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

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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)

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

“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

- 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.

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

- Awareness
- Interpretation
- Action*

Focusing on Awareness: Holistic & Modular

- Resources
- Assessment & Evaluation
- Five Equity Lenses
- Attitudes & Values
- Environment / Public
- Policies & Practices
Focusing on Awareness: Five Lenses

- Five Lenses in Drop-Down Menu
Focusing on Awareness: Defining Equity-Lens Terms

- Each “lens” is defined
Focusing on Awareness: Inquiry-Based Questions (Short Qs)

- Are there gender-neutral restrooms?
  - Yes
  - No

- In the buildings you are observing and analyzing is there accessible community space?
  - Yes
  - No
Focusing on Awareness: ”Reading the World” & Documenting via Pics & Videos

❖ Documenting pics & videos.
Focusing on Interpretation: Inquiry-Based Questions (Reflection Qs)

- Inquiry-based Questions
Focusing on Interpretation: Ranking Each of the Five Lenses

- Data points & teaching numeracy
Focusing on Action: Final CEWE Analysis & Aspirations

- 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

- 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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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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