

# COMMUNITY OF PRACTICE FOR STUDENT SUCCESS

THURSDAY, APRIL 27, 2023

12PM-3PM - NOTE UPDATED TIME

## SPEAKERS:



**Dr. Christopher Erwin, Economist**  
Auckland University of Technology

Dr. Christopher Erwin will discuss his work, "Quantitative intersectionality and student success at HSIs: two examples using administrative data," which describes the motivation and step-by-step implementation of regression-based methods for quantitative intersectionality. The empirical approach to quantitative intersectionality is described in simple terms to facilitate the use of these methods in future studies of inequality in the social sciences. After motivating the empirical approach, Dr. Erwin walks through two examples which illustrate how to apply these approaches using real world data, with a focus on some common estimation issues and data limitations that often arise. The talk concludes with policy implications aimed at better understanding systematic inequality in the education system both in the U.S. and abroad. Dr. Erwin is an economist specializing in the study of labor markets, education, and inequality at Auckland University of Technology (AUT) in New Zealand. His studies on educational inequality employ quantitative intersectionality and Critical Race Theory to estimate disparities in educational attainment, earnings, and health outcomes using regression-based methods.

Dr. Jorge Ballinas will review his work, "Accounting for the Constraints and Resources Toward College Enrollment Among the Children of Latina/o/x Immigrants." This presentation is based on qualitative research in the U.S. Northeast with first-generation students from low-income backgrounds, who are also the children of Mexican immigrants. Dr. Ballinas will highlight 1) The importance of considering how these students' social characteristics (e.g. class background, nonwhite racial status, etc.) influence the constraints and difficulties encountered along the transition to college, 2) The necessity of providing these students with enough resources—especially programs that connect and familiarize these students, while still in high school, with what to expect once they reach college—to counteract such constraints and 3) Implications for college completion among these students. Dr. Ballinas is a first-generation college student and Postdoctoral Scholar in the Population Research Institute at Penn State University.



**Dr. Jorge Ballinas**  
Postdoctoral Scholar  
The Pennsylvania State University



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