



WEBINAR SERIES ON College-Workforce Research

Familia/Family as Counterspace for Students of Color in Postsecondary STEM Contexts: A Conversation with Dr. Blanca Rincón

Wednesday, April 27, 2022 from 12:00-1:00pm CST

In this webinar, Dr. Blanca Rincón will discuss what can be learned from taking an asset-based approach to the study of broadening participation in STEM. Drawing on qualitative data from 30 Students of Color pursuing STEM majors at five Predominantly White Institutions in the Northeastern United States, she surfaces how students (re)create familial relationships with peers, staff, and administrators on campus, and how those familial-like relationships serve as counterspaces that recognize and reinforce familial knowledge and resources that nurture persistence for Students of Color in STEM.

Blanca E. Rincón is an Assistant Professor of Higher Education at the University of Nevada, Las Vegas. She received her Ph.D. in Education Policy Studies from the University of Illinois at Urbana-Champaign. She identifies as a proud Mexicana/Latina, a daughter of immigrants, and is the first in her family to attend college. Her research agenda aims to advance educational equity for historically underserved and marginalized college students in STEM, and specifically Latina/o/x college students. With support from the National Science Foundation, her research investigates three interrelated lines of inquiry: 1) the origins, sustainability, and impact of STEM enrichment programs; b) the institutional environments that shape college student experiences and outcomes; and c) the culturally derived assets that college Students of Color mobilize to navigate and persist in STEM. In 2018, she received the College of Education Early Career Scholar Award, and her research has been published in the top journals in her field, including the *Journal of Hispanic Higher Education*, the *Journal of College Student Development*, and *Teachers College Record*.



Blanca E. Rincón, Assistant Professor of Higher Education, University of Nevada, Las Vegas

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The Center for Research on College-Workforce Transitions (CCWT) is an initiative of the University of Wisconsin-Madison. CCWT's mission is to conduct and support research, critical policy analysis, and public dialogue on how college students experience the transition to the workforce. CCWT strives to inform policies, programs, and practices that promote academic and career success for all learners.

