

access and equity in higher education

Access and Equity in Higher Education: Breaking Down Barriers, Building Futures

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Abstract: This narrative explores the complex landscape of access and equity in higher education, examining systemic barriers and individual experiences that impact students from underrepresented backgrounds. Through personal anecdotes, case studies, and relevant research, the article argues for a holistic approach to achieving true equity and ensuring that higher education becomes a pathway to success for all, regardless of background.

1. Introduction: The Promise and Paradox of Higher Education

Higher education has long been touted as the great equalizer, the pathway to social mobility, and a key driver of economic prosperity. Yet, the reality is far more nuanced. While higher education offers immense potential, persistent inequalities in access and equity continue to limit opportunities for many. Access and equity in higher education are not merely abstract concepts; they are deeply intertwined with individual aspirations, societal structures, and national progress. This article delves into the multifaceted challenges and potential solutions related to access and equity in higher education.

1. Systemic Barriers to Access and Equity in Higher Education

The pursuit of higher education is often burdened by significant systemic barriers. These include:

Financial constraints: The escalating cost of tuition, fees, and living expenses creates an insurmountable hurdle for many low-income students. Even with financial aid, many struggle to afford the full cost of attendance, leading to debt burdens that can hinder their future prospects. This disproportionately impacts students from marginalized communities.

Geographic limitations: Access to quality higher education institutions is unevenly distributed geographically. Students in rural or underserved areas may lack access to transportation, high-quality secondary education, or even reliable internet connectivity, hindering their ability to apply and succeed in higher education.

Academic preparedness: Systemic inequalities in K-12 education create disparities in academic preparedness. Students from underrepresented backgrounds often attend under-resourced schools with fewer opportunities and resources, making them less likely to meet college admission requirements.

Bias and discrimination: Implicit biases in admissions processes, financial aid allocation, and academic support systems can inadvertently disadvantage students from marginalized groups. Microaggressions and overt discrimination can create hostile learning environments, impacting student success and well-being.

1. Case Studies: Personal Narratives of Access and Equity in Higher Education

Case Study 1: Maria's Journey

Maria, a first-generation college student from a low-income, immigrant family, faced significant challenges navigating the college application process. Lack of awareness about financial aid opportunities and the complexities of the application process initially discouraged her. However, through the support of a dedicated high school counselor and a community-based college access program, she overcame these hurdles and secured admission and financial aid to a state university. Her story highlights the crucial role of mentorship and targeted support in bridging the gap in access and equity in higher education.

Case Study 2: David's Struggle

David, a talented student from a rural community, excelled academically but lacked access to the advanced coursework and resources necessary to compete with students from more affluent areas. The limited opportunities in his high school left him unprepared for the rigor of college-level work, and despite his potential, he struggled to succeed during his first year. His experience underscores the need for equitable investment in K-12 education to ensure all students have the opportunity to thrive in higher education.

1. Personal Anecdote: The Power of Mentorship

During my own journey through higher education, I witnessed firsthand the disparities in access and equity. As a first-generation college student from a working-class family, I benefited greatly from the guidance and support of several mentors who helped me navigate the complexities of the system. Their encouragement and advocacy made all the difference in enabling me to pursue my educational aspirations. This experience deeply shaped my commitment to promoting access and equity in higher education.

1. Strategies for Enhancing Access and Equity in Higher Education

Addressing the challenges of access and equity in higher education requires a multi-pronged approach that includes:

Increasing financial aid: Expanding need-based financial aid programs and exploring innovative models such as income-share agreements can help make higher education more affordable.

Improving K-12 education: Investing in equitable K-12 education to ensure all students have access to quality education and are prepared for college.

Targeted support programs: Implementing comprehensive support programs that address the specific needs of underrepresented students, such as mentoring, tutoring, and academic advising.

Promoting diversity and inclusion: Fostering inclusive campus climates that celebrate diversity and address bias and discrimination.

Expanding access to online learning: Utilizing online learning technologies to reach students in remote or underserved areas.

1. The Importance of Holistic Student Support

Access and equity in higher education are not simply about getting students into college; it is about supporting their success once they are there. Holistic student support services, including academic advising, mental health services, and career counseling, are crucial for ensuring that students from underrepresented backgrounds thrive in college and graduate prepared for the workforce.

1. Measuring Success: Assessing the Impact of Initiatives

Effective strategies for enhancing access and equity in higher education require careful assessment. Data-driven evaluation of initiatives is crucial to understand what works, what doesn't, and how to adapt programs to better meet the evolving needs of students. Key metrics include college enrollment rates, graduation rates, and post-graduation outcomes for underrepresented groups.

1. Conclusion: Building a More Equitable Future

Access and equity in higher education are not simply matters of social justice; they are essential for national prosperity. By addressing systemic barriers and implementing targeted interventions, we can create a more equitable system that unlocks the potential of all students and builds a brighter future for everyone. The journey towards true equity is ongoing, requiring continuous effort, commitment, and a collective will to dismantle systemic inequalities.

FAQs:

1. What is the difference between access and equity in higher education? Access refers to the opportunity to enroll in higher education, while equity refers to fair and just treatment and opportunities for all students to succeed once enrolled.

1. What are the biggest barriers to access for first-generation college students? Financial constraints, lack of awareness about college application processes, and limited family support are major barriers.

1. How can colleges improve their recruitment and retention of underrepresented students? Targeted outreach programs, culturally responsive support services, and inclusive campus environments are key.

1. What role do K-12 schools play in promoting equity in higher education? Providing quality education, college preparation resources, and support for all students is crucial.

1. How can financial aid policies be improved to better address the needs of low-income

students? Increasing grant aid, simplifying the application process, and exploring innovative funding models are essential.

1. What are the benefits of a diverse student body for colleges and universities? Diverse student bodies enrich the learning environment, enhance critical thinking, and prepare students for a globalized world.
1. How can colleges create more inclusive campus climates? Fostering respectful dialogue, providing diversity training, and creating support systems for marginalized students are important.
1. What are the long-term consequences of inequities in higher education? They perpetuate social and economic inequalities, limiting social mobility and economic growth.
1. How can individuals contribute to improving access and equity in higher education? Volunteering with college access programs, mentoring students, and advocating for policy changes are all ways to make a difference.

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access and equity in higher education: Financing Access and Equity in Higher Education Jane Knight, 2009 The demand for higher education worldwide is booming. Governments want well-educated citizens and knowledge workers but are scrambling for funds. The capacity of the public sector to provide increased and equitable access to higher education is seriously challenged. What are the on-the-ground realities of developing financial resources and policies to meet the twin goals of equity and access without jeopardizing quality? This volume provides in-depth reports from selected countries and sub-regions: Morocco, Korea, England, Uganda, Poland, Oman, East and southern Africa, Southeast Asia, Brazil, and Egypt. Each chapter is written by a seasoned educator participating in the Fulbright New Century Scholar program for 2007-2008. Given the near-universal constraints of declining resources but increasing enrollments, the authors identify common trends such as the public/private divide, the privatization of the public sector, and diversification of funding. To address these issues, the chapters examine a surprising variety of policy instruments such as means testing, targeted subsidies, cost sharing, institutional aid, student

bursaries, and tax exemptions. Policymakers, academic leaders, higher education organizations, and researchers will find significant, provocative, and cautionary lessons in these reports from around the world.

access and equity in higher education: Access to Higher Education Anna

Mountford-Zimdars, Neil Harrison, 2016-11-18 How do we understand and explain who has access to higher education? How do we make sense of persisting and new forms of inequality? How can global, national and institutional policymakers and practitioners make higher education more inclusive? *Access to Higher Education: Theoretical perspectives and contemporary challenges* seeks to update thinking on these questions, combining new voices and emerging perspectives with established writers in the field. This pioneering text highlights the contribution of social theory to issues of access to education, with chapters introducing and drawing on the works of key interdisciplinary thinkers including Pierre Bourdieu, Margaret Archer, Amartya Sen and Herbert Simon. It then moves to examine how theoretical perspectives can be applied to the contemporary challenges of forging more equal access, with examples drawn from a wide range of contexts, including the UK, the US, Australia, South Africa and Japan. Global in scope, this book documents the shared nature of the access challenge in a period when higher education is growing rapidly, but inequalities continue to be stark. It concludes by proposing a new direction for research and a reassertion of the role of the researcher as a social activist for disconnected and disadvantaged groups, equipped with the thinking tools needed to move the agenda forward. *Access to Higher Education* is a rigorous text for the global research community, with relevance to policymakers, practitioners and postgraduate students interested in social justice and social policy. It provides those with an academic interest in access and a commitment to enhancing policy with theoretical and practical ideas for moving the access agenda forward in their institutional, regional or national contexts.

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access and equity in higher education: Equity and Inclusion in Higher Education Rita

Kumar, Brenda Refaei, 2021-06-30 Faculty across disciplines want to provide equitable and inclusive classrooms to support all students, but they are overwhelmed by the content they must cover and have no time to address equity and inclusion in their teaching. Equity and inclusion need not be seen as extra work but as important objectives that guide curriculum development. This book provides strategies to create a more purposeful, intentional curriculum that addresses equity and inclusion across disciplines without compromising content. We bring together practical lesson plans and instructional options that faculty can use and adapt to deliver content in a way that is mindful of inclusion and equity.

access and equity in higher education: Social Inclusion and Higher Education Basit, Tehmina

N, Tomlinson, Sally, 2014-04-09 As higher education has made deliberate strides in recent decades to become more inclusive and accessible, the number of students from non-traditional backgrounds has increased dramatically. There has been much study of the effects of higher education on previously underserved populations, showing that it can lead to higher lifetime income and higher status. But there has been little research on what happens to those students once they are in a university. This book fills that gap, taking a close look at this issue and drawing on case studies from the United States, the United Kingdom, and Australia to illuminate the problems that face

non-traditional students, the resources they and their families are able to draw on, and the ways that administrators and staff can help them succeed. This paperback edition is well suited to postgraduate students and practitioners and alike.

access and equity in higher education: Equity and Excellence in American Higher Education William G. Bowen, Martin A. Kurzweil, Eugene M. Tobin, Susanne C. Pichler, 200? Thomas Jefferson once stated that the foremost goal of American education must be to nurture the natural aristocracy of talent and virtue. Although in many ways American higher education has fulfilled Jefferson's vision by achieving a widespread level of excellence, it has not achieved the objective of equity implicit in Jefferson's statement. In *Equity and Excellence in American Higher Education*, William G. Bowen, Martin A. Kurzweil, and Eugene M. Tobin explore the cause for this divide. Employing historical research, examination of the most recent social science and public policy scholarship, international comparisons, and detailed empirical analysis of rich new data, the authors study the intersection between excellence and equity objectives. Beginning with a time line tracing efforts to achieve equity and excellence in higher education from the American Revolution to the early Cold War years, this narrative reveals the halting, episodic progress in broadening access across the dividing lines of gender, race, religion, ethnicity, and socioeconomic status. The authors argue that despite our rhetoric of inclusiveness, a significant number of youth from poor families do not share equal access to America's elite colleges and universities. While America has achieved the highest level of educational attainment of any country, it runs the risk of losing this position unless it can markedly improve the precollegiate preparation of students from racial minorities and lower-income families. After identifying the equity problem at the national level and studying nineteen selective colleges and universities, the authors propose a set of potential actions to be taken at federal, state, local, and institutional levels. With recommendations ranging from reform of the admissions process, to restructuring of federal financial aid and state support of public universities, to addressing the various precollegiate obstacles that disadvantaged students face at home and in school, the authors urge all selective colleges and universities to continue race-sensitive admissions policies, while urging the most selective (and privileged) institutions to enroll more well-qualified students from families with low socioeconomic status.

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access and equity in higher education: Refugees and Higher Education Lisa Unangst, Hakan Ergin, Araz Khajarian, Tessa DeLaquil, Hans de Wit, 2020-07-13 Refugees and Higher Education provides a cross-disciplinary lens on one American university's approach to studying the policies, practices, and experiences associated with the higher education of refugee background students. The focus is not only on refugee education as an issue of access and equity, but also on this phenomenon as seen through the lens of internationalization. What competencies are called for among university faculty and staff welcoming refugee-background students to their institutional contexts? How might "distance learning" be considered anew? These challenges and opportunities for institutional growth will be closely considered by this group of authors from educational leadership, social work, curriculum development, and higher education itself. They address key world regions, and sub-topics ranging from online education in refugee camps to the Brazilian and Colombian responses to the emerging crisis in Venezuela. Scholars researching refugee education cross-nationally often find that refugee education literature is parsed by disciplinary field. This book, in contrast, offers a comprehensive, multi-disciplinary overview of refugee education issues around the world. These perspectives also provide key insights for faculty and staff at higher education institutions that currently enroll asylees or refugees, as well as those that may do so in the future.

access and equity in higher education: Financing Access and Equity in Higher Education , 2019-02-11 The demand for higher education worldwide is booming. Governments want well-educated citizens and knowledge workers but are scrambling for funds. The capacity of the public sector to provide increased and equitable access to higher education is seriously challenged. What are the on-the-ground realities of developing financial resources and policies to meet the twin

goals of equity and access without jeopardizing quality? This volume provides in-depth reports from selected countries and sub-regions: Morocco, Korea, England, Uganda, Poland, Oman, East and southern Africa, Southeast Asia, Brazil, and Egypt. Each chapter is written by a seasoned educator participating in the Fulbright New Century Scholar program for 2007-2008. Given the near-universal constraints of declining resources but increasing enrollments, the authors identify common trends such as the public/private divide, the privatization of the public sector, and diversification of funding. To address these issues, the chapters examine a surprising variety of policy instruments such as means testing, targeted subsidies, cost sharing, institutional aid, student bursaries, and tax exemptions.

access and equity in higher education: Improving Urban Schools Chance W. Lewis, Mary Margaret Capraro, Robert M. Capraro, 2013-04-01 Although STEM (Science, Technology, Engineering, and Mathematics) has been diversely defined by various researchers (e.g. Buck Institute, 2003; Capraro & Slough, 2009; Scott, 2009; Wolf, 2008), during the last decade, STEM education has gained an increasing presence on the national agenda through initiatives from the National Science Foundation (NSF) and the Institute for Educational Sciences (IES). The rate of technological innovation and change has been tremendous over the past ten years, and this rapid increase will only continue. STEM literacy is the power to “identify, apply, and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and to innovate to solve them” (Washington State STEM, 2011, Internet). In order for U.S. students to be on the forefront of this revolution, ALL of our schools need to be part of the STEM vision and guide students in acquiring STEM literacy. Understanding and addressing the challenge of achieving STEM literacy for ALL students begins with an understanding of its element and the connections between them. In order to remain competitive, the Committee on Prospering in the Global Economy has recommended that the US optimize “its knowledge-based resources, particularly in science and technology” (National Academies, 2007, p. 4). Optimizing knowledge-based resources needs to be the goal but is also a challenge for ALL educators (Scheurich & Huggins, 2009). Regardless, there is little disagreement that contemporary society is increasingly dependent on science, technology, engineering, and mathematics and thus comprehensive understandings are essential for those pursuing STEM careers. It is also generally agreed that PK-12 students do not do well in STEM areas, both in terms of national standards and in terms of international comparisons (Kuenzi, Matthews, & Mangan, 2006; Capraro, Capraro, Yetkiner, Corlu, Ozel, Ye, & Kim, 2011). The question then becomes what might PK-12 schools do to improve teachers’ and students’ STEM knowledge and skills? This book will look at equity and access issues in STEM education from PK-12, university, and administrative and policy lenses.

access and equity in higher education: Evaluating Equity and Widening Participation in Higher Education Penny Jane Burke, Annette Hayton, Jacqueline Stevenson, 2018 This collection considers relationships between research and evaluation, and the ethical and moral dilemmas raised when evaluating equity and widening participation in higher education. The framework of praxis the editors have created helps justify government funding towards university-led equity initiatives and ensure appropriate use of resources.

access and equity in higher education: Higher Education Admission Practices María Elena Oliveri, Cathy Wendler, 2020-01-30 Reveals practices and issues in higher education admissions, which are critical factors for improving worldwide access and equity.

access and equity in higher education: Diversity, Equity, and Inclusivity in Contemporary Higher Education Jeffries, Rhonda, 2018-10-05 One of the most important issues academic organizations face is how the administration and faculty handle cultural and varied differences in higher education. High racial tensions as well as the ever-increasing need for equality suggest that changes at the highest level are essential to move forward. Diversity, Equity, and Inclusivity in Contemporary Higher Education is an essential reference source that discusses the need for academic organizations to establish policy that is current, alive, and fluid by design, thereby supporting an ongoing examination of best practices with an overt commitment to continued

improvement, as well as an influence for future leaders who will emerge from the ranks. Featuring research on topics such as campus climate, university administration, and academic policy, this book is ideally designed for educators, department chairs, guidance professionals, career counselors, administrators, and policymakers who are seeking coverage on designing curricula that impact college and university admissions readiness and success.

access and equity in higher education: Quality Assurance in Vietnamese Higher Education Cuong Huu Nguyen, Mahsood Shah, 2019-10-03 This book provides a comprehensive overview of quality assurance in Vietnamese higher education under the centralised management of the government after 15 years of development. By implementing quality assurance and accreditation mechanisms, the Vietnamese government expected to be able to control and improve the quality of the higher education system. The editors and contributors therefore examine and analyse policies and practices related to the establishment and development of Vietnam's quality assurance system. Amongst other things, the chapters investigate drivers of quality assurance, stakeholders engaged in quality assurance and the future of quality assurance in Vietnamese higher education in benchmarking with other quality assurance systems in the region and across the world. This book will be of interest and value to students and scholars of Vietnamese higher education, as well as quality assurance in higher education more generally, but particularly in developing nations.

access and equity in higher education: Equity in Education Oecd, 2018-10-29 In times of growing economic inequality, improving equity in education becomes more urgent. While some countries and economies that participate in the OECD Programme for International Student Assessment (PISA) have managed to build education systems where socio-economic status makes less of a difference to students' learning and well-being, every country can do more. Equity in Education: Breaking Down Barriers to Social Mobility shows that high performance and more positive attitudes towards schooling among disadvantaged 15-year-old students are strong predictors of success in higher education and work later on. The report examines how equity in education has evolved over several cycles of the OECD Programme for International Student Assessment (PISA). It identifies the policies and practices that can help disadvantaged students succeed academically and feel more engaged at school. Using longitudinal data from five countries (Australia, Canada, Denmark, Switzerland, and the United States), the report also describes the links between a student's performance near the end of compulsory education and upward social mobility - i.e. attaining a higher level of education or working in a higher-status job than one's parents.

access and equity in higher education: Inclusion, Equity and Access for Individuals with Disabilities Santoshi Halder, Vassilios Argyropoulos, 2019-03-02 The book provides multiple perspectives and insights on the area of Inclusion, Equity and Access for people with disabilities and brings together various inclusive effective practices from 21 countries across the world most comprehensively in one book. The book documents perspectives from educational researchers and teacher educators through first-hand experience using cutting-edge research and conceptual understandings, thought processes, and reflections. The book brings together various methodologies to expose scientific truths in the area of disability and inclusion. Chapter authors utilize a self-reflective stance, representing state of the art theory and practice for exploring notions of disability. Authors examine cultural relational practices, common values and beliefs, and shared experiences for the purpose of helping cultural members and cultural strangers better understand interdependent factors. Each chapter is an attempt to unravel a thought provoking, comprehensive, and thorough understanding of the challenges and abilities of individuals with disabilities shaped by their own culture, society and country, re-engaging the promise of scientific research as a generative form of inquiry. The book is designed to be of use to a wide range of professionals; researchers, practitioners, advocates, special educators and parents providing information and or discussions on educational needs, health care provisions, and social services irrespective of country and culture.

access and equity in higher education: Multiculturalism in Higher Education C. Spencer Platt, Adriel A. Hilton, Christopher Newman, Brandi Hinnant-Crawford, 2020-03-01 As the

educational landscape of America continues to evolve and diversify, college faculty and administrators must be cutting edge in their approaches to create a variety of educational experiences with a greater level of multicultural cognizance. Unlike in previous generations, higher education in the 21st Century is no longer a luxury reserved for the elite and wealthy, but is an increasing necessity for access to labor markets. Community colleges and universities are working hard to respond to the demands of the labor market, by attempting to provide skills for jobs that may not yet exist. Colleges and universities should aim to make all of their students feel welcome and a part of the campus being committed to celebrating differences. Additionally, filling faculty seats with varied races, cultures, perspectives and identities will aid in providing mentors and role models everyone can relate to. These are some of the vital steps toward building a campus community that helps students develop a sense of belonging that allows them to persist and thrive in college. The scholarship in this volume illustrates the state of multicultural education on college and university campuses. The authors bridge foundational knowledge with contemporary understandings; making the work both accessible for novices and beneficial for the authorities on multicultural education. This volume provides thoughtful discourse on issues ranging from the racial and ethnic diversity of the student and faculty bodies, and important topics like disability issues, to different educational contexts such as community colleges, HBCUs and HSI institutions.

access and equity in higher education: Culturally Responsive Leadership in Higher Education Lorri Santamaría, Andrés Santamaría, 2015-10-16 Rapidly changing global demographics demand visionary, collaborative, and culturally appropriate leadership practices on university campuses. In the face of widening gaps in academic achievement and socio-economic roadblocks, Culturally Responsive Leadership in Higher Education offers a new vision of leadership, where diversity is transformed from challenge into opportunity. This book offers a range of perspectives from culturally, racially, linguistically, ability, and gender-diverse contributors who demonstrate that effective leadership springs from those who engage, link theory to practice, and promote access, equity, and educational improvement for underserved students. Each chapter explores a critical higher educational leadership issue with feasible strategies and solutions. In this exciting book, theory and research-based chapters unpack culturally responsive leadership, revealing how higher education leaders in the U.S. and international contexts can improve their practice for social equity and educational change.

access and equity in higher education: From Equity Talk to Equity Walk Tia Brown McNair, Estela Mara Bensimon, Lindsey Malcom-Piqueux, 2020-01-22 A practical guide for achieving equitable outcomes From Equity Talk to Equity Walk offers practical guidance on the design and application of campus change strategies for achieving equitable outcomes. Drawing from campus-based research projects sponsored by the Association of American Colleges and Universities and the Center for Urban Education at the University of Southern California, this invaluable resource provides real-world steps that reinforce primary elements for examining equity in student achievement, while challenging educators to specifically focus on racial equity as a critical lens for institutional and systemic change. Colleges and universities have placed greater emphasis on education equity in recent years. Acknowledging the changing realities and increasing demands placed on contemporary postsecondary education, this book meets educators where they are and offers an effective design framework for what it means to move beyond equity being a buzzword in higher education. Central concepts and key points are illustrated through campus examples. This indispensable guide presents academic administrators and staff with advice on building an equity-minded campus culture, aligning strategic priorities and institutional missions to advance equity, understanding equity-minded data analysis, developing campus strategies for making excellence inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. From Equity Talk to Equity Walk: A Guide for Campus-Based Leadership and Practice is a vital wealth of information for college and university presidents and provosts, academic and student affairs professionals, faculty, and practitioners who seek to dismantle institutional barriers that stand in the way of achieving equity, specifically racial equity to achieve equitable outcomes in

higher education.

access and equity in higher education: Higher Education Administration for Social Justice and Equity Adrianna J. Kezar, Julie R. Posselt, 2020 Higher Education Administration for Social Justice and Equity empowers all administrators in higher education to engage in their work-to make decisions, hire, mentor, budget, create plans, and carry out other day-to-day operations-with a clear commitment to justice, sensitivity to power and privilege, and capacity to facilitate equitable outcomes. Grounding administration for social justice as a matter of daily work, this book translates abstract concepts and theory into the work of hiring, socialization, budgeting, and decision-making. Contributed chapters by renowned scholars and current practitioners examine the way higher education administration is organized, and will help readers both question existing structures and practices, and consider new and different ways of organizing campuses based on equity and social justice. Rich with case studies and pedagogical tools, this book connects theory to practice, and is an invaluable resource for current and aspiring administrators--

access and equity in higher education: A Guide for ensuring inclusion and equity in education UNESCO, 2017-06-05

access and equity in higher education: Access and Equity in the University Keren Brathwaite, 2003 This book is a collection of papers delivered at the 30th Anniversary Conference of the Transitional Year Programme (TYP) of the University of Toronto. It thus presents the collective and distinct voices of the contributors to the conference, many of whom are experienced university educators and are considered experts in the area of education access and equity. Among the contributors are past and current students of TYP. The conference papers are focused on: the meaning of access and equity in university education; changes universities must undergo in order to make access and equity a possibility; class, race, and gender barriers to education equity; the education of Aboriginal students; the education of African Canadian students; standardized testing; diversifying curricula and pedagogy; curricula development in Science, Math, and Literature; the value of culture in education; school retention and drop-outs; mentoring; and the weight of university education in community, social, and national development. This book makes a valuable contribution to the discussion on equity, access, and democratizing education in Canada. It will inform policy development and implementation at the university level.

access and equity in higher education: Doing Equity and Diversity for Success in Higher Education Dave S. P. Thomas, Jason Arday, 2021-06-18 This book provides a forensic and collective examination of pre-existing understandings of structural inequalities in Higher Education Institutions. Going beyond the current understandings of causal factors that promote inequality, the editors and contributors illuminate the dynamic interplay between historical events and discourse and more sophisticated and racialized acts of violence. In doing so, the book crystallises myriad contemporary manifestations of structural racism in higher education. Amidst an upsurge in racialized violence, civil unrest, and barriers to attainment, progression and success for students and staff of colour, doing equity and diversity for success in higher education has become both politically urgent and morally imperative. This book calls for a redistribution of power across intersectional and racial lines as a means of decentering whiteness and redressing structural inequalities in the academy. It is essential reading for scholars of sociology and education, as well as those interested in equality and social justice.

access and equity in higher education: Student Equity in Australian Higher Education Andrew Harvey, Catherine Burnheim, Matthew Brett, 2018-04-25 This book examines twenty-five years of the Australian framework for student equity in higher education, A Fair Chance for All. Divided into two sections, the book reflects on the legacy of equity policy in higher education, the effectiveness of current approaches, and the likely challenges facing future policymakers. The first section explores the creation of the framework, including the major elements of the policy, the political context of its development, and how it compares with international models developed during the same period. The performance of the six student equity groups identified within the framework is also examined. The second section of the book considers future trends and challenges.

The Australian university sector has undergone seismic change in the past twenty-five years and faces further changes of equal magnitude. The twenty-fifth anniversary of A Fair Chance for All comes as Australian higher education is poised for another wave of transformation, with rising expansion, competition, and stratification. While the emerging landscape is new, the questions have changed little since A Fair Chance for All was first conceived: How should we define student equity, and what policies are likely to promote it?

access and equity in higher education: *Participatory Creativity* Edward P. Clapp, 2016-07-01 *Participatory Creativity: Introducing Access and Equity to the Creative Classroom* presents a systems-based approach to examining creativity in education that aims to make participating in invention and innovation accessible to all students. Moving beyond the gifted-versus-ungifted debate present in many of today's classrooms, the book's inclusive framework situates creativity as a participatory and socially distributed process. The core principle of the book is that individuals are not creative, ideas are creative, and that there are multiple ways for a variety of individuals to participate in the development of creative ideas. This dynamic reframing of invention and innovation provides strategies for teachers, curriculum designers, policymakers, researchers, and others who seek to develop a more equitable approach towards establishing creative learning experiences in various educational settings.

access and equity in higher education: *Critical Perspectives on Equity and Social Mobility in Study Abroad* Chris Glass, Peggy Gesing, 2021-07-22 This edited volume brings together the perspectives of a diverse group of international scholars to explore the intersections of study abroad and social mobility. In doing so, it challenges universalist assumptions and power imbalances implicit in study abroad across the Global North and South, and explores the implications of COVID-19 for equity within study abroad programs, policy, and practice going forward. Offering empirical, theoretical, and conceptual contributions, *Critical Perspectives on Equity and Social Mobility in Study Abroad* foregrounds critical reflection on the stratification of access to study abroad and examines the varied outcomes of international study in relation to graduates' entry into domestic and international labor markets. Focusing on the experiences and outcomes of students from varied backgrounds, chapters identify a number of power imbalances relating to student race, ethnicity, religion, local and international policies and politics, and put forward valuable recommendations to ensure greater equity within the field. Against the backdrop of growing criticism over the power imbalances in international exchange, this text will benefit researchers, academics, and educators with an interest in higher education, international and comparative education, and multicultural education. Those interested in educational policy and the sociology of education more broadly will also benefit from this book.

access and equity in higher education: *Transformative Approaches to Social Justice Education* Nana Osei-Kofi, Bradley Boovy, Kali Furman, 2021-08-04 *Transformative Approaches to Social Justice Education* is a book for anyone with an interest in teaching and learning in higher education from a social justice perspective and with a commitment to teaching all students. This text offers a breadth of disciplinary perspectives on how to center difference, power, and systemic oppression in pedagogical practice, arguing that these elements are essential to knowledge formation and to teaching. *Transformative Approaches to Social Justice Education* is structured as an ongoing conversation among educators who believe that teaching from a social justice perspective is about much more than the type of readings and assignments found on course syllabi. Drawing on the broadest possible definition of curriculum transformation, the volume demonstrates that social justice education is about both educators' social locations and about course content. It is also about knowing students and teaching beyond the traditional classroom to meaningfully include local communities, social movements, archives, and colleagues in student and academic affairs. Premised on the notion that continuous learning and growth is critical to educators with deep commitments to fostering critical consciousness through their teaching, *Transformative Approaches to Social Justice Education* offers interdisciplinary and innovative collaborative approaches to curriculum transformation that build on and extend existing scholarship on social justice education.

Newly committed and established social justice pedagogues share their experiences taking up the many difficult questions pertaining to what it means for all of us to participate in shaping a more just, shared future.

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access and equity in higher education: Pursuing Quality, Access, and Affordability Stephen C. Ehrmann, 2023-07-03 Whether they recognize it or not, virtually all colleges and universities face three Grand Challenges: ·Improve the learning outcomes of a higher education: A large majority of college graduates are weak in capabilities that faculty and employers both see as crucial. ·Extend more equitable access to degrees: Too often, students from underserved groups and poor households either don't enter college or else drop out without a degree. The latter group may be worse off economically than if they'd never attempted college. ·Make academic programs more affordable (in money and time) for students and other important stakeholder groups: Many potential students believe they lack the money or time needed for academic success. Many faculty believe they don't have time to make their courses and degree programs more effective. Many institutions believe they can't afford to improve outcomes. These challenges are global. But, in a higher education system such as that in the United States, the primary response must be institutional. This book analyzes how, over the years, six pioneering colleges and universities have begun to make visible, cumulative progress on all three fronts.

access and equity in higher education: Capability, Belonging and Equity in Higher Education Professor Penny Jane Burke, Anna Bennett, Ms Cathy Burgess, Kim Gray, Erica Southgate, 2016-02-25 Student equity in higher education is often framed by constructions of capability that imply that intelligence, potential and ability is innate. The assumption that underpins many national widening participation agendas, namely that all students with the potential to benefit from higher education should have fair access to higher education regardless of social background, is problematic (Archer & Leathwood 2003). The problem rests in the suggestion that 'potential' to benefit from higher education is an attribute that can be straightforwardly identified in order to ensure fair access. It also implies that potential to benefit from higher education is about natural talent, ability and/or intelligence and is detached from social, cultural and educational dis/advantage and inequalities (Morley & Lugg 2009, p. 41). This mixed methods project draws on extant data from a 2014 pilot study examining students' beliefs about ability, intelligence and how this is related to levels of confidence. The extant data was generated through a survey instrument drawing on the work of Carol Dweck (2000; 2013). As part of the National Centre for Student Equity in Higher Education (NCSEHE) funded study, further qualitative data were generated. In total, 772 students were surveyed, 41 students took part in either focus groups or in-depth interviews and 19 university lecturers participated in focus groups or were individually interviewed. The aim of the project was to: * explore and identify the different meanings attached to 'capability' in particular contexts (such as subject or course); * consider the ways these meanings shape the experiences, practices and sense of belonging of students from non-traditional backgrounds; and * help improve the educational opportunities and completion rates for university students from non-traditional (non-ATAR) and other educationally disadvantaged backgrounds through contributing a more nuanced understanding of capability.

access and equity in higher education: *International Perspectives in Higher Education* Jason D. Delisle, Alex Usher, 2019 Higher education in the United States has reached a turning point, write Jason Delisle and Alex Usher in their introduction to this thoughtfully conceived volume on international lessons for US higher ed reform. Once considered the greatest higher education system in the world, US postsecondary institutions now face increasing criticism. Rising costs drive tuition hikes, limiting student access to education, contributing to high dropout rates, and saddling graduates with burdensome loan payments. Students, parents, and policy makers are beginning to question the value of postsecondary education relative to lifetime earnings. In light of these concerns, policymakers, researchers, and advocates are increasingly curious about how higher education systems in other countries address the complex and interrelated issues of access, equity, quality, affordability, and cost, and what institutions in the United States can learn from these countries' experience. To address these questions, Delisle and Usher have assembled a diverse group of experts to investigate specific policy questions salient to this debate - notably free tuition policies, cost-sharing arrangements, restricted vs. unrestricted access, and the structure of student loans - drawing out similarities and differences across countries. To complement this cross-country approach, the volume also offers a series of case studies, examining the implications of free tuition in Chile; the labor market and financial impact of expanded access in Australia; and the role of the private sector in Brazilian higher education.--

access and equity in higher education: *Public Policy and Higher Education* Edward P. St. John, Nathan Daun-Barnett, Karen M. Moronski-Chapman, 2013 Amid changing economic and social contexts, radical changes have occurred in public higher education policies over the past three decades. *Public Policy and Higher Education* provides readers with new ways to analyze these complex state policies and offers the tools to examine how policies affect students' access and success in college. Rather than arguing for a single approach, the authors examine how policymakers and higher education administrators can work to inform and influence change within systems of higher education using research-based evidence along with consideration of political and historical values and beliefs. Special Features: Case Studies—allow readers to examine strategies used by different types of colleges to improve access and retention. Reflective Exercises—encourage readers to discuss state and campus context for policy decisions and to think about the strategies used in a state or institution. Approachable Explanations—unpack complex public policies and financial strategies for readers who seek understanding of public policy in higher education. Research-Based Recommendations—explore how policymakers, higher education administrators and faculty can work together to improve quality, diversity, and financial stewardship. This textbook is an invaluable resource for graduate students, administrators, policymakers, and researchers who seek to learn more about the crucial contexts underlying policy decisions and college access.

access and equity in higher education: *Higher Education in the Next Decade* Heather Eggins, Anna Smolentseva, Hans de Wit, 2021 This volume is already the 50th in the book series *Global Perspectives on Higher Education* ! In this book, the editors and authors paid special attention to this important anniversary. The 50th volume in the book series 'Global Perspectives on Higher Education' offers a stimulating and thoughtful assessment of higher education from a global perspective which addresses the challenges and prospects for the next decade. The challenges now faced by higher education and its likely future prospects and patterns are examined in terms of policy papers and case studies. Five broad topics are considered: the situation of academic faculty, the demand for access, the role of the university in society and its governance, funding trends, and higher education's international dimensions. The volume brings together as authors fourteen of the thirty participants of the Fulbright New Century Scholars 2005/2006 program, whose research addressed the topic of Higher Education in the 21st Century: Global Challenge and National Response and was published in a volume edited by the program leaders, Philip G. Altbach and Patti McGill Peterson, *Higher Education in the New Century: Global Challenges and Innovative Ideas* (2007). The present book not only continues the examination and assessment of current global trends in higher education, but also bears witness to the enduring power of Senator Fulbright's

vision of furthering mutual international understanding and offering collaborative study opportunities which extend the frontiers of knowledge--

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access and equity in higher education: Gender Equity in STEM in Higher Education Hyun Kyoung Ro, Frank Fernandez, Elizabeth Ramon, 2021 This timely volume brings together a range of international scholars to analyse cultural, political, and individual factors which contribute to the continued global issue of female underrepresentation in STEM study and careers. Offering a comparative approach to examining gender equity in STEM fields across countries including the UK, Germany, the US, Hong Kong, Taiwan, South Africa, and China, the volume provides a thematic breakdown of institutional trends and national policies that have successfully improved gender equity in STEM at institutions of higher education. Offering case studies that demonstrate how policies interact with changing social and cultural norms, and impact women's choices and experiences in relation to the uptake and continuation of STEM study at the undergraduate level, the volume highlights new directions for research and policy to promote gender equity in STEM at school, university, and career level. Contributing to the United Nations' (UN) 2030 Agenda for Sustainable Development, this text will benefit researchers, academics, and educators with an interest in science education, higher education, and gender equity in STEM fields. The text will also support further discussion and reflection around multicultural education, educational policy and

politics, and the sociology of education more broadly. Hyun Kyoung Ro is Associate Professor of Higher Education at the University of North Texas, USA. Frank Fernandez is Assistant Professor of Higher Education at the University of Mississippi, USA. Elizabeth Ramon is a PhD student in Higher Education at the University of North Texas, USA--

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