



# KEY STRATEGIES FOR EDUCATIONAL EQUITY & LEADERSHIP

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Grand Rapids Community College

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# Students of Color Recruitment & Retention

- *Where are we nationally?*
- *Where are in the community college and GRCC context and based on our institutional data?*
- *What are best practices to consider to advance educational equity and demonstrate leadership in this area?*

## Question

*What's the one/top thing your institution can do right now that will support greater representation of students of color and/or greater persistence (or retention) of students of color?*

# Introduction & Overview

- **Why is diversity important in higher education?**
- **Where are we now?**
- **Best Practices for Students of Color Retention**
- ***GVSU's Framework for Inclusion & Equity***
- **GVSU's Values & Strategic Priority for inclusion & equity**
- **Questions, Comments, Critiques, Agreements, etc.**

## Educational benefits for all research

- Improved critical thinking
- Impact on classroom discussions
- Increase in democratic values

## Corporate (Business) case

- Better employees
- Higher salaries/earnings
- Advanced education more likely

# WHY DIVERSITY?

## Creation of global citizens imperative

## Social mobility and social justice perspective

# EQUITY IN ACCESS

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Access to higher education is based on cumulative inequity.

# WMPCC Priorities and Goals

**GOAL 1: Increase the recruitment, retention, and graduation rates of students of color**

**GOAL 2: Assess the impact of campus diversity on all students**

**GOAL 3: Narrow the achievement gap for college readiness for students of color (K-12 pipeline efforts).**

GOAL 4: Increase recruitment, promotion, and retention of faculty and staff of color

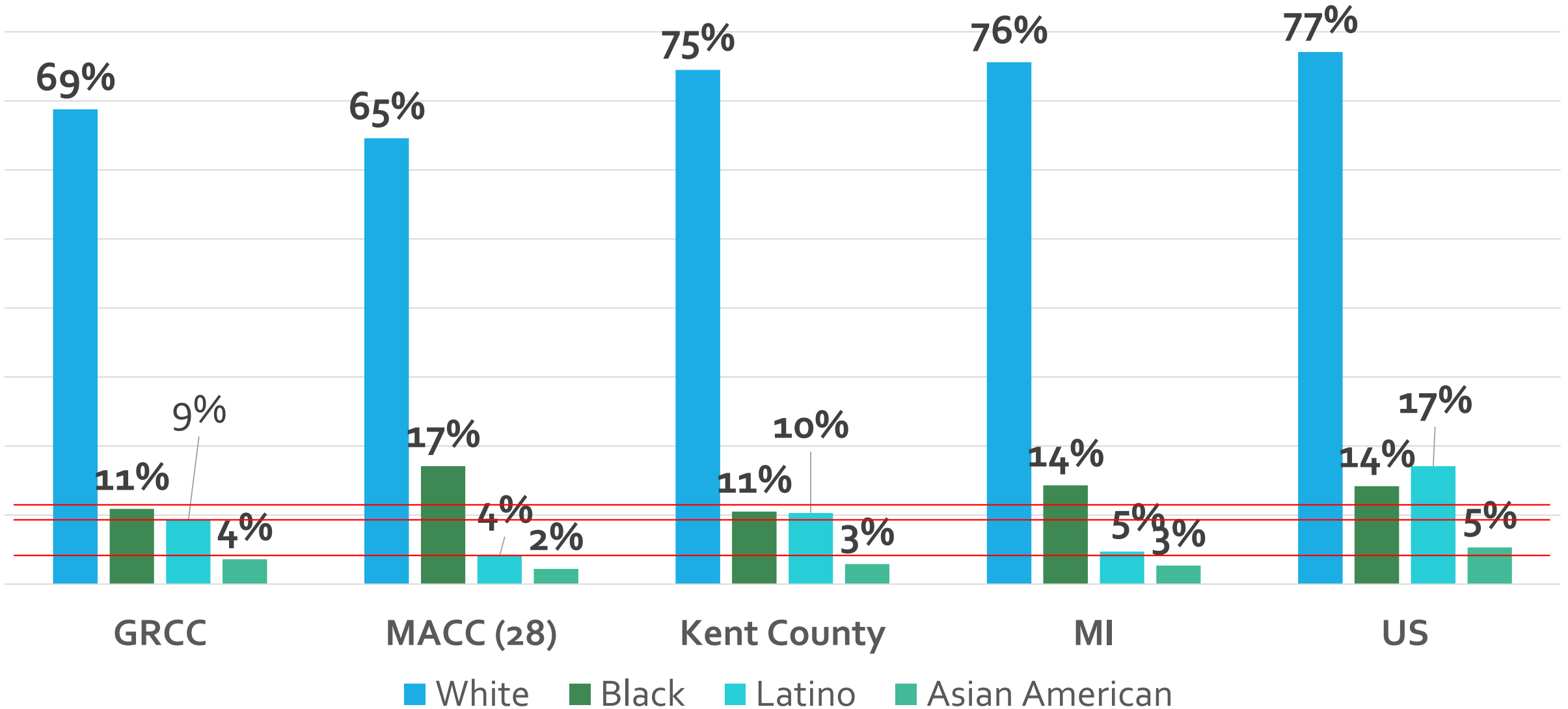
GOAL 5: Increase recruitment, promotion, and retention of faculty and staff who work in a diversity-related position

GOAL 6: Reflect commitment to diversity and inclusion in policies and position descriptions

GOAL 7: Increase supplier and vendor diversity & inclusion

# Where are we now?

Sources: MACC, IPEDS, US Census  
2015 Data





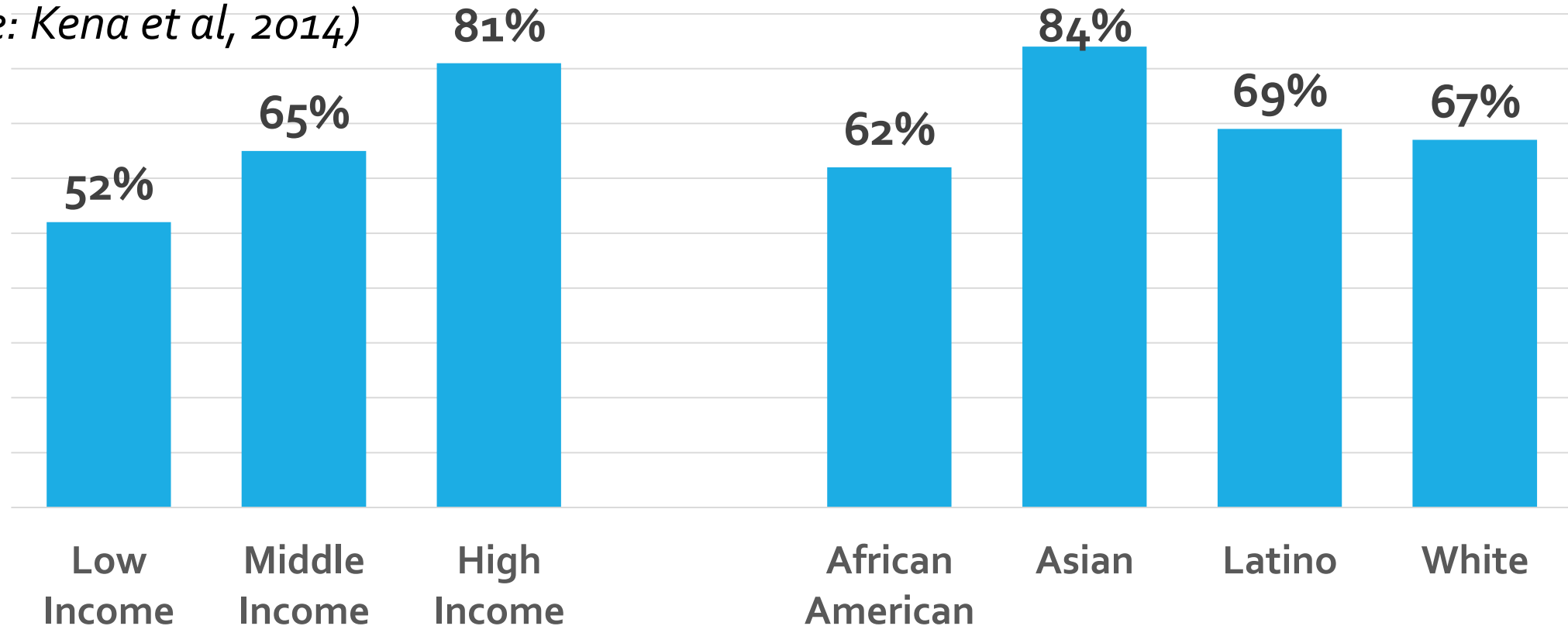
# EQUITY IN ACCESS

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Access to higher education is based on cumulative inequity.

# After graduating from high school, students experience inequitable access to higher education.

*Percentage of recent high school completers immediately enrolling in college, 2013*  
(Source: Kena et al, 2014)

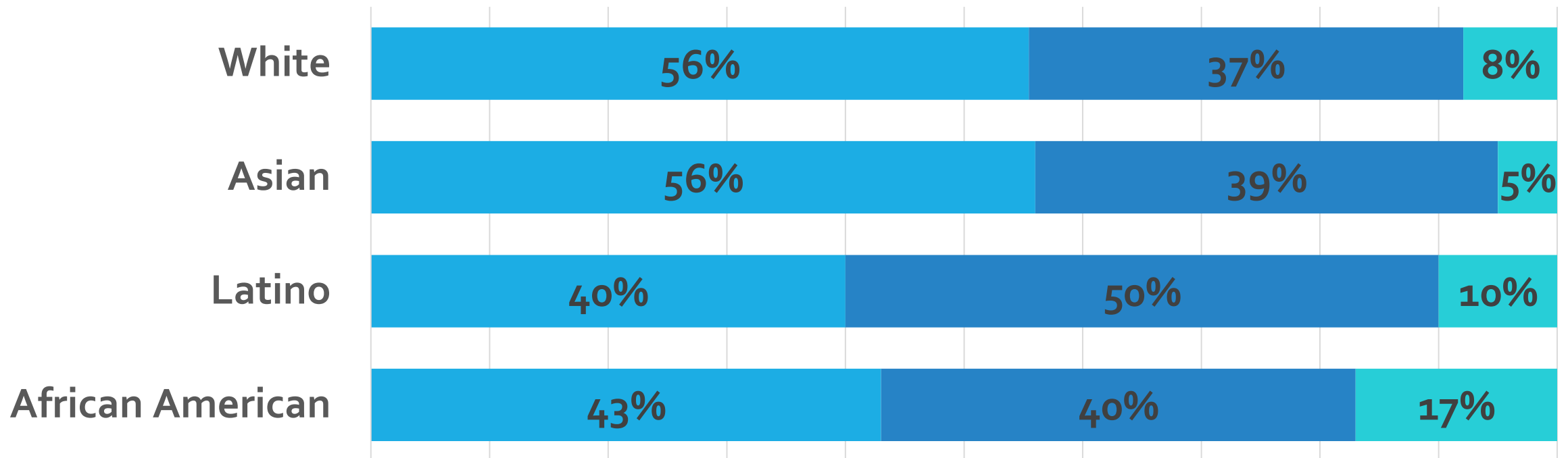


# Stratification by institution type

*Distribution of undergraduate enrollment across postsecondary sectors, 2013*

Source: AAC&U

■ 4-Year ■ 2-Year ■ For-Profit



# Disparities in K-12 form the roots of higher education inequity

- By 4<sup>th</sup> grade, 82% of low-income students are not proficient in reading compared to 52% of their higher income peers.
- By 8<sup>th</sup> grade, 81% of low-income students are below grade-level proficiency in math, compared to 53% of higher income students.
- Among racial and ethnic groups, 57% of white 8<sup>th</sup> graders are below grade-level proficiency in math, compared to 80% of Latinos, 83% of Native Americans, and 87% of African Americans

# Cumulative effect of inequality that leads to inequity

- Higher education has a responsibility to advance the pipeline
- Educational benefits for all
- Economic imperative
- Creating global citizens
- Mission-driven
- Social justice and equity

# PRACTICES

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Equity and Leadership

# Practice # 1: Build the pipeline

- Collaborate with K-12 systems to narrow the achievement gap for college readiness for students of color.
- How are students being prepared for professional or graduate education (entering faculty/academia)?
- How do we recruit families to our institutions?



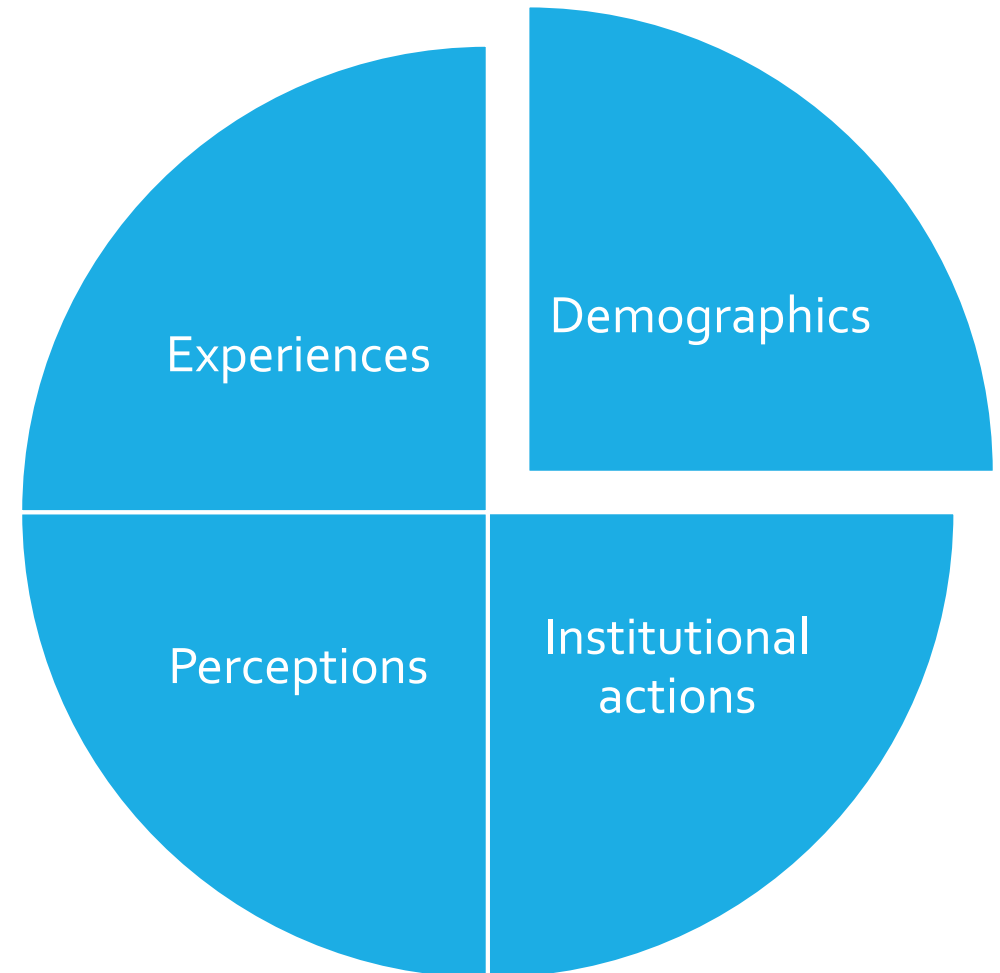


# Practice #3: Understand and get involved in the hiring process

- Research informs us that a diverse employee base encourages diverse students to seek institutions.
- Simultaneously, a more diverse student body encourages employees from diverse backgrounds to join institutions.
- Conduct equity audits, not just of representation (AAP), but of practices (day-to-day practices) of hiring process and committees

# Practice # 4: Understand that climate matters

- Current attitudes, behaviors, and standards and practices of employees and students of an institution.
- Rankin & Reason, Hurtado, Chang, Ladson-Billings



# Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes**.<sup>1</sup>



Discriminatory environments have a **negative effect** on student learning.<sup>2</sup>



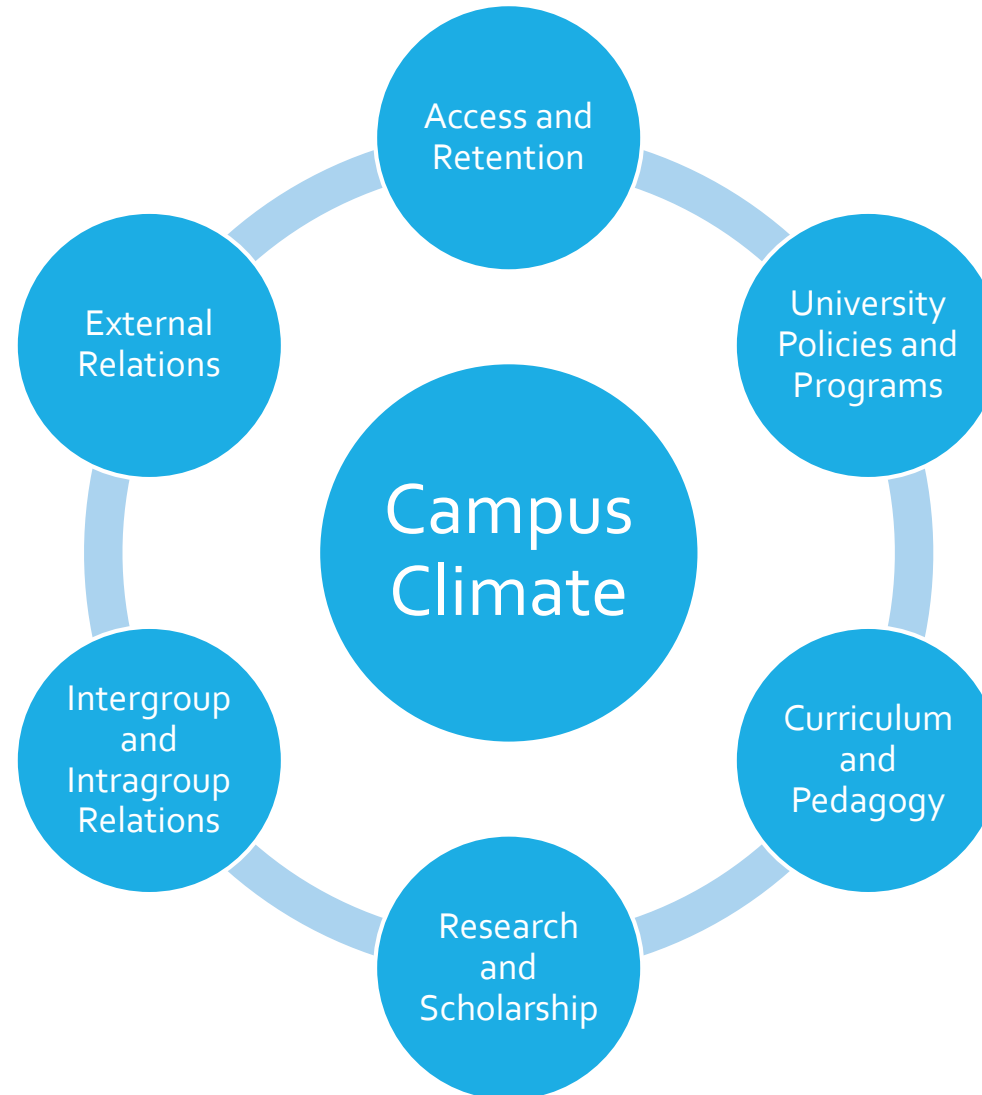
Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes**.<sup>3</sup>

<sup>1</sup> Pascarella & Terenzini, 1991, 2005

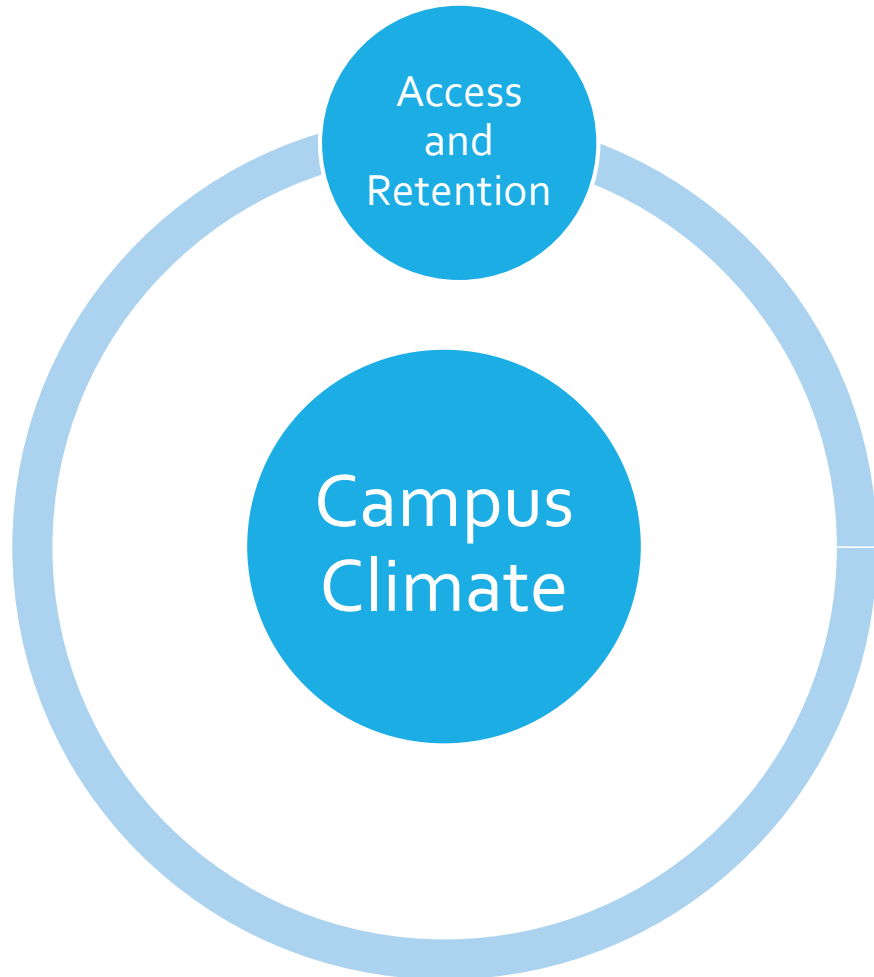
<sup>2</sup> Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

<sup>3</sup> Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003.

# Campus climate is influenced by...



# Access and Retention: Supporting the educational pipeline

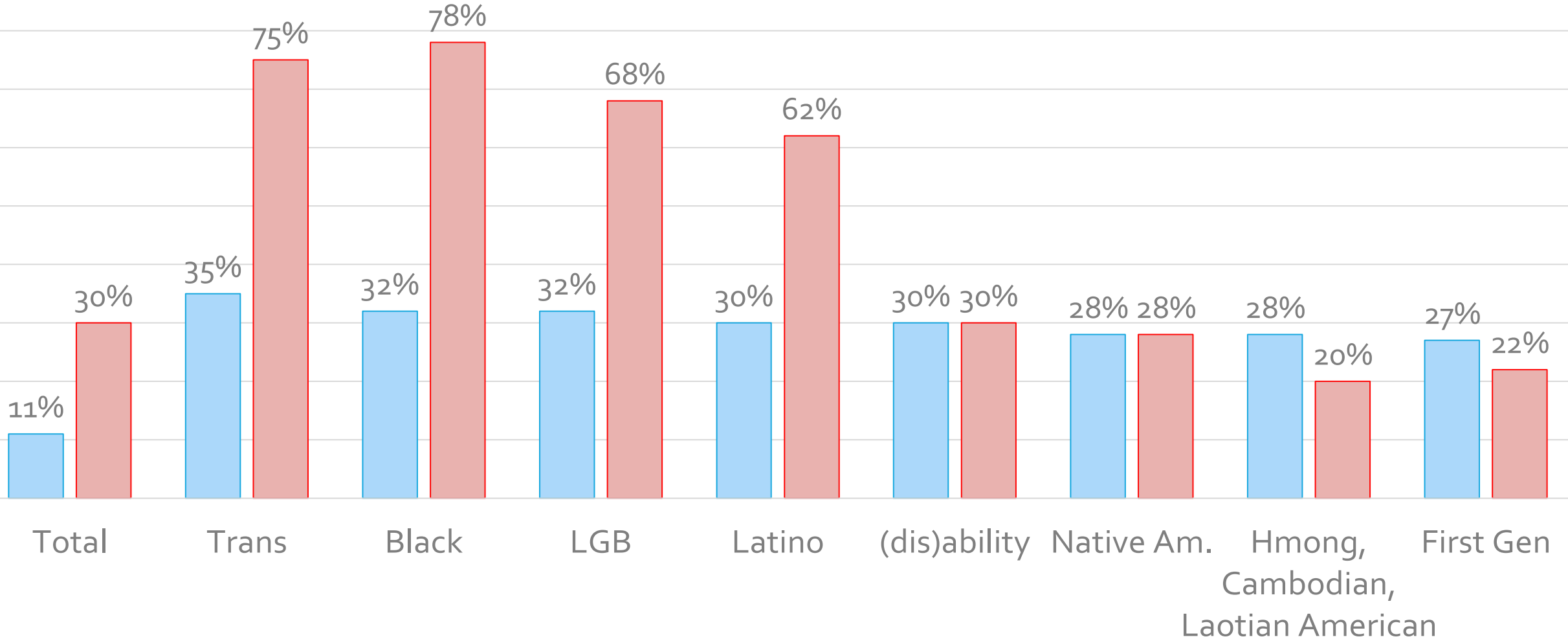


## Key Findings:

- Campus climate impacts student persistence and employee retention
- Personal perceptions are more significant on persistence for students
- Perceptions of institutional actions are more significant on retention for faculty and staff
- Experiences of campus climate are most significant on retention for graduate students and faculty.

# Campus climate data on retention...

■ Leaving within next year   ■ Because of "climate"



# Practice #5: Mentorship and development programs

- Connecting students with faculty and staff from diversity backgrounds, and other allies from within institutions and the community
- Co-curricular engagement enhances social and academic outcomes for all students
- Connecting with cultural organizations provides these opportunities as well

# Practice # 6: Insist on the full support of leadership

- Dedicated resources for inclusion and equity efforts is key
- Request and participate in training and educational opportunities for the entire community
- Understand your university's commitment to inclusion and equity (or advocate for ways to encourage your institution to clearly articulate this commitment)
- Get involved in decision-making opportunities



## 2016-2021 Values

- Inclusiveness & Community

## 2021 Strategic Plan Outcome

- GVSU is diverse and inclusive.

## 2016-2021 Strategic Plan Objective(s)

- GVSU's diversity of student, faculty, staff, and administration increases to 18% to reflect the populations of West Michigan.

# GVSU's Commitment to Inclusion & Equity

## University Values

- Inclusiveness
- Community

## Strategic Plan: GVSU is diverse and inclusion. [B]

- GVSU's diversity of student, faculty, staff, and administration increases to 18% to reflect the populations of West Michigan.

## Leadership at all levels

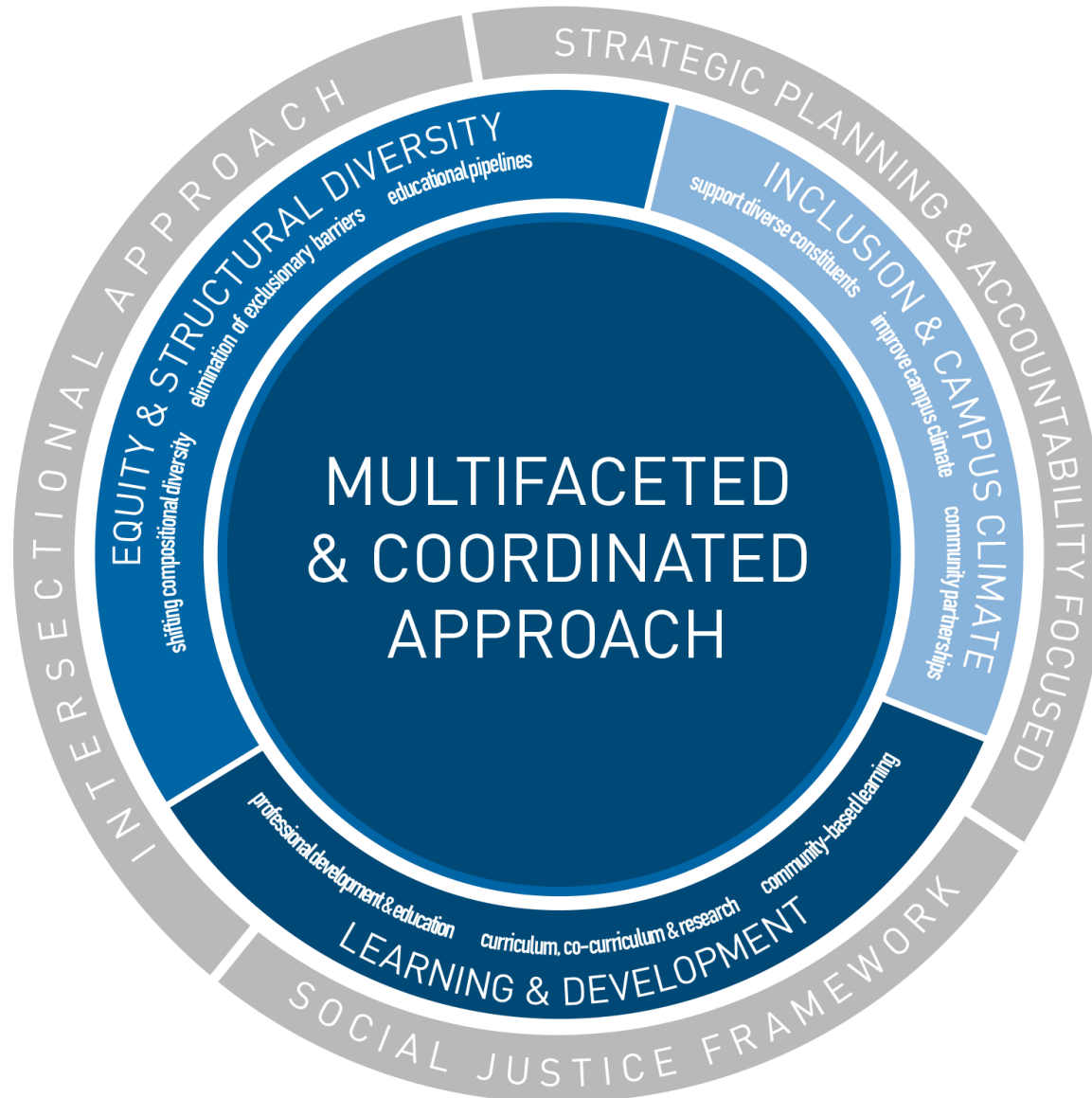
- Board of Trustees
- President & Cabinet
- Division of Inclusion and Equity
- All divisions, faculty, staff, and students

# FRAMEWORK FOR INCLUSION & EQUITY

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*Adopted in 2016*

# INCLUSION & EQUITY: MULTIFACETED & COORDINATED APPROACH AT GVSU



STUDENTS – FACULTY – STAFF – ALUMNI – COMMUNITY – PROSPECTIVES/RECRUITS



# QUESTIONS, DISCUSSION, COMMENTS?

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