Lightning Talks:
Identifying Shared Challenges and Opportunities

Moderator: Rebecca Covarrubias
Assistant Professor, Psychology, UC Santa Cruz
Equity-Minded Interventions at UC Santa Cruz

Dr. Pablo G. Reguerín
Associate Vice Chancellor for Student Achievement and Equity Innovation
UC Santa Cruz
Higher Education was born racist & is still racist. Dr. Shaun Harper, USC Center for Equity and Race

The nine colleges in existence prior to the American Revolution were for religious elite, landowners, and exclusively male (Bok, 2009).

Higher education remains a racially stratified system between two and four-year colleges. First-generation Latina/o and African American students disproportionately enroll in open access institutions, typically community colleges. This results in an unequal playing field (Carnevale & Stohl, 2013).

Structural racism in higher education remains a major challenge, even after a plethora of diversity initiatives and more than fifty years since the Civil Rights Movement (Dowd & Bensimon, 2015).

Mindset matters: Deficit-Mindset vs Diversity-Mindset vs Equity-Mindset (Dowd & Bensimon, 2015)
Investigating & Identifying Equity Issues

Grade Distribution for Math 2 by Percentage Academe Year 2011-12
Comparing White and Latino students
Collaborative Math 2 Results by Race: White & Latinx

Math 2 Achievement in Nandini’s Fall 2010-Fall 2017 Courses

- African-American/Black
- Asian
- Hispanic or Latino
- Two or More
- White/Caucasian

Average Grade vs. Quarter

Quarter:
- Fall 2010
- Fall 2011
- Fall 2012
- Fall 2013
- Fall 2014
- Fall 2015
- Fall 2016
- Fall 2017
Collaborative Math 2 Results: EOP & Non-EOP

Math 2 Achievement in Nandini's Fall 2010-Fall 2017 Courses

- NonEOP
- EOP

Average Grade vs. Quarter:
- Fall 2010
- Fall 2011
- Fall 2012
- Fall 2013
- Fall 2014
- Fall 2015
- Fall 2016
- Fall 2017
Finding #1: EOP Advisers enact commitments and practices that reflect “cultural humility,” which EOP students interpret as essential to their success.

Finding #2: Demand for EOP is greater than programmatic and advising capacity.

Finding #3: 85% students consider EOP a “lifeline” and as essential to their success at UCSC.

“EOP is a big family, it’s always nice to have a group that is able to support you and motivate you to succeed. I have received helped that has not only allowed me to continue my years at this university, but it has taught me that I do in fact belong here.”

“Without the physical, emotional, and financial support given to me by EOP I would not be graduating this June.”

“EOP is like a beacon for me. I can’t believe how there’s a resource at the university that was created specifically to assist students like me who are floating and lost and didn’t have successful role model to look up to.”

Source: UCSC EOP: Cultivating a Sense of Belonging Report - Ethan Chang, SSERC 2018
Considering First-Generation Students’ Multiple and Salient Identities in Identifying Academic Risk Factors and Success Strategies

Kevin Huie
Director, Student Success Initiatives
UC Irvine
• Cross-functional project among the Office of the Vice Provost for Teaching and Learning (OVPTL), the Office of Institutional Research (OIR), and the Office of Information Technology (OIT).

• Academic advisors and other student support staff have access to comprehensive reports that provide insights into undergraduate student success.

• Compass is an easier way to get undergraduate student data, understand that student data, and effectively display that student data to advisors and instructors.

• Ensures that academic advisors have access to timely student data to facilitate identifying and outreaching to students, whether to inform them of various opportunities, support, or academic possibilities, or to encourage more timely completion of degrees.
Compass (Comprehensive Analytics for Student Success) has initially focused on building a set of Cognos reports for authorized campus advisors that allow for greater flexibility in student data retrieval and analysis, leading to faster turn around on key student support actions including intervention and outreach.

As we expand, Compass will delve into exploratory data analysis to maximize our insights into student data and reveal areas for potential increased reporting on risk factors, recommended changes to curriculum, and improved academic support resources.
Only use the reports below if asked to by the Compass team.

**For current reports, please use the updated reports page.**

- **Demographics Insights**
  - [Run Cognos 10 report](#)

- **Course Grade Distribution Insights**
  - [Run Cognos 10 report](#)

- **Course Demographics Insights**
  - [Run Cognos 10 report](#)

- **Academic Progress**
  - [Run Cognos 10 report](#)

- **Lower Division Writing Progress**
  - [Run Cognos 10 report](#)

- **Academic Pathway Progress (Preview)**
  - [Run Cognos 10 report](#)

- **UC Requirements Progress**
  - [Run report](#)
    - [About this report](#)
    
    Displays students who have not satisfied at least one of the UC Requirements (entry level writing, American history, and American institutions). This is a preview report.
THE GATEWAY INITIATIVE

- One on one counseling
- Peer Mentorship
- STEP (Second Year Transitional Experience Program)
- Discounted printing, career assessments, and test materials
- Academic Success Planning
- Graduate School Preparation
- Book, Laptops, and I-Clicker Loans
- LARC Scholarships
- Leadership Opportunities
- Weekly Success Workshops
UC Basic Needs: *Preventing Crisis and Changing Systems*

Ruben E. Canedo
Co-Chair, UC Systemwide Basic Needs Committee
Campus Chair, UC Berkeley Basic Needs Committee
AN UNCERTAIN ECONOMY

U.S. and California, 1980-2010

<table>
<thead>
<tr>
<th>Percentile</th>
<th>California</th>
<th>United States</th>
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<tbody>
<tr>
<td>10th</td>
<td>-19%</td>
<td>-19%</td>
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<tr>
<td>20th</td>
<td>-11%</td>
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<tr>
<td>50th</td>
<td>-4%</td>
<td>-8%</td>
</tr>
<tr>
<td>80th</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>90th</td>
<td>25%</td>
<td>15%</td>
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</table>

Source: IPUMS

Professor Manuel Pastor
Sociology and American Studies and Ethnicity

Director, Program for Environmental And Regional Equity

Co-Director, Center for the Study of Immigrant Integration
Emmanuel Saez
Professor of Economics
Director, Center for Equitable Growth

Peter Hinrichs

“For students, tuition is only one part of the calculation, as food, housing, books and supplies eat up a hefty portion of their budgets, even at low-cost community colleges.

It is no longer feasible for students to work their way through college to pay the bills, according to the project. Working 10 hours a week for minimum wage during the school year and 35 hours a week over summer break was enough to pay tuition, room and board at the average public college in the 1960s and 1970s.

Today, the same amount of work covers only one-third of the cost of the average public four-year university because of the increase in prices and decrease in the minimum wage in real terms.”

Washington Post; April 4th, 2017
State Spending: Prisons vs UC
Per Capita Gift Aid for New Freshmen, 14-15
### Percent of Undergraduate Students Experiencing Food Insecurity by Associated Factors

<table>
<thead>
<tr>
<th>Factor Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Overall (84,752)</td>
<td>44%</td>
</tr>
<tr>
<td><strong>One Factor</strong></td>
<td></td>
</tr>
<tr>
<td>LGBTQ (9,247)</td>
<td>51%</td>
</tr>
<tr>
<td>Low-income (34,630)</td>
<td>55%</td>
</tr>
<tr>
<td>First-gen (45,913)</td>
<td>56%</td>
</tr>
<tr>
<td>URM (29,627)</td>
<td>58%</td>
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<tr>
<td>Independent (9,305)</td>
<td>59%</td>
</tr>
<tr>
<td>Foster youth (969)</td>
<td>61%</td>
</tr>
<tr>
<td>First-gen &amp; Low-income (25,786)</td>
<td>59%</td>
</tr>
<tr>
<td>Foster youth &amp; Low-income (268)</td>
<td>61%</td>
</tr>
<tr>
<td>LGBTQ &amp; Low-income (3,549)</td>
<td>61%</td>
</tr>
<tr>
<td>First-gen &amp; URM (22,769)</td>
<td>62%</td>
</tr>
<tr>
<td>URM &amp; Low-income (15,196)</td>
<td>62%</td>
</tr>
<tr>
<td>First-gen &amp; Independent (5,956)</td>
<td>62%</td>
</tr>
<tr>
<td>URM &amp; LGBTQ (3,563)</td>
<td>63%</td>
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<tr>
<td>URM &amp; Independent (3,889)</td>
<td>66%</td>
</tr>
<tr>
<td>LGBTQ &amp; Foster youth (152)</td>
<td>67%</td>
</tr>
<tr>
<td>LGBTQ &amp; Independent (1,218)</td>
<td>67%</td>
</tr>
<tr>
<td>URM &amp; Foster youth (519)</td>
<td>67%</td>
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<tr>
<td><strong>Two Factors</strong></td>
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</tr>
<tr>
<td>URM, foster youth &amp; Low-income (157)</td>
<td>61%</td>
</tr>
<tr>
<td>URM, First-gen &amp; Low-income (13,431)</td>
<td>63%</td>
</tr>
<tr>
<td>URM, LGBTQ &amp; Low-income (1,713)</td>
<td>67%</td>
</tr>
<tr>
<td>URM, First-gen &amp; Independent (2,986)</td>
<td>68%</td>
</tr>
<tr>
<td>URM, Foster youth &amp; Independent (314)</td>
<td>74%</td>
</tr>
<tr>
<td>URM, LGBTQ &amp; Independent (529)</td>
<td>74%</td>
</tr>
</tbody>
</table>

*Note: The number within the parenthesis indicates the estimate of the number (weighted count) in the student population subgroup who had experienced food insecurity.*

Figure 5. Percent of undergraduate students experiencing food insecurity by associated factors.
Figure 2. Percent of undergraduate students experiencing food insecurity by student characteristic and family income
Figure 6. Percent of undergraduate students experiencing homelessness by basic demographics
Figure 8. Average undergraduate GPA and basic needs insecurity
Pre UC Admissions Messaging 1st YR Experience
UC CalFresh/FAP Basic Needs Skills Emergency Relief Crisis Resolution

All Students Basic Need Insecure Populations
Progress to Date

★ Published largest study to date, on four-year research university student food and housing security
★ 4 campus completed qualitative studies on food insecurity risk factors and lived experiences
★ 100% of UC campuses have established institutional basic needs committees
★ 100% of UC campuses have started to build their basic needs prevention models
★ 100% of UC campuses have started CalFresh application and enrollment efforts
★ 100% of UC campuses have started emergency food provision efforts
★ 75% of UC campuses have launched basic needs skills development efforts
★ 50% of UC campuses have launched Basic Needs Centers to centralize information and services
★ UC Office of the President has provided a total of $4.18 million in funding since 2014
★ State Assembly Bills passed in support of college student basic needs AB 1930, 1747, 214, 453
★ State Legislature provided $2.5 million in one-time funding for FY 2017-2018 via AB453/SB85
Journey Ahead

- AY 18-19 is the final year of funding from UCOP Global Food Initiative, it is also the lowest funded year to date: $24,500 x campus
- FY 19 will have $100,000 less funding from State Budget
- Given that 1st Gen College students have higher rates of both food insecurity and homelessness - it is essential that 1st Gen College student resources and services providers have a proactive relationship with campus basic needs committee. Below are campus leads:

<table>
<thead>
<tr>
<th>UCSD:</th>
<th>UCR:</th>
<th>UCI:</th>
<th>UCLA:</th>
<th>UCSB:</th>
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<tr>
<td>Alicia Magallanes</td>
<td>Devon Sakamoto</td>
<td>Andrea Gutierrez</td>
<td>Chidera Izuchukwu</td>
<td>Katie Maynard</td>
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<tr>
<td>Bavneet Kaur</td>
<td>Barbara Smith</td>
<td>Ruben E. Canedo</td>
<td>Leslie Kemp</td>
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<td><a href="mailto:lckemp@ucdavis.edu">lckemp@ucdavis.edu</a></td>
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Participatory Action Research:
Repositioning First-Generation Students as Architects of Social Change

Jonathan Grady
Associate Vice Chancellor and Dean of Students
UC Merced
PARTICIPATORY ACTION RESEARCH:

REPOSITIONING FIRST-GENERATION STUDENTS AS ARCHITECTS OF SOCIAL CHANGE

I was mute, tongue-tied, burdened by shadows and silence. Now I speak and my burden is lightened lifted free (Riggs, 1987)

PAR and CCW underscore the liberatory principles of agency, equity, self-determination and reflects the inherent belief in the ability of first generation college students to accurately assess their own strengths and needs and their right to act upon them in this world (Smith, 1999).

JONATHAN GRADY, PH.D.
ASSOCIATE VICE CHANCELLOR AND DEAN OF STUDENTS
UNIVERSITY OF CALIFORNIA, MERCEDE JGRADY2@UCMERCED.EDU

COMMUNITY CULTURAL WEALTH

Community Cultural Wealth focuses on the array of cultural knowledge, skills, abilities, and contacts possessed by socially marginalized groups that often go unrecognized and unacknowledged. This approach celebrates various forms of capital students possess: aspirational, linguistic, familial, social, navigational, and resistant (Yosso, 2006).

PARTICIPATORY ACTION RESEARCH

Participatory Action Research is a process through which students investigate meaningful social topics to understand the root causes of problems that directly impact them and then, affords them the opportunity to take action to influence policies through the dissemination of their findings to policymakers and stakeholders (Yin, 2006).

THESE APPROACHES:

- Are participatory, holistic, and student-centered.
- Foreground race, racism, gender, sexuality, ability, and other axis of social difference in the research, design, data collection, and analysis.
- Challenge the traditional paradigms, methods, and texts as a way to engage in a discourse that is informed by the actual conditions and experiences of the oppressed.
- Encourage an empowering process through which all participants can increase control of their lives.
- Seek a balance between critical thinking, reflection, analysis, action, and accountability.
- Emphasize a union of mind, body, and spirit in ways that promote self care, healing, and hope.
College Transition for First-Generation Students:

Engaging Culture to Foster Connection

Jeffrey M. Orgera
Assistant Vice Chancellor
Student Retention and Success
UC San Diego
The Impact of the Campus Environment

- Campus climates and cultures influence adjustment, engagement and success. This is especially impactful for diverse students (Nora and Cabrera, 1996; Museus 2007; Hurtado and Carter 2007).

- Campus cultures shape diverse students’ connections to their institutions, experiences, and success in complex ways (Lewis et al. 2000).
Responsive and Relevant to the Expectations of First-Gen Students

• Increase spaces and opportunities for connection with staff, faculty, and students who understand their backgrounds and experiences.

• Expand opportunities to learn about their own culture and validate competence.

• Increase meaningful relationships with caring faculty and staff that provide holistic and strength-based support.
Striving Toward Cultural Engagement at Scale

High touch at scale – culturally engaging practices embedded in the curriculum, co-curricular activities, and student services.

- Enhancing **OASIS Summer Bridge**
  - There is a partnership with **Education Studies** to expand access to diversity, equity, and inclusion frameworks. Courses fulfill requirements and they are open to all students.
  - The residential program serves **300 students**. This includes common courses, small group dialogue, community building, and leadership development.
Striving Toward Cultural Engagement at Scale

- Chancellor’s Associates Scholars and Student Success Coaching
- All programs collaborate to connect students to undergraduate research, global education, learning communities, and peer mentoring.

Our capacity to deliver culturally engaging opportunities to all incoming students is not meeting the current demand. Innovation at all levels of the organization is critical.
Building Community and Creating a Sense of Belonging for First Generation Students

Arnette Bates
Executive Director, Office of Educational Opportunity and Enrichment Services
UC Davis
Holistic Assistance and Support

**Support** the unique needs of students by building strong relationships and affirming their strengths and diverse lived experiences.

**Teach** success strategies and critical skills to help students maximize their experiences inside and outside of the classroom.

**Connect** students to supportive communities, critical resources and enrichment opportunities.

**Empower** students to take ownership of their path and direction to achieve their goals.
I am the 1st in my family to attend a UC.

#1stofmany
Expanding Collaborations and Building New Partnerships Across Campus to Support First-Gen Students

Malaphone Phommasa
Director, Academic Success Initiatives
Division of Undergraduate Education
UC Santa Barbara
#FirstGen

SCHOLARS WELCOME!

WED. 9/27

BEGIN BUILDING A COMMUNITY OF SUPPORT!

Come mingle with faculty, staff, and fellow students, learn about campus resources, and meet some of our cultural student organizations.

Opportunity to win a $100 Amazon and two $50 UCSB Bookstore gift cards!

Refreshments will be provided.

Student Resource Building Forum
(1st Floor)
3PM - 4:30PM

A collaboration between the College of Letters & Science, Division of Undergraduate Education & Student Affairs

First-generation students at UC

UC San Diego Price Center  #FirstgenCon2018
First-generation students at UC

ADRIANA SÁNCHEZ
TSC Grad Mentor/Program Assistant & counseling psychology doctoral student

Education:
UC Santa Barbara, B.S. Psychology
Moorpark College, A.A.
Hometown:
North Hollywood, CA

#FirstGenAdvice:
"What you learn outside of the classroom is just as important! Look into joining a student organization(s) and seek research opportunities to find out what interests you. Embrace your journey, you deserve to be here!"

JOE SABADO, M.B.A.
Executive Director of Student Information Systems & Technology

Education:
UC Santa Barbara, B.A. Political Science; Minor in Asian American Studies
Capella University: MBA
Hometown:
Salinas, CA

#FirstGenAdvice:
"Build your social and academic networks at UCSB. Get to know your professors, TAs, advisors, and other staff on campus as we want you to succeed!"

JOE BLANKHOLM, Ph.D.
Assistant Professor of Religious Studies

Education:
Columbia University, Ph.D. Religion, M.A. Religion
UC Irvine, M.A. Cultural Anthropology
University of Minnesota, B.A. Comparative Literature
Hometown:
Twin Cities, Minnesota

#FirstGenAdvice:
"Keep a calendar, put everything you do on it, and check it every morning. Don’t be afraid to ask questions. If anyone makes you feel ashamed for asking a question, it’s their problem, not yours. You belong at this university, and you have the right to understand how things work."
Demetrious Lloyd was one of the two student speakers at last Sunday's CCS Commencement. The Chemistry/Biochemistry and first-generation graduate talked about a pivotal moment in his college career.

"CCS has been a sanctuary and a place to thrive. Though I spent most days enjoying the sense of community, one particular event surprised me. Due to the inconvenient timing of financial aid blocks combined with my parent's job loss, it looked as though I was going to be forced out of the system. I told my faculty advisor and the staff at CCS about my predicament and in less than a week, they discovered and signed off on a way to keep me enrolled. My gratitude and loyalty is immeasurable."

Demetrious Lloyd
CCS Chemistry/Biochemistry
UC SANTA BARBARA
College of Creative Studies

3:15 PM - 14 Jun 2018
Following the success of the First-Generation Institute held in Spring 2017, the campus has made great strides in increasing support for first-generation Bruins. Numerous offices and departments across campus have hosted events and provided opportunities for first-generation Bruins, including students, faculty, staff, and alumni, to make connections and build networks to further expand their support systems. Other efforts include providing opportunities to learn more about the first-generation student population and their experiences. The campus’ accomplishments range from implementing competency training sessions to the launch of the First To Go residential living-learning community. A number of the offices and their First-Generation initiatives carried out after the institute are included in this infographic.

For questions or comments, please contact UCLA First To Go at firsttogo@orl.ucla.edu
INCLUSIVE PEDAGOGY AND ACADEMIC SUPPORT
“Thriving as a First-Generation Student”
Fiat Lux seminar
FIRST-GEN BRUINS ACE UCLA!

UNIVERSITY STUDIES 10E

CRITICAL STRATEGIES TO ACHIEVE UNDERGRADUATE EXCELLENCE

Spring 2018 University Studies 10E
2 units, Pass/No Pass only
Thursdays, 2-3:50pm, Public Affairs 2325

This course is designed for first-year freshman and transfers who self-identify as first-gen*.  
*Students whose parents or caregivers have not completed a four-year degree in the U.S.

Enroll through MyUCLA. Seating is limited.

TAKE YOUR LEARNING TO THE NEXT LEVEL!
Finding career and academic success as a first gen student

Are you a first generation student pursuing an arts or humanities degree?

Hear from a panel of successful first gen UCLA alumni, students, & faculty on how to face the unique challenges that a first generation student encounters. Join us for a night of advice, anecdotes, & real-world experiences from our panelists as they share ways to find success as a first gen student!

Nacho dinner & networking to follow the panel!

FEB 22ND
6-8PM
BRADLEY HALL #300

UCLA College
Humanities

UCLA Humanities Residential College
CONNECTING PUBLIC HEALTH TO THE REFUGEE EXPERIENCE

JANUARY 11 - DE NEVE PLAZA ROOM B - 6:00-7:30 PM

First-generation college students are invited to join in a discussion to bridge history and contemporary times to understand health literacy and the field of public health.

Students will also have the opportunity to meet with a current student in the MPH program at UCLA.

Hosted by UCLA Fielding School of Public Health, Common Book Program, & First To Go
Best practices in advising first-gen students

Focus on strengths and critical connections

Tools & Techniques

- Create and establish a safe space
- Ask thoughtful, open-ended questions (without judgment or assumptions)
- Develop a connection through personal experiences (where appropriate)
- Active listening
- Highlight student-strengths
- Explore options with student
- Make connections to campus partners (don’t simply refer)
- Follow-up with student
GRADUATE STUDENT SUPPORT
The Three-Pronged Approach: Supporting First Gen Students’ Transition to Graduate and Professional School Environments

Alece Alderson
Director, Student Success and First Gen Programs
UC San Francisco
Transitioning First Generation Students to Graduate & Professional Schools

UCSF
University of California
San Francisco

Developing Peer Community
Engaging Faculty/Staff
Campus Partnerships
Developing a Sense of Community

- Visibility Campaign
- Welcome Back Dinner
- FG2C - Self Authorship
- Community Reception
- Cohort > 1:1

Developing Peer Community     Engaging Faculty/Staff     Connecting to Campus
Engaging Faculty/Staff

- Early outreach to First Gen faculty
- Outreach to Associate Deans
- First Gen Mentorship Program
- First GenRN
Strengthening Campus Partnerships

- Student Health & Counseling Services
- Office of Career & Professional Development
- Alumni Relations
Building Narratives:
Using The Power of Storytelling to Engage First-Generation Students, Faculty, and Staff

Thomas Dickson
Assistant Vice Provost of Undergraduate Education
UC Riverside
Brandon Brown  Assistant Professor, Medicine

"It was pretty clear when I was applying that I had no idea what I was doing. And it was kind of scary because you have to figure that stuff out and you don’t really know what they want to hear when you’re on the other side, doing your essay and all this stuff. And definitely once you actually start its different too. College is hard. It’s a lot harder than high school. So, to figure that part out you have to be independent in going to class, making sure you’re on time, actually putting time away for studying.

My advice for First-Gen students is to quickly identify a person who knows how things work, and they need to give advice, and keep you focused. Because it helps to have a person who’s willing to care enough to tell you if you’re not doing things right. If you listen then you can succeed. [All it takes is one person] to believe in you. It’s harder to listen to your parents. If someone outside who doesn’t really know your history, says that they believe in you, then it’s really powerful."
Avoid Acronyms. They are valuable shortcuts if you know the signs, but roadblocks if you don’t.

Names Need Meaning. Many office names don’t exist outside the university - clarify their roles. (Ombuds, Registrar, Bursar)

Use Clear Terminology. Use terms that convey the meaning in a clear and concise manner. (unsubsidized, probation, withdrawal, breadth, etc.)

Identify Structures and Purpose. Help students navigate structures; provide context. (College, Department, Division, Major, Program)

Reduce Misunderstanding. Avoid words with multiple meanings, ambiguity, and/or are uncommon.

Tell Stories. Stories, especially your own, help us teach, build connections, and engage audiences more effectively.

Use #FirstGenUCR. Keep the conversation going by using this hashtag whenever posting about first-generation topics.
First-Gen Day
First-Fridays
Edgar Ortuno

Edgar discusses making mistakes. Edgar learned about the impacts of food security, **how simple things provide comfort**, and how timing was an important part of his self-care during his college experience. He discusses the importance of social connections and **student organizations as a support network**.

#FirstGen #FirstGenUCR
How to cut through impostor syndrome