The following presentation was given at the 20th Annual Conference for the National Institute for the Study of Transfer Students. In some cases, photos have been removed to avoid possible copyright infringement. Please cite responsibly and direct questions to the original presenter(s).

**Educational Session**

**2387 - Engaging University Faculty as Transfer Equity Advocates: The Role of Applied Learning Experiences**  
Partnerships and Collaboration, Leadership and Strategic Planning

Through the Transfer Equity Initiative, our collaborative team is leveraging an applied learning model as a way to connect prospective students from the community colleges with faculty advocates at the university. In this session, members of the team will describe their role within this model and facilitate a discussion with the audience about the importance and implications of these experiences.

**Sarah Jewett**, Director, Innovations in Transfer Research and Practice  
**Nicholas Bonneau**, Visiting Lecturer, History  
**Amy Froide**, Professor and Chair, History  
**Denise Meringolo**, Associate Professor, History  
**Kimberly Cease**, Undergraduate Student

University of Maryland, Baltimore County (UMBC)

**Jamie Gillan**, Associate Professor, English and Reading  
**Danielle DaCosta**, Undergraduate Student

Montgomery College

**Maria Ahmed**, Undergraduate Student  
**Pilar Thomas**, Undergraduate Student

Howard Community College
Engaging University Faculty as Transfer Equity Advocates: The Role of Applied Learning Experiences

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Jamie Gillan, Associate Professor, English and Reading
Danielle DaCosta, Undergraduate Student
Montgomery College (MC)

Maria Ahmed, Undergraduate Student
Pilar Thomas, Undergraduate Student
Howard Community College (HCC)
Please say hello in the chat and include your name, role, and institution.
Working Agenda

- Welcome
- National Context
- Collaboration Context (5)
- Faculty Perspectives: Lessons Learned (15)
- Student Perspectives: Take-Aways (15)
- Audience: Ideas, Insights and Questions (10)
The Equity Dilemma

Community College Students
—over 40% of U.S. undergraduates—
—often identify with groups underserved in higher education—
—over 80% of community college students seek transfer—

Thwarted aspirations:
—approximately 25% of students transfer—
—approximately 17% earn an undergrad degree in six years—
The Equity Opportunity

Though students must take responsibility for charting their futures, institutions must also take responsibility for delivering on the aspirations of students who transfer from community colleges to universities.

Source: https://about.umbc.edu/
Creating Transfer Equity Opportunities

Goal 1: Invest in the Future of our Educational Communities
- By identifying meaningful, inclusive, and tangible ways of welcoming community college students into university campuses and signaling a commitment to students’ continued and successful trajectories

Goal 2: Engage Faculty as “Transfer Equity Advocates”
- By leveraging current faculty roles and responsibilities, and their current community-based scholarship activities to cultivate authentic connections with community college students

Goal 3: Create Adaptable Community-Based Applied Learning Experiences
- By facilitating thematically connected experiences for community college students that are linked to faculty member’s own community-based research, teaching or service.
Designing an Adaptable Model: Engaging Faculty as “Transfer Equity Advocates” in Applied Learning Experiences

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<tr>
<th>Theme</th>
<th>Research</th>
<th>Civic Role</th>
<th>Pilot</th>
<th>Cohorts</th>
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<tr>
<td>Public Science</td>
<td>Ecosystems</td>
<td>Citizen Scientists</td>
<td>SU 2019 Funded by the Provost’s Office</td>
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<td>- Urban Forest Patches; Bird Habitats and Conservation; &amp; Spiders as Air Pollution Monitors)</td>
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<td>Public Stories</td>
<td>Cross Disciplinary</td>
<td>Community Storyteller</td>
<td>FA 2020 Internship funded by Montgomery College</td>
<td>4 (16)</td>
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<td>- Media Studies; Language/Linguistics; Environmental Science; Computer Science; &amp; Anthropology</td>
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<tr>
<td>Public History</td>
<td>Un-Erasing History</td>
<td>Citizen Historian</td>
<td>SU 2021 Funded by the Provost’s Office, History Department, and a matching grant from Bringing Theory to Practice</td>
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<td>- Baltimore: Cemeteries, Historic Sites &amp; Oral Histories</td>
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<td>Public Educ</td>
<td>Nutrition, Gardens, &amp; Food Practices</td>
<td>Community Education</td>
<td>FA 2022 (plan)</td>
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## CC Students are invited into the UMBC Community

<table>
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<tr>
<th>Student Role</th>
<th>Student Action Infrastructure</th>
<th>Transfer Capital/Aspirational Momentum</th>
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</table>
| Non-Degree or Visiting Student Status | Apply to UMBC under NDS or VSS | 1. practical experience with applications  
2. access to campus infrastructure and digital/physical resources |
| Enrolled Student PRAC 096 Shriver Center | Enroll in PRAC 096 as NDS or VSS | 1. experience with Bb LMS  
2. engagement in reflective opportunities  
3. recognition with a transcript notation  
4. connection to service-learning community and campus community |
| Student Worker | Complete New Hire Paperwork | 1. experience with new hire packet  
2. entrée to on-campus work opportunities, particularly important for commuting transfers  
3. compensation that opens up access to students who need paid experiences |
| Participant in Faculty Research | Engage in a component of faculty member’s community engaged research activities | 1. experience with and understanding of career/community relationships  
2. experience in community-engaged scholarship (UMBC strength)  
3. connect to research that grows with students across institutions and over time |
Another View –

ASPIRATIONAL MOMENTUM

Collaborative Research Experience: **Coursework, Fieldwork and Reflection**

- Scholarship
- Stewardship
- Mentorship
- Partnership

Academic Engagement
Community Engagement
Professional Engagement

TRANSFER STUDENT CAPITAL

Resources: See Wang and Lanaan (Reference Slide)
Lessons Learned: Why/How These Experiences Matter
Faculty Perspectives on Transfer Advocacy and the Role(s) of Applied Learning Experiences

Sources:
https://baltimoreuprising2015.org/oralhistorytraining/
https://spideysenser.org/about/
https://storymaps.arcgis.com/stories/25e89a3f603d4181841715c90938d735

Public History
Record and Remember
Gather Stories of Protest, Unrest and Community Action

Public Science
Building a network of air monitors

Public Stories
Historias de migración / Migration Stories
Place-based storytelling about migration in Maryland. Contributors are undergraduate and graduate students at UMBC.
Why These Experiences Matter: Student Take-Aways:

Maria:
- Gained a lot of valuable experience in fieldwork.
- Understanding how history affects me and is around me.
- Gave me a clearer view of the work going into the future.

Kimberly:
- Networking with UMBC professors.
- More comfortable transitioning into the uni experience.
- Important topics such as critical race theory and history of Baltimore.

Photos above taken by Kimberly Cease- Summer 2021
Why These Experiences Matter: Student Take-Aways

- More confident in pursuing college undergraduate studies beyond typical age and different degree
- UMBC/HCC Summer Collaboration exposure to UMBC
- ★ Research opportunities for both HCC and UMBC
- Comfort and knowledge of faculty members at UMBC
- Reverse Transfer
### Digital Storytelling Interns from Montgomery College

#### Intern Trajectory

- **Level 1**: Cultivate Professional Development, Service, Leadership

- **Level 2**: Collaborate with a UMBC partner on a classroom or community project
  - Examples: Global Stories, Computer Science, Media Communications, History, Data Science

#### Reflections

- Higher level of confidence
- Stronger academic aspirations
- Finding the value of their voice
- 4-year growth
- Future internships
- Funded research
- Scholarships
- Paid positions
- Connection & Belonging

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**Digital Stories at MC**
Toward What End?

A report published by CCRC, the Aspen Institute and NSCRC (2016) states: "... students are most likely to succeed when they attend community colleges and four-year universities with strong collaboration programs."

Sources:

Creative Commons: "Working Together Teamwork Puzzle Concept" by rama_miguel is licensed under CC BY-SA 2.0
Moving Forward: Moment to Movement

Questions for the Panel

Reflection/Action

Given the conference theme, what seed idea can you take back to your campus to generate momentum?

For more information, please contact:
UMBC: Sarah Jewett @ sjewett@umbc.edu
MC: Jamie Gillan, jami.gillan@montgomerycollege.edu
References


