

BUILDING AN EQUITY CULTURE:
*FOSTERING URM STUDENT ACCESS AND
COMPLETION IN THE GEOSCIENCES*

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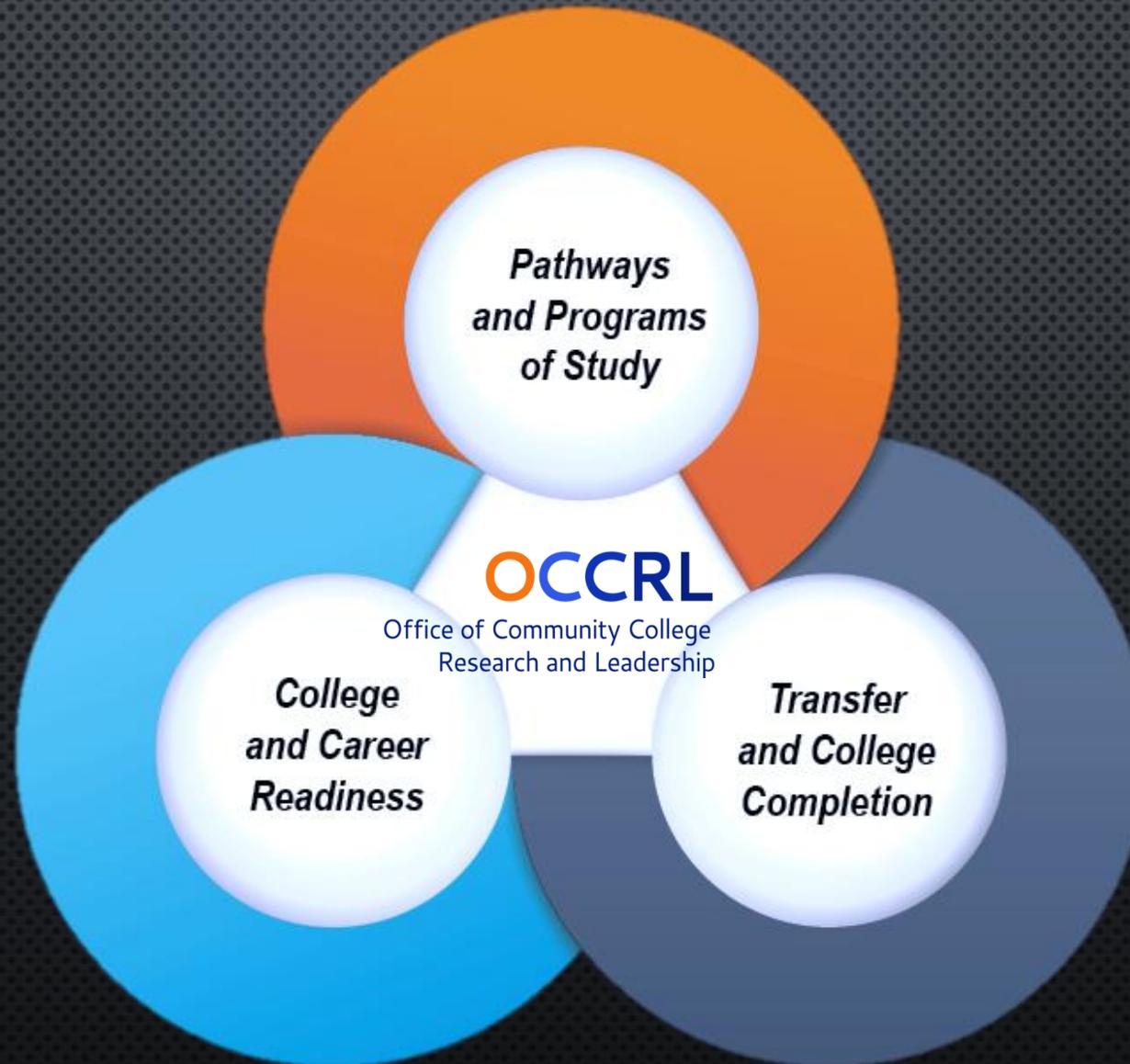
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

PRESENTED FOR THE SUPPORTING AND ADVANCING GEOSCIENCE IN TWO-YEAR COLLEGES
(SAGE 2YC) MEETING

AT THE UNIVERSITY OF WISCONSIN, MADISON

JUNE 20, 2019

HISTORICAL CORE AREAS



an initiative of

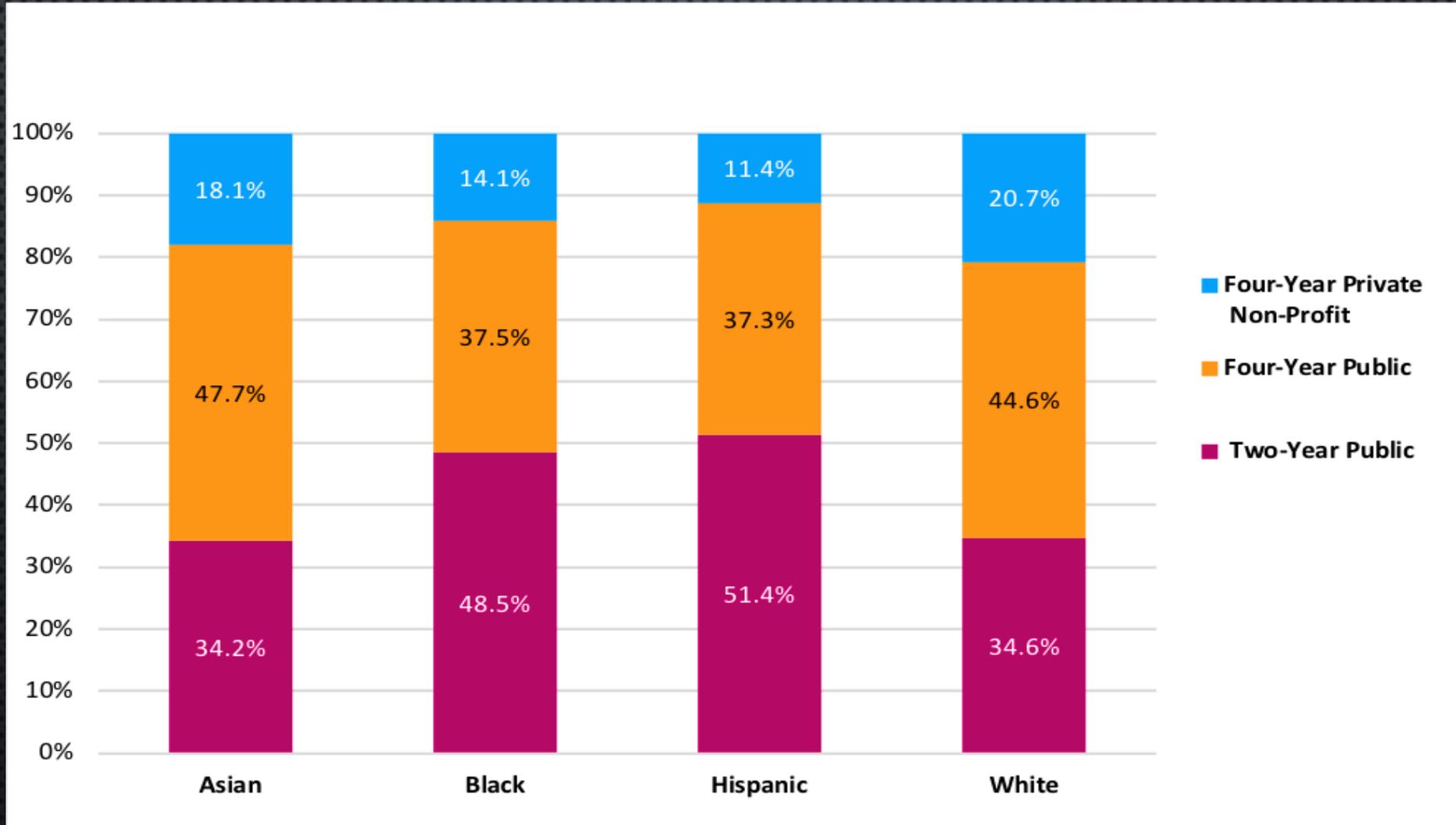
ADVANCING OUR FOUR PILLARS



Strengthening Pathways for All Students Through Research and Leadership

POSTSECONDARY PARTICIPATION PATTERNS

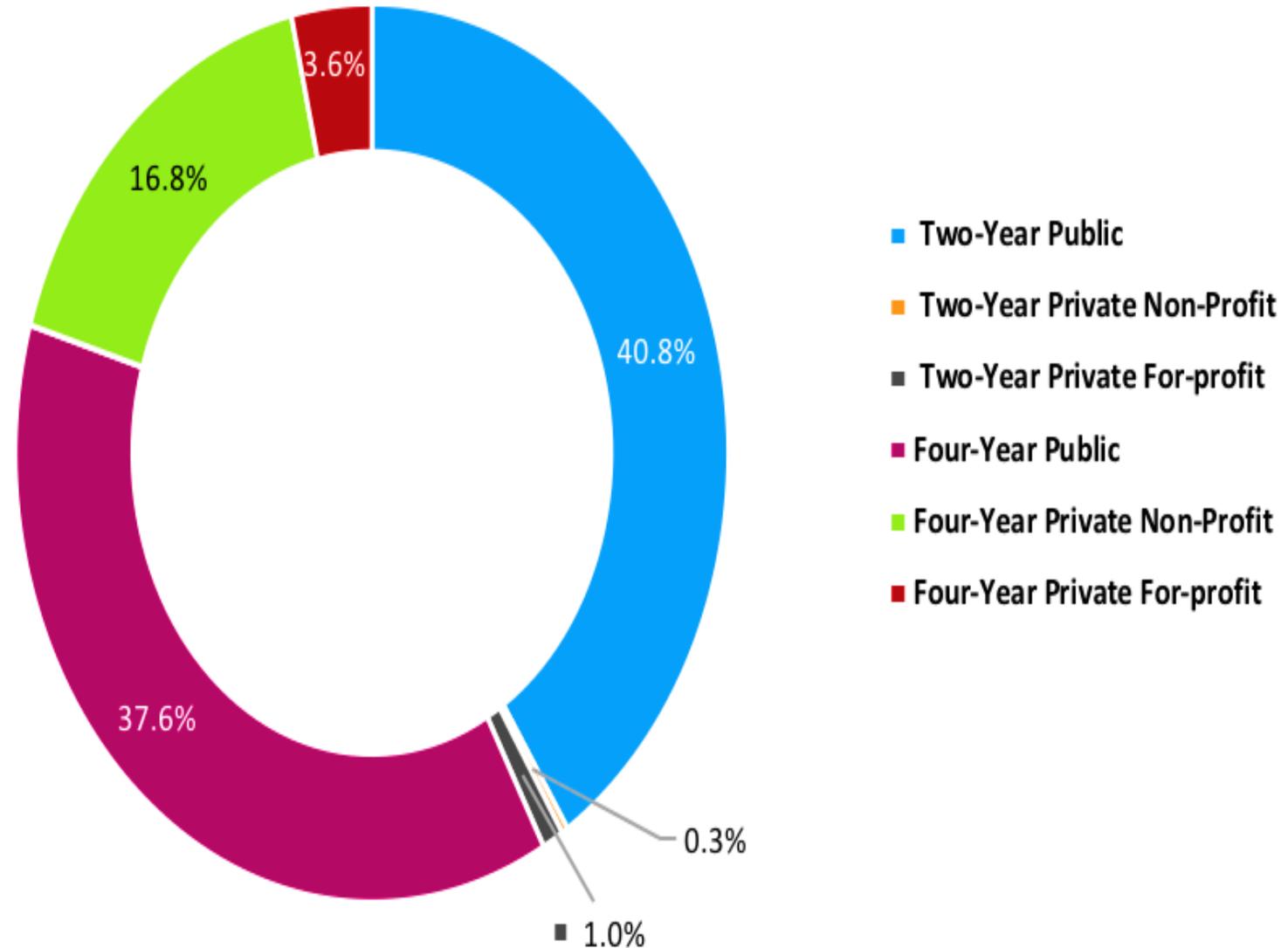
Total Initial Enrollments by Sector and Control of Starting Institution by Race and Ethnicity



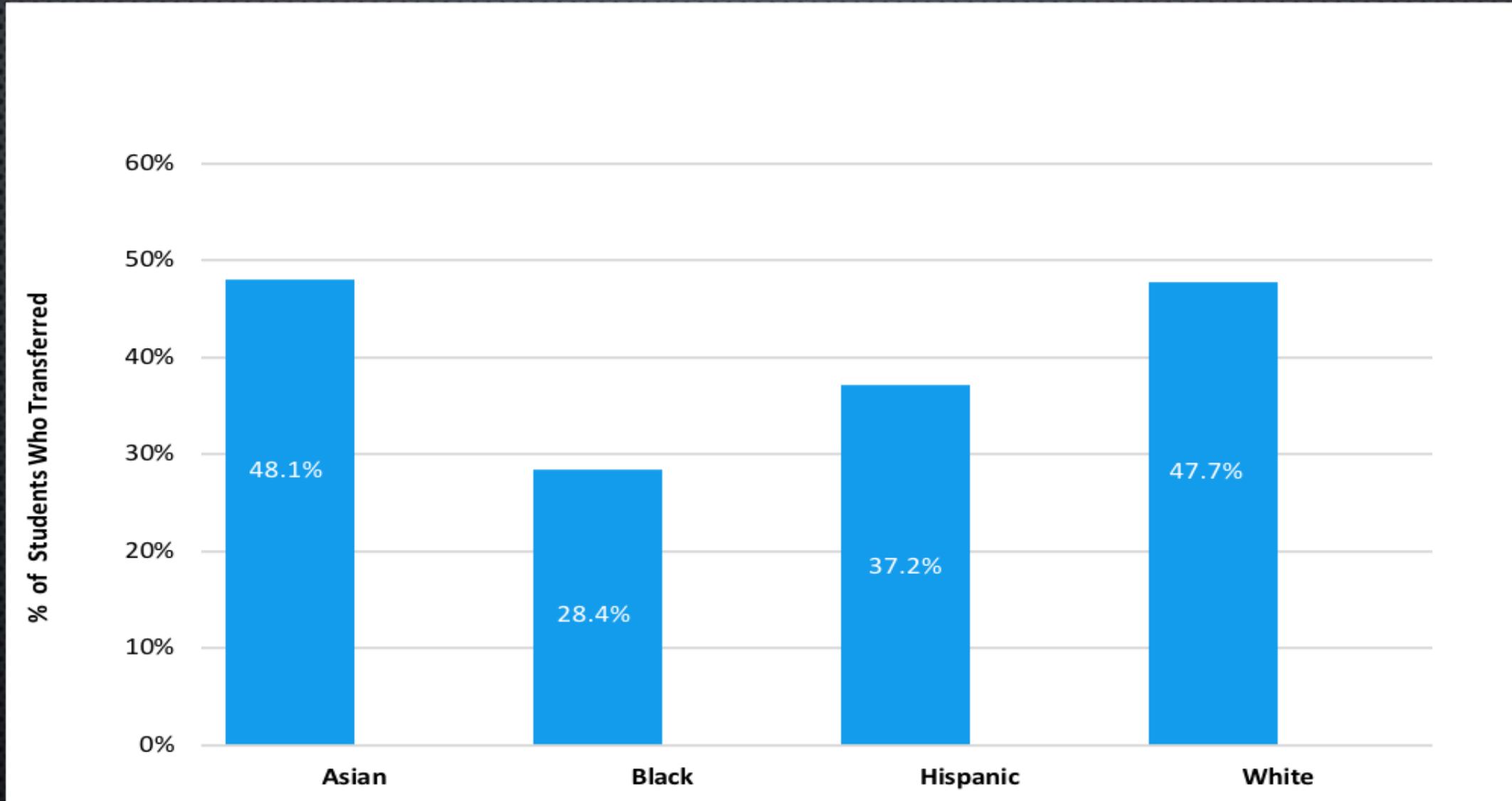
TRANSFER

- Community colleges serve most of the transfer population, serving more than half of all transfer students.
- The majority of community college students transfer without a degree -- only 5.6% of the fall 2011 cohort transferred after receiving a credential from their starting institution.

(Shapiro et al., 2018)



TRANSFER GAPS BY RACE & ETHNICITY



TOWARD BROADER IMPACTS



ACCORDING TO THE NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER (2015), DURING THE 2013-2014 ACADEMIC YEAR 46% OF STUDENTS WHO COMPLETED A BACHELOR'S DEGREE ENROLLED AT A COMMUNITY COLLEGE DURING SOME POINT IN THE PAST 10 YEARS.

TRANSFER RECEPTIVITY

- TRANSFER SENDING CULTURE: AN ORGANIZATIONAL CULTURE AT THE COMMUNITY COLLEGE LEVEL THAT STANDARDIZES THE TRANSFER PROCESS SO THAT STUDENTS WHO AIM TO TRANSFER VERTICALLY TO A BACCALAUREATE-GRANTING INSTITUTION WILL BE ABLE TO DO SO IN A TIMELY AND EFFICIENT MANNER.
- TRANSFER RECEPTIVE CULTURE: AN INSTITUTIONAL COMMITMENT BY A UNIVERSITY TO SUPPORT COMMUNITY COLLEGE STUDENTS TO TRANSFER SUCCESSFULLY—THAT IS, TO NAVIGATE THE COMMUNITY COLLEGE, TAKE THE APPROPRIATE COURSEWORK, APPLY, ENROLL, AND SUCCESSFULLY EARN A BACCALAUREATE DEGREE IN A TIMELY MANNER. A TRANSFER RECEPTIVE CULTURE IS GROUNDED IN CRITICAL RACE THEORY IN EDUCATION CENTERING THE EXPERIENCES OF RACE AND RACISM IN THE VERTICAL TRANSFER PROCESS.

(JAIN, BERNAL, & HERRERA, IN PRESS)

NUANCES OF CULTURE

- CULTURE IS THE SOCIAL CONSTRUCTION OF REALITY OF SOCIETY'S DOMINANT GROUPS OFTEN IMPOSED AS A SHARED WAY OF LIFE AMONG MEMBERS OF A SOCIETY (NEUBECK & GLASBERG, 2005).
- ORGANIZATIONAL/INSTITUTIONAL CULTURE
 - HIGHER EDUCATION INSTITUTIONAL CULTURE IS SIGNIFICANT AND CONTEXTUAL AND STRONG ORGANIZATIONAL CULTURES ARE PERCEIVED TO CONTRIBUTE TO SOCIAL COHESION AND A SENSE OF CONNECTEDNESS BETWEEN VARIOUS CAMPUS GROUPS (TOMA, DUBROW, & HARTLEY, 2005).
 - CULTURE IS SOMETIMES SHARED AND FREQUENTLY CHALLENGED BY SUBORDINATE GROUPS.
- COMMON CULTURAL ISSUES FOR P-20 EDUCATORS
 - VISIBILITY/INVISIBILITY, POLITICS OF IDENTITY AND DIFFERENCE, CULTURAL DIVERSITY AT AN INDIVIDUAL LEVEL AND DIVERSITY WITHIN DIVERSE GROUPS

LEVEL SETTING

- EQUITY-CENTERED REFORMS AND INITIATIVES ARE FOREMOST EQUITY CONSCIOUS—MOVING BEYOND SIMPLE AWARENESS OF INEQUITIES TO ACKNOWLEDGING HOW SPECIFIC INSTITUTIONAL PRACTICES MAY CONTRIBUTE TO THESE INEQUITIES.

(BENSIMON, HARRIS, & RUEDA, 2012; DECUIR & DIXSON, 2004; GORSKI, 2016; (SKRLA, SCHEURICH, GARCIA, & NOLLY, 2006)

FOSTERING AN EQUITY CULTURE

- AN *EQUITY CULTURE* EMBEDS CULTURALLY RESPONSIVE, EQUITY-CONSCIOUS INITIATIVES THAT PURPOSEFULLY CENTER THE PERSPECTIVES, BELIEF SYSTEMS, STRUCTURES, AND PRACTICES THAT BEST ADVANCE THE EDUCATIONAL OPPORTUNITIES AND ULTIMATE OUTCOMES FOR STUDENTS WHO ARE UNDERREPRESENTED AND/OR UNDERSERVED.



EVERYONE, EVERYTHING, AND EVERYWHERE IS CULTURAL; HOWEVER, IN THE UNITED STATES, NOT ALL CULTURAL PRACTICES OR CULTURAL GROUPS ARE EQUAL IN POWER, PRIVILEGE & PRESTIGE.

GEOSCIENCES AND CULTURAL CONSIDERATIONS

- TARGETED RECRUITMENT AND RETENTION OF URM STUDENTS RELATIVE TO BROADENING PARTICIPATION IN THE GEOSCIENCES
- BARRIERS TO RECRUITMENT OF URMs TO THE GEOSCIENCES INCLUDE CONTRASTING CULTURAL VALUES AND SOCIALIZATION; LIMITED AND LATE EXPOSURE, LACK OF COURSE AVAILABILITY, PERCEPTIONS AND/OR LACK OF KNOWLEDGE REGARDING GEOSCIENCES
- GEOSCIENCES PIPELINE MODEL (LEVINE, GONZÁLEZ, COLE, FURHMAN, & LE FLOCH, 2007)
 - A FRAMEWORK FOR DESIGNING AND ASSESSING THE EFFECTIVENESS OF GEOSCIENCE DIVERSITY EFFORTS
- IN EXAMINING THE EFFICACY OF GEOSCIENCE RECRUITMENT AND RETENTION PROGRAMS, CALLAHAN, LADUE, BABER, SEXTON, VAN DER HOEVEN KRAFT, & ZAMANI-GALLAHER (2017) PROPOSED SUMMARY OF THEORIES AND APPLICATION TO PROGRAM DESIGN AS WELL AS HOW THEY COULD BE APPLIED TO STUDIES ON RECRUITMENT AND RETENTION OF URM IN THE GEOSCIENCES.
 - SELF-EFFICACY, IDENTITY, MICROAGGRESSIONS, STEREOTYPE THREAT, SOCIAL COGNITIVE CAREER THEORY

SEEKING GAINS IN THE GEOSCIENCES



REFLECTION/APPLICATION BREAK: PLEASE PONDER

- AT YOUR RESPECTIVE INSTITUTION AND FOR YOUR INDIVIDUALLY, HOW HAS EQUITY BEEN DEFINED?
- EFFORTS TO MEASURE EQUITY CANNOT BE DIVORCED FROM A NORMATIVE FRAMEWORK ABOUT FAIRNESS AND JUSTICE [I.E., LEVEL SETTING – CONSIDER WITHIN YOUR DISCIPLINE AND IN YOUR CONTEXT ARE YOU ALL TALKING ABOUT EQUITY AS THE SAME THING?]
- IS THERE A COMMON UNDERSTANDING OF WHAT INEQUITABLE MEANS (E.G., UNEQUAL LEARNING OUTCOMES) AND DIFFERENT FORMS OF INEQUALITY (SOME WHICH ARE CONSIDERED ACCEPTABLE BY DIFFERENT FACTIONS AND HAVE DIFFERENT CONSEQUENCES)?
- HOW HAS EQUITY BEEN DEFINED IN THE GEOSCIENCES IN TERMS OF THE OPERATIONS USED TO EXAMINE IT (I.E., OPERATIONALIZES EQUITY IN AN EFFORT TO ASSESS IT)? WHAT STEPS CAN/WILL YOU TAKE IN CREATING A EQUITY CULTURE?

SUPPORTING AND ADVANCING TRANSFER EQUITY

- STREAMLINE TRANSFER TO ENHANCE STUDENT MOBILITY AND REFORM PROBLEMS WITH CREDIT PORTABILITY.
- MORE PARTNERSHIPS WITH MSIs IN BROADENING PARTICIPATION OF URMs AND BOLSTERING TRANSFER AND COMPLETION.
- NEED A CENTRALIZED CREDITS REVIEW AND TRACKING METHOD (ONE THAT IS INTERSTATE) TO COLLECT STUDENT LEVEL DATA REGARDING CREDITS, WHICH CREDENTIALS, AND COMPETENCIES ALIGN WITH CREDITS ACCRUED.
- THEORETICAL MODELS FOR STUDENT TRANSITION, AS WELL AS RESEARCH ON INTEGRATION EXPERIENCES, SHOULD CONSIDER VARIANCES IN THE TIMING OF TRANSFER.
- MOVE BEYOND JUST DISAGGREGATION OF DATA AND EQUITY AUDITS TO CULTURE AUDITS.
- RESPONSIBILITY FOR THE TRANSFER FUNCTION SHOULD NOT LIE SOLELY WITH THE COMMUNITY COLLEGES, AS OFTEN THE BLAME FOR LACK OF SUCCESS IN THE TRANSFER PROCESS IS PLACED ON COMMUNITY COLLEGES.
- TWO AND FOUR YEAR INSTITUTIONS MUST BE RESPONSIVE AND AGGRESSIVE IN ADDRESSING THE ROLE OF TRANSFER IN PRODUCING UPWARD MOBILITY.

TAKE AWAYS & A CLARION CALL

- CRAFT A COMMON VISION AND UNDERSTANDING OF EQUITY, ONE THAT ADDRESS ACCESS, PERSISTENCE AND COMPLETION.
- ADDRESS EQUITY ISSUES IN STUDENT TRANSITIONS AND PATHWAYS WITH THE ONUS ON THE EDUCATORS AND INSTITUTIONS WITHOUT BLAME SHIFTING THE RESPONSIBILITY TO STUDENTS FOR INEQUITIES IN STUDENT OUTCOMES GIVEN SYSTEMIC, STRUCTURAL EDUCATIONAL PRACTICES AT PLAY.
- WHILE EARNING A TRANSFER DEGREE CREATES MOMENTUM FOR TRANSFER, NOTE AND SEEK TO EXPLICITLY TAKE ACTION ON SEGMENTED OPPORTUNITIES AS ALL GROUPS ARE NOT RISING EVEN WITH A DEGREE AND MANY RACIALLY MINORITIZED STUDENTS AND UNDERREPRESENTED WOMEN IN STEM HAVE LOWER TRANSFER RATES THAN WHITE MEN.
- IMPROVING PERSISTENCE AND COMPLETION VIA GUIDED PATHWAYS IS NOT A PANACEA OR ALONE SUFFICIENT IN CLOSING EQUITY GAPS IN STRATIFICATION AMONG COMPLETERS, POST-COLLEGE WAGE DISPARITIES, EMPLOYMENT MOBILITY OR IMPROVING FURTHER EDUCATIONAL ATTAINMENT.

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