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identifies seven "vectors" of development, and several subcomponents. Each vector takes into account the emotional, interpersonal, ethical, and intellectual aspects of development as student move into adulthood (Evans, et al., 2010). Rather than a series of stages, the vectors are to be considered "

mostly by White heterosexual men in higher education.   Her list presents a series of unearned racial advantages that instill a conferred dominance among White students. For example, the unearned entitlements of belonging and safety can perpetuate a feeling among White students that bias, prejudice, and racism are not present within their educational surroundings, or that racism does not have an impact on their White identity. This unconscious imbalance of privilege perpetuates what McIntosh refers to as "conferred dominance" (McIntosh, 1998: Jones & Abes, 2013). Additionally, there are many other forms of privilege that can have an influence on social identity development beyond race, sex and gender. Privileges related to age religion, ability, and social class can also create occasions of conferred dominance (Goodman, 2010; Evans et al., 2010).

Often considered the "flip side of privilege," oppression is a conscious action against a particular social identity. Oppression is often categorized as "attitudes, behaviors, and pervasive and systemic social arrangements by which members of one group are exploited and subordinated while members of another group are granted privileges (Johnson, 2006 in Jones & Abes, 2013; Bohmer and

Just as identity salience can be influenced by fluctuating environmental circumstances, the influence of societal norms, values, and behaviors have a profound impact on identity development. Although ecological theories can identify the systemic environmental influences and dominant societal norms that define and shape identity, newer "post-structural" theories have emerged that challenge dominant assumptions about healthy identity development. They also show how societal structures and dynamics produce and perpetuate marginalization and oppression. (Bronfenbrenner, 1979; Torres, Jones, & Renn, 2009; Jones & Abes, 2013). "Using these theoretical frameworks not only sheds light on particular populations but also on how power and privilege shape identity theories more generally" (Abes, 2009; Torres, Jones, & Renn, 2009). Intersectionality, Critical Race Theory, and Queer Theory are three post-structural frameworks that are changing the way higher education approaches .kshan   (z) Abin.1(r6

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For student identity development, the MMDI and RMMDI offer a multi-layered understanding of how the role of context contributes to identity development and salience. The models can help higher education faculty, staff and administrators gain a more holistic understanding of student identity development by challenging stereotypes, and encouraging dialogue. They can also help provide a space for student to critically self-reflect on the ways in which systems of inequality contribute to one's own identity and actions. (Abes, Jones & McEwen, 2009 p 235).

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