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Co-Developing an Electronic Campus Equity Walkthrough Evaluation (CEWE) to Assess Students' Sense Belonging and Equity Mindfulness

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BIENVENIDOS Y BIENVENIDAS / WELCOME



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5-Word Bio: Building community through teaching & advocacy

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Co-Developing an Electronic Campus Equity Walkthrough Evaluation (CEWE) to Assess Students' Sense Belonging and Equity Mindfulness



PSU Commencement 2017, PSU Flickr, All rights reserved.

Panel: “Showcasing the Power and Flexibility of PebblePad for Assessment, Reflection and Student Engagement,” AACU, Washington, D.C., Winter 2018

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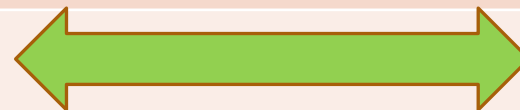
PSU Commencement 2017, PSU Flickr, All rights reserved.

What are the big ideas I will be addressing?

1. Defining the “e” in ePortfolio as equity.
2. Teaching students how to use an equity lens practice to support a student-centered understanding of equity, race, and social justice on campus.
3. Focusing on “equity mindfulness” (awareness, interpretation, and action) in the co-creation & implementation of a Campus Equity Walkthrough Evaluation (CEWE) via a PebblePad Workbook.
4. Showing you key aspects and innovations in offering an electronic equity minded practice/workbook.

Student Profile: Freshmen & Sophomore Inquiry (FALL 2016, PSU, University Studies)

	FRESHMEN INQUIRY	SOPHOMORE INQUIRY
ETHNICITY	.9% Native American; 9.5% Asian; 3.5% Black; 18.2% Hispanic/Latino; 6.1% International students; 8.7% multiple ethnicities; .6% Pacific Islander, 50.6% White; 1.9% unknown	1.0% Native American; 10.1% Asian; 3.9% Black; 15.4 % Hispanic/Latino; 8.4% International students; 6.5% multiple ethnicities; .7% Pacific Islander, 51.3% White; 1.9% unknown
ACADEMIC BACKGROUND	First-generation status, 54.6%, neither parents earned a 4-year degree	First-generation status, 44.4%, neither parents earned a 4-year degree
FINANCIAL PROFILE: WORK HOURS	57.8% planned to work 1 to 20 hours per week	45.4% planned to work 1 to 20 hours per week
HOME LANGUAGE, other than English	32.5%	36.1%



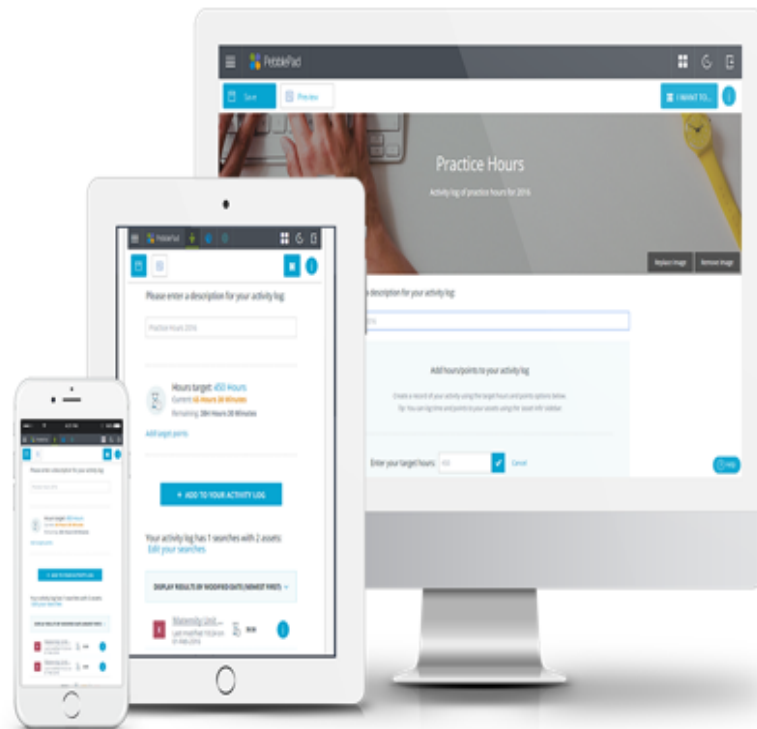
University Studies' Diversity, Equity, and Social Justice Goal (revised 2016-2017)

- ❖ “Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.”

Acknowledgements

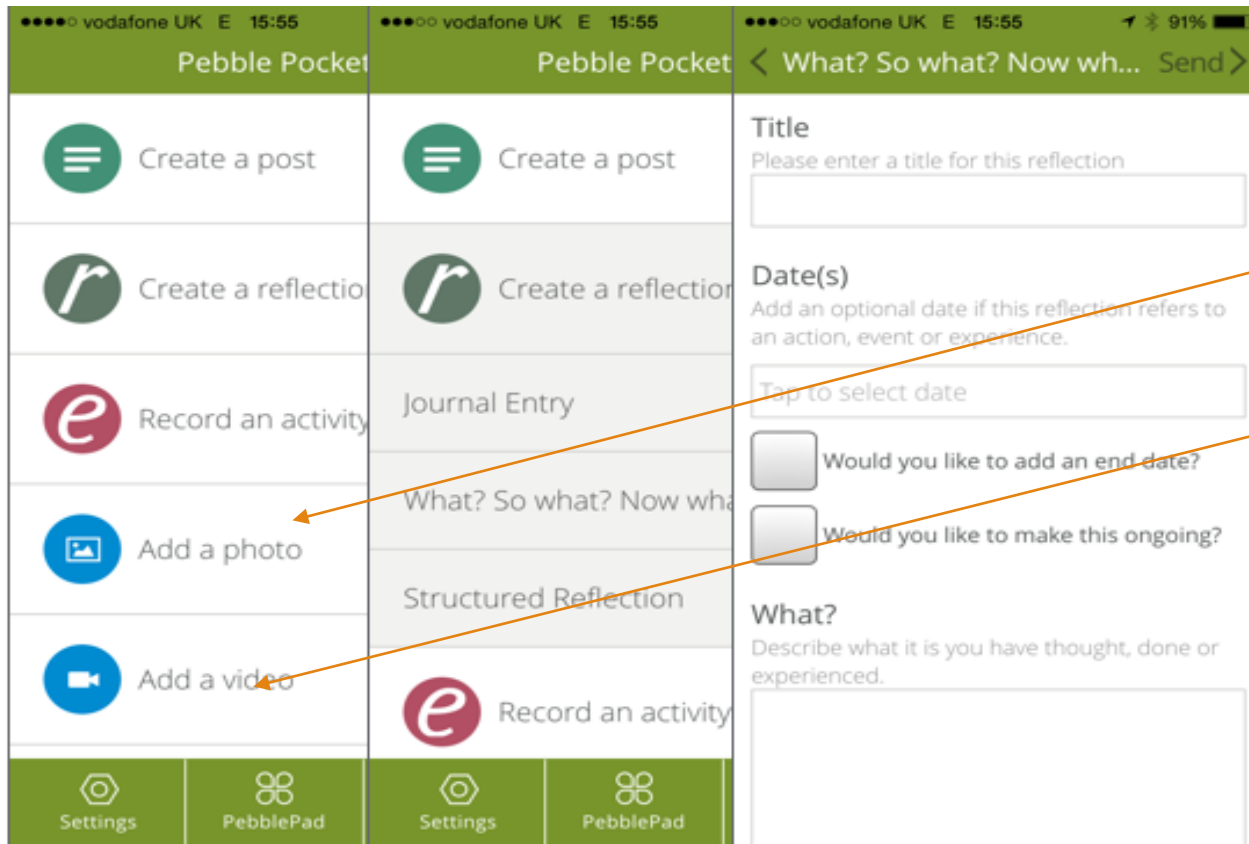
- ❖ Paper-based equity walkthrough used by permission, created by Dr. Veronica Keiffer-Lewis (Neal), Department Chair, International, Peace and Justice Studies, De Anza College, Cupertino, CA. Based on April 14, 2015 draft. The five sections align with the six success factors identified by The RP Group report, “Student Support (Re)defined: Equitable, Integrated, Cost Effective,” 2011-2014.
- ❖ ePortfolio formatting and additional content changes by Dr. Óscar Fernández, Portland State University, University Studies, Portland, Ore.
- ❖ Special thanks to Andrew Lawrence (PSU, Office of Academic Innovation) and Melissa Pirie Cross (PebblePad). “CEWE” term coined by Melissa Pirie Cross.

Supporting CEWE (Campus Equity Walkthrough Evaluation) Across Platforms



Supporting CEWE (Campus Equity Walkthrough Evaluation) Across Platforms

Supporting CEWE (Campus Equity Walkthrough Evaluation) Across Platforms



- ❖ Students “read the world”* & take photos & videos using PebblePocket.
- ❖ Pics & videos saved on device and then transfer to student’s ePortfolio for further interpretation once student has access to WiFi.

*Freire, Paulo, and Donaldo Macedo. *Literacy: Reading the Word & the Word*. Massachusetts: Bergin & Garvin, 1987. Page 35.

Connecting Our Revised Diversity, Equity, and Social Justice Goal with an Equity Minded Approach

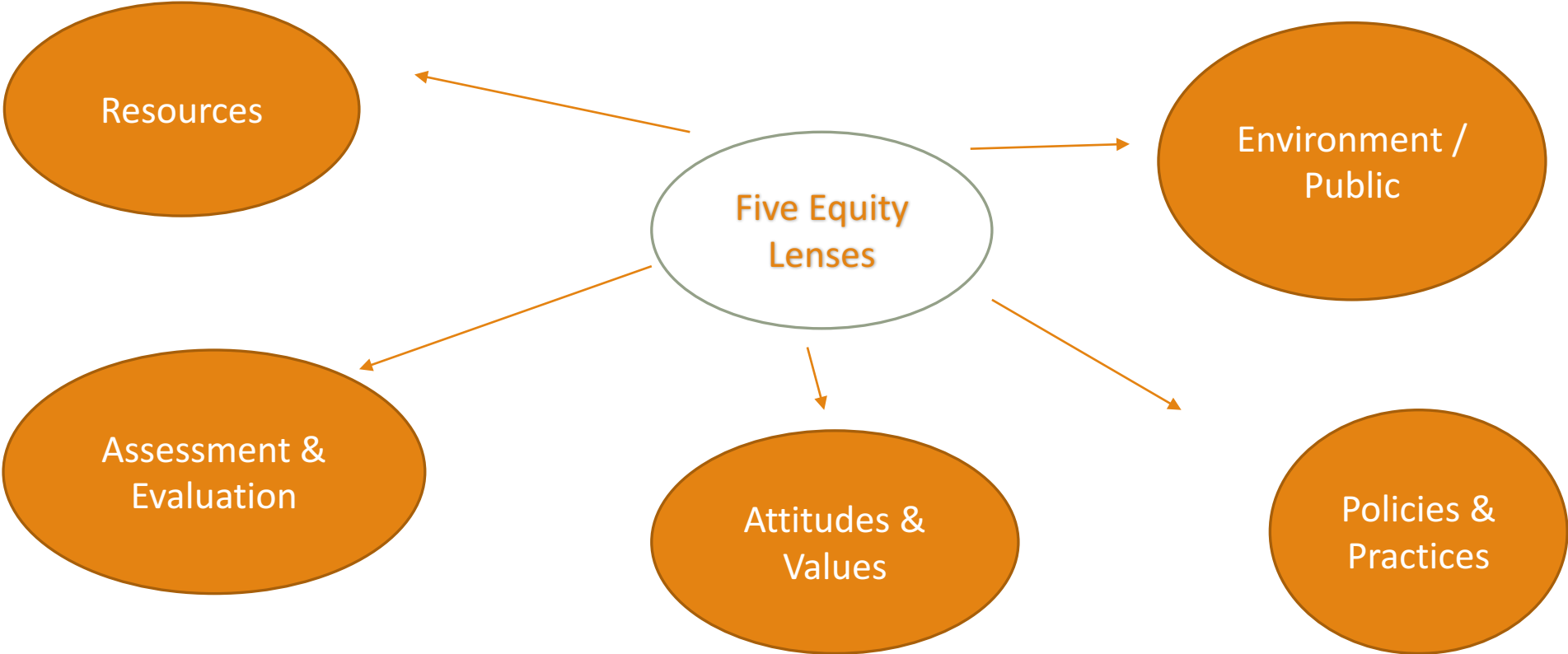
❖ Awareness

❖ Interpretation

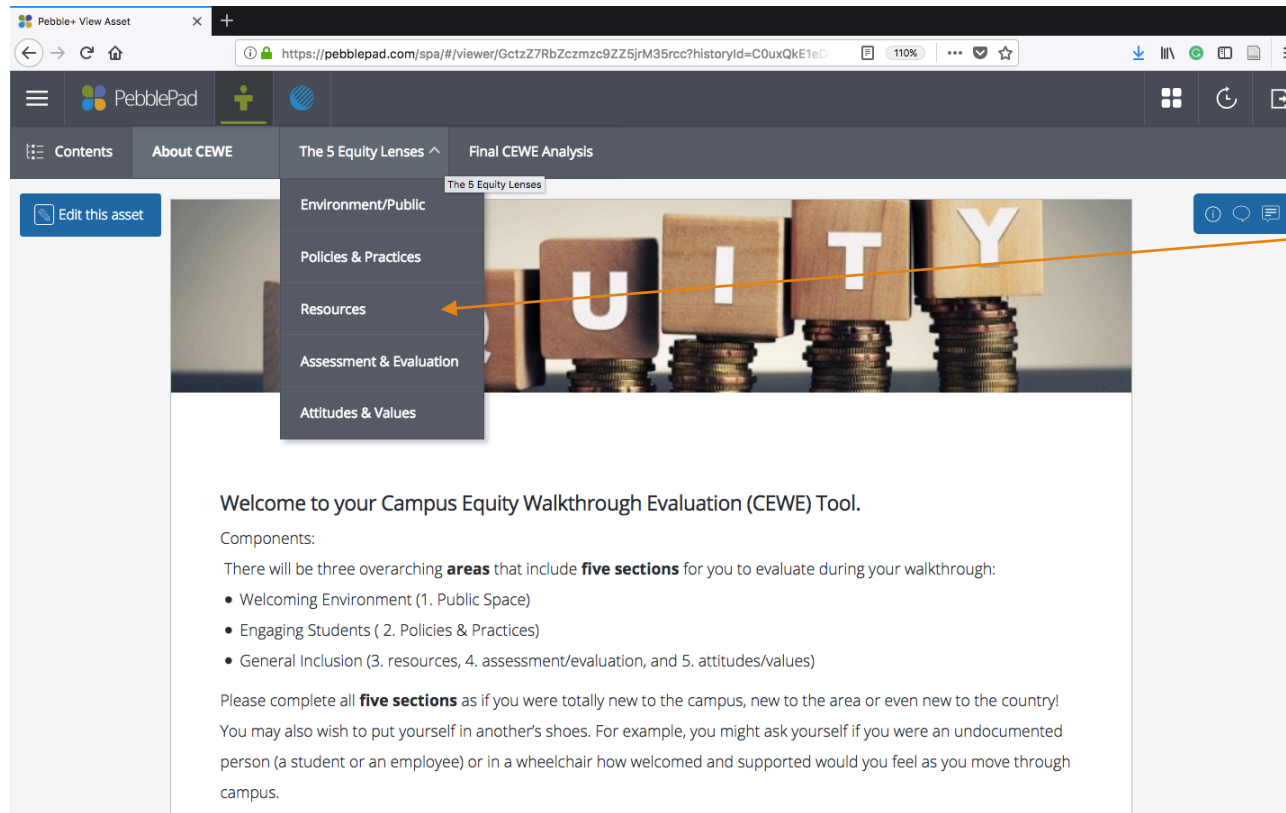
❖ Action*

*Bensimon, Estela Mara. "THE Diversity SCORECARD." *Change* 36.1 (2004): 46.

Focusing on Awareness: Holistic & Modular



Focusing on Awareness: Five Lenses



❖ Five Lenses in Drop-Down Menu

Focusing on Awareness: Defining Equity-Lens Terms

Environment/Public

Space where students feel connected and nurtured connected
Students feel like they are part of the college community nurtured
Students feel somebody wants and helps them to succeed

What evidence of connection and support is demonstrated in the campus' public spaces?

Please attach your evidence for connection and support

❖ Each "lens" is defined

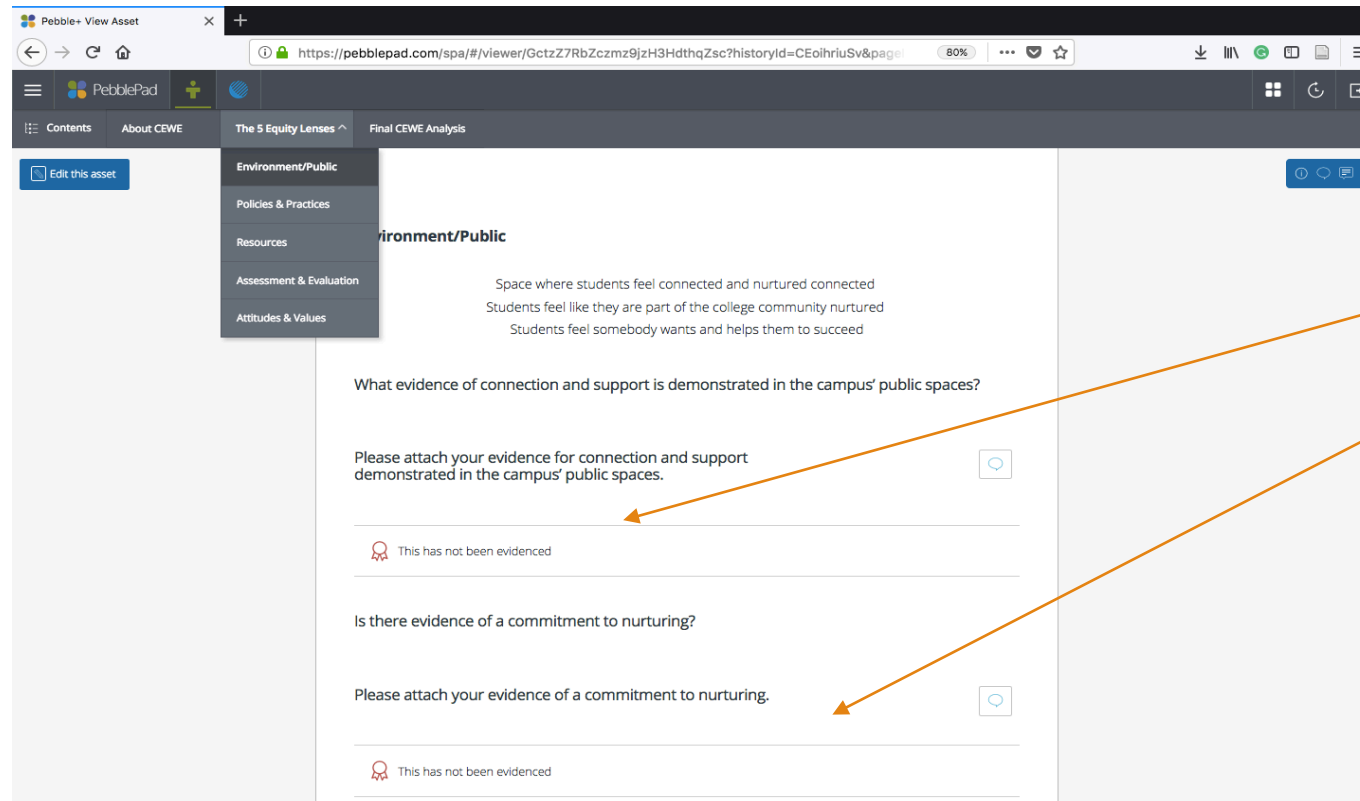
Focusing on Awareness: Inquiry-Based Questions (Short Qs)

The screenshot shows a web browser window with the URL <https://pebblepad.com/spa/#/viewer/GctzZ7RbZczmzc9ZZ5jrM35rcc?pagelid=560498ec-41f9-45>. The page title is 'Final CEWE Analysis'. A navigation bar includes 'Contents', 'About CEWE', and 'The 5 Equity Lenses'. A dropdown menu is open under 'The 5 Equity Lenses', showing options: 'Environment/Public', 'Policies & Practices', 'Resources', 'Assessment & Evaluation', and 'Attitudes & Values'. The main content area contains several inquiry-based questions (Short Qs):

- your evidence of an environment that demonstrates relevant and responsive teaching and learning.
- not been evidenced
- Is student work visible, such as art, research contributions, community engagement experiences, etc?
- Are there gender-neutral restrooms?
Yes
No
- In the buildings you are observing and analyzing is there accessible community space?
Yes
No

❖ Short Qs

Focusing on Awareness: "Reading the World" & Documenting via Pics & Videos



❖ Documenting pics & videos.

Focusing on Interpretation: Inquiry-Based Questions (Reflection Qs)

The screenshot shows a web browser window displaying a PebblePad asset titled "Final CEWE Analysis". A navigation menu on the left includes "Contents", "About CEWE", and "The 5 Equity Lenses". A dropdown menu is open under "The 5 Equity Lenses", listing "Environment/Public", "Policies & Practices", "Resources", "Assessment & Evaluation", and "Attitudes & Values". The main content area contains the following text:

Evidence for Environment/Public equity components.

Please add any questions this part of the CEWE generated for you.

What further dialogue regarding these facets of the CEWE environment/public aspect of equity were generated by your observations and evidence gathering?

Now that you have completed your observations and evidence gathering, uploaded evidence to support that process, and posed some future dialogue regarding the CEWE environment/public aspect of equity - how would you rank your institution overall in this category of equity?

1 being the lowest and 10 being the highest.

Lowest score

❖ Inquiry-based Questions

Focusing on Interpretation: Ranking Each of the Five Lenses

The screenshot shows a web browser window with the URL <https://pebblepad.com/spa/#/viewer/GctzZ7RbZczmzc9ZZ5jrM35rcc?pagelid=560498ec-41f9-45>. The interface includes a navigation menu with 'Contents', 'About CEWE', 'The 5 Equity Lenses', and 'Final CEWE Analysis'. A dropdown menu is open under 'The 5 Equity Lenses', listing 'Environment/Public', 'Policies & Practices', 'Resources', 'Assessment & Evaluation', and 'Attitudes & Values'. The main content area displays a question: 'Now that you have completed your observations and evidence gathering, uploaded evidence to support that process, and posed some future dialogue regarding the CEWE environment/public aspect of equity - how would you rank your institution overall in this category of equity?'. Below the question is a vertical scale with 10 empty boxes, labeled 'Lowest score' at the top and 'Highest score' at the bottom. An orange arrow points from the text 'Data points & teaching numeracy' on the right towards the scale.

❖ Data points & teaching numeracy

Focusing on Action: Final CEWE Analysis & Aspirations

The aspiration for the Environment/Public lens-

Space where students feel connected and nurtured connected
Students feel like they are part of the college community nurtured
Students feel somebody wants and helps them to succeed

Environment/Public Analysis
250-300 words

The aspiration for Policies & Practice / In- class and Public Space

Student are engaged and valued.

Engaged: Students actively participate in their learning both in and out of class.
Valued: Students' skills talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.

Policies & Practice Analysis
250-300 words

- ❖ Final analysis appears after students complete the 5 sections.
- ❖ The language of aspiration to foster change.
- ❖ The workbook is modular, so campuses may decide on a specific areas to devote to student-centered equity evaluations.
- ❖ Fostering team-based inquiry. Students can complete Final CEWE Analysis individually or as a team.

Focusing on Action: Final CEWE Analysis & Aspirations

Pebble+ View Asset

https://pebblepad.com/spa/#/viewer/GctzZ7RbZczmzc9ZZ5jrM35rcc?pageld=ba82c16b-6371-48

Contents About CEWE The 5 Equity Lenses Final CEWE Analysis

Edit this asset

Overall ranking of campus equity . . .

Now that you have completed your campus equity walkthrough evaluation and synthesis, what OVERALL equity ranking would you offer this institution?

Lowest

Highest

Now that you have completed your final analysis and ranking -- based on the observations you have made, the evidence you have gathered, and any additional questions this equity activity has prompted you to ask, who would you share this with, 1) on your campus, and 2) any others who may not be on located on your campus, and why are you selecting these recipients?

- ❖ Overall ranking of campus equity.
- ❖ Consider action steps: forwarding this report to change makers on campus.

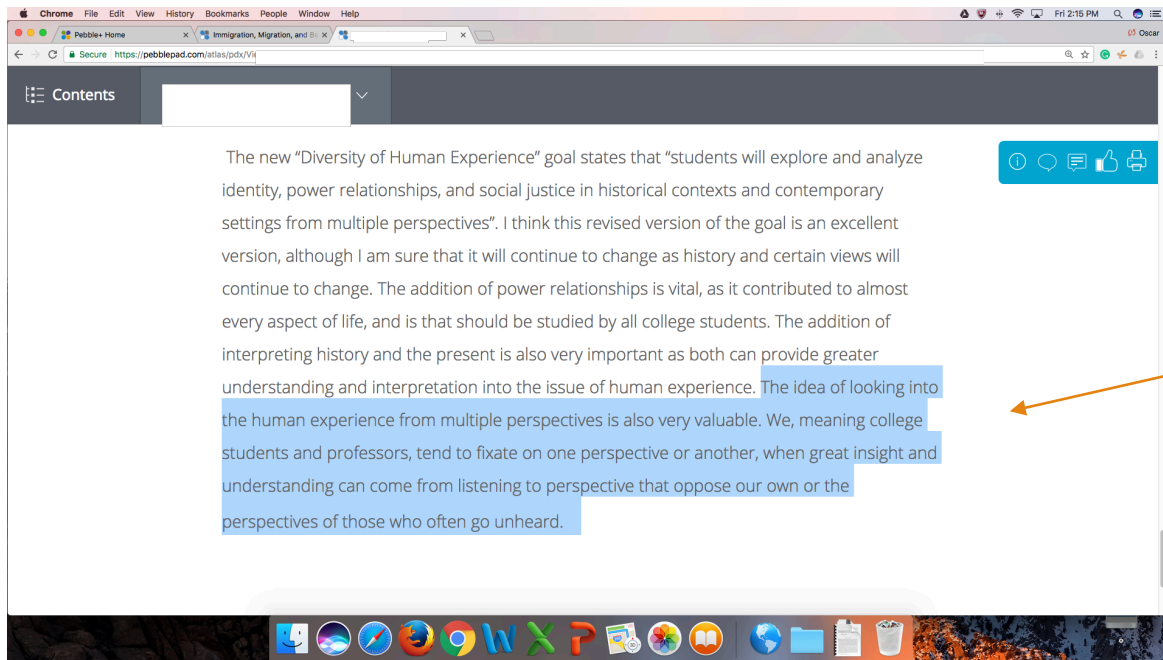
Focusing on Next Steps

- ❖ Testing this practice / tool with my Immigration, Migration, and Belonging students.
- ❖ Sharing this practice / tool with community partners & Capstone faculty (spring 2018).
- ❖ Completing IRB to assess knowledge & attitudes (in process).
- ❖ Writing a cover letter for change makers receiving student-generated reports.
- ❖ Sharing this practice / tool with faculty & staff from other universities & colleges.

Connecting with our Purpose: Reactions by Students regarding an Equity Lens

“It was interesting to analyze parts of PSU that I haven’t really thought about. When looking at things through an ‘equity lens,’ it was interesting to question whether the language, symbols, objects and customs of PSU truly was inclusive of everyone. For example, while I was looking at the Vikings logo for Portland State, I never thought about inclusivity nor diversity. I found that the logo itself wasn’t really a limitation for me nor was it particularly offensive. But just because I’m not offended by a certain symbol, that doesn’t mean someone else isn’t. It is through that level of analysis that needs to be made in order to achieve social justice and equity [. . .] After doing this work for 10 weeks, I am able to see that there is still much to be done.” (Student, Freshmen Inquiry, PSU, Spring 2017 Open-Ended Reflection)

Connecting with our Purpose: Reactions by Students to Revised Diversity Goal



- ❖ Responding to the revised Diversity goal
- ❖ “The idea of looking into the human experience from multiple perspectives is also very valuable. We, meaning college students and professors, tend to fixate on one perspective or another, when great insight and understanding can come from listening to perspective that oppose our own or the perspectives of those who often go unheard” (sic, Student, Freshmen Inquiry, PSU, Spring 2017 Open-Ended Reflection).

Questions, Comments, Reflections



Crown Point Observatory, Columbia River Gorge, Oregon.

Gracias / Thank You

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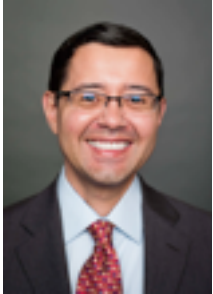
[Race and Social Justice \(RSJ\) Dialogues Series blog](#)

[PSU Foundation: Support University Studies Student Scholarships](#)



View of Cannon Beach from Ecola State Park, Oregon

Academic Bio



Dr. Óscar Fernández (Comparative Literature Ph.D., The Pennsylvania State University; National Institutes of Health PHRP Certification Number 2257106; State of Oregon Qualified Health Care Interpreter: ID#010489, osf@pdx.edu).

Born in San José, Costa Rica, Dr. Fernández specializes in inter-American studies, literary theory, and the intersection of culture, sexuality, and representations of disease in literature. With more than 15 years of university teaching experience in private and public institutions, in Oregon, he has taught at Reed College and Portland State University. His teaching trajectory, in both English and Spanish, has been delineated along four primary paths: (1) interdisciplinary and general education studies; (2) literary theory and Comparative Literature studies, with an emphasis on Latin American literature; (3) Spanish language and Heritage-language pedagogy; (4) advanced rhetoric and composition in both English and Spanish.

His teaching philosophy challenges students to see the world differently and to question unexamined approaches. In this pedagogical "contact zone" of alternative and taken-for-granted worlds, he positions his teaching practice, his students, and himself. Portland State University (PSU) students honored him with M.E.Ch.A.'s Community Service Award (2006). He is a translation and interpretation volunteer for BRAVO Youth Orchestras (an afterschool music program in North Portland). Dr. Fernández is a University Studies core faculty member at PSU. In 2014-2015, he co-authored and piloted a new Freshmen Inquiry (FRINQ) course—Immigration, Migration, and Belonging—for PSU's University Studies. In 2017, he was named University Studies' first Diversity, Equity, and Inclusion Coordinator and currently facilitates diversity and inclusion workshops and dialogues with faculty, staff, and students.

His published work appears in *Comparative Literature Studies*, *Oregon Literary Review*, and *PMLA (Publications of the Modern Language Association)*. Dr. Fernández is a holder of a Woodrow Wilson Foundation Practicum Grant, a Folger Institute Faculty Weekend Grant from the Folger Shakespeare Library in Washington, D.C., and more recently, a 2017 grant recipient from Bringing Theory to Practice's 2017-2018's "Campus Dialogue Grants: Realizing Higher Educator Greater Purposes."

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