students may identify with one, two, or all of the groups presented here; making the strategies for outreach and meeting their needs more complex. This further speaks to the need to effectively train faculty and promote the coordination of services among academics and student services within the institution.

Developing effective strategies to assist students requires that administrators, staff, and faculty work with one another to create techniques that meet the diverse needs of the student. As students may exist within multiple social identities, flexibility within the strategies is necessary. A focus on only one social identity a student ascribes to may deny validity to an experience associated within that group. In addition, creating individualized plans with students will help to address their specific needs.

The Role of Adjunct Faculty

Adjunct faculty continue to play a significant role in college teaching. Yakoboski (2016) estimates 50% of college faculty are adjuncts (non-tenured, part-time faculty), and most often teach remedial, introductory, and lower-level freshman year courses. Therefore, adjunct faculty are the ones most likely to be in first contact with the underserved student populations, and the ones who can help in retention and improving the college experience.

Students mostly do not differentiate between types of faculty, but adjunct faculty are often caught between administration and the student body, as is the case with academic freedom and job security to present challenging ideas and topics. (Swidler, 2017). Adjunct faculty do not have the luxury of a set office space with privacy, set office hours, or the ability to pay for professional development. They often teach at several institutions, receive course offers at the

last minute, and are in constant jeopardy of having a class taken by a full-time member or more senior adjunct. Colleges have increased their use of adjuncts as cost-saving measure, but the low salaries have had deleterious effect on struggling adjuncts.

In order to support students, colleges will need to support adjunct faculty, whether assisting in guaranteed academic freedom, better salary and benefits, equipment, guaranteed classes, support facilities, and support in professional development and publishing. These factors can help retain faculty and encourage them to develop mentoring relationships with underserved student populations. As Kezar and Maxey (2013) point out, a range of options exist that involve little to no funding (academic freedom statements, grievance processes, materials and support services, professional development opportunities, participation in governance) along with some that are costlier (access to office space, hiring practices, employment contracts, compensation for office hours). The costs, Kezar and Maxey argue, are offset by the lower turnover and benefit to the students.

Conclusion

Several consistent themes run through the recommended strategies described above: listening to students; establishing one's self as a resource for students; learning more about the student populations and the college and community; and being proactive in providing outreach. The authors recommend integrating specific critical thinking techniques into lessons, which will help students' self-sufficiency and decision-making processes. These include journaling, metacognition, using questions, media literacy, problem-solving techniques, critical listening, reading, and writing skills, creativity, brainstorming, and more. Several excellent books and websites on critical thinking are available to use that have practical applications (See Appendix).

A baseline consideration is mindfulness and awareness of the college— where it is, what is has, what the community is around it, online or otherwise, in order to facilitate access to resources. This goes along with faculty awareness of the students and who they are. Careful listening and observation of the students is vital for class engagement and understanding. Faculty members need not be experts in any of these topics or with working with special student populations. The willingness to communicate and understand the needs of the student is as, if not more, valuable than expertise about the group.

In looking to future applications, college administration should support, encourage, and assist these efforts. College administration and faculty should also support diverse materials and resources to augment materials and curriculums that fall short in diversity. Certainly, not every student can be retained or helped, but efforts in retention likely will strongly benefit from a mindset of treating students

like valued individuals and appreciating, acknowledging, and embracing the diversity of the 21st century student body.

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