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Leveraging a Campus Equity Walkthrough Evaluation (CEWE) ePortfolio to Assess First-Year Students' Equity-Minded Learning and Campus Belonging

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Scholarship demonstrates that ePortfolios enable students to collect work over time and reflect upon personal, academic, and career growth. However, a discussion on whether ePortfolios helps first-year students describe their equity-mindedness and document their campus belonging perspectives remains mostly unexplored. The purpose of this point-in-time, qualitative research study is to describe first-year students' experiences completing an on-campus physical walkthrough each spring quarter of 2017, 2018, and 2019. All first-year students were enrolled in a yearlong Freshman Inquiry course at Portland State University in Oregon. This study utilizes Saldaña's (2016) in vivo coding approach to analyze students' survey responses and summative essays. The research design begins with students answering an anonymous pre-learning survey each spring quarter, then completing an on-campus walkthrough during the same spring quarter utilizing a Campus Equity Walkthrough Evaluation (CEWE) learning ePortfolio and concludes with students writing a summative reflective essay. The study found three themes: (a) Before completing the CEWE, students defined equality and equity interchangeably with fairness; (b) while completing it, students showed surprise at the variety of on-campus student resources; and (c) after completing the CEWE, students identified inclusion and exclusion experiences on campus based on their social identities. The results suggest that the CEWE shifted first-year students' understanding of equity-mindedness in three ways: (a) First-year students identify racialized structures and practices on campus, (b) the equity-minded ePortfolio framework develops students' capacity for self-reflection, and (c) students determine that racialized structures and practices on campus impact their campus belonging.

Leveraging ePortfolios to assess first-year students' equity-mindedness and sense of campus belonging is understudied. Scholarship on ePortfolios primarily demonstrates how such portfolios enable students to collect work overtime; reflect upon their personal, academic, and career growth; and make connections across various educational experiences (Penny Light et al., 2012; Reynolds & Patton, 2014; Yancey, 2019). However, a discussion on whether ePortfolio practice in first-year courses also helps students describe their equity-mindedness (Bensimon & Malcom, 2012; Dowd & Bensimon, 2015) and document their perspectives on seeing themselves represented on campus remains mostly unexplored. The purpose of this point-in-time, qualitative research study is to describe first-year students' experiences completing an on-campus physical walkthrough each spring quarter of 2017, 2018, and 2019—before most U.S. universities closed campuses in the spring of 2020 due to COVID-19. All first-year students were enrolled in an Immigration, Migration, and Belonging Freshman Inquiry course, an interdisciplinary, yearlong first-year University Studies seminar. The results suggest that the CEWE (Campus Equity Walkthrough Evaluation) shifts first-year students' understanding of equity-mindedness in three ways: (a) First-year students identify racialized structures and practices on campus, (b) the equity-minded ePortfolio framework develops students' capacity for self-reflection, and (c) students determine that racialized structures and practices on campus impact their campus belonging. The study found three themes:

- Before completing the CEWE, students defined equality and equity interchangeably with fairness.
- While completing it, students showed surprise at the variety of on-campus student resources.
- After completing the CEWE, students identified inclusion and exclusion experiences on campus based on their social identities.

This study describes how students utilized the CEWE to document their sense of belonging in physical university spaces before COVID-19. The study provides a fascinating case study for university leaders interested in utilizing student-centered assessment to re-examine and modify post-pandemic college students' physical spaces (Alexander et al., 2020). Further, anyone involved in ePortfolio design, curricular development, and critical pedagogies (Freire & Ramos, 1970) may benefit from an equity-minded ePortfolio design. Similarly, faculty benefit from seeing a real-world example of a critical hands-on activity focused on students' equity-minded learning.

Motivated by the need to describe what first-year students learned from an on-campus physical walkthrough, we collected pre-learning surveys and students' completed CEWE learning ePortfolios for three consecutive spring quarters (2017, 2018, and 2019). In this study, we begin by describing why co-author Fernández created the CEWE after the University Studies program revised its 20-year-old diversity learning goal in 2016—now the Diversity, Equity, and Social Justice learning goal (Fernández et al., 2019). We then identify the study's three main

themes. Next, we discuss how this CEWE ePortfolio shifts students' critical analysis of university spaces. Throughout, we suggest ways that educators and university leaders may use the CEWE as a student-centered assessment tool when examining and modifying physical spaces for the post-pandemic college. Finally, we suggest that the CEWE is one way to decenter Eurocentrism in ePortfolio thinking (i.e., in curriculum and design) so that diverse students utilize ePortfolios to reflect on their cultural wealth (Yosso, 2017) to transform the university.

Literature Review

ePortfolio Thinking as Transformational Learning in University Studies

The University Studies program utilizes high-impact practices that build upon the experiences and beliefs their learners hold, including first-year seminars, common intellectual experiences, learning communities, collaborative assignments and projects, diversity/global learning, and ePortfolios (Kuh, 2008). Such high-impact practices can support transformational learning stages (Hamington & Ramaley, 2019; White, 1994). The literature on transformational, student-centered teaching focuses on reframing the learning process from being faculty-centered to student-centered. Such educators provide students with guided opportunities to interact and learn from one another (Cunningham, 2012; Kolb, 1984; Mezirow, 1981; Millis, 2010; O'Sullivan, 1999; Weimer, 2013). *Student-centered teaching*, also known as *learner-centered teaching*, refers to a teaching philosophy that shifts the instructional focus from the educator to the student, including active learning, cooperative learning, and inductive learning (Felder, 2016). We define an *ePortfolio* as a single digital document containing evidence of the authors' accomplishments, experiences, and self-reflections (Garrison & Ring, 2014). Additionally, *learning ePortfolios* refers to ePortfolios that surface learning through self-reflection, monitor growth over time, and act as a means of understanding and developing intellectual and digital identity (Chen, 2016). *Self-reflection* (also known as self-authorship) refers to the capacity of learners to "internally define a coherent belief system and identity that coordinates mutual relations with others" (Baxter Magolda & King, 2004, p. 8).

Transformational learning is typically aimed at reflection and student-centered pedagogies. *Transformational learning* refers to a teaching philosophy whereby faculty establish a shared vision for courses, challenge and encourage students, personalize attention and feedback, create experiential lessons outside the classroom, and promote reflection opportunities (Slavick & Zimbardo, 2012, p. 571). Although O'Sullivan's (1999) expectations for transformational learning require students to understand "relations of power" and "interlocking structures of class, race and gender" (O'Sullivan et al., p. xvii), it is not clear how students first become aware of such interlocking structures in classroom assignments. The set of equity-minded questions in the CEWE is one way for students to become aware of such interlocking structures in first-year seminars. *Equity-mindedness* refers to a concept created by the University of Southern California's Center for Urban Education (CUE) and describes "actions that demonstrate individuals' capacity to recognize and address racialized structures, policies, and practices that produce and sustain racial inequities" (CUE, 2021, p. 1; as also Bensimon & Malcom, 2012; Dowd & Bensimon, 2015).

Utilizing ePortfolios to Assist Students' Identification of Racialized Structures and Practices

The existing literature on confronting equity issues in higher education (i.e., reducing academic gaps for racial and ethnic groups) mainly focuses on how university leaders, staff, and faculty can implement institutional change. Such change asks leaders to identify racialized structures, policies, and practices on campus (Bensimon & Malcom, 2012). Scholars discussed that identifying such racialized structures would create campus-wide "Diversity Scorecards"—as first coined and developed between 2001 and 2005 by Marta Soto, Georgia Lorenz, Michelle Bleza, Melissa Contreras-McGavin, and Lan Hao (Bensimon & Malcom, 2012, p. 7). In 2005, the Diversity Scorecard was renamed *Equity Scorecard* to underscore the original developers' intent to focus on racial equity (Bensimon & Malcom, 2012, p. 8). More recently, the University of San Diego further developed the Equity Scorecard by framing it as a set of 12 questions for campuses to create a "practice of equity minded indicators" (CUE, 2021, p. 1). Although university communities benefit when leaders attend to campus-wide equity-minded indicators and adopt university-specific Equity Scorecards, a literature gap persists when describing student-centered and equity-minded campus assessments.

The literature on documenting learning with ePortfolios demonstrates how keeping ePortfolios enables students to collect work overtime, reflect upon their personal, academic, and career growth, and make connections across various educational experiences (Penny Light et al., 2012; Reynolds & Patton, 2014; Yancey, 2019). Such literature generally identifies the "e" in ePortfolio as "electronic" to signify its electronic or digital medium (Reynolds & Patton, 2014, pp. 101-02). The "e" is also understood as "evidence of experiences" to document students' educational career-related skills to help them develop "opportunities for career and professional development" (Penny Light et al., 2012, p. 124). Additionally, the "e" is interpreted as

examining self-"efficacy" to help ePortfolio creators identify their overlapping societal identities and discover their whole selves (Carey, 2016; Fisher, 1994; Taylor, 2020). However, while the literature describes essential academic, professional, and personal learning associated with creating ePortfolios, there is less understanding of how ePortfolios assist users in documenting their knowledge of equity-mindedness on campus—the missing "e" in ePortfolio.

In the field of University Studies, the literature on its ePortfolio student learning curriculum also describes how this general studies program at Portland State University utilizes first-year student ePortfolios to annually assess its general education learning goals (Reitenauer & Carpenter, 2018; Reynolds & Patton, 2014). Despite University Studies' long history of using portfolios to assess—in part—its program (Portland State University, University Studies Program, 2021; White, 1994), there is less literature addressing how individual University Studies faculty utilize ePortfolios to describe students' equity-minded learning.

Utilizing ePortfolios to Develop Students' Self-Reflection and Describe Their Campus Belonging

The existing literature describes how the ePortfolio process is a high-impact practice that supports students' self-reflection by documenting their personal and academic growth (Kuh, 2008; Reynold & Patton, 2014; White, 1994). However, there is less understanding of how embedding equity-minded questions in self-reflection assignments help students develop self-reflection practices and discuss their sense of campus belonging with peers.

Although many areas across campus offer support services, a student's willingness or desire to access these services on campus can be impacted by having a sense of belonging or a sense that they do not belong (Strayhorn, 2018). Moreover, students report that their sense of belonging can be larger when they socialize with peers whose backgrounds and social identities differ from their own (Maestas et al., 2007). The factors that influence students' sense of belonging include peer interactions, peer mentoring, and faculty encouraging positive interactions among students in learning communities (Kuh et al., 2005). However, comparatively little is known about differences in college students' sense of belonging related to their social identities and campus environments that can support that sense of belonging (U.S. Department of Education, 2006).

Methodology

Background and Institutional Context

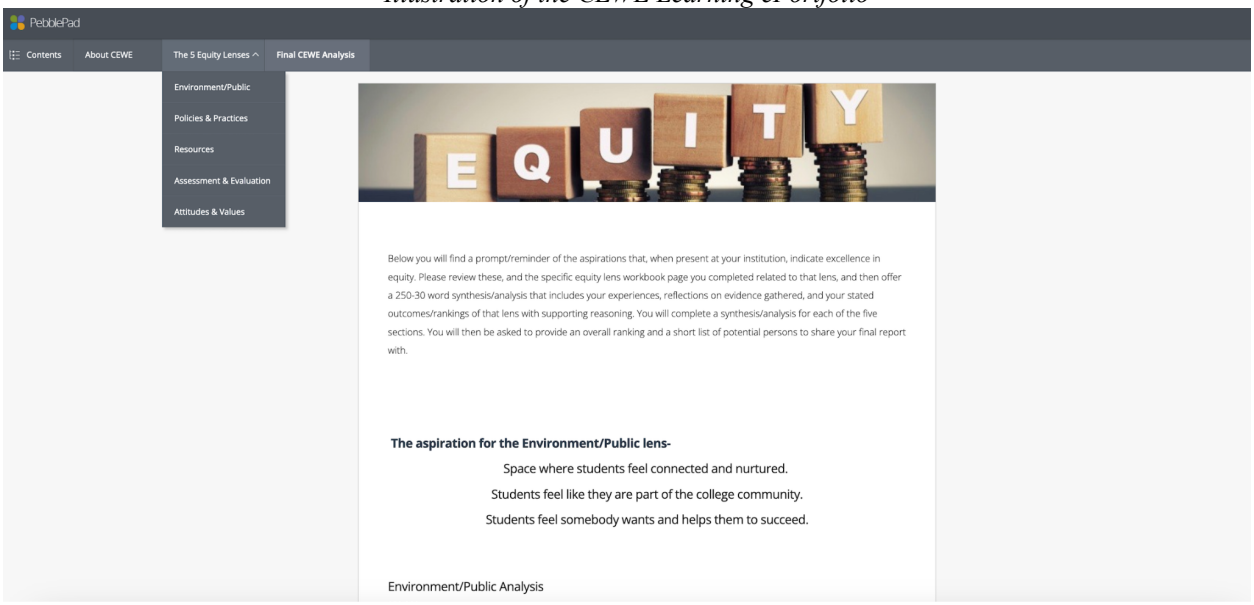
"CEWE" refers to a digital Campus Equity Walkthrough Evaluation, a term coined by co-author Shaquid Pirie. The 2017 digital version of the CEWE by co-author Fernández is based on a 2015 paper-based Student Equity Walkthrough Evaluation Tool by Dr. Veronica Keiffer-Lewis, then-department chair of International, Peace, and Justice Studies, De Anza College (Cupertino, CA). Between 2016-2017, co-authors Shaquid Pirie (PebblePad Implementation Specialist) and Lawrence (Instructional Designer, Office of Academic Innovation) utilized PebblePad, Portland State University's centrally supported ePortfolio platform, to adapt the paper-based walkthrough evaluation (Appendix B) into the CEWE (Appendix C). The term *walkthrough* (also reflective walkthrough or learning walkthrough) generally refers to principals observing teacher-student relationships in classrooms (Archer, 2005). However, this study's walkthrough refers to college students walking the campus's physical space without faculty present and while answering equity-minded questions using the CEWE (Appendix D). The Office of Academic Innovation (OAI) is a centralized team of academic professionals supporting and fostering teaching and learning communities at Portland State University. In their on-campus walkthrough, students were asked to complete self-reflection questions in two CEWE tabs: Tab 1, Five Equity Lenses, and Tab 2, Final CEWE Analysis (Figure 1).

Co-author Fernández initiated this study as part of his inaugural role as diversity, equity, and inclusion (DEI) coordinator (2017-2020) in University Studies. In 2017, then-University Studies Executive Director, Dr. Maurice Hamington, created the DEI coordinator position to aid faculty after the faculty senate's 2016 approval of the University Studies program's revision of a 20-year-old diversity learning goal—now called the diversity, equity, and social justice (DESJ) learning goal. The revised learning goal now reads, "Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives" (Fernández et al., 2019). Given that, as DEI coordinator, co-author Fernández was also teaching first-year courses, he created the CEWE in 2016 to help students describe their equity-minded learning and become familiar with the revised DESJ learning goal.

Participants

This research was conducted within one academic unit, University Studies, which is Portland State University's general studies program that includes freshman (FRINQ), sophomore (SINQ), and senior capstone courses (Hamington & Ramaley, 2019). The findings in this study represent the experiences of 45 participants, all of whom were first-year undergraduate students enrolled in co-author Fernández's Immigration,

Figure 1
Illustration of the CEWE Learning ePortfolio



Note. The five equity lenses are (1) Environment/Public, (2) Policies/Practices, (3) Resources, (4) Assessment & Evaluation, and (5) Attitudes & Values. The Final CEWE Analysis asks students to identify aspirations for each of the five equity lenses (Appendix C) and write a summative essay describing what students' next steps are after completing the CEWE.

Migration, and Belonging FRINQ, a course theme he co-designed in 2014. All participants walked the Portland State University campus visiting various locations—many of which were suggested by the instructor—while taking notes, photographs, and reflecting on their experiences. At the end of their walkthrough, students collated these notes into PebblePad (Appendix C). Although the CEWE was a required graded assignment in the Immigration FRINQ (2017-2019), only students who completed the consent form (N = 45) were part of this study (Appendix D). The Internal Review Board for the Protection of Human Subjects of Portland State University approved this study.

Data Collection and Analysis

The data spanned three spring quarters, collected once every year (2017-2019). At the beginning of each spring quarter (weeks 1-2), students completed the pre-learning survey (Appendix A). Beginning week 8, students walked to specific campus areas in small groups (generally three to four students). Co-author Fernández, this study's instructor of record, generated a list of possible areas for the group to visit, including but not limited to student academic and cultural resource spaces (e.g., Queer Resource Center, Veterans Resource Center, Women's Resource Center, and cultural centers). These locations were suggestions—not requirements. Co-author Fernández selected such resource centers to broaden students' knowledge of—and access to—unfamiliar campus spaces; granted, students could make their own selection of campus spaces. Completion of the CEWE first consisted of students individually answering short-answer questions based on their notes and photographs. Finally, the students completed one summative essay (Appendix B). (For an example of a student's completed CEWE, see Appendix D.) By week 11 (Portland State University's final exams week), each student submitted their individually completed CEWE.

Three sets of data were collected to help us better understand students' equity-mindedness as well as their sense of on-campus belonging:

1. An anonymous pre-learning survey containing five open-ended, short answer questions: (a) "Define 'equality,'" (b) "Define 'equity,'" (c) "Define 'belonging,'" (d) "Describe an experience of belonging, if any, at our college campus," and (e) "Describe an experience of not belonging, if any, at our college campus" (Appendix A).
2. Responses to CEWE's open-ended, short-answer questions posited from five equity lenses (Appendix B). Each question included a

space to provide evidence, such as photographs and videos, to add depth and personality to their answers. Additionally, for each of the five equity lenses (Figure 1), students identified their sense of belonging using a numeric scale (1 = *lowest sense of perceived belonging*, 10 = *highest sense of perceived belonging*; Appendix C).

3. A final reflective essay in the learning ePortfolio where students engaged in a summative analysis of the various aspects of the CEWE (Appendix C).

To reduce visual bias when assessing the ePortfolios' media (e.g., images and video), we only coded the text in pre-learning survey answers, short answers, and summative essays. To reduce educator-related bias given co-author Fernández's role as educator and research designer, co-author Lawrence was invited to code the data, as he did not teach or implement the CEWE.

Data Analysis

Data analyses included in vivo coding (also known as verbatim coding, natural coding, or emic coding) and open coding (Saldaña, 2016; Seidman, 2019). In vivo coding consists of utilizing participant-generated words or short phrases from "the actual language found in the qualitative data record" (Saldaña, 2016, p. 105). Open coding consists of looking for patterns and themes in the transcriptions of responses to preliminary learning surveys, CEWE's short-answer prompts, as well as CEWE's summative essay. This study utilized Luborsky's (1994) thematic analysis to isolate prominent themes and interpret the analysis categories. We conducted constant comparative data analysis (Glaser & Strauss, 1967). We ensured triangulation using data from three data sources: (a) a pre-learning survey (Appendix A), (b) short-answer questions in the CEWE (Appendix B), and (c) one summative essay (Appendix C). We utilized triangulation in this study to improve internal validity and establish the study's trustworthiness (Merriam & Tisdell, 2016; Taylor et al., 2015). Specifically, we used in vivo coding (Saldaña, 2016) to first find in vivo codes, then find patterns, and finally identify themes across all three data sources.

Results

In this study, we found three themes:

- Before completing the CEWE, students defined equality and equity interchangeably with fairness.
- While completing it, students showed surprise at the variety of on-campus student resources.
- After completing the CEWE, students identified inclusion and exclusion experiences on campus based on their social identities.

Note that we did not alter grammar or punctuation when sharing student-generated responses.

Theme 1: Students Define Equality and Equity as Fairness

When students defined both equality and equity in their pre-learning surveys, they did so primarily using the words "fair" and "fairness." Moreover, students' definitions of equality and equity were nearly interchangeable. For example, when defining equality, students responded with the following:

- "Providing fair, unbiased, and proportional opportunities for all people no matter race, gender, religion, or other attributes."
- "Fairness for everyone."
- "Everyone being at the same level making everything fair.

To define equity, students wrote, for instance:

- "Being fair."
- "Fairness."
- "Being fair, everyone getting equal treatment."

Out of the 45 pre-learning survey participants across the study's three years (2017, 2018, and 2019), only one student defined equity as distinct from equality. For the survey item, "Define equity," this student wrote: "Acknowledging the disadvantages of some in society and providing more resources and help in order to achieve the same opportunities as those without certain disadvantages."

Theme 2. Students Show Surprise at the Variety of On-Campus Student Resources

Students showed surprise at the number of student resources available to them. One student wrote:

> The experience of walking through the building, for me, was very important because in my first year, I only travel to the buildings that my classes are held, which none of them were in SMSU [Smith Memorial Student Union] all year. Seeing all of the resources that are available on campus really made me feel like PSU was inclusive to me.

Additionally, students showed surprise at the number of resources for peers they identified as belonging to different cultural backgrounds and identities. One student wrote:

> After we gathered all the information we needed and finished the evaluation by answering questions on the worksheet, we were surprised that there were actually a lot of resources available for students with different cultural backgrounds, different gender or disability needs. Before we did the walkthrough, most of us just naturally ignored these elements because these resources are not the ones that we need every day. However, even if they are not useful for everyone, they are indispensable for a certain amount of people.

Theme 3: Students Recognize Their Inclusion and Exclusion on Campus

In their summative essays on completing the CEWE, some students identified themselves according to their social backgrounds. In the example below, a student self-identifies as Mexican and describes how some university spaces were welcoming given their Mexican identity:

> Besides feeling a bit weird at first, it was a good experience that taught me stuff I probably wouldn't know or learn on my own. I enjoyed working on worksheet two because we could see how different parts of campus have different racial equity. Some parts of campus were far more welcoming and inclusive of the different cultures while other parts of campus weren't oriented towards that aspect. I enjoyed working in a group because I could see how people of different cultures saw the racial equity. For example, I am Mexican and I may see a certain aspect of campus to be bad or good. Whereas, a member of my group might see it different because of his cultural background. I thought that was cool and interesting because different cultures have different ideas about what it means to be equitable.

Discussion

The study's data suggests that the CEWE ePortfolio shifts first-year students' definition and understanding of equity on campus in three ways: (a) first-year students identify racialized structures and practices on campus, (b) the equity-minded ePortfolio framework develops students' capacity for self-reflection, and (c) students determine that their sense of campus belonging is impacted by racialized structures and practices on campus.

Students Identifying Racialized Structures and Practices on Campus Shifts Their Definition of Equity

The CEWE ePortfolio shifts first-year students' understanding of equity-mindedness. Before completing the CEWE, first-year student participants generally defined equality and equity interchangeably by using fairness as their foundation of reasoning. We could not locate other studies surveying how contemporary American college students define equality and equity. Given this research gap, we cannot discuss how comparable university student groups define such terms (i.e., equality and equity) interchangeably. However, a few studies demonstrate how some social scientists, university leaders, and faculty use equality and equity interchangeably. For example, Espinoza (2007) pointed out how some scholars use equality or equity interchangeably when defining distributive justice (i.e., how societal members share benefits and burdens; Armstrong, 2012). Espinoza concluded that such practice results in "ambiguity and confusion among those social scientists using these concepts" (2007, p. 359). More recently, however, American high school teachers and principals demonstrate the importance of defining equality and equity as distinct before creating culturally specific programming for underserved students:

> Educators say that equity in education is not the same as equality. While students should have equal access to high-quality teachers and school leaders, as well as instructional resources, equity means that each student has the individual supports needed to reach his or her greatest potential. (Scholastic, 2020, p. 6)

Indeed, university leaders and educators often define equity as distinct from equality (i.e., equity gets at providing specific institutional support for students to achieve their "greatest potential"). Other scholars further point out that minoritized students will continue to underachieve in university classrooms unless leaders further differentiate between types of equity: representational equity and academic equity. For example, even if schools and universities change policies to support representational equity (e.g., in culturally specific recruitment, the examination of affirmative action, and diversification of the student body), such overarching policies may not always support diverse students' academic equity in the faculty-to-student classroom dynamic (Bowen & Bok, 1998). Such scholars ask how faculty member's classroom practices—and their assumptions, beliefs, and values about diverse students—"have great implications for academic equity" for racialized students (Robinson-Armstrong et al., 2002, p. 76).

It is vital for education leaders and faculty to define equality as distinct from equity to guide representational equity (university-wide programming) and academic equity (in the classroom). Chiefly, campus equity discussions are centered on university leaders, faculty, and staff transforming the university through Diversity Scorecards, Equity Scorecards, and equity-minded indicators (Bensimon & Malcom, 2012; CUE, 2021). What is missing from such campus equity discussions is why college students need to define equality and equity as distinct in the first place.

In the field of University Studies, one answer to this query is curricular. As a faculty member in University Studies at Portland State University, co-author Fernández co-created the CEWE so that students could apply the University Studies program's revised diversity, equity, and social justice (DESJ) learning goal to a campus setting and help them distinguish between equity and equality. In essence, the CEWE asks students to frame their experiences of evaluating campus spaces by asking them to center their attention on their social identities and then on social identities dissimilar to their own. The CEWE's dual framing (i.e., evaluating spaces by focusing both on individual social identities and those of others in the group completing the CEWE) is guided by Dewey's (1986/2008) injunction that, "To form relevant and effective ideals we must first be acquainted with and take notice of actual conditions. Otherwise our ideals become vacuous or else filled with content drawn from Utopia" (p. 97). Similarly, the CEWE's dual framing approximates the intentions behind Bridgman's (2019) notion of the invited ePortfolio. In such ePortfolios, students negotiate "new knowledge, new identities, and new communities largely through building their portfolios and engaging in the reflection that accompanies this building (i.e., building an ePortfolio)" (p. 192).

In addition, the CEWE's dual framing exemplifies transformational learning's focus on student-centered learning. A hallmark of transformational learning is when educators provide students with guided opportunities to interact and learn from their peers (Cunningham, 2012; Kolb, 1984; Mezirow, 1981; Millis, 2010; O'Sullivan, 1999, Weimer, 2013). In our study, CEWE was the tool for students to define for themselves the term equity. For example, in their summative CEWE reflection, a student reflected on how completing the CEWE individually—but in the company of peers—provided insight into how the meaning of equity differs according to each student's social identity in a given space:

> I enjoyed working in a group because I could see how people of different cultures saw the racial equity. For example, I am Mexican and I may see a certain aspect of campus to be bad or good. Whereas, a member of my group might see it different because of his cultural background. I thought that was cool and interesting because different cultures have different ideas about what it means to be equitable.

In the University Studies program, a second reason why students need to understand the term equity for themselves is pedagogical. The University Studies program's teaching philosophy focuses on an interdisciplinary, student-focused approach, and the program mission reads, in part: "Our inclusive, interdisciplinary, and inquiry-based pedagogy . . . provokes students to build self-efficacy through relational learning across difference" (Hamington & Ramaley, 2019, p. 305). This CEWE also provokes students to build self-efficacy (Carey, 2016; Fisher, 1994). For example, the faculty is not present to guide their initial reflections. Instead, students discover their equity-mindedness with peers through individual and communal reflections of their campus observations. In this way, the CEWE is one way for faculty to resist a banking model of education (Freire & Ramos, 1970). In such a banking model, faculty would create important lectures, classroom discussions, and (even) examinations on equity-mindedness.

One way to minimize such a banking model (and maximize students' self-efficacy) is for educators to create transformational learning opportunities for students to discover equity-mindedness outside a lecture. Slavick and Zimbardo (2012), for example, identified how educators—versed in transformational learning—create experiential lessons outside the classroom and promote self-reflection opportunities. What students write in their reflections after completing experiential assignments may be unexpected. For example, in their CEWE summative reflection essay, a student surprised co-author Fernández with their critique of the university's motto, "Let Knowledge Serve the City" (Portland State University, 2023). Convincingly, the student writes how the university's motto is exclusionary in three ways: (a) the motto privileges students from Portland compared to students from all of Oregon, (b) the motto is "narrow in focus" because it is not global in outreach (i.e., the motto is not "Let Knowledge Serve Oregon—or the United States—or the World"), and (c) the English-only motto excludes the many languages that university students speak:

> Until this class, I had never looked up to see the big letters on the bridge over Broadway [Avenue] shouting out to all: "Let Knowledge Serve the City." Because of this class, I began to not only see this sign but also think about how it makes me and others feel as we look at it. I have grown to see that though this is to be inclusive, it leaves so many out

> and a well-meaning motto can be offensive. First, I wonder why it is focusing just on the city of Portland whereas so many of the students in perhaps the most diverse university in Oregon are from elsewhere. Second, the sign is narrow in focus, in this age of global perspective, why would a university's top goal be to bring its knowledge to a city only instead of all of Oregon, the US and better yet the world. Third, in a diverse campus, we continue to have our motto in big letters in English assuming that it speaks to all in the same way. Many in Oregon and particularly in Portland speak other languages, the University is putting these letters out in a public space, why not have it in at least a couple of other languages to be more inclusive.

Indeed, the student is recognizing cultural practices (i.e., the university's motto spelled out on Broadway Avenue's on-campus skybridge) that "produce and sustain racial inequities" (CUE, 2021, p. 1; see also Bensimon & Malcom, 2012; Dowd & Bensimon, 2015). Although this first-year college student does not identify the inequities of the University's motto as racialized, the co-authors are inspired by the student's growing awareness of equity-mindedness in something so unassuming as a university's motto. What else could students learn from the CEWE?

A third reason for asking students to define equality and equity differently—and perhaps the most important one for university graduates—is that the CEWE can inform how they will evaluate non-university systems (e.g., work settings, places of commerce) as equitable for diverse cultures. Without a doubt, embedding a learning ePortfolio with an equity-minded lens is one way to teach students how to read the world around them in a new way. Idealistically, co-author Fernández co-created the CEWE so that students could experience Freire's (1987) notion of reading the world and the word, albeit in a campus setting. According to Freire, for individuals to transform the world—and later the word (e.g., policies, structures, practices)—, they must first be conscious of what they see, work to transform it, and continuously re-examine their perspectives. Freire wrote:

> Reading the world always precedes reading the word, and reading the word implies continually reading the world. . . . In a way, however, we can go further and say that reading the word is not preceded merely by reading the world, but by a certain form of *writing* it or *rewriting* it, that is, of transforming it through conscious, practical work. For me, this dynamic movement is central to the literacy process. (p. 35)

Foundationally, the CEWE brings together Freire's (1987) notion of reading and rewriting the world with Bensimon's (2004) institutional change model focused on individuals' awareness, interpretation, and action steps to change systems. As an illustration, the following student described their experience of completing the CEWE as challenging one-perspective-only world views held by faculty and college students alike: "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 [*sic*] that oppose our own or the perspectives of those who often go unheard." With such words, the student echoes Pasquerella's (2018) aspirations for higher education: Universities should prepare students to "think critically, engage in ethical decision making, and work in diverse teams to address the complex, unscripted problems of the future" (p. viii).

The CEWE is an example of an authentic and intentional learning assignment (Herrington et al., 2014) focused on shifting students' understanding of equality and equity through the action of walking around campus (or "reading" the campus; Freire, 1987). Dewey (1916) reminded educators that the material of thinking is action (e.g., walking around campus), as compared to thought (e.g., defining equity in classroom lectures):

> The material of thinking is not thoughts, but actions, facts, events, and the relations of things. In other words, to think effectively one must have had, nor now have experiences which will furnish . . . resources for coping with the difficulty at hand. (pp. 156-157)

In their summative essay, one student noted how walking around campus helped them discover racialized structures on campus for minoritized students (e.g., La Casa Latina, Pan-African Commons) and non-racialized structures (e.g., Queer Resource Center, Veterans Resource Center, Women's Center). One student wrote:

> For my group, we walked through [the] SMSU [Smith Memorial Student Union] building. After we gathered all the information we needed and finished the evaluation by answering questions on the worksheet [the CEWE], we were surprised that there were actually a lot [of] resources available for students with different cultural background[s], different gender [*sic*] or disability need [*sic*]. Before we did the walkthrough, most of us just naturally ignored these elements because these resources are not the ones that we need every day.

Other students described their equity-mindedness shift by examining, instead, on-campus racialized practices (i.e., cultural practices, such as university-specific symbols). Such students examined the university's mascot, the so-called Victor E. Viking, which us a White- and male-presenting figure with a full beard and a gray helmet with two lateral horns pointing up. After completing the CEWE, a student determined ways that the university's mascot included and excluded university students:

> 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* [Emphasis added]. It is through that level of analysis that needs to be made in order to achieve social justice and equity. . . . After [completing the CEWE] for 10 weeks, I am able to see that there is still much to be done.

When the student above wrote "just because I'm not offended by a certain symbol, that doesn't mean someone else isn't," they are making use of an equity-minded lens as defined by Bensimon and Malcolm (2012). In short, the student recognized that a mascot is a racialized cultural practice. That racialized recognition remains hidden until students utilize an equity-minded lens to uncover a symbol's racialized underpinnings.

Students Developing Their Self-Reflection Practice by Responding to Equity-Minded Questions

This study suggests that a guided equity-minded evaluation framework develops students' self-reflection, what other scholars call self-knowledge. For Reynolds and Patton (2014), ePortfolios promote self-knowledge or metacognition (i.e., the action of "thinking about one's thinking"; p. 98). Similarly, the CEWE aligns with ePortfolio scholarship that demonstrates that students need to understand where their knowledge about the world comes from and "how they have come to know what they know but also apply that knowledge in a changing world" (Penny Light et al., 2012, p. 11). To that end, the CEWE asks students to question their understanding of the world around them (i.e., the campus) by asking them to identify racialized structures and practices. After completing the CEWE on the university mascot, another student wrote:

> When discussing [the Viking mascot] and whether it is inclusive or not, I got to hear from classmates who aren't my own race and hear their own perspectives. For me personally, I did not have a problem with the logo and thought it was fine, but could understand why other people might have a problem with it.

This student describes how the CEWE created a space for them to identify their social position (e.g., "my own race"), recognize other cultural groups, and engage with diverse peers to examine a cultural symbol. The student illustrates a promising aspect of the CEWE: student participation in conversations about race and racism that acknowledge how such discussions are challenging for American educators and students (Kite et al., 2021; Singleton, 2015). Additionally, educators face other challenges: outright bigotry in the classroom (e.g., homophobia, racism, sexism, transphobia) and silence from students when faculty introduce such topics. For example, Goldstein (2021) described how some students remain silent in classrooms because they are "tired of having to explain prejudice to those who just don't understand" (p. 17). Others stay silent because they are afraid to offend or do not know what is politically correct to say since self-identifying terms change "constantly" (p. 17).

The CEWE is one tool for addressing such silences among various students. The student cited above is taking risks talking to students from other races while examining—in community with peers—a racialized practice (i.e., the university's mascot). Reynolds and Patton (2014) described risk-taking in ePortfolio learning as students "marveling in seeing what they know and understand when they look at their own ePortfolio as an observer" (p. 99). In short, by documenting their knowledge, the CEWE experience allows students to become observers of their understanding of on-campus exclusion and inclusion in dialogue with diverse peers.

Re-Examining the "Self" in Self-Reflection: CEWE's Focus on Communal Reflection

The literature on developing students' self-reflection capacity through ePortfolio learning commonly focuses on individual risk-taking (Reynolds & Patton, 2014), exploration of experiences for career and professional development (Penny Light et al., 2021), and self-efficacy to discover the whole self (Carey, 2016; Fisher, 1994; Taylor, 2020). However, our findings suggest that asking equity-minded questions also develops students' capacity for self-reflection by focusing, instead, on diverse students' cultural wealth as the lens through which to evaluate what they know about themselves and their surroundings. In their summative essay, one student recognized how the CEWE allowed them to compare "racial problems" between their country of origin (China) and the United States:

> Being born and grown up in China, I did not have a sensitive mind for racial and ethnical problems. *And it was not a natural for me to relate these problems to myself* [Emphasis added]. But the Equity Lens [i.e., the CEWE] taught me how to develop critical thinking and be able to seek out the unequal corner of the society, especially in the United States, which has large ethnical diversity.

The student's self-reflection that "it was not a natural [*sic*] for me to relate these problems to myself" should alert ePortfolio educators about Eurocentric notions of the Self prevalent in self-reflection assignments. In other words, if ePortfolio educators are to invite diverse, minoritized students to develop their self-reflection practices, such a curriculum needs to be culturally inclusive. Accordingly, such a curriculum needs to address Eurocentric notions of knowledge creation and production grounded in the self as separate from the community. Delgado Bernal named that separation "the dominant-Euro-American epistemology" (1998, p. 107).

For example, many world cultures view the self and the creation of knowledge as relationships among individuals, their communities, extended families, queer families, and kinships (Bernstein & Reimann, 2001), and other intentional communities organized around a shared history, memory, and cultural intuition (Yosso,). To disrupt Western notions of self-reflection as separate from communal reflections, the CEWE asks students to consider how their social position and intersectionality (Crenshaw, 1991) on campus compare with other students' social locations. Thus, such a collaborative, reflective practice invites minoritized students to honor their cultural wealth. For instance, suppose students determine—in comparison with others—that they do not see themselves in some university spaces. As part of the communal reflection, they can honor how their culture's resistant capital afforded them the coping mechanisms to navigate such spaces. Yosso (2017) defined "resistant capital" as the "knowledges and skills fostered through oppositional behavior that challenges inequality" (p. 125). For educators to invite self-communal reflections on challenging inequality, the reflective prompts must create minoritized students' spaces to name their cultures' resistant capital. In short, what if students utilized ePortfolios to reflect on their cultures' legacy of resistance to subordination (Deloria, 1969)?

To further invite minoritized students to develop so-called self-reflection practices, equity-minded questions also need to be the foundation of such practices. Without equity-minded questions, self-reflection practices are ahistorical and colorblind. Alternatively, self-reflection practices built on equity-minded questions acknowledge how racialized structures, policies, and practices impact students' self-development in (and outside) academe. In this way, so-called self-reflection practices grounded in equity-minded questions help all students view self-knowledge—and knowledge systems—as contextual. The CEWE, then, gets at students evaluating their learning through an epistemological foundation lens (i.e., students view knowledge as contextual). Moreover, the CEWE helps students construct, evaluate, and interpret judgments "in light of available frames of reference" (Baxter Magolda & King, 2004, p. 8). Undoubtedly, the CEWE provokes students to evaluate such *available* frames of reference by examining whether such frames are racialized and—therefore—produce and sustain racial inequities (Bensimon & Malcom, 2012).

Leveraging Equity-Minded Questions to Describe Students' Campus Belonging

The study suggests that completing the CEWE helps students determine how their sense of campus belonging is impacted by their individual and collective understanding of campus racialized structures and practices. A significant difference between standard evaluative tools describing students' campus belonging and the CEWE is that this learning ePortfolio allows students to compare their sense of campus belonging with peers (Strayhorn, 2018). Additionally, the CEWE provides an outlet for students to share results with various changemakers across the university. Most campus belonging evaluative tools do not employ students' equity-minded experiences. In essence, such evaluative tools on campus are often unidirectional. In general, students complete campus surveys generated by in-house (or outsourced) research agencies.

Moreover, select students may further participate in campus belonging surveys by engaging in focus groups and answering pre-generated prompts. University researchers and leaders then make sense of such student-generated data. Although such standardized tools are essential for demonstrating a university's ongoing examination of its operations for students' social and academic well-being (and for university funding and accreditation purposes), such evaluative tools are not particularly student-centered (Maestas et al., 2007).

Another critical difference between standard evaluative tools describing students' campus belonging and the CEWE is introducing students to an institutional change model—specifically an equity-minded change model (Bensimon, 2004). To this end, CEWE encourages students to act upon their campus observations. After completing the CEWE and sharing findings with their peers, students can submit a final report to campus leaders. For example, students concerned about the university's mascot (or its motto) may send their CEWE results to the president's office or the university's trustees' board.

Given that the CEWE creates a space for students to describe their inclusion or exclusion on campus, this tool is one effective way of centering students' experiences as evidence to support and modify the resources already in use on campus. Despite how universities offer services in many areas across campus, students' sense of belonging impacts their willingness to access campus services (Strayhorn, 2018). The CEWE is also one tool for diagnosing why some students may not access academic and student-support resources in the first place.

Leveraging Equity-Minded Questions to Decenter Eurocentrism in ePortfolio Thinking

As noted throughout this paper, one aspiration behind the CEWE is bringing systemic change to a university campus guided by ongoing student-centered, equity-minded evaluations. Another aspiration behind the CEWE is decentering Eurocentrism (i.e., Delgado Bernal, 2002) in ePortfolio thinking (i.e., in curriculum and design). Texas A&M-San Antonio (A&M-SA), a Hispanic Serving Institution, provides one case study of decentering Eurocentrism in ePortfolio thinking. Bridgman (2019) described how A&M-SA created culturally relevant ePortfolios to support learning in their borderland classrooms (i.e., classrooms where "multiple communities and sources of knowledge intersect"; pp. 191-192). To build students' self-reflection practices about themselves and their memberships across communities in borderland classrooms, ePortfolios became one tool for diverse students to invent themselves. At the same time, such students co-invent their universities, a process that is central to borderland classrooms and ePortfolio curricula (Yancey, 2009). Additionally, scholars such as Bridgman (2019) advocate for a more culturally relevant framework when designing and assigning ePortfolios to diverse students:

> A broader framework for conceptualizing an ePortfolio curriculum . . . is provided by scholars across a range of fields, including borderlands and Latinx studies. This work, for example, underscores the importance of the ePortfolio curriculum's acknowledgment and affirmation of students as creators of knowledge and negotiators of community. (p. 194)

ePortfolio educators must recognize the multiple ways of knowing and valuing diverse students bring to classrooms. Likewise, educators must recognize that such diverse values are often at odds with higher education's dominant culture. Rendón et al. (2015) pointed out that university culture often clashes with students' diverse values: "Further, the world of college includes academic values and conventions such as merit and independence, along with specific formal and informal forms of language expression, codes of behavior, and belief systems, which are often foreign to first-generation, low-income students" (pp. 97-98). The CEWE is one ePortfolio example focused on describing and valuing students' knowledge of the campus because of their cultures.

Additionally, the CEWE places front and center students' cultural wealth (Yosso, 2017) as the lens to describe their campus. For example, in completing the CEWE, some students demonstrated their cultural wealth in navigational capital. Yosso (2017) defined *navigational capital* as the ability "to maneuver through institutions not created with Communities of Color in mind... Navigational capital thus acknowledges individual agency within institutional constraints" (pp. 124-125). In their summative essay, one Latinx student described their navigational capital when experiencing frustration with first-year classmates:

> [The first-year Immigration course] opened my eyes to things I didn't see on campus before. I wasn't aware of how students were so closed-minded about the course, and how disrespectful they were because of the unlikelihood to see a Latinx professor at such a "diverse" college.

Interestingly, co-author Fernández never asked participants to use the CEWE to evaluate their experiences in the Immigration first-year course they were enrolled in as part of this study. Unfortunately, this Latinx student's experience echoes research on how university students often devalue minoritized faculty's teaching and content knowledge (Evans & Moore, 2015). We acknowledge this student's frustration and resilience. Furthermore, this student inspires us to utilize the CEWE in alternative ways. We ask ourselves: What if faculty assign the CEWE to identify and address racialized structures, policies, and practices in our very own classrooms?

Limitations

While there is much to be gained from a qualitative research study focused on a single class of students, some limitations should be noted. First, a study conducted by the educator researcher may limit the ability to generalize these findings to a larger, more diverse group of students and faculty. Another possible limitation pertains to the use of qualitative methods alone. Conducting a single research design study rather than employing a mixed-methods approach can limit the study's reliability and objectivity. Although we took steps to avoid researcher bias (e.g., coding the data with a co-author

who was not the instructor of record), the possibility of bias exists in our review of the CEWEs. This study was designed and implemented by a single faculty member to describe the depth of understanding of first-year students' experience on a college campus. These limitations should be considered and addressed in future studies, as described below.

Implications

While we are optimistic about this study's results, which suggest a shift in first-year students' definitions and understandings of equity-mindedness on campus in multiple ways, there would be a benefit to extending this study and gathering more data on using the CEWE. Notably, a larger sample size and more diverse classroom settings utilizing a mixed methods design would elucidate any potential bias in the current study. Additionally, future studies should examine and code visuals (Tinkler, 2013) that students submit as part of the CEWE. We would also like to revisit this study and its participants to gather longitudinal data to determine the long-term implications of completing the CEWE. For example: How did the CEWE impact access to student resources and support structures? Did students act as a resource for classmates who may have felt excluded as they have felt? Further, what impact, if any, did their equity-mindedness have on their confidence to access resources and use their voice to address racialized inequities on campus?

Conclusion

In this study, we sought to understand first-year undergraduate students' experiences completing an on-campus physical campus walkthrough. The CEWE has the potential to shift first-year students' understanding of equity-mindedness in multiple ways. Using the CEWE allowed students to re-envision the campus and identify racialized structures and practices within it. The CEWE experience was vital because it empowered first-year students from diverse backgrounds to bring to the self-reflection practice aspects of their cultures through a reflective, learning ePortfolio embedded with equity-minded prompts. This study suggests that this new-found confidence is crucial for first-year students' ongoing success in college. Phrases in the CEWE such as "I would share this with Student Government," "I would share this with other campuses", and "These tools will help me continue to question the world around me" suggest that helping students practice an equity-minded self-reflection of the campus will have a far-reaching impact in the Portland State University community and beyond. Striving for systemic change is at the core of what modern educators do.

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We thank Dr. Veronica Keiffer-Lewis for giving us written permission to use her equity walkthrough tool. The co-authors' 2017 Campus Equity Walkthrough Evaluation (CEWE) learning ePortfolio would not be possible without the 2015 paper-based "Student Equity Walkthrough Evaluation Tool" by Dr. Veronica Keiffer-Lewis, then-department chair of International, Peace, and Justice Studies, De Anza College (Cupertino, CA).

Appendix A
Pre-Learning Survey Questions via Qualtrics

Dear Student:

Dr. Óscar Fernández from PSU's University Studies is conducting a research study and would like to ask for your participation in an online survey on your experiences with an electronic workbook called Campus Equity Walkthrough Evaluation (CEWE). The survey will ask a series of questions on topics like your experience completing this electronic workbook called CEWE. Your answers will help us to gain a better understanding of student viewpoints on belonging and equity in college programs and resources, and help us to identify areas where we can better serve PSU's undergraduate needs.

Participation in the survey is entirely voluntary, and you can choose to exit the survey at any point. There are no right or wrong answers; just answer as honestly as you can. Your responses will be collected two weeks after final grades are posted. This survey might take you up to 30 minutes to complete. Your participation will involve open and closed-ended online questions. Dr. Fernández will collect data, code the data, so your identity remains unknown, and start studying data TWO weeks AFTER he turns in final grades for the spring quarter. Your involvement in the study is voluntary, and you may choose not to participate. Your names or identifying information will not be included in any final reporting. Students will receive a pseudonym in instances where Dr. Fernández wants to describe an individual response.

Thank you in advance for your participation! To get started, please answer the questions below.

If you have any further questions about the study, at any time feel free to contact me, Dr. Óscar Fernández, at osf@pdx.edu, or by telephone, at 503.725.5832. You have the right to ask questions about this research study and to have these issues answered by me before, during or after the research. If you like, a summary of the results of the study will be sent to you. If you have questions regarding your legal rights as a research subject, you may call the PSU Office of Research Integrity at (503) 725-2227.

If you have any problems or concerns that occur as a result of your participation, you can report them by calling the number above. Alternatively, you can report concerns by completing a Participant Complaint Form, which can found on the IRB website at https://sites.google.com/a/pdx.edu/research/integrity/human-subjects/new-irb-applicatiion-forms

By completing this survey/returning this survey, you will agree to participate in the above-described research study. You will be provided with a copy of this consent statement.

Thank you for your consideration.

Sincerely,

Researcher's Name: Dr. Óscar Fernández
Researcher's Title: PSU, University Studies, Core Faculty Member, Instructor, Diversity, Equity, and Inclusion Coordinator

- Question 1. Define "equality."
- Question 2. Define "equity."
- Question 3. Define "belonging."
- Question 4. Describe an experience of belonging, if any, at our college campus.
- Question 5. Describe an experience of not belonging, if any, at our college campus.

Appendix B
Depiction of All the Prompts in the CEWE (Campus Equity Walkthrough Evaluation)

CEWE-Campus Equity Walkthrough Evaluation

CEWE tool adapted from "Student Equity Walkthrough Evaluation Tool," by Veronica Keiffer-Lewis, 2015, De Anza College. Adapted with permission.

About CEWE

Welcome to your Campus Equity Walkthrough Evaluation (CEWE) Tool*

**Acknowledgements*. Used with permission from 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 (Research, Planning & Professional Development) for California Community Colleges. (2011-2014). *Student support (re)defined: Equitable, integrated, cost effective*. https://rpgroup.org/Student-Support. Digital formatting and content changes by Dr. Óscar Fernández, Portland State University, University Studies, Portland, Ore.

**Seeking the CEWE's online version?* Go here: https://bit.ly/psu-cewe

Components

There will be three overarching **areas** that include **five sections** for you to evaluate during your walkthrough:

- Welcoming Environment (1. Public Space)
- Engaging Students (2. Policies & Practices)
- General Inclusion (3. Resources, 4. Assessment/evaluation, and 5. Attitudes/values)

Please complete all **five sections** as if you were new to the campus, new to the area or even new to the country! You may also wish to put yourself in another's shoes. For example, you might ask yourself if you were an undocumented person (a student or an employee) or in a wheelchair how welcomed and supported would you feel as you move through campus.

Once you complete the five sections, you will be offering a final analysis and synthesis of what you have seen and experienced.

Please enter your name here as "the observer" during your Campus Equity Walkthrough Evaluation (CEWE).

Walkthrough Components

There will be three overarching areas or sections evaluated during the walkthrough:

- Welcoming Environment (Public Space)
- Policies & Practices to Engage Students
- General Inclusion (resources, assessment/evaluation, and attitudes/values)

Please select the date you are reviewing these instructions and overview.

About the Campus Equity Walkthrough Evaluation Tool

We have built this tool to foster an interactive learning experience with the goal of answering the following question: **Is our Campus Student-Centered and Inclusive? ***

What is the purpose of the Campus Equity Walkthrough Tool? The goal of equity walks is to sharpen and focus the inclusion efforts and instructional leadership lens through the gathering of observational data to confirm or challenge assumptions regarding improvement and equity in the buildings. Adopting this tool allows institutions an opportunity to assess visual equity practices and sense of inclusion on campus. This tool gives students the opportunity to evaluate how inviting the campus appears, feels, and reflects a commitment to inclusion. It can also help to point out various areas that may have been previously overlooked and can be addressed efficiently.

Suggested Walkthrough Guidelines

- Select a team leader(s) to coordinate the walkthrough. The team leader(s) should organize an orientation meeting to review the tool with the program officers directing diversity efforts on your campus. For students, this will most likely be arranged by an instructor or a program coordinator with whom you are working. However, employee & student clubs and affinity groups, volunteers, and others interested in this activity are welcome and encouraged to initiate this process.
- We recommend that at least four students from various backgrounds work together to complete the evaluation walkthrough (if your group size is larger or smaller, please check with your instructor).
- Each student team can complete the walkthrough separately or as a team, but each person is encouraged to complete their own checklist. After completing your walk and gathering your individual notes, review together with the group. Your group review/dialogue is another opportunity to identify cross-cutting themes or patterns that emerged during your walk.
- After all parties have completed the walkthrough, the team leader schedules a meeting to discuss the observations and how to address areas that need improvement and highlight area of success. The team leader(s) should also collect the forms and submit a copy to program staff leading diversity and equity efforts for your organization.

The 5 Equity Lenses

- *Environment/Public*
- *Policies & Practices*
- *Resources*
- *Assessment & Evaluation*
- *Attitudes & Value*

Environment/Public

Environment/Public

- Space where students feel connected and nurtured.
- Students feel like they are part of the college community.
- 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 demonstrated in the campus' public spaces.

Is there evidence of a commitment to nurturing?

Please attach your evidence of a commitment to nurturing.

Are there certain areas on campus students/employees hang out around more or less?

How is the learning environment inclusive and reflective of individual learning profiles?

What can you discern from "walking the walls", describe the types of visuals you see on the walls, posters, images, flyers, etc.

What evidence do you see in the environment that demonstrates culturally relevant and responsive teaching and learning?

Please attach your evidence of an environment that demonstrates culturally relevant and responsive teaching and learning.

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*

Is there information present in various languages and literacy levels?

- *Yes*
- *No*

Is there posted information about a meditation or prayer room?

- *Yes*
- *No*

Is there a room identified for students with young children or a breastfeeding/lactation room?

- *Yes*
- *No*

Is there a parent room available and/or are family friendly classes available?

- *Yes*
- *No*

Overarching evidence for Environment /Public equity components.
Please add any additional media you have to support the statements on this page you have not already evidenced.
Please make sure your files are titled in a way that you can easily connect them to this topic that you are analyzing.
An option is to create a collection of images and videos and upload the collection here.

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 | | | | | | | | | | | *Highest score*

Policies & Practices

Policies & Practice / In-Class and Public Space

Students 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.

Are students engaged in curriculum decisions and campus planning? If so, how are you informed of this process? If so, how are you informed of this process?

Please share what you understand to be learning goals as a student at PSU.

Do you see information posted or available for students with learning needs?

- *Yes*
- *No*

Do you see information on special cohort programs and why they are available?

- *Yes*
- *No*

Are there gender-specific resources present?

- *Yes*
- *No*

What instructional strategies are being used in public space to encourage critical thinking and respect for differences?

What instructional strategies are being used in public space to encourage critical thinking and respect for differences?

- *Yes*
- *No*

Do assigned readings expose students to the various life experiences of different cultures and ethnic groups?

- *Yes*
- *No*

Overarching evidence for Policies & Practices equity components.
Please add any additional media you have to support the statements on this page you have not already evidenced.
Please make sure your files are titled in a way that you can easily connect them to this topic that you are analyzing.
An option is to create a collection of images and videos and upload the collection here.

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

What further dialogue regarding these facets of the CEWE policy & practices 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 policy & practices of equity how would you rank your institution overall in this category of equity?

1 being the lowest and 10 being the highest.

Lowest | | | | | | | | | | | *Highest*

Resources

Resources
Tutoring Centers, Counseling, Financial Aid, Special Student Programs, Library, Computer labs, etc.
Students are directed and focused.
Directed: Students have a goal and know how to achieve it.
Focused: Students stay on track- keeping their eyes on the prize.

Is it clear what resources are available?

- *Yes*
- *No*

Are you comfortable asking for help to find the resources you need?

- *Yes*
- *No*

Is the process of obtaining resources clear and easy to follow?

- *Yes*
- *No*

Are you able to obtain information about food programs, scholarships, etc. easily?

- *Yes*
- *No*

Are you able to easily identify posted information on educational resources and pathways to graduation or transfer?

- *Yes*
- *No*

Are you able to identify crises or specialized community assistance?

- *Yes*
- *No*

How do the resources recognize and value different learning styles?

Overarching evidence for the resource's equity component.
Please add any additional media you have to support the statements on this page that you have not already evidenced. Please make sure your files are titled in a way that you can easily connect them to this topic that you are analyzing. An option is to create a collection of images and videos and upload the collection here.

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

What further dialogue regarding these facets of the CEWE resources 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 Resource lens of equity, how would you rank your institution overall in this category of equity?

1 being the lowest and 10 being the highest.

Lowest | | | | | | | | | | | *Highest*

Assessment & Evaluation

Assessment and Evaluation

Students are directed and focused.
Directed: Students have a goal and know how to achieve it.
Focused: Students stay on track- keeping their eyes on the prize.

Are you familiar with the guidelines on assessment and evaluation used in this school/school system?

- *Yes*
- *No*

Are they easy to find?

- *Yes*
- *No*

Are there opportunities to evaluate your instructors and the college?

- *Yes*
- *No*

Is there publicly located feedback or input stations available?

- *Yes*
- *No*

What are the homework policies and how are they personalized to address diverse learning styles?

Is there evidence of students being able to use differing learning styles to submit work?

Please add evidence you located of being able to use differing learning styles to submit work.

Is student work on display?

- *Yes*
- *No*

Where do you see student work displayed?

Are you able to easily locate the assessment office?

- *Yes*
- *No*

Do you know where to find the disability support and programs department?

- *Yes*
- *No*

Were there signs for a disability support and programs department?

- *Yes*
- *No*

Overarching evidence for the resources assessment & evaluation component.
Please add any additional media you have to support the statements on this page that you have not already evidenced. Please make sure your files are titled in a way that you can easily connect them to this topic that you are analyzing. An option is to create a collection of images and videos and upload the collection here.

What further dialogue regarding these facets of the CEWE assessment & evaluation aspect of equity were generated by your observations and evidence gathering?

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

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

1 being the lowest and 10 being the highest.

Lowest | | | | | | | | | | | *Highest*

Attitudes & Values

Attitudes and Values
Student experiences feeling connected and nurtured.
Connected: Student feels like they are part of the campus community.
Nurtured: Student feels somebody wants and helps them to succeed.

What is the feeling you experience walking or moving around campus?

Are students discouraged from using racial and ethnic slurs by helping them understand that certain words can hurt others?

- *Yes*
- *No*

Please describe how you have personally experienced being discouraged from using racial and ethnic slurs or have been helped to understand that certain words can hurt others.

As a student, is the process used by your professor or instructor to screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them to students in the class clear to you?

- *Yes*
- *No*

Is it understood that students from different cultures will have different expectations from their society for doing well in school?

- *Yes*
- *No*

Please describe where you have encountered different cultural expectations discussed in class or illustrated in public ways.

Do class goals, policies, and procedures incorporate principles and practices that promote cultural diversity, cultural competence and linguistic competence?

- *Yes*
- *No*

Are these goals, policies, and procedures posted?

- *Yes*
- *No*

Can students vote on school policies and practices?

- Yes
- No

Is there information publicly available on student voting for policies and practices?

- Yes
- No

As a student are you, or have you been, engaged in any way regarding changes or contributions to a course syllabus?

- *Yes*
- *No*

Do the halls, cafeteria, lounges and other public spaces communicate that students are valued and their success matters?

- *Yes*
- *No*

Please attach specific evidence of communication in public spaces that students are valued and their success matters.

Overarching evidence for the attitudes and values equity component.
Please add any additional media you have to support the statements on this page that you have not already evidenced. Please make sure your files are titled in a way that you can easily connect them to this topic that you are analyzing. An option is to create a collection of images and videos and upload the collection here.

What further dialogue regarding these facets of the CEWE attitudes & values aspect of equity were generated by your observations and evidence gathering?

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

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

1 being the lowest and 10 being the highest.

Lowest ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ *Highest*

Final CEWE Analysis

Below you will find a prompt/reminder of the aspirations that, when present at your institution, indicate excellence in equity. Please review these, and the specific equity lens workbook page you completed related to that lens, and then offer a 250-300-word synthesis/analysis that includes your experiences, reflections on evidence gathered, and your stated outcomes/rankings of that lens with supporting reasoning. You will complete a synthesis/analysis for each of the five sections. You will then be asked to provide an overall ranking and a short list of potential persons to share your final report with.

The aspiration for the Environment/Public lens:

Space where students feel connected and nurtured.
Students feel like they are part of the college community.
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:

Students 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

The aspiration for Resources: Tutoring Centers, Counseling, Financial Aid, Special Student Programs, Library, Computer Labs, etc.:

Students are directed and focused.
Directed: Students have a goal and know how to achieve it.
Focused: Students stay on track- keeping their eyes on the prize.

Resources Analysis
250-300 words

The aspiration for Assessment and Evaluation:

Students are directed and focused.
Directed: Students have a goal and know how to achieve it.
Focused: Students stay on track- keeping their eyes on the prize.

Assessment and Evaluation Analysis
250-300 words

The aspiration for Attitudes and Values:

Student Support (Re)defined Alignment: Student experiences feeling connected and nurtured.
Connected: Student feels like they are part of the campus community.
Nurtured: Student feels somebody wants and helps them to succeed.

Attitudes and Values Analysis
250-300 words

Overall ranking of campus equity:

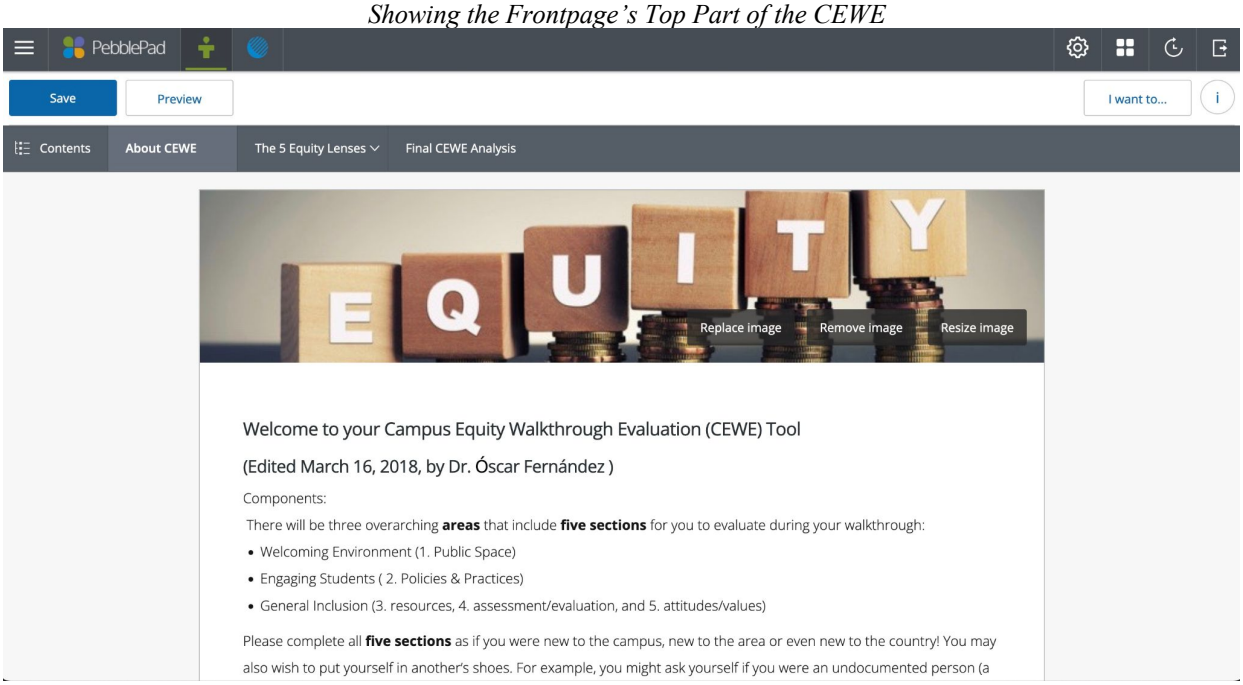
Now that you have completed your campus equity walkthrough evaluation and synthesis, what OVERALL equity ranking would you offer this institution?

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?

Appendix C
Sample Screenshots of the CEWE (Campus Equity Walkthrough Evaluation)

Figure C1
Showing the Frontpage's Top Part of the CEWE



Note. Because most CEWE's ePortfolio pages do not fit in one screenshot, Figures C1 and C2 together show how CEWE's frontpage appears to students.

Figure C2
Showing the Frontpage's Bottom Part of the CEWE

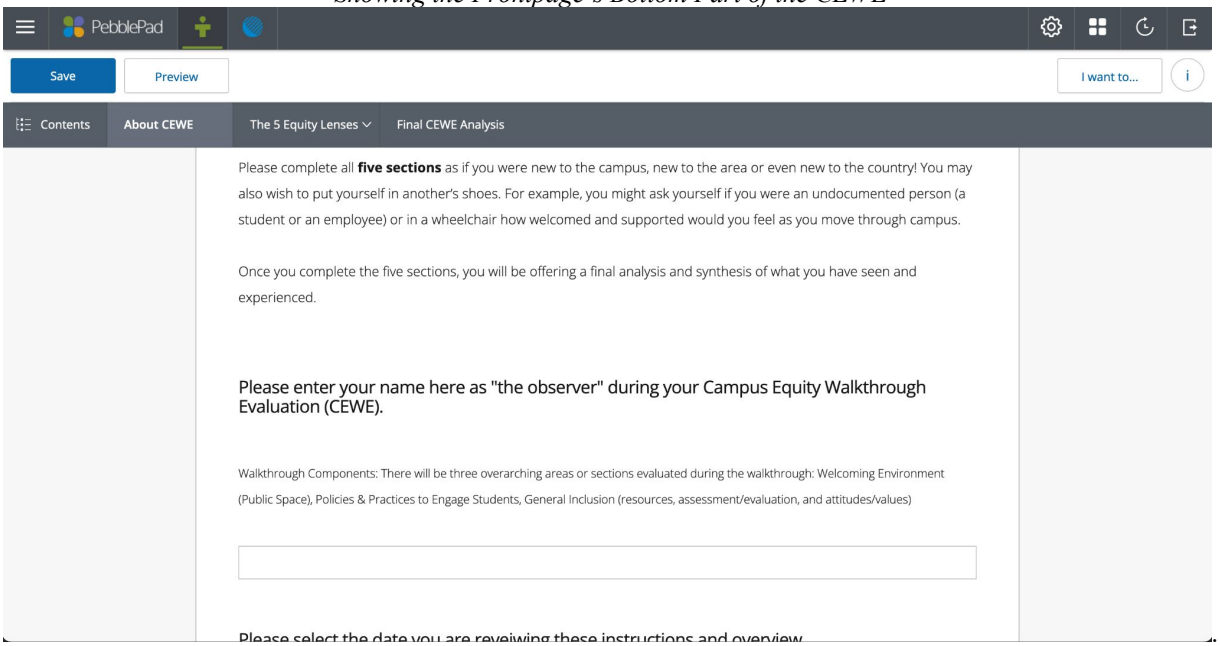


Figure C3

Students Complete Open-Ended Questions in the CEWE

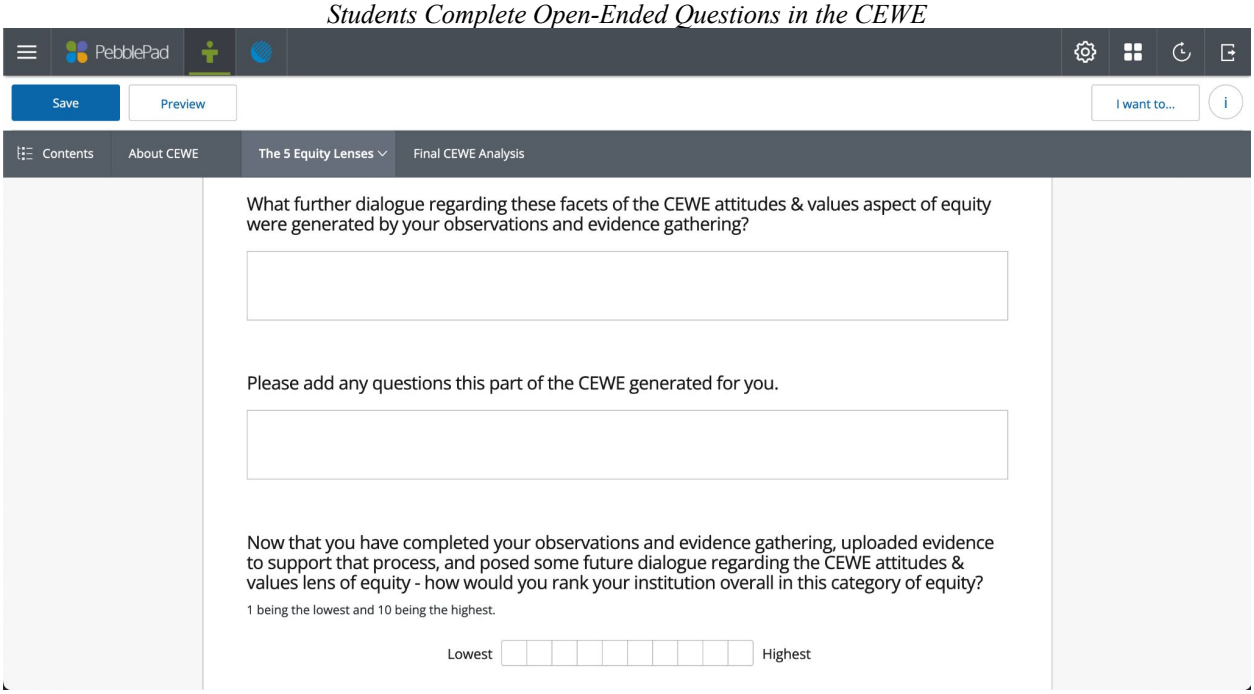


Figure C4

Students Complete Numerical Rankings for Each of the Five Equity Lenses

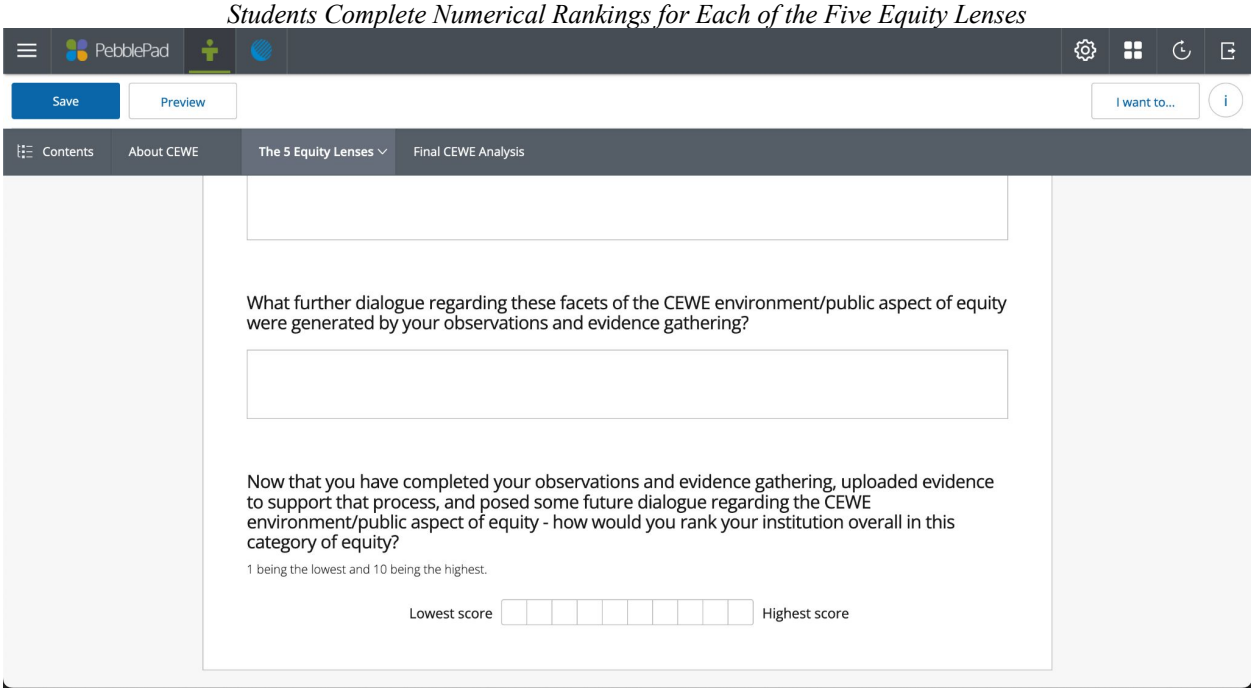


Figure C5

Students are Asked to Provide a Qualitative Analysis of Each of the Five Equity Lenses

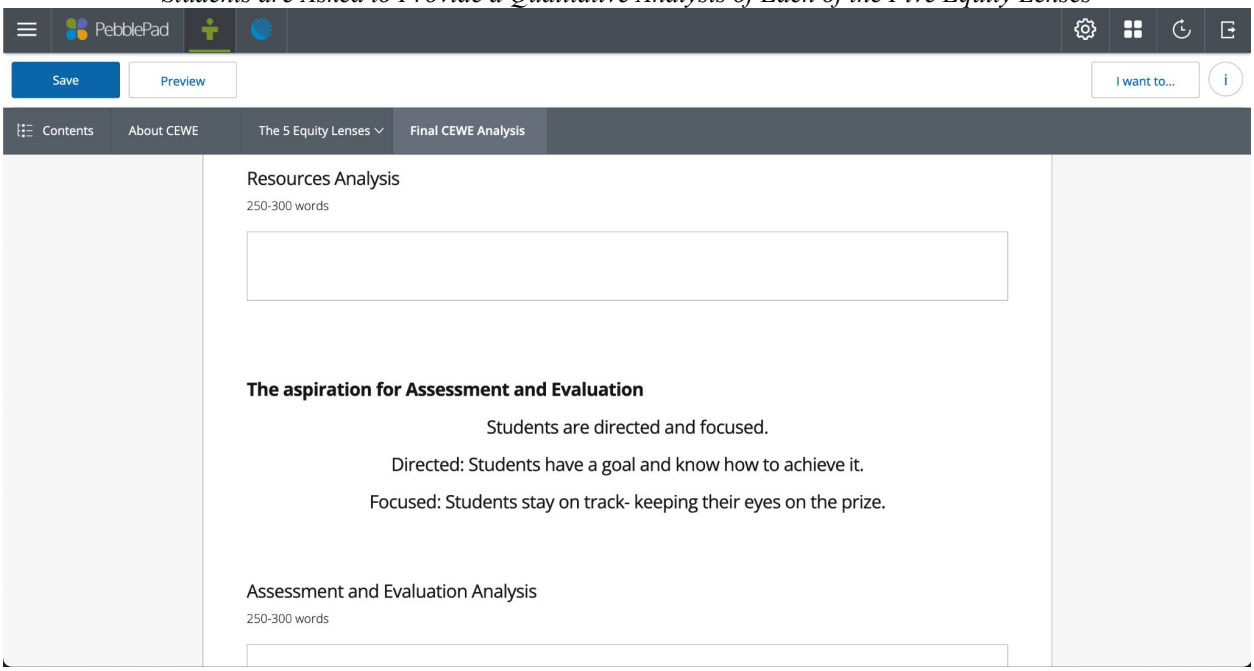
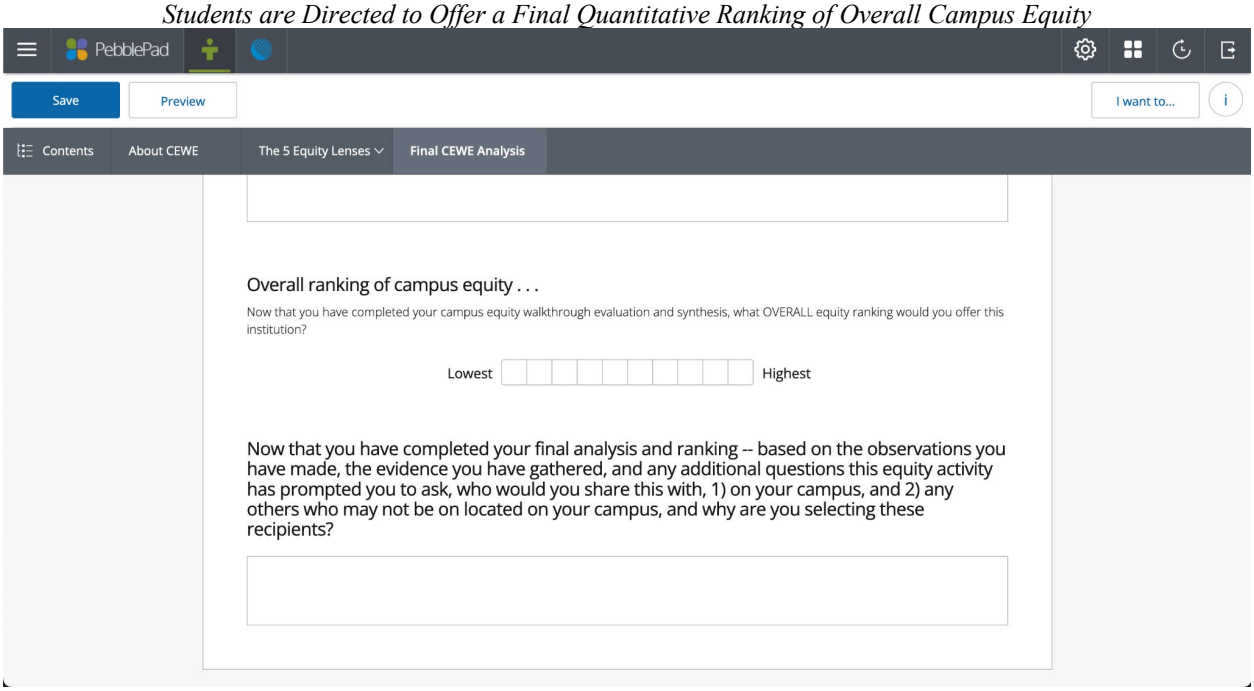


Figure C6

Students are Directed to Offer a Final Quantitative Ranking of Overall Campus Equity

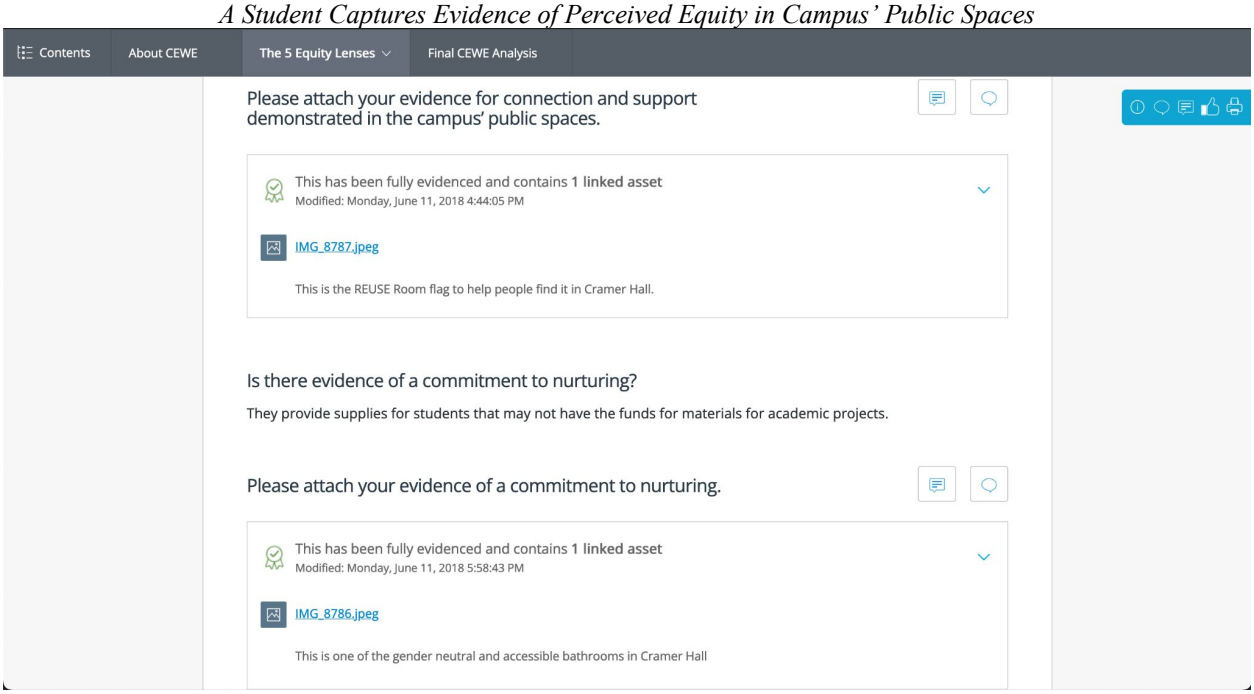


Appendix D

Screenshot Samples of a Student's Completed CEWE (Campus Equity Walkthrough Evaluation)

Figure D1

A Student Captures Evidence of Perceived Equity in Campus' Public Spaces



Note. The five images (Figures D1-D5) only show sample pages of a completed CEWE. The CEWE itself is longer (Appendix B). Students can upload photos or videos. In this case, the student uploaded two images (IMG_8787 and IMG_8786). Figure D2 and D3 will show these two images.

Figure D2
Showing the First "Linked Asset" (IMG_8787) Shown in Figure D1

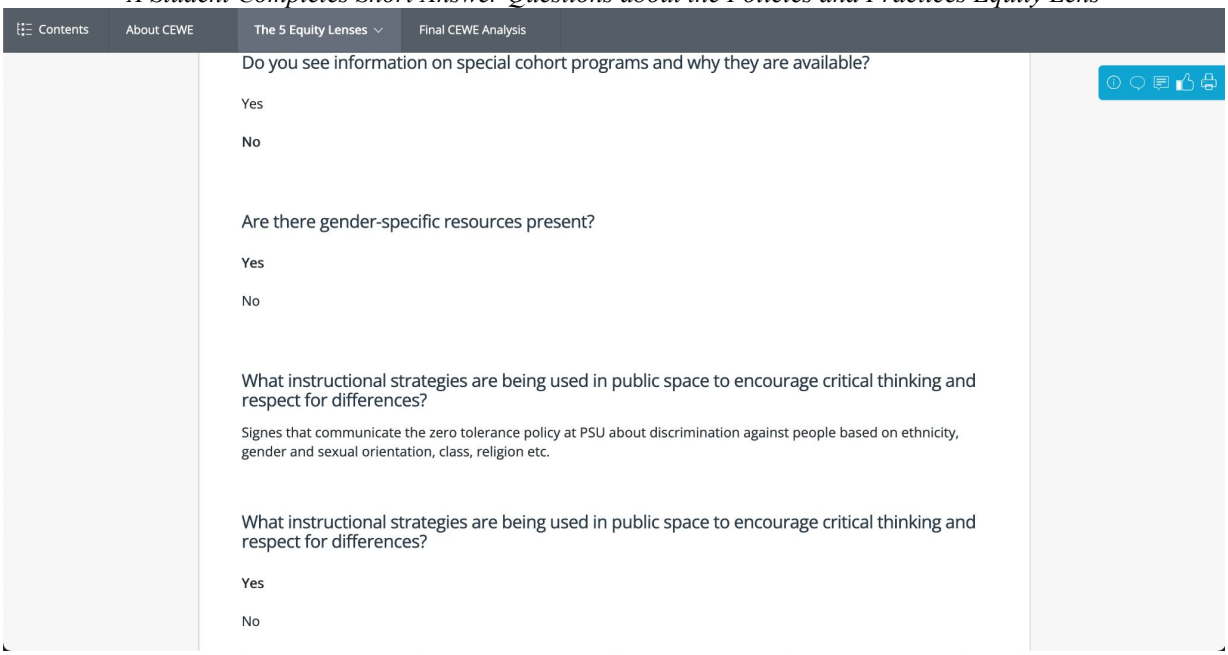
Note. In PebblePad, "linked assets" refer to any artifacts uploaded by users (e.g., documents, videos, photographs). Such "linked assets" are created by users—or borrowed from other sources. In this study, "assets" refer to written reflections, photos, and videos uploaded by students for the purpose of completing the CEWE. The image shows the "Re-Use Room" (Cramer Hall, first floor, an academic building), a room where students find a wide range of upcycled products (e.g., dormitory appliances, clothing, office supplies) from around the campus.

Figure D3
Showing the Second "Linked Asset" (IMG_8786) Shown in Figure D1

Note. The image shows a wheelchair accessible bathroom (Cramer Hall, first floor, an academic building).

Figure D4

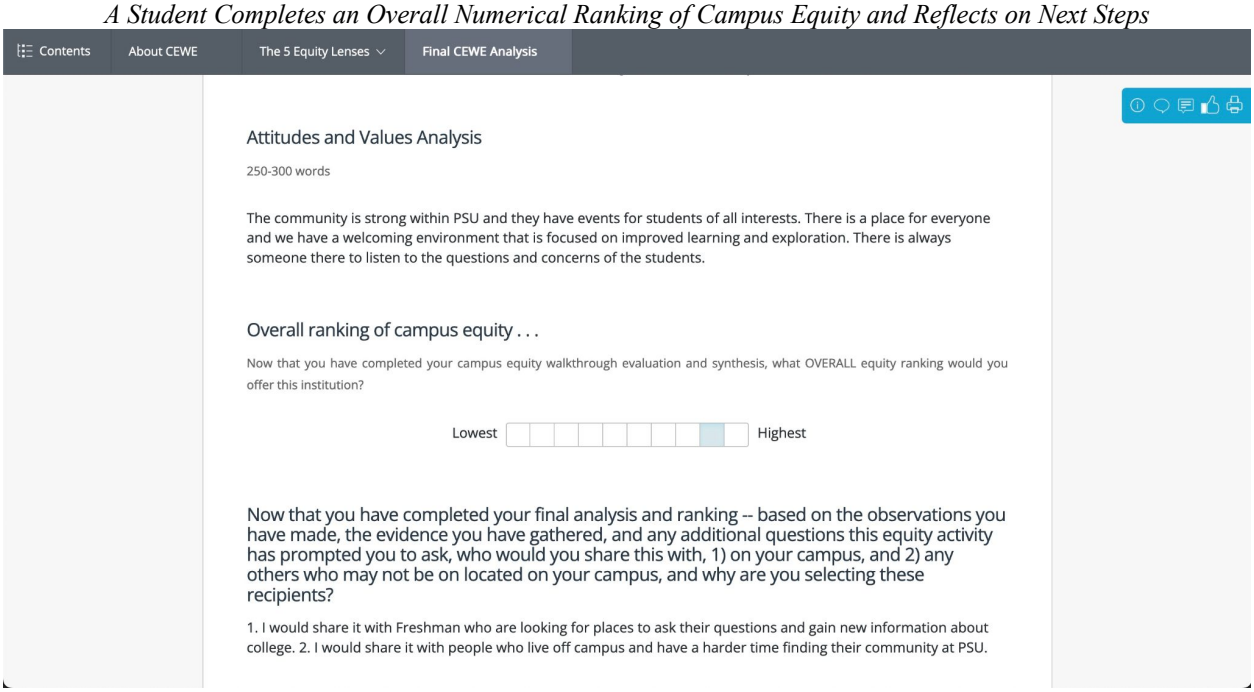
A Student Completes Short Answer Questions about the Policies and Practices Equity Lens



Note. The questions ranged from yes/no questions to deeper ones (e.g., "what instructional strategies are being used in public space to encourage critical thinking and respect for differences?")

Figure D5

A Student Completes an Overall Numerical Ranking of Campus Equity and Reflects on Next Steps



Note. In this CEWE-specific numerical ranking, "lowest" refers to "1" (lowest perceived rank of campus equity); "highest" refers to "10" (highest perceived rank of campus equity).