

Institutional Awareness to Action: Developing an Equity Minded Campus

Dr. Luis Ponjuán

Associate Professor, Higher Education Administration

Texas A&M University, College Station

2019 Texas Success Center Conference

San Antonio, TX



@LUISPONJUANPHD



EDUCATION
& HUMAN DEVELOPMENT
TEXAS A&M UNIVERSITY



Texas Success Center



GREATER TEXAS FOUNDATION



WHERE ARE WE GOING?

The value of *Diversity, Inclusion, and Equity*.

The need to use *DATA* to guide us.

We must understand *WHY* we create change.

We must focus *WHERE* we create change

Mission and Values

*Every campus is guided by their mission and values, but often the **rheticoric** does not match the reality.*






Community colleges
are **economic and
cultural engines** in
every part of the state,
vital to their
communities and key
to advancing the
individual aspirations
of students.

-Texas Success Center

Individual Diversity is more than you think

Our students reflect a variety of visible and invisible traits.



Inclusion matters

*The degree to which the different voices of a **diverse campus community** are **respected, valued, and heard**.*

*Our students want to have a **sense of belonging***

eq·ui·ty

ek-wi-tee, noun.

*Just and fair inclusion. An equitable **higher education institution** is one in which **all can participate** and **prosper**. The goals of equity must be to **create conditions** that allow all to reach their full potential. In short, **equity** creates a path from **hope to change**.*

DIVERSITY

(noun)

INCLUSION

(verb)

EQUITY

(philosophy)

We must use data for discussions not distractions

A snapshot of male students of color in Texas Education

What percentage of male students of color after 11 years from enrollment in 8th grade in 1998 to 2006 **DID NOT EARN** a college certificate or degree?

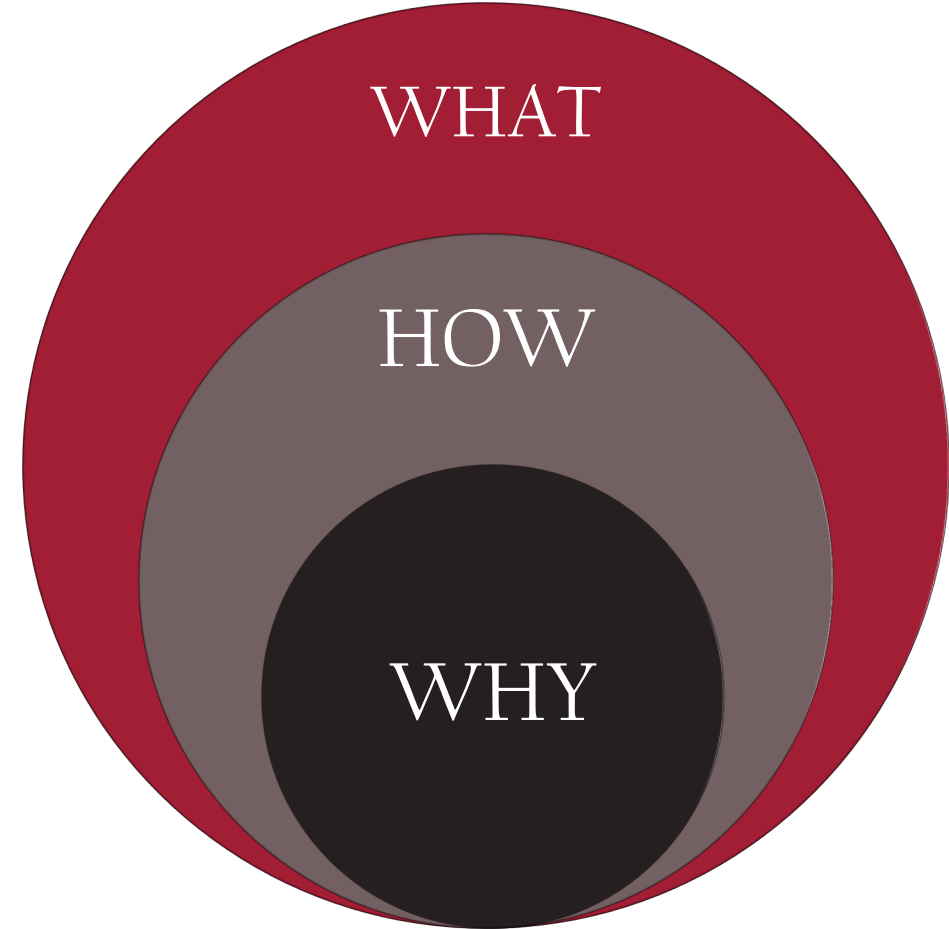
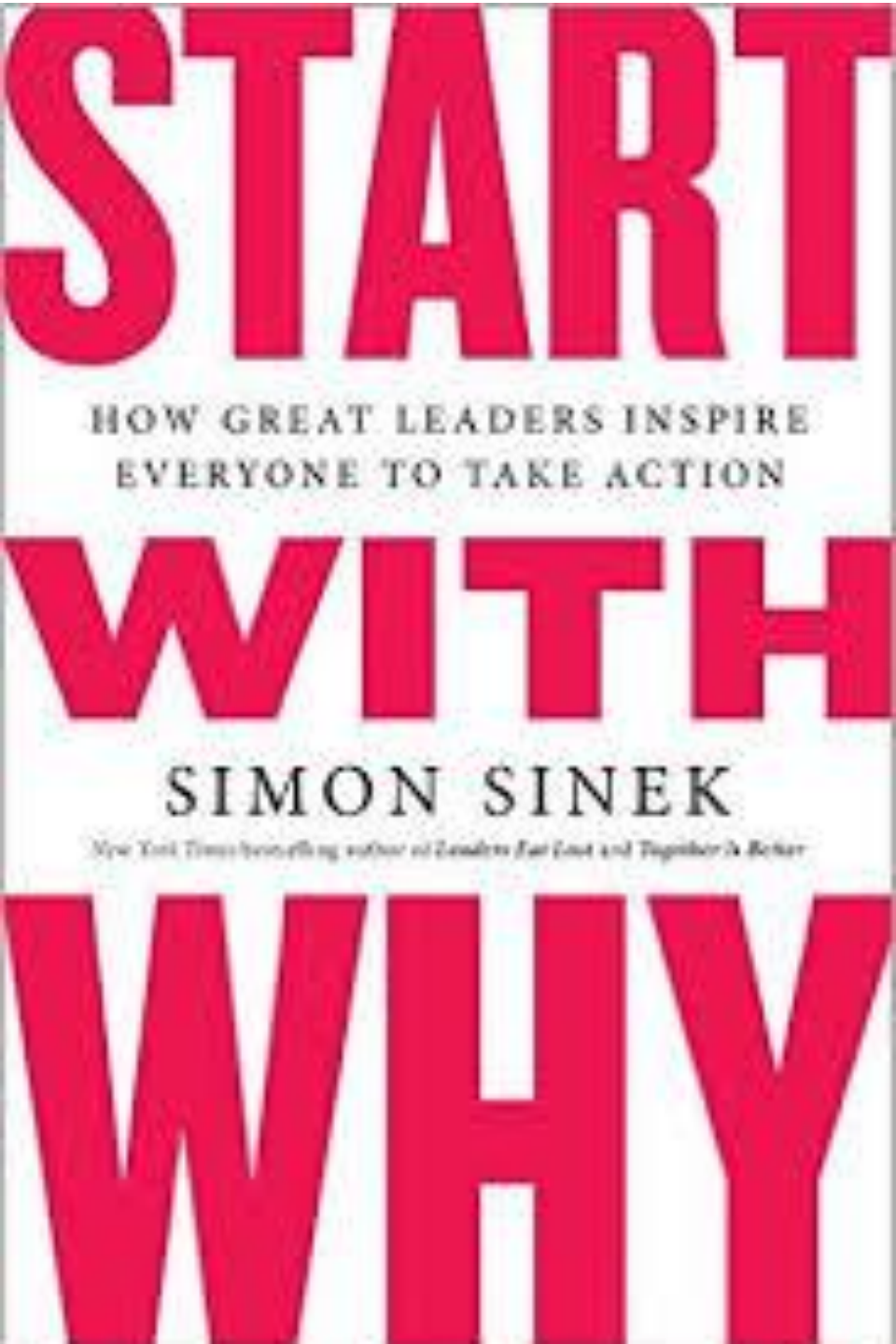
88% of Latino male students

90% of African American male students

<http://diversity.utexas.edu/projectmales/research-digest/>



*Texas Community Colleges must move from Institutional Awareness and towards **Institutional action** to become an **Equity minded Institution**.*



Knowing your WHY is not the only way to be successful, but it is the only way to maintain a lasting success and have a greater blend of innovation and flexibility (p.50)

WORKING IN SILOS: UNDERSTANDING THE INSTITUTIONAL LANDSCAPE

EDUCATIONAL EXPERIENCES COMMUNITY COLLEGE STUDENTS

ORIENTATION

ACADEMIC
ADVISING

FINANCIAL AID

DEAN OF
STUDENTS

STUDENTS WITH
DISABILITIES

ACADEMIC
DEPARTMENTS



*Traditionally, colleges ask if
students of color **are college ready?***

*Instead we should ask community colleges if
they **ready to serve students of color?***

A row of empty red chairs in a lecture hall. The chairs are arranged in a line against a light-colored wall. The floor is made of large, light-colored tiles. A semi-transparent dark red banner is overlaid across the middle of the image, containing the text "Do we understand the educational experiences of our students?". The word "educational experiences" is highlighted in yellow.

Do we understand the *educational experiences* of our students?

WE MUST FOCUS BEYOND DEGREE COMPLETION

TRANSITIONS

ACADEMICS

ENGAGEMENT

COMPLETION

TRANSITIONS TO COLLEGE

We must understand how these students *experience this unique* educational culture, especially at their *initial transition* into college.


Educational environments are most powerful when they offer students these *fundamental conditions*:

(Strange & Banning, 2015)

A feeling of inclusion and a *sense of security*

Engaging mechanisms for *involvement*

& the experience of *community*

A photograph of an empty lecture hall. In the foreground, there are several rows of wooden chairs with slatted backs. In the background, a blackboard is mounted on the wall. To the left, there is a wooden podium with a laptop on it. The room is brightly lit, and the overall atmosphere is quiet and academic.

Academic Experiences

*We must improve the **cultural humility** of faculty members.*

*We must improve how students navigate **developmental education courses**.*

*We must improve how students have access to **academic and counseling support services**.*

MICROAFFIRMATIONS

Positive micromessages that recognize and validate others in *positive supportive* ways.

They cause people to feel *valued, included, motivated, confident, and encouraged.*

(National Partnership in Equity, NAPE).

MICROAFFIRMATIONS

Apparently small acts, which are often ephemeral and hard-to-see, events that are public and private, often unconscious but very effective, *which occur wherever people wish to help others to succeed.* (ROWE, 2008)



A blurred background of a track and field event. In the foreground, a white hurdle is visible on a red track. In the background, several athletes in various colored uniforms (red, blue, yellow) are running or standing on the track. Spectators are also visible in the distance. The scene is brightly lit, suggesting an outdoor setting during the day.

*Know the **obstacles** to campus engagement*

Student engagement experiences

We must address *financial, food, and housing insecurities*.

We must focus on *academic and student affairs partnerships*.

We must *create opportunities for students to connect* with faculty, staff, and peers.



Degree completion: The final destination?

DEGREE COMPLETION: UNDERSTANDING THEIR JOURNEY

A young woman with long dark hair, wearing a black graduation cap and a white lace graduation gown with a red beaded necklace, is smiling broadly and looking upwards. The background is a blurred outdoor setting with greenery and a building.

What does the *disaggregated data* reveal?

Which academic programs *are successful*?

What are the *policy barriers*?

How do we address *credit transfers and articulation*?



*We must disrupt Institutional **Complacency***



ADMISSIONS

ORIENTATION

FINANCIAL AID

ACADEMIC DEPARTMENTS

ACADEMIC ADVISING

CAMPUS POLICE

ACADEMIC FACULTY

VETERANS AFFAIRS

COMMUNITY LEADERS

COUNSELING

LGBTQ OFFICE

CORPORATIONS

CAREER COUNSELING

STUDENT ACTIVITIES

Next Institutional *Action Steps*

Get your *disaggregated institutional data*

Identify the shareholders for this work

Create a new *asset-based narrative* for this institutional issue

Identify which *educational milestones* to focus on

Create *benchmarks* for institutional progress



Final Thoughts

*Institutional level action occurs
at the speed of **trust**,
with **open communication**,
shared meaning,
and **sustained commitment**.*



FROM RESEARCH TO PRACTICE



TEXAS EDUCATION CONSORTIUM
for MALE STUDENTS *of* COLOR

Project **MALES**
Mentoring to Achieve Latino Educational Success



PROJECTMALES.ORG



We must embrace our *students of color* and know their *names*, show them that we *care*, and that we want to learn their *stories*...
A life is waiting

Institutional Awareness to Action: Developing an Equity Minded Campus

Dr. Luis Ponjuán

Associate Professor, Higher Education Administration

Texas A&M University, College Station

2019 Texas Success Center Conference

San Antonio, TX



@LUISPONJUANPHD



EDUCATION
& HUMAN DEVELOPMENT
TEXAS A&M UNIVERSITY

References for Texas Success Center Institute talk (April 26, 2019)

Microaggression articles

- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. John Wiley & Sons.
- Rowe, M. P. (1990). Barriers to equality: The power of subtle discrimination to maintain unequal opportunity. *Employee Responsibilities and Rights Journal*, 3(2), 153-163.
- Rowe, M. (2008). Micro-affirmations and micro-inequities. *Journal of International Ombudsman Association*, 1(1), 45-48.
- Sarcedo, G. L., Matias, C. E., Montoya, R., & Nishi, N. (2015). Dirty dancing with race and class: Microaggressions toward first-generation and low income college students of color. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 2(1), 1.
- Smith, L., Mao, S., & Deshpande, A. (2016). "Talking across worlds": Classist microaggressions and higher education. *Journal of Poverty*, 20(2), 127-151.

Microaffirmation articles

- Powell, C., Demetriou, C., & Fisher, A. (2013). Micro-affirmations in Academic Advising: Small Acts, Big Impact. *Mentor: An Academic Advising Journal*.
- Ellis, J. M., Powell, C. S., Demetriou, C. P., Huerta-Bapat, C., & Panter, A. T. (2018). Examining first-generation college student lived experiences with microaggressions and microaffirmations at a predominately White public research university. *Cultural Diversity and Ethnic Minority Psychology*.
- Morrell, C., & Parker, C. (2013). Adjusting micromessages to improve equity in STEM. *Diversity & Democracy*, 16(2).
- Jones, J. M., & Rolon-Dow, R. (2018). Multidimensional models of microaggressions and microaffirmations. *Microaggression theory: Influence and implications*. Hoboken, NJ: Wiley.

Campus climate

- Strange, C. C., & Banning, J. H. (2015). *Designing for learning: Creating campus environments for student success*. John Wiley & Sons.
- Felten, P., Gardner, J. N., Schroeder, C. C., Lambert, L. M., Barefoot, B. O., & Hrabowski, F. A. (2016). *The undergraduate experience: Focusing institutions on what matters most*. John Wiley & Sons.