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ASHE2019 Webinar Episode 4 – Challenging Normative Understandings of Today’s Post-Secondary Students with Dr. Constance Iloh, Dr. Dian Squire, Dr. Ronald Hallett and Dr. Erin Castro. Hosted by Dr. Amanda Tachine (Diné)

CHALLENGING NORMATIVE UNDERSTANDINGS OF TODAY’S POST-SECONDARY STUDENTS

In this discussion, we bring together scholars to discuss the evolution of post-secondary students of today and challenge us to unlearn how we see and understand students in the 21st century.

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The webinar can be accessed at: https://msu.zoom.us/j/887554863
Or visit https://www.ashe.ws/reimaginingwebinars for alternative ways to access the webinar.
Dr. Tachine

It’s 3 minutes past the hour and I know people got things to do because it's the start of the academic year for some of us and some of you are still in summertime, so sending you much love who are on the grind already, and some of you who are and peeling away from the pool or the mountains or wherever you may be [speaks in Navajo, continues speaking in Navajo, continues, continues, continues speaking in Navajo ] Hello my name’s Amanda Tachine and I am from Ganado Arizona, I currently an Assistant Professor at Arizona State University and can I just say I'm so excited to say that because I have now entered the world of academy and I'm just so so thrilled and I'm thrilled for this conversation too, we have a lot of great things and talk about today but let me as y'all know go through some housekeeping stuff and so we can get started but I'm also your ASHE Webinar host, I forgot that important important detail for y'all, so if you don't know yet already, the ASHE, ASHE Conference is coming up November 13th through16th in Portland, Oregon and if you haven't checked out the speaker line up, all the great things, there’s going to be a film series I mean there's a lot of great new initiatives and thinking imagination at this conference, I encourage you to go to the website and register if you haven’t done so already, I wanted to say and warm thank you and gratitude to Dr Kristin Renn and Dr. Leslie Gonzales, for just stewarding a wonderful year of thoughtful discussion through the webinar series here, through discussions that have been tailored for deep thinking of our methodology, of our research and also imagining our place in this world and higher ed, and in society and so I don't know about you but I'm excited for the ASHE conference this year and I hope you are, you'll join us there and we can and again to continue these conversations.

As you don't, if you don't know already, the conference is Reimagining the Study of Higher Education and so what that means and I'm just going to read a little snippet from from the call of this year here," reimagining the study of higher education entails a strong will, a will to overcome inertia, to entertain unfamiliar perspectives, to see the possibilities of the novel while also holding up the enduring scholarly commitment to using evidence, in its many forms to ask and answer hard questions" and that's what we’re going to be talking today about, is what type of questions are we asking and not asking and one of the topics we are going to talk about is one of my favorites and what brings me to higher education, is talking about our students, our beautiful brilliant students and so I’m here today with wonderful people to talk about what to talk about students.

Housekeeping details really quickly is that if you're on the phone right now through Zoom or through your computer if you don't mind putting the mute on button, that would be wonderful for just in case the sound, sound concerns that may come up, or may pick up, if you have questions I encourage you to put your questions in the chat button below on the, down on your screen but also know that we’ll try to get to as many questions as that may rise and if we don't get to any questions, I’m so sorry and you know please have conversations on Twitter at #ASHE 2019 or ASHE2019Webinar, so without further ado, I want my wonderful colleagues to introduce themselves to you, the topic today is Challenging Normative Understanding of Today's Post-Secondary students, in this discussion we will bring together scholars to discuss the evolution of post-secondary students of today, and challenging us to unlearn how we see and understand students in the 21st century, so without further ado if I could ask my colleague to please introduce yourself

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Dr. Hallett

Uh I'll get us started, my name is Ron Hallett I'm a Professor of education in the LaFetra College of Education at the University of La Verne, and I'm a Research Associate at the Pullias Center for Higher Education at the University of Southern California. Um, Um My understanding of looking at the tribal lands, one of the things we were asked to do is introduce that idea about our institutions is the University of La Verne is the Tongva lands, on the Tongva lands although there's a lot of tribes that used southern California.

Um, My area of research that we'll be talking about today is primarily two fold, one is looking at how to increase success for students once they arrive on campus through lots of different programming and supports for students on campus, in addition I've spent a number of years looking at basic needs insecurity including homelessness and food insecurity for students

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Dr. Castro

I can go if no one else wants to go. I'm Erin Castro, I am an Assistant Professor at the University of Utah, I am also co-director and co-founder of the University of Utah Prison Education Project, we have a onsite higher education program at one of our state prisons here in Utah where we serve two cohorts of students.

And we have a research arm, the Research Collaborative on Higher Education in Prison where we study in a prison university engagements are really interested in um what people and potential students have access to, are. I think I'm pretty much safe to say that um the land that the University of Utah resides on has always been indigenous land and continues to be a, encourage anybody who's been following Bears Ears or any of you know fight over land rights to check out the University of Utah's American Indian Resource Center home page and you can find some good resources there, I'm excited to chat with everyone today.

Dr. Squire

Hi my name is Dian Squire, I'm an Associate Professor at Northern Arizona University in Flagstaff Arizona, our campus sits on the traditional and ancestral lands of the Navajo or Diné, Hopi, Paiute, Havasupai, Hualapai, and a few other tribes as well. And our university has a mission to serve Indigenous, Native Indigenous communities in the area, something we do well and something we're not doing so well, so we can talk about that a little bit. My work examines intersectional conceptualizations of race and racism and how that informs institutional organization and practice and how that influences the life potentials of various communities on college campuses, right now I'm really looking at how settler colonialism turns people and land into property which is then a benefit of universities as it reproduces whiteness in various forms such as increased competition, um monetization of outcomes, and the turning of minoritized bodies into labor
Dr. Iloh

Hello everyone my name is Constance Iloh, I'm an Assistant Professor at the University of California Irvine. My work, I would say looks at you know the trajectories and college going narratives of students I feel are hidden in plain sight, I use that phrasing to sort of signify that they've existed. In some cases they've been in the literature but in many ways they're sort of narratives and the spaces they occupy have sort of been relegated to the margins, so they're very much there but I feel like they're your everyday student so in particular these are low income students, students of color and who might be considered post-traditional students which I'll talk about later as well, a lot of this focus has led me to focus on more open access institutions of higher learning, um this including for-profit colleges and universities and community colleges, so I, a lot of my work tends to engage those spaces of higher learning because again there's an over representation communities that I intentionally want to center in the higher education literature so I come to the conversation from that space as well, and also just want to share I'm an anthropologist of education that largely shapes the work that I do, how I ask certain questions, the methods and design of my work and who I just sort of engage in and what I think of as the research, and I also invite a lot of the business literature as well so, I sort of see myself as someone that is eager to bring in different disciplines but I'm largely anchored in anthropology, so representing for the anthropologists out there as well and very excited to talk about my work, and just this conversation that I feel like has been a long time coming.

Dr. Tachine

Thank you all for your introductions, I cannot wait to dive in, so let's get started well I want to also share these questions and that I'm, that I'm, asking and that we're talking about, were co-created by everyone on this, on this panel, cause I really wanted us to really think about what they want to contribute in this discussion with you all and so one of the things that we really started diving into when we were having this pre-planning call was about what, the title of this webinar right, the tile of this webinar is framed around normative understanding of today's post-secondary student, so I, we wanted to have a conversation about what that means to you all when we say normative understanding that today's post secondary students.

Anyone can jump in and talk and don't feel that you have to answer all the questions that are coming up too

Dr. Squire

I'll start, for me I think when I think about the the question, the title of the webinar, um certainly broadly speaking, it means expanding our notions of who students are, and the possibilities of where
they come from, how they identify and what they want out of college and for me in particular, it means looking back at the formation of higher education or even the country that we now call the U.S. as a settler colonial entity and how that actually informs the current iteration of higher education and our students within college.

And so I'll let other people expand specifically in their areas because everybody here does amazing work but I'm really excited that we, ah, really strong kind of newer voices in the field that are working interdisciplinarily, to look at what's happening in the field and who are really asking us to pay attention to who these students are and also to complicate our understandings of the university as a system, so I'll just start there.

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**Dr. Castro**

I'll just kind of piggyback off of that in terms of Dian's comment around kind of calling into question the purpose of colleges and universities, any time we kind of you know, I think one of the ways to think about it is who do, who do we imagine when we say college student, what is the image that comes to mind and what are the set of assumptions that are also associated with that, and that, certainly is kind of work that I hope we all do but it also does call into question the mission of U.S. higher education and so if we're reimagining who the students are, particularly students for whom and I'll just speak in my example, in terms of working with incarcerated and formerly incarcerated people, the institution was really never designed to serve and so we're asking institutions now to take on new responsibilities, renewed responsibilities in line with their mission and that I think is a wonderful opportunity to then ask the question, What is it that we want colleges and universities to be, in response to broadening our notions of who deserves access and who belongs here

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**Dr. Hallett**

Go ahead Connie.

**Dr. Iloh**

Thank you, I think there's a lot that can come from this conversation and that question in particular I sort of think about where we are with this question and who the college students are of today going off of what Erin was saying and I think about not necessarily just this negligence or surprise that, oh you know, we sort of forgotten to engage students that tend to fall out of the norm of who we consider students, I think that there's deeper things that need to be done so as we consider our own work, the state of the literature, what practice is doing, I encourage us to think about, you know, do we invoke a lot of elitism when we approach the work that we do, when we think about who college students are, where they're going to college, do we focus more on elite institutions of higher learning, I also think
about the paternalism that exists, that's there, you know, it's you know, when we talk about college students as these 18 to 22 year olds and framed them as kids, there's a lot that we're doing there and we're able to do because we can sort of normalize, you know, we're studying under, studying down, even though they are too, experts of their own experiences.

but when we fail to look at anyone, um above that age and their college going trajectories, I think we also too sort of enlist this paternalism that's also really problematic and I also think that going off of that, there's a saviorism that we bring to doing research that also needs problematized, you know who can we save, who can be serve, you know are they younger, are they on campus, you know, do they fit the narrative of what I experienced in college and everyone else as sort of like relegated to the margins, so sort of think about how we can also call into question or sort of interrogate things like elitism and saviorism.

Dr. Hallett

In our work and how that shapes you know, how we are responsible and and how the public understands the college student of today, who do we communicate as a student of today and just sort of really taking responsibility in our work but asking the deeper questions as well. I think everybody's kind of talked about this but I think one of the interesting things is there when I first started doing this work [INAUDIBLE] didn't capturing students voices.

And there's reasons for that that I was really interested in this topic and the students but as we've continued to get researchers to get their student voices. And we've focused a lot on access, now the shift really needs to be, well we need to keep doing that work, there's a ton more voices that we need to include in a lot more making sure that students are centered, is that we need to start shifting then institution to reflect the students that are on the campuses, as my colleagues have mentioned, so it's not just have we increased applications and have we increase admissions but now how do we explore based upon the work that we've done with students and other work, how do our institutions that have really entrenched in how they do things, to start shifting and what role can research play in that process to help theses institutions shifts to really incorporate not only students in the campus but actually readjust so that they're serving students and centering them.

Dr. Tachine

I love all of your conversations around this because I feel like this idea of normalization, is for me I feel like it's every day ways in which we conceptualize students and when we look, and when we're normalizing we're thinking every day, who are we forgetting when we're thinking of the every day, when we're just in monotonous movement, monotonous thinking about our research and our teaching, and so for me that's why this topic is so important because I'm [INAUDIBLE] I love this idea of challenging ways because for me it's challenging normalization, it's challenging whiteness which is the, unearthing all these other populations that are there on campus and off campus, that are part of the community and I feel each of you do that in your work, you each are touching on students, I read all your, some of your pieces and you all have used the term invisibility in some way or form, because the there’s so many
populations that are still invisible, right, that we think about students in our, in our conversations, in our scholarly work, so I want to ask you all about, if you can help me situate the landscape, the higher ed landscape from the demographics of students that you are centering currently knowing that the student that you're centering now may change right, that's ever evolving, our research constantly changing who we're thinking about, or writing or being a community with, so if you could share with me a little bit about helping us think about the normalized ways in which we look at number in terms of students that you're including in these conversations.

[BLANK_AUDIO] Dr. Squire why don't you start.

Dr. Squire

Oh Gosh, okay so I guess I kind of wanted to really reflect a little bit on what you just said about the [CROSSTALK] how it might change. Because, I I say that I study how institutions are, um reproducers of whiteness, anti-blackness and also Indigenous erasure which I kind of understand as settler colonialism as a whole right, and I would say this is a newer endeavor that I am embarking on, partially because of where I am now situated at NAU and so, I think as I'm thinking about Indigenous erasure in particular, I'm also thinking about you know 550 federally recognized tribes, 100 state recognized tribes and then, I believe it's close to 400 if not more, kind of unrecognized federal or state tribes and so, that still has cultural significance and relevance and exist within this country and so, for me like those numbers really stand out and for me those are, it's still kind of a goal to continue to learn what does that mean in relation to higher education, how universities function, where they sit, how their policies impact different groups, so I guess thinking about numbers and also sort of changing and think differently about my own research. Those those numbers really stick out to me, so I guess also a start there.

Dr. Tachine

Thank you so much and those numbers are also, we have so many Native communities all over this world right, and then, they make up one percent of the student population and I call it stagnation crisis because it hasn't really increased over the decade, just marginally and then dipping down, so that's a really great example of students that maybe not, maybe invisible or not maybe, they are visible, what about your work Dr. Castro can you share with us some numbers on what you're working on.

Dr. Castro

Sure and I think now is probably a really important time for me to say, I don't conduct research on incarcerated people and that I think is a really important distinction, I've never been incarcerated myself, our students are not research subjects and so the questions that I ask are really broad organizational questions, what do pathways and the provision of post-secondary education look like for people during incarceration and how easy or not, is it for people to complete or reengage post-secondary education once [INAUDIBLE] in prison or have experienced some interactions with the criminal punishment system and so, I just want to say that and then I think in terms of numbers, this is a
really difficult question to answer, we do know broadly, you've probably heard the statistics that you know 2.2 million people are currently behind bars and that does not encompass the over 8 million children and families of incarcerated people who are directly impacted, and there are some estimates, I'm thinking of Gottschalk's work right now looking at you know upwards of 25 million people and if we look at kind of ripple effects on communities in terms of who's impacted, recent research coming out of Pew, looks says that 1 in 3 people in the U.S. and what we would probably consider a traditional age, that language I love that Constance used post traditional earlier, in terms of you know that comment 18 to 24, well when we look at that demographic of people in the U.S., 1 in 3 people have some type of criminal record and it's disproportionately targeted toward folks who we are all concerned about, so under-represented in higher ed, students of color, low income students, first gen students, students who are undocumented, students with disabilities.

Um, And so we know that kind of reach of hyper incarceration does not impact everyone the same and that marginalized communities disproportionately bear the brunt of that, so when we're talking about kind of equity around higher education in prison and higher education for folks are formerly incarcerated we're largely talking about um folks who have been disenfranchised in other ways and so oftentimes what I say is, we're looking at transfer students, we're looking at first gen students, we're looking at swirling students, we're looking at students who we already have and a lot of research on.

We just haven't added incarceration as a systemic problem, we still continue to look at it as an individual one, so that being said, our research at this point counts give or take about 250 what we're calling efforts across the U.S. at this point and that is, an institution of higher education that is providing post-secondary education in either a jail, a juvenile justice facility, a detention center or a prison and that provision can include everything from noncredit to credit bearing, the only thing that we really go by is the National Center for Ed Statistics definition of post-secondary Ed, so designed for folks after a GED or high school diploma and their admissions process but in terms of numbers of students, I cannot in good faith give you a great answer of how many incarcerated people at this point in time are taking classes through a college or university, I do

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Dr. Tachine

Wow that's incredible, and I just finish reading your piece in the Prison Journal titled" The landscape of postsecondary education in prison and the influence of Second Chance Pell", I encourage folks to read that because you give a really good landscape of universities who are providing, coursework for folks in prison and so I feel like that's a really good place and helping us think about

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Just allowing right those students to take part in those, to take, to take some classes, I appreciate that, the good work that you did with with folks and that piece, any other want to add to this question before I move along and in shaping the landscape of higher ed?
Dr. Iloh

Absolutely I would love to share some data, I’m really excited about this opportunity just to share, especially for folks that are wondering or curious about this conversation and particularly the term I mentioned coined by Luis Suarez and ACE, post traditional, so I’ll kind of share some things but as I'm doing this, like hold in your mind what you all think of when you think of college students today, so 41 percent of today’s college students are over or older than 25, 58 percent of students in college work.

Of today’s students 55 percent are financially independent and then we have 42 percent of that population who actually lives at or below the poverty level, 26 percent of students today are parents, 36 percent attend 2 year colleges and then you know sort of to put this in there, only 13 percent of students actually live on campus, so maybe in our own conception we think that number is you know much higher but it's really only 13 percent and that comes from the good folks at the Association for American Colleges and Universities but also in terms of like narratives and trajectory, over 35 million adults today have some college experience but no degree.

Of that 35 million about 4 million actually have at least 2 years of college experience, so, bundled I mean at least enough for an associates. And just this reality that 1 in 5 adults will leave college without a degree and along that journey. Incurring different kinds of debt along the way without having finished any kind of credential or degree and I spoke about parents before but even if we just wanted to disaggregate further, because I think that's really important as conversation too, 8 percent of single mothers who start college earn a degree within 6 years, so only 8 percent of those who start college get that degree in 6 years.

And that single mothers, so just troubling even further [CROSSTALK] that statistics on student parents as well, so when we talk about this population and sort of who we think the college student of today is, I mean easily 41 percent of students are over the age of 25 so it's even normalize or sort of consider or write about higher education as this you know space for a particular age group I think is really problematic and something that we just need to start calling out as much as possible but also like, changing how we write different things and study higher education as a whole, so I just wanted to add that because I know that there are a lot of folks tuned in.

And this is an opportunity to really sort of re-imagine and rethink, Oh You know maybe that didn't fit my conception and I spoke earlier about we have a role in sort of how the public understands who college students are today.

Dr. Tachine

Absolutely those are great number, Ron do you want to add to that cause I know you you work with a great population we often neglect to include too with these conversations.

Dr. Hallett
One interesting thing is I'm sure if the four of us sat down and even added more people to the conversation, what you would see is a Venn diagram where we're overlapping, right like where these these student populations are not only experiencing one of these issues but experiencing all of them potentially all of them at the same time, so when we look at food and housing insecurity, this is not tracked by the federal government, so we don't all kind of like what Erin is talking about we don't actually have good numbers about this,

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Dr. Hallett

Higher education, once we get to higher education and we see that we're kind of relying on institutions that decide they want to embark on this issue which finally over the past you know 2 or 3 years we're seeing institutions do that but there's been 2 great studies. Rashida Crutchfield at C.S.U. Long Beach and her colleagues have done one of the C.S.U. system and Sara Goldrick-Rab is doing a bunch of work with colleagues at Temple University

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Dr. Hallett

Traditional. 4 year institution, we're looking at somewhere around 8 to 10 percent of students have experienced homelessness during their the last year. And then food insecurity is much higher than that and a lot of times students are experiencing both, going to community colleges we're looking at 40 to 50 percent of students are experiencing housing insecurity or homelessness and more experiencing food insecurity and then a few a few you know the term, they like to use the term elite private institutions, we're still we're seeing what they engage with the topic, they're seeing numbers as well somewhere around 3 to

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Dr. Tachine

You're talking about settler colonialism, you're talking about ways of being that I feel are may be outside of what are we say the quote unquote higher ed field, so you know I'm I'm interested to hear from you what bodies of scholarship that you work in and lean on and how do you work in bringing that into your work?

Dr. Hallett

Um I'll go ahead and get us started, with the work around basic needs insecurity, I've been particularly interested in trauma informed care which is not used in higher education, it's used a little bit in K12 but
it's really used more in Social Work and counselling. And the reason that I've been really drawn to this work is it really doesn't place the onus of the students, it places the onus on institutions to shift and to be thinking about how do you serve students that are experiencing these issues.

And I found it also helpful, a helpful framework to use in a body of literature, use, where I can push people to to see that basic needs insecurity isn't a problem, it's a symptom of other problems, you don't go without food and you don't go without housing because everything else in your life is perfect, it's a symptom of a lot of societal inequities and injustices, injustices that create the situation.

And to build off of Erin's comment and Constance's comment, if you look at the demographic breakdown of students experiencing food and housing insecurity, it's all the students that. I'm sure people are coming to this webinar care about, students of color, first generation students, Pell recipients, females more the males, L.G.B.TQ students.

They're all the ones experiencing this and we need to kind of peel back the onion and look at what are actually the problems that are resulting in basic needs insecurity and that's where I found trauma informed care as a way to make that conversation meaningful and useful for institutions.

**Dr. Tachine**

I just want to shout out to folks that your piece in the call community College Journal actually the" Community college students' experiences with homelessness and housing insecurity" was wonderful and I saw how you included trauma into your scholarship there, through your theoretical lens, and can I just say your narrative analysis was wonderful, it really shine stories of students who are couch surfing, trying to figure out day to day where they're going to sleep on top of that study of chem right, they're like they're like real real issues that they're facing on a 24 hour basis what's next, where am I going to eat next, where am I going to sleep next, so folks if you haven't read that piece, I highly encourage that wok, it really has awaken my understanding of this phenomenon thank you so much.

**Dr. Castro**

What about you Dr. Castro, what do you use to fold into your literature, into your work?. Well I will say it sounds like this is a common kind of something that when we're interested in studying, kind of better understanding, kind of injustices in general and how they play out in terms of Equity, access and completion, there are just there is a gap, many of us are approaching this interdisciplinary, I think is was Dian who had a problem with that earlier saying in, um and I feel like for at least in this situation most of what we know about higher education in prison comes out of quote unquote correctional education which has kind of a long kind of standing in terms of Scholarship, the Journal of Correctional Ed that is quite has been around for a long time but for those of us who study higher education we don't come at it as a correctional you know, from a correctional paradigm, because someone's incarcerated or because someone is experiencing Food insecurity, right like that shouldn't dictate what kind of college curriculum they should have access to and so part of what we're trying to do now is pull from the fields of sociology, certainly psychology, pull historically from correctional ed so that we can kind of get a sense of what was happening in prisons and jails.
But to be able to build a field around higher ed in prison and so I'll just take this is a moment to get a small small plug that we're starting a journal, to address this exact challenge. And so anybody who's interested and we're we're moving forward on that and so I think partly what you have to do and we're kind of addressing in trying to build research around kind of some of these areas, is we have to go to where the research was and even if we don't like that, then we can critique it, you know, and that's often even, you're read the prison Journal piece right, a lot of what we're doing right now is trying to educate folks on why when we talk about higher ed inside of

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Dr. Squire

One of the people who has written a lot and is like very cited but also Tuck and Yang certainly, and a book that I picked up this summer that I think lot of people have started to pick up is A Third University is Possible by la paperson. And that book does a really good job I think of succinctly describing what is a settler colonialism and describing a couple ways that it shows up within higher education.

Sort of it's physical manifestations, I'm also interested in how it affects individuals and so that's where I'm sort of digging in to the student affairs side, how does it actually impact students, so thinking about that when I pull from like philosophers of like Humanization and also race and look at like Wiley and Winter, Levinas, bell hooks, you know Paolo Friere. And then sometimes I also look into like leisure studies or labor historians like Benjamin Hunnicutt to just look at sort of the history of labor movement within our field and kind of how does that impact our modern formations of work. And then therefore what does kind of the monetization of labor look like or the use of bodies for unpaid labor on college campuses look like, so sort of drawing from a bunch of these different bodies of literature.

And I read a really good piece recently. About remembering so it's like re-membering and I've heard this term from a few like Native Hawaiian scholars and practitioners, this idea of using, um narratives, historic narratives and personal experiences and memories to, both kind of remember. People like who people are, like stories of our past but also to allow us to come into community with folks who maybe we've been separated from because of various processes within society or we've been left out or pushed out or whatever the case might be, so I've been sort of thinking about, as I start thinking about settler colonialism, I don't identify as Native or Indigenous, I identify as biracial Vietnamese Americans, so thinking about what is my connection to these these concerns and these processes and I think a lot about like imperialism and globalization. Of Vietnam and its forced kind of removal of my family to the U.S. and in that what that means in relation to. Lands and people in the U.S. So I bring that up just to think about like digging into some of this literature on remembering and the inter-connectedness of people and communities, as I think about like why why do I do this work. And so I guess that's one of the little caveat, sort of what am I reading about, a lot of the reading that I'm doing now is sort of catching me up in a lot of ways.
And that's slow work sometimes and it takes a lot of humility I think as well which is, maybe you'll ask that question later but. Yeah I'll stop there.

**Dr. Tachine**

You I loved that and I think I could sit and listen to you all day to hear you talk, this is such a wonderful, thank you for sharing all those citations and people kind of like giving them a shot out too right, acknowledging the people who are helping our thinking, all the work that we're including in our in our our ongoing learning, I wanted to actually to, you went into a nice segue and I think Constance, this is something that you can speak to but also include any additional thoughts you have about your work as you expand cause you have an anthropology background but this idea that, we we talked a lot about learning and unlearning right, about how we're constantly in this negotiation of ourselves of learning and then realizing we're having tp unlearn a lot of what of maybe things that we have been taught in our studies and our experiences and so what are your thoughts about that, as as scholars and as practitioners, this idea of learning and unlearning and maybe speak to like if you have an example of how that shaped your experience. Um this is open, Constance do you want to take that one?

**Dr. Iloh**

Oh Sure sort of like I guess bridging the prior question, I just want to give the shout out to the history which has done so much for me in terms of the work that I do, a lot of the numbers that I sort of gave before, you know again, could be framed as new but many of them are actually fairly consistent and I think there's you know either a negligence or an erasure but a lot of these trends and things are maybe not really trends, they've been fairly consistent, I remember a while ago someone had asked me, you know, oh you know, these for profit colleges that just came on the scene and the reality is that they've existed since you know colonial times in America and just understanding like whether we've acknowledged you know, different spaces or different communities or not, you know they exist, so it's also you know really important to like draw in and think about you know what we know, past, maybe what the public imaginary has to tell us but as it relates to learning and unlearning and what I approach in my work, it's sort of inspired a boldness and being daring about inserting what you think is happening into the literature, I study college access and choice in quotation marks, I put quotation marks around choice, one of the things that I argue in a model I created is that um choice is a very problematic and limited way of understanding how students come to and move through post-secondary education, so I created a model of going decisions and trajectory to sort of reframe how we can actually understand this conundrum of access to and destinations in post-secondary education, which draws heavily on ecology and how different interactions of different social contexts, of ecosystems that people are embedded in. What that means for college decision, what information and time and opportunity actually mean when they meet each other, at a person's particular juncture in life, so feel free to look into that read that, but anthropology has definitely really helped me sort of think through and.
I say this because, in higher education I think there’s a lot of time that we have to spend sort of situating who has said what, this is potentially what I might be saying when our intervention might be radically different and sort of also thinking about how do we challenge like what it means to insert something in the literature, actually have a contribution, and one of the things I wanted to say to an earlier question about who I’m learning or sort of like in conversation with, I’m spending time with a lot of people.

For example, like black churches for example, you know have reached out to me a lot because they, so many people have questions about, oh so many of our you know people are like this for profit colleges can you help us make sense of this and they were already having conversations absent of what the higher education literature was saying, so being in conversation with communities has really helped helped me become a better anthropologist but also just think about my practice, so you know again, there’s all these wonderful people to read but really just spending time with communities, but I think that actually translated into a bravery I needed to sort of say you know a new model is needed, I don’t know if you know, the most dominant model is the one that describes what’s going on for the single parent that you know is in my research study and just lastly another thing I want us to think about in terms of unlearning and things like that, is just the research process, so I mention you know different kind of student demographics and a lot of students in my research projects they have a lot going on, like a lot going off so it’s a blessing that they even make time to sit with me and talk about different things.

But I think it’s that sort of thing, like when we think about well how do we bring different you know communities into the research literature how do we also honor the different things that they have going on in their lives, such that even our research endeavor isn’t more of a burden to their lives, and we’re also you know, engaging people ask people engage, you know using memes to describe how their day was and not necessarily- I’m going to sit and have a 30 minute conversation about what happened at this community college- so it’s also this unlearning process has also taught me to just you know ride the wave and you know be with people, understand, and it’s been really encouraging as you know a Black woman, a millennial because a lot of this is intuitive to me but I think the academy sort of renders that you know not good enough or not the way we sort of do research, and so in studying populations that have sort of been relegated to the margins it’s been awesome thing to just, I guess sort of like reconnect to myself in a way, so, yeah.

Dr. Tachine

Yeah I can totally resonate with your last comment about reconnecting because I feel it in my unlearning process is just really like because I first I want to shout out your piece on college choice and it’s in the Harvard Ed Review called, the title” Toward a new model of college “choice” for a twenty-first-century context“, I use that piece all the time but I also do work on college choice and I just loved it and the unlearning for me has been really thinking hard about Indigenous ways of knowing that I know when I was raised but how to include that in the research, in how to remember those teachings that have been passed down which is part of you know the community bringing those or going back home or remembering like you said Dian about about what my grandma had told me and how that’s connected to choice or access, so this unlearning and learning is part of my struggle but it’s a beautiful struggle of trying to remember what those are and include that, all of that in like in the good way, as how we would interpret it, so I love this, anybody else want to talk about learning and then unlearning and I can I can move the conversation somewhere else too, anyone want to add to that, OK OK We have about 5 more
minutes, I tell you all times flies when you have wonderful people to have a conversation with, so I want to know from you all, these are kind of some closing questions about you know, what would you want people to take away from this webinar but also share with us what are you reading what are you watching or listen or what are you doing that’s providing some inspiration for you to imagine possibilities or maybe what you’re working on next, if you want to shed some light on or anything that you’re starting to think about next, so if you know if you all don't mind sharing that, that would be a great way to close.

**Dr. Hallett**

I guess I’ll start, a couple of, to answer a couple of those questions, one is the body of research on basic needs insecurity is very small, so I hope that there's many more people they get involved in doing this work but also just incorporated into the work that you're already doing, cause as I mentioned it's connected to a lot of these other issues.

The next kind of quick quick point is you can actually do something so, um definitely and there’s other scholars that are encouraging us as well put find out if your campus has a food pantry, if they do SNAP applications on campus, if they are connected with community centers and have that on your syllabi, just like we have other resources on your syllabi, make sure that this is there, not only does it help students get access but it's helps normalize that this is a resource just like anything else and that's okay, so those are some some kind of practical things I think you can take away and we need you to do really good work in this area, so I look forward to reading it.

[BLANK_AUDIO]

**Dr. Castro**

Ron you're inspirational. Ending on an inspirational note. I guess I would say, I just want to echo the do the work, I think part of what, well what wholly drives my work, is working inside prisons for the last decade and seeing how very difficult it is To provide high quality higher ed, it’s not impossible though and there are ways to do it, we don't have to reinvent the wheel, there's a whole kind of national ground movement, kind of, we have the relatively new nonprofit Alliance for Higher Ed in Prison, we have a number of kind of more programs growing, more institutions becoming interested in how they start this work and so I think we are at an opportune time to help develop the field and ultimately expand access and opportunity.

I will say that part of doing the work, you know you don't have to go inside prisons and part of the way that prisons operate is that they are discriminatory towards folks who have been directly impacted and so oftentimes I mean, every prison I'm aware of, you have to have, you have to pass a background check to go back in, and so one of the challenges we all face is that when our students, if our students are released, it's very difficult if not impossible to have them come work for our programs, to go back into the prison, and there's been some wonderful programs kind of who hire their former students on the outside but they're not allowed to go on the inside, um oftentimes it's very, it's, it can be dangerous for folks who are undocumented to travel inside of prisons as well and so going inside might not be
something that is for everyone, if that is the case and you had an institution, one of the questions you can ask right now is does your admissions require that people disclose prior criminal history as part of the application and if it does, why, and start asking those questions, the other thing that you could look at is you know are there re-entry services and supports and resources on campus, I mean California and Washington kind of leading the way here with you know Project Rebounds and reentry navigators, but if there aren't kind of students spaces for folks who have been impacted, why, we know that it's very difficult for graduate students to get hired is TAs and GAs if they have records.

Are you, how can you be part of changing that at your own institution, I don't think it has to be some kind of grand thing but just start where you're at and I think. I'm recently just very much invested in doing the work and supporting folks who are going to do their work and it's messy and there are mistakes and it doesn't look perfect and that's just the way that it is but that is what I would suggest and then for folks who are interested, there is a national conference on higher in prison, we're having our eight one this year, unfortunately it's the same time as ASHE, I'm so very sad, we'll work on that but there is a professional and scholarly community out there and we're growing and I encourage you to join us and to.

And kind of just echoing Ron, we do need wonderful work in this area, so if anybody's interested I'd be certainly happy to kind of share insights and collaborate.

**Dr. Iloh**

I sort of have a few points and I know Amanda and I, we talked about this a little bit but some of my concern with even just thinking about the end of this conversation, is you know one clear takeaway could be obviously we need more research, you know my hesitation even with that is that a lot of the populations, you know students that I engage, you know they need help like yesterday, like so again you know we're doing the work, getting the I.R.B.. Our work is maybe coming out in a year or 2 under peer review but there's also still real people on the ground that need help immediately, so it's just thinking through what this urgency look like especially as we expand and think about the student of today.

One of the things that that's encouraged me to do is really think heavily about not just the landscape and who the students are but just even knowing my context, so for example the University of California Irvine is a heavy commuter school, in my own syllabus it's really been important for me to make sure that if I can, having office hours the same day I have class because that may be, you know someone is coming to class and they're not coming back to campus for the rest of the week, so if you have office hours that are on a whole other day, they're not making it or even making Skype and things like that an option but knowing your state, knowing your institutional context, there's a lot going on in California in terms of the diverse student population but the faculty not mirroring who you know this diverse student population is, and that's presented a number of concerns, so I think one thing that people can do is knowing their context and seeing how, in their own ways that they can build that in, and I also want to like push us on a call to how we do the research, so for example prolonged engagement, I know even with things like this, I think just like the research landscape in general, I think there's a pressure to sort of do a what I call or like theorize as like microwave research, like oh you know put some things in and then get some findings out, but we really need prolonged engagement with some of these populations, I mean some of the students I engage have been to 3 or 4 different colleges and are now at a fifth one,
like that invites some kind of life history or analysis of all the different institutions they've been at, what happened, and that cannot be done in a day, it probably can't even be done in 2 interviews but it really takes an eagerness just sort of figure out what methods, invite or are best suited to the kind of work that would do justice to these students, and I guess as it relates to my work, what was mentioned before was this model I created which is sort of an alternative to college choice frameworks, I'm expanding that in different publications but I'm also going around and speaking to different institutional contexts about it, I have a speaking engagement in California for different community college leaders, particularly on the model, so making sure that this work is you know also residing in the company of people who can actually directly use it but I also created a YouTube, it's called Office Hours with Dr Iloh but it's just a way for me to make sure that I can engage with participants, people who have e-mailed me over the years about my work, or just reached out to me for different reasons, that may not read the 40 page article that I just published, hopefully you know but maybe not but maybe will spend 5 minutes watching a vlog on You Tube, so I'm also thinking about how I can make sure that my presence is not just relegated to one medium but is in different spaces considering the kinds of students that I'm very passionate about and that you know it's past time that we serve, but check out the model because you know that's my baby and my name is on it and you guys use it and do empirical studies, that would be great.

**Dr. Tachine**

I love how you talked about going outside of, in terms of getting content directly to people, it made me think of that the new I wanted to shout out for the new podcast that I just listened to the first episode by Dr Michelle Espino, it's called Latinx Intelligentsia, and it's just a fabulous way of again, connecting our research to people and encourage you all to check that out, a fabulous first episode already with Dr Judy Kiyama, so good job and let me check out your You Tube next.

[CROSSTALK] Dian.

**Dr. Squire**

Yeah I know I think we're a little bit past time but I guess thinking about the who I look for for inspiration and imagining possibilities, there's three people who I kind of wrote down immediately and the first one is actually Erin, and I've known Erin for five'ish years now since I was a doc student at Loyola and we were working to help get a piece published in our journal there, and I think it's really cool just to look at how the UPEP program and also just all the research and work that she does has developed across the last 5 years, providing access and opportunity as she mentioned and also humanization to those who are often not treated like humans inside and I know that that has always been a core driver of her work is to treat these folks like human beings and so that's always very inspirational, another person I always look to is the Z Nicolazzo and she's doing a lot of kind of public scholarship through her medium account sort of around things that she's thinking about and also kind of ways to think with like a trans epistemology, and then one of my former advisers Dr OiYan Poon as well who is doing a lot of work and just got a grant to reimagine admissions and has been doing a lot around affirmative action and has always been an activist scholar and I draw a lot of, kind of how I think about the field from our work together. We were
both at Loyola, so those are three people who really do kind of provide inspiration to imagine the possibilities of reshaping our field and reimagining our field, so I'll leave it with that.

Dr. Tachine

Well thank you and I also Dian, I wanted to give you a shout out of one of your pieces I think is just well done and I think people should read is actually about DACA students and is co-written with Z, the title "Institutional Response as Non-Performative: What University Communications (Don't) Say About Movements Toward Justice", so I encourage you all, it's in the Review of Higher Ed, just came out 2019, wonderful piece to help us think about how administrators are really using language right, in terms of advocating or not advocating for students and this is particular case was for DACA students, so thank you for your good scholarship, Thank you all for this wonderful conversation of helping us really think about normative ways and how to challenge normative ways in thinking, when we're doing our research, when we're doing our teaching, and also you've given us a lot of good resources to continue this dialogue by reading and engaging in all of your work, I appreciate all of you for thinking of these ways and taking the time to talk with us today, ahéhee, I have hope all of you have a good academic year.