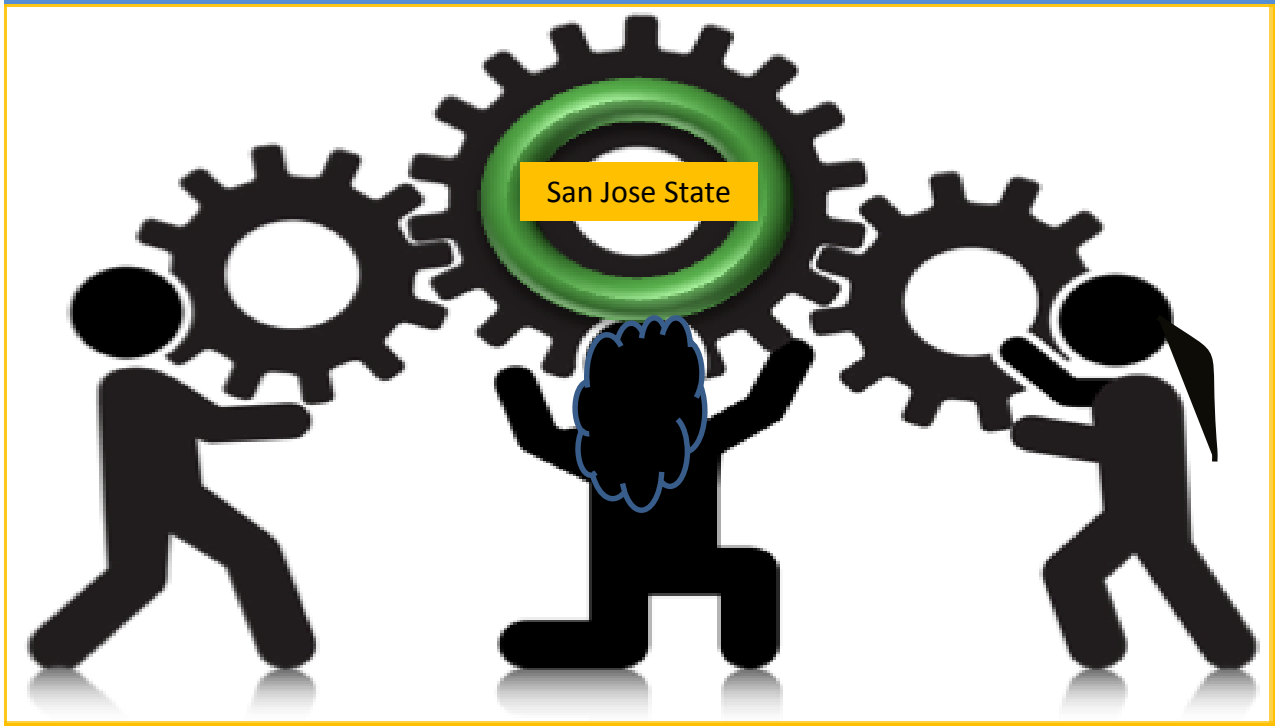
Campus Climate and Institutional Change: Advancing Diversity and Institutional Practice



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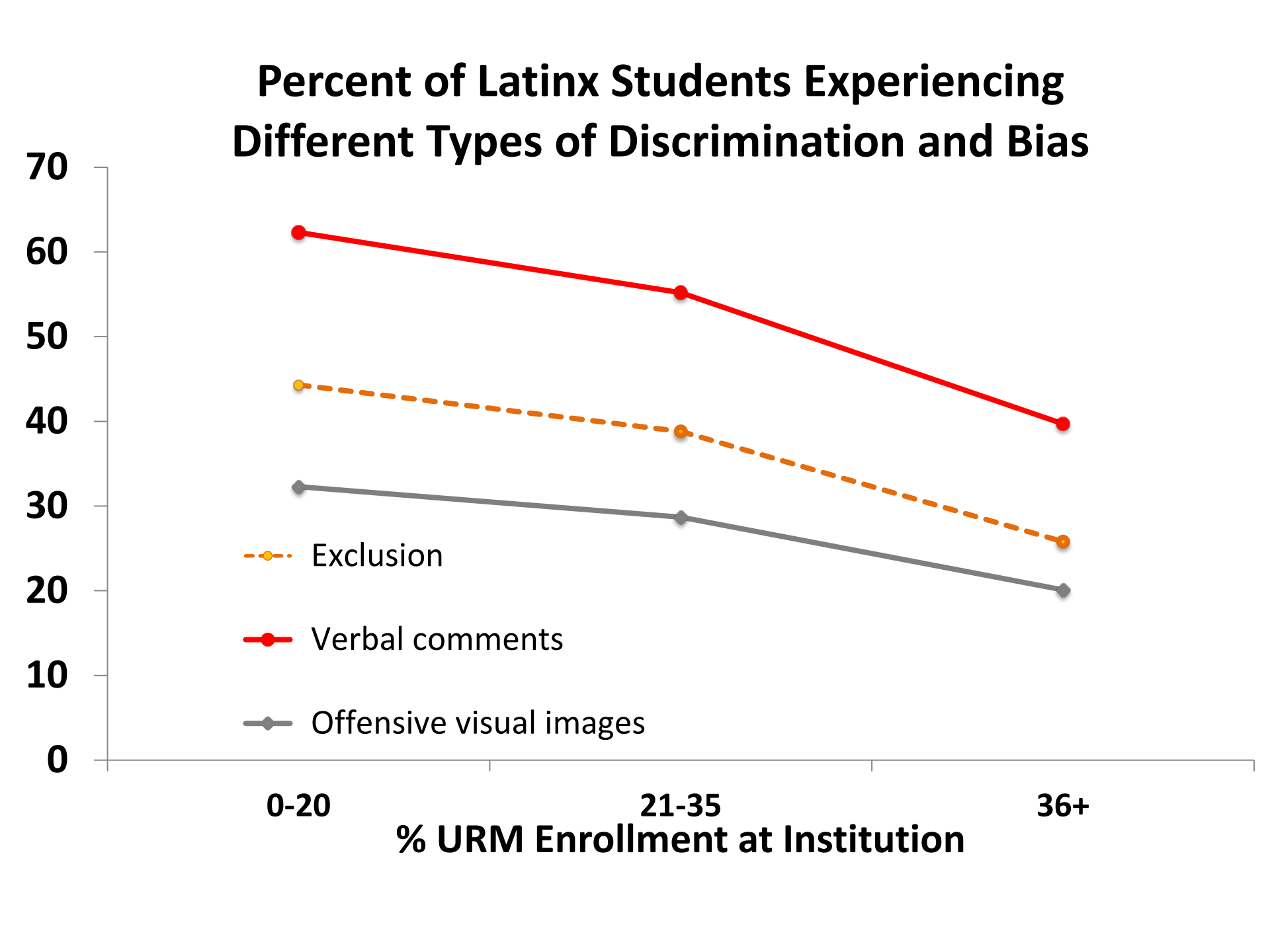
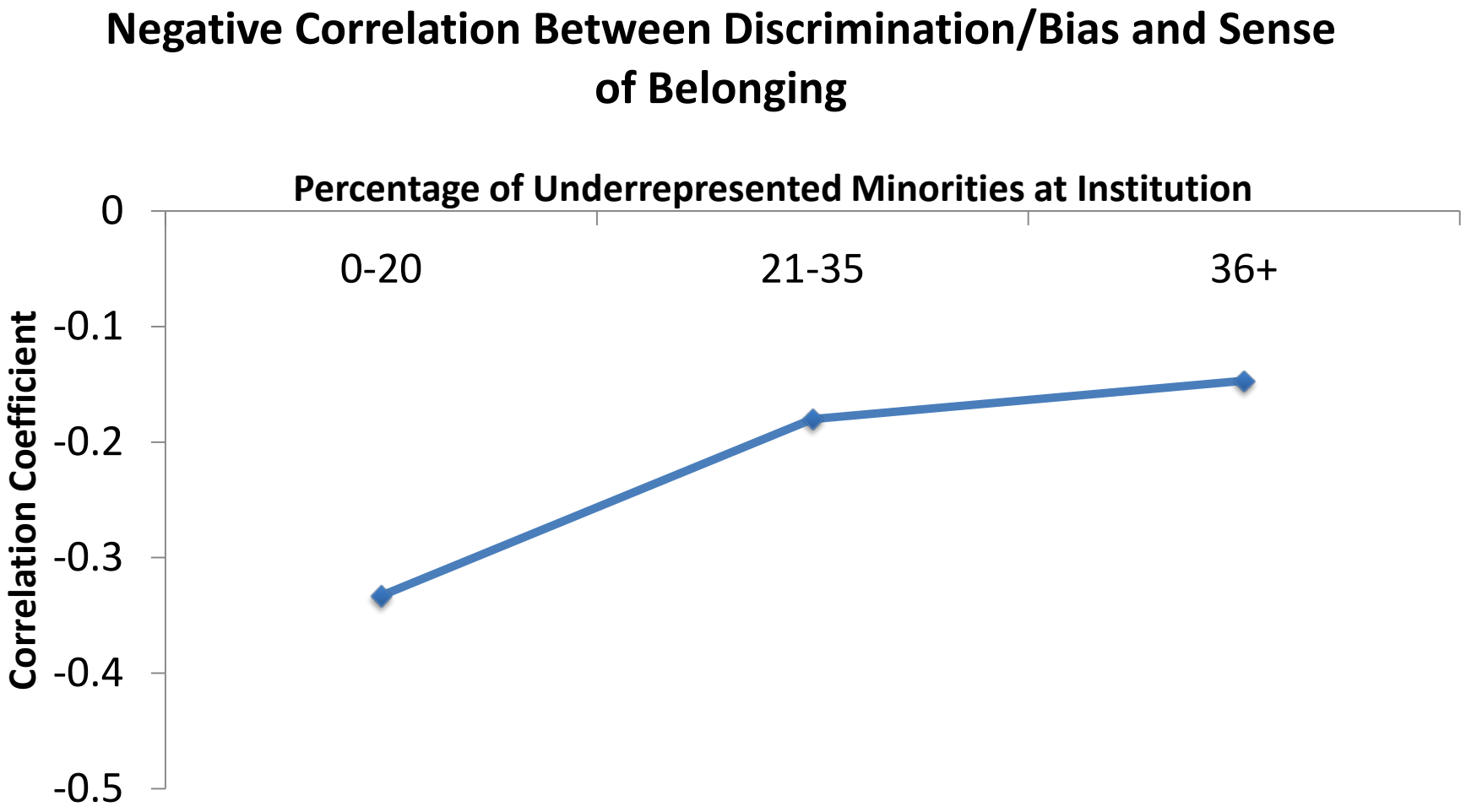
Key points

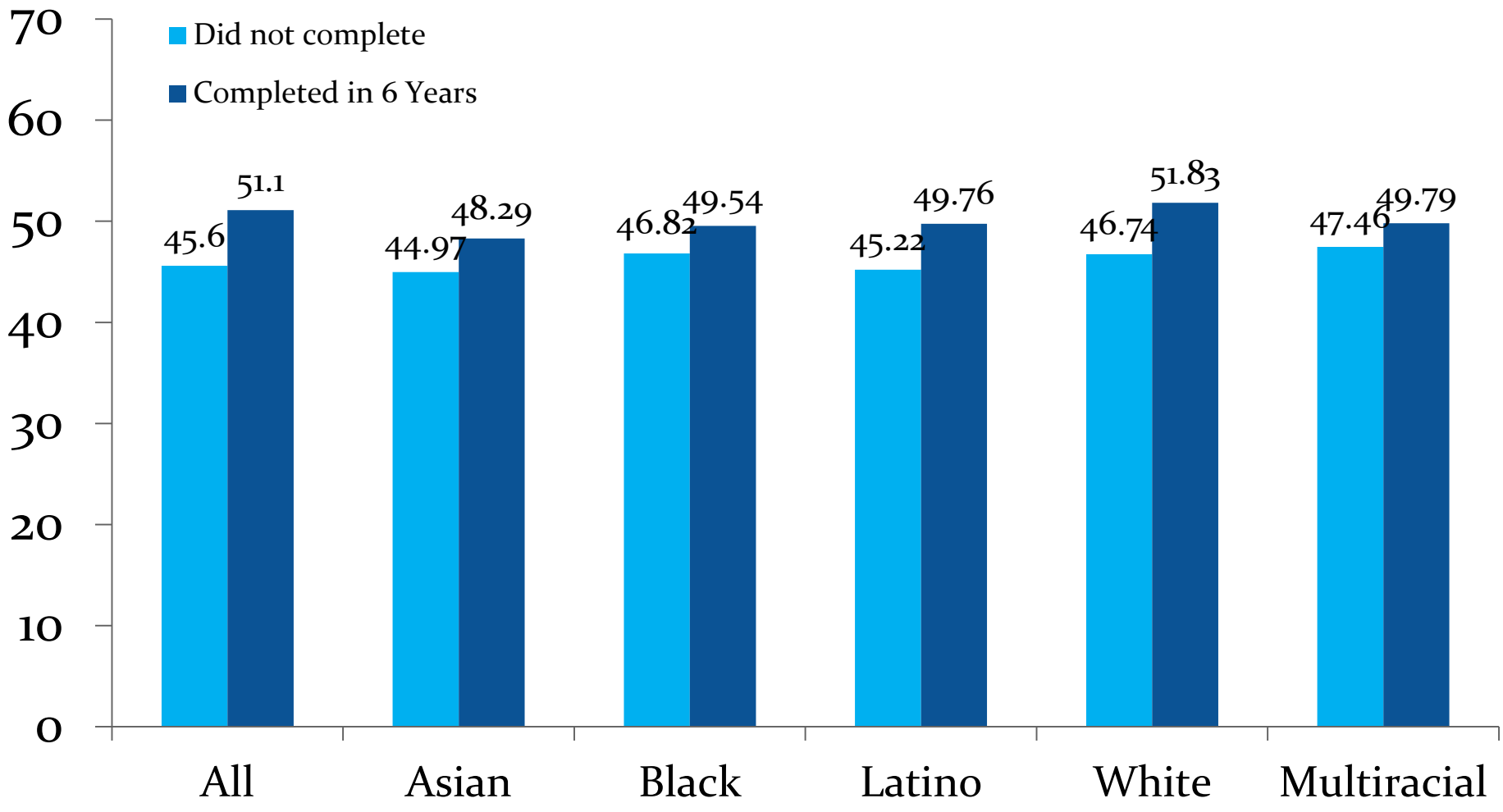
- Campus climate and improving students' sense of belonging relies on institutional agents
- Organizational learning perspective on institutional change processes and diversity
- Model of Inclusive Science
- Examples of campus strategies—achieving equity and student success building on three projects that involve mixed methods case studies


Percent of Latinx Students Experiencing Different Types of Discrimination and Bias
70
60
50
40
30
20
10
0
Exclusion
Verbal comments
Offensive visual images
0-20
21-35
36+
% URM Enrollment at Institution

Bias Affects Sense of Belonging in College



Mean First-year Sense of Belonging by Completion and Race



Note: Differences significant at $p<.001$ except for Multiracial, which was $p<.01$.

Factors in Managing Academic Success in the 1st Year

Source: Predicting Transition and Adjustment, *Research in Higher Education* (2007)

*** Indicates effect is stronger for URM STEM students**

NEGATIVE EFFECTS

- Interfering family responsibilities
- Concern about financing college*
- Perceptions of a competitive environment *
- Perceptions of a hostile racial climate*
- Institutional selectivity
- Academic advice from a freshman peer *

POSITIVE EFFECTS

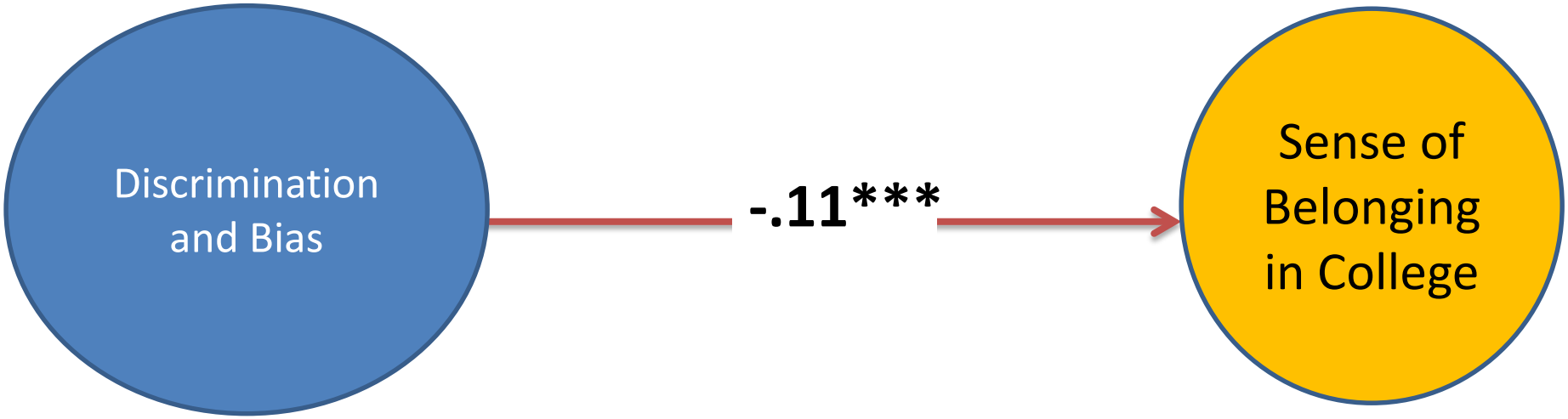
- Self-rated ability to manage time
- Best guess they will communicate with faculty
- Sense of belonging
- Worked with an academic advisor to select courses
- Academic advice from a junior/senior and major/preprof clubs*
- Change in ability to conduct research

Validation and Institutional Agents

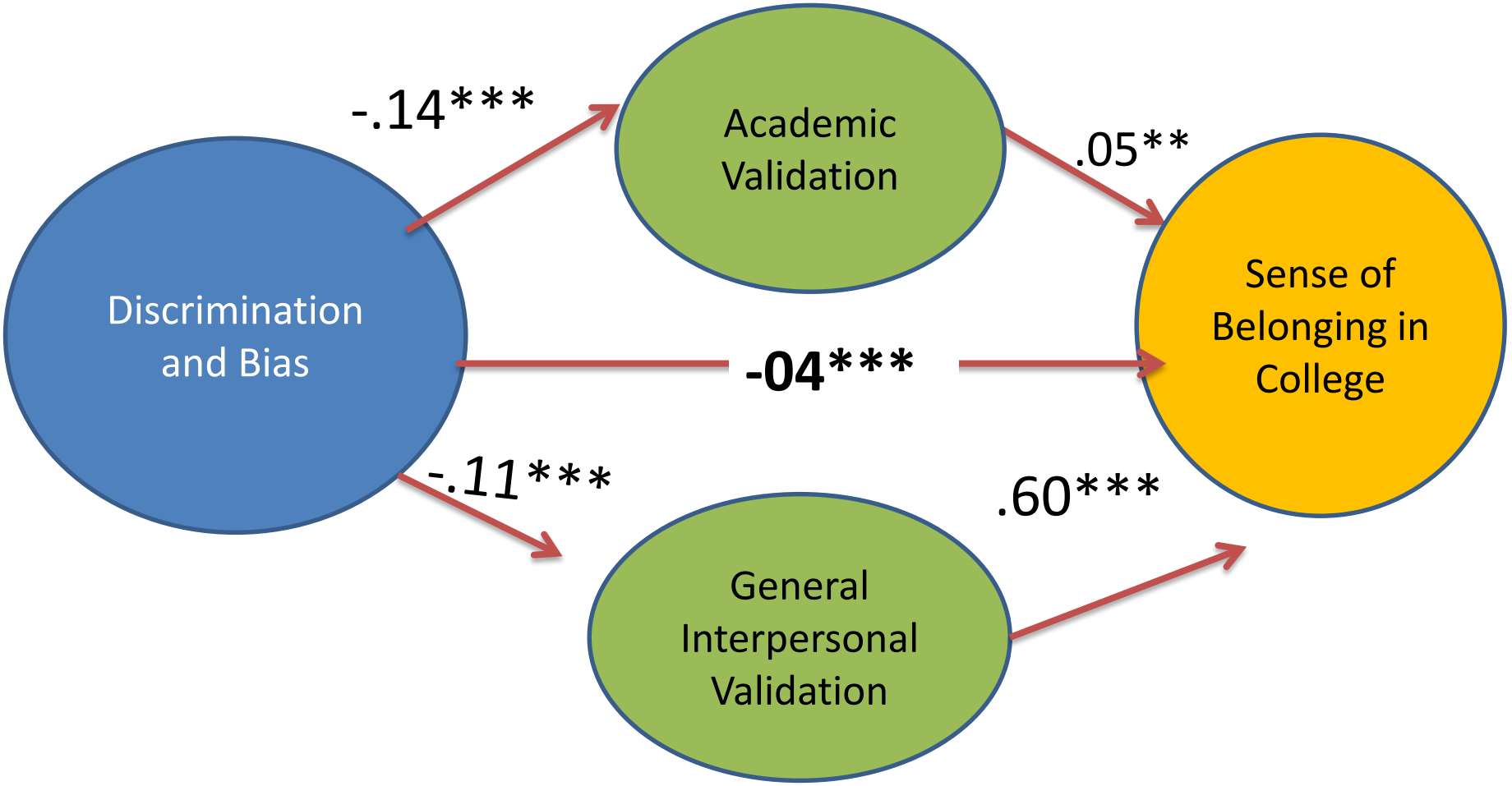
Academic validation occurs when agents actively assist students to "trust their innate capacity to learn and to acquire confidence in being a college student" (p. 40, Rendón 1994).

Agents foster *interpersonal validation* when they engage in students' personal development and social adjustment to college as well as provide social capital to navigate the institution (Museus & Neville, 2012).

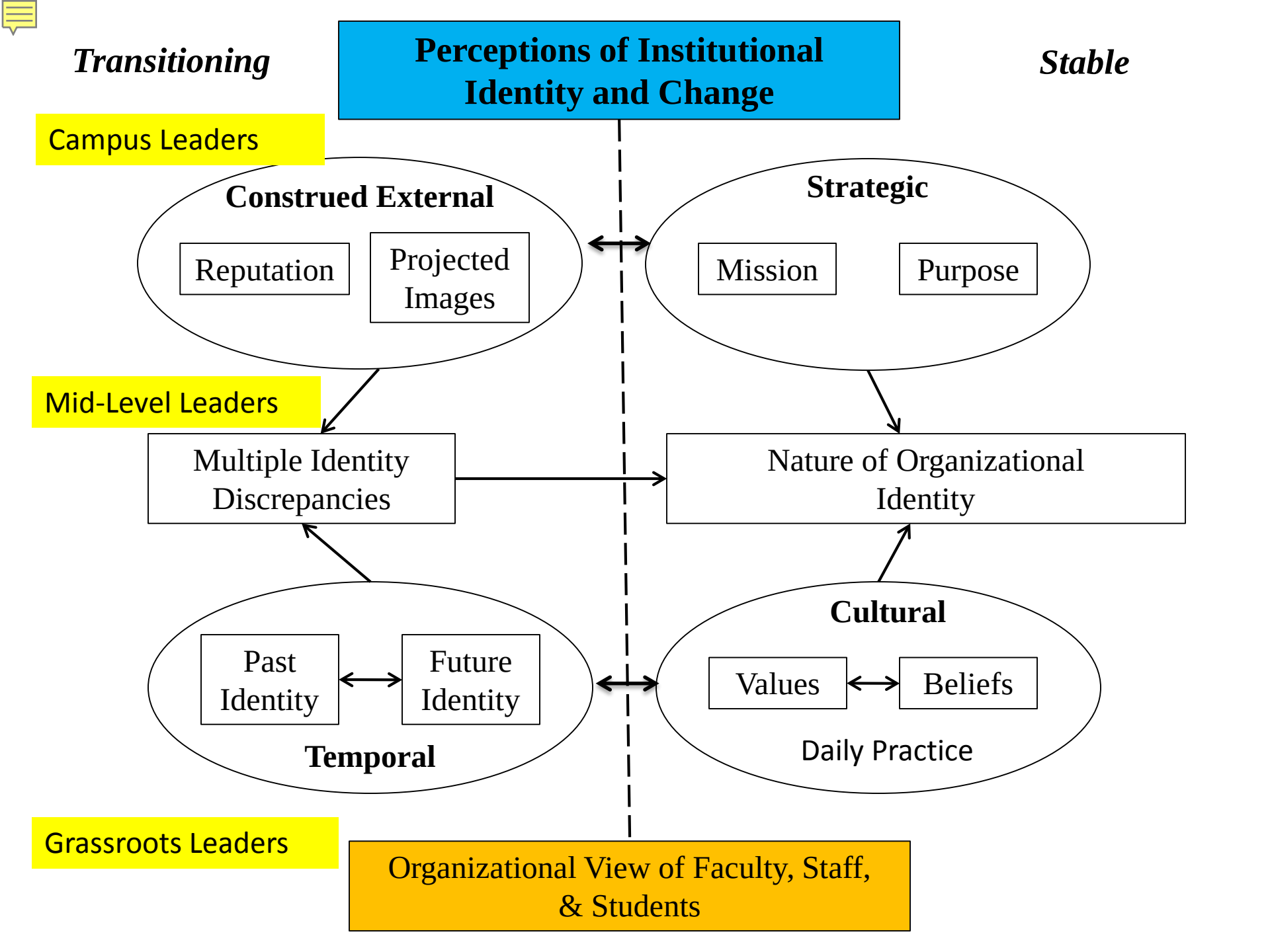
The Effect of Discrimination and Bias on Students' Sense of Belonging



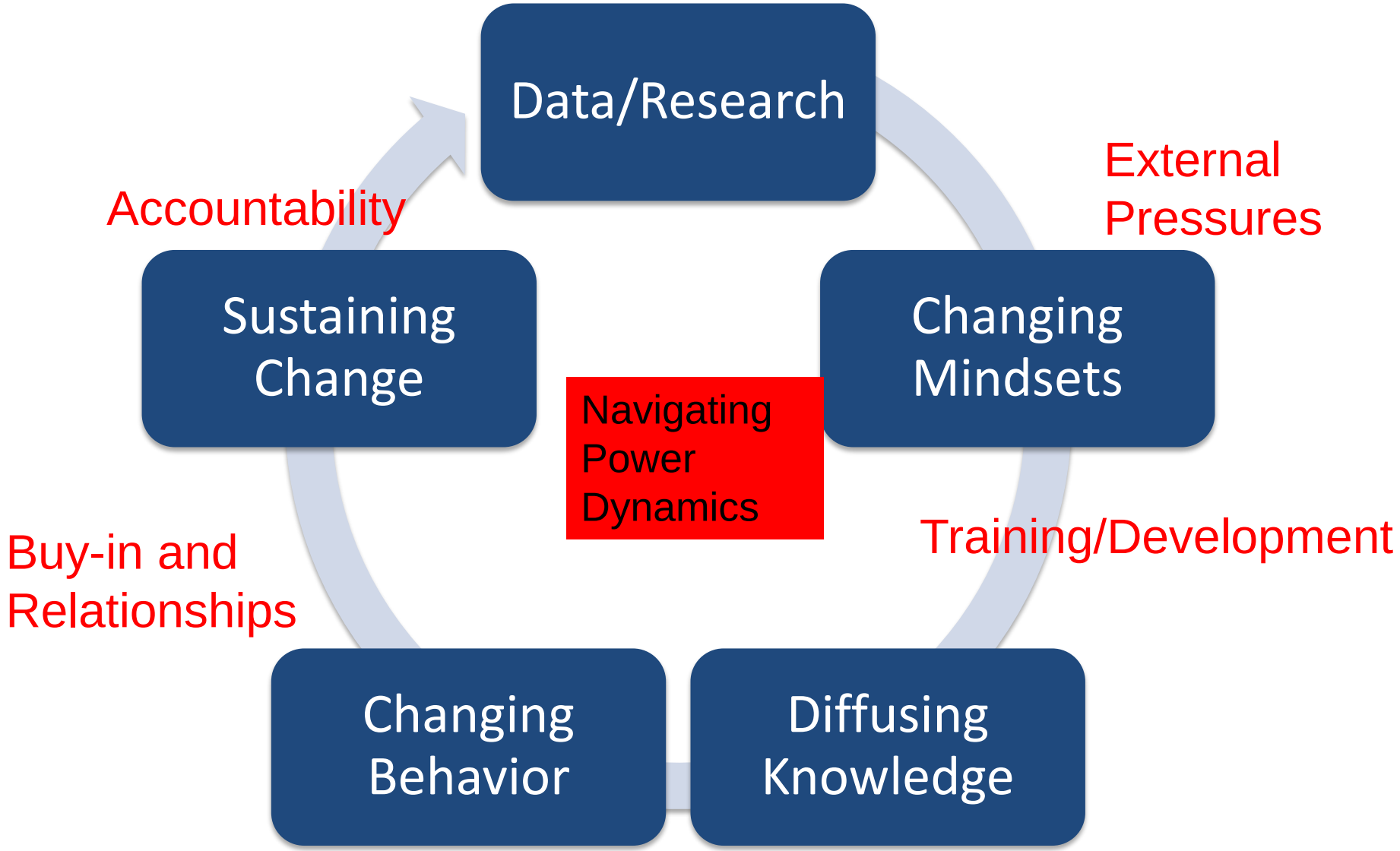
Validation Mediates the Effect of Discrimination and Bias on Students' Sense of Belonging



Hurtado ,Ruiz Alvarado & Guillermo Wann (2015) *Journal Committed to Social Change on Race and Ethnicity, Vol. 1 (1)*


Transitioning
Perceptions of Institutional Identity and Change
Stable
Campus Leaders
Construed External
Reputation
Projected Images
Strategic
Mission
Purpose
Mid-Level Leaders
Multiple Identity Discrepancies
Nature of Organizational Identity
Past Identity
Future Identity
Temporal
Cultural
Values
Beliefs
Daily Practice
Grassroots Leaders
Organizational View of Faculty, Staff, & Students

Elements Of Organizational Learning and Transformation



Campus Practices for Increasing Retention Rates

Sustained Commitment to Student Success

I mean the really remarkable thing, right, is that there's a very low difference between the success rate of our majority students and minority students. I mean that's to me what's really stunning about [this campus]. Why is that? I think it is because of things that have been going on at this campus for a long time to help students feel very welcome here.

Growth Mindset

I think there is a lot of untapped quality out there among the underrepresented populations that the fact to the matter is we can bring to our campuses, and in the right environment they will succeed. .. Take a walk around campus, you can't help but root for these students [to succeed].

Campus Practices for Increasing Retention Rates

Diffusion of Innovation—Accountability—Assuring Deparments Meet Goals

The biggest thing we have done is we have hired a … permanent teaching faculty member whose job it is, is both to teach first year math but also to run the first year math program…so we've done that in math and we've done that in chemistry and then we're getting to work on that in biology… chemistry is where we started, but math is where the biggest problem is. *It's a big battleship to turn but chemistry has shown that you can do it.* So having seen the model in chemistry, we went to the math department and we got in a tussle …finally someone – some people within the math department basically said let's step up the plate and address this problem. And so we're in the first year but they hired an LSOE in [math].

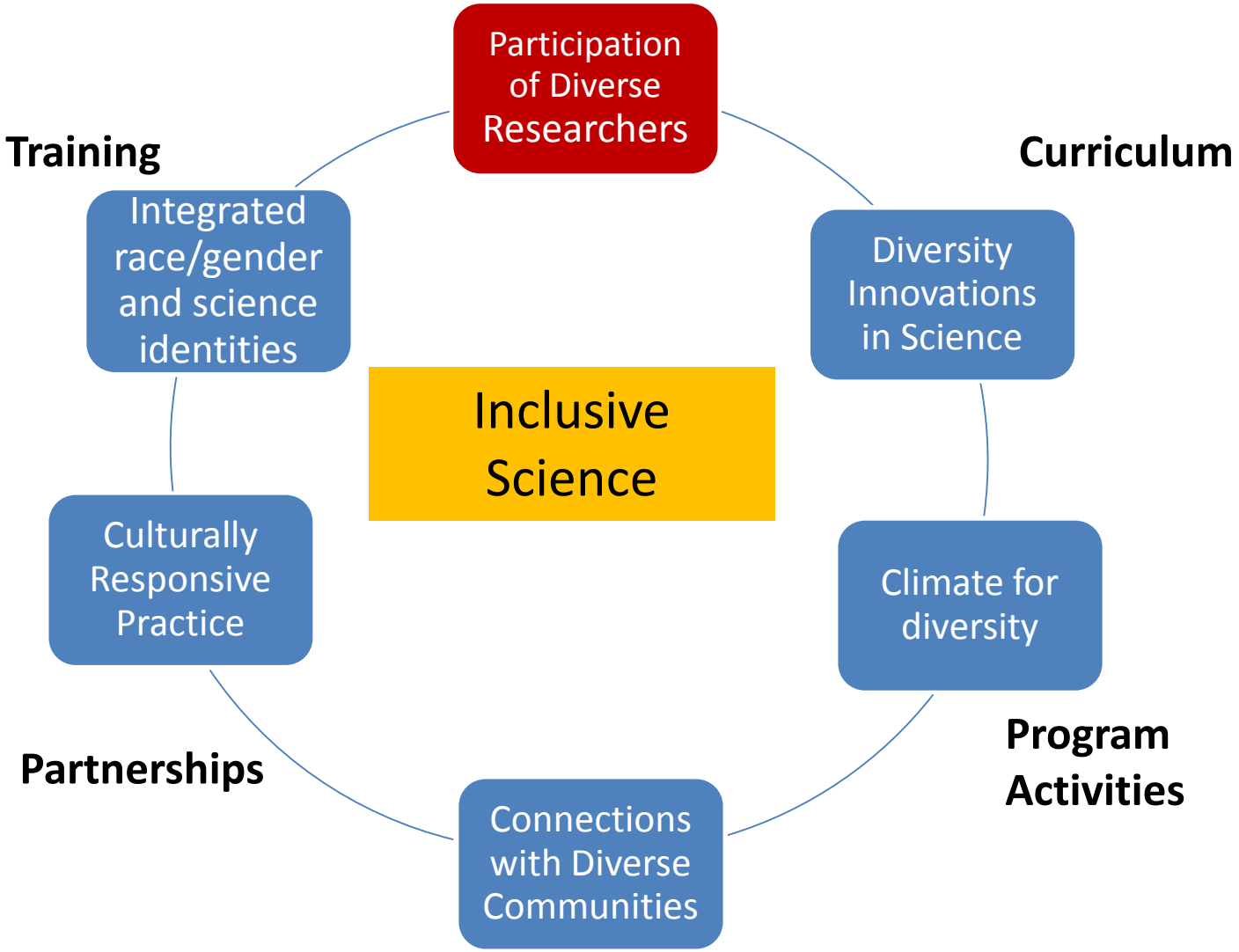
Long Term Impact of Practices

(Quasi-experimental, Longitudinal Study)

- **Supplemental instruction as a way to establish a community of practice**
  - Strengthens students' STEM identity; particularly beneficial for URM STEM identity development
  - Boosts grades in introductory courses
  - Increases likelihood to plan to enroll in STEM graduate programs

- **Faculty Mentorship and Support**
  - Improved performance in STEM courses
  - Mentorship even more impactful for URM students' STEM identity development
  - Increases students' intentions to enroll in graduate school
  - Benefits of mentorship extend even after accounting for the types of students likely to receive or seek out mentorship

Advancing Institutional Practice: Convergence of Commitment to Diversity and Science Training



Effort Seeks to Improve the Climate For Diversity

Studies indicate that a hostile climate and/or competitive climate impacts adjustment to college for URM aspiring scientists

Campuses are creating an ethos of a growth mindset, inclusive views of talent, and welcoming environment

Students to become aware of race, gender and class issues and how to respond, and staff and science faculty are trained on how this impacts URM aspiring scientists—taking into account how race makes a difference (CRT training)

Campuses are Engaged in Powerful Partnerships

Connections with Diverse Communities

Outreach: Many students are transfer students at BUILD sites, and active recruitment of students from pipeline partners (e.g. community colleges, early college high schools) for program involvement

Communicate with families, viewing their involvement as critical to student success

Establish a network of opportunities for diverse students who do not leave the local area for science training, and use of resources through collaborative partnerships

Emerging Culturally Responsive Practices in Science

Knowing their students identities as low-income, first generation and URMs

Asset-based approach to learning and training for science

Inclusive Classroom Practices: Active learning reduces disparities and authentic science experiences at early stages creates greater ownership of the production of scientific knowledge; Relevant health problems in curriculum

Faculty training in *Culturally Aware Mentoring*

Culturally Aware Mentoring

- Not a skill set but a mindset for research mentors—a way of being and perceiving one's self and one's mentee in the research mentoring relationship with cultural diversity matters at the center.
- Mentors critically self-reflect on and recognize their own personal cultural identity and worldviews
- Acknowledge mentees' cultural identity and worldviews, and make use of this cultural knowledge (of self and others) to promote effective research mentoring relationships.
- All of this takes place within a cultural context.

Angela Byars-Winston, (2014) The Case for Culturally Responsive Mentoring and Its Relevance to Scientific Workforce Diversity.

Intergroup Dialogue on Campus as Identity-based Education

- Proactively addresses the climate for diversity
- Uses multiple-social identities and conflict as opportunities to learn
- Not simple race awareness workshops
- Empowers communities and individuals by *naming experiences* that previously were unrecognized:
  - Microaggressions
  - Cultural appropriation
  - Recognition bias

Assuming Agency and Responsibility in Advancing Diverse Student Success

Amid the growing numbers diverse students, the real work has begun to make campuses effective in helping students thrive. Strategy-building sessions that address:

- Fostering a positive campus climate
- Support programs (given high number of first generation in college and low-income students) and vulnerable DACA students
- Deep cultural changes that are embedded in daily practice from grassroots to upper level administration in valuing student success and equity

SOURCES

- Núñez, A-M., Hurtado, S. & Calderón Galdeano, E. (Eds) (2015). *Hispanic-serving institutions: Advancing research and transformative practice*. NY: Routledge.
- Hurtado, S., White-Lewis, D. & Norris, K. (2017) Advancing inclusive science and systemic change: The convergence of national goals and institutional aims in implementing and assessing biomedical science training, Biomedical Central Proceedings.