The Small Campus with the Lion Heart: Becoming the Change We Want to See

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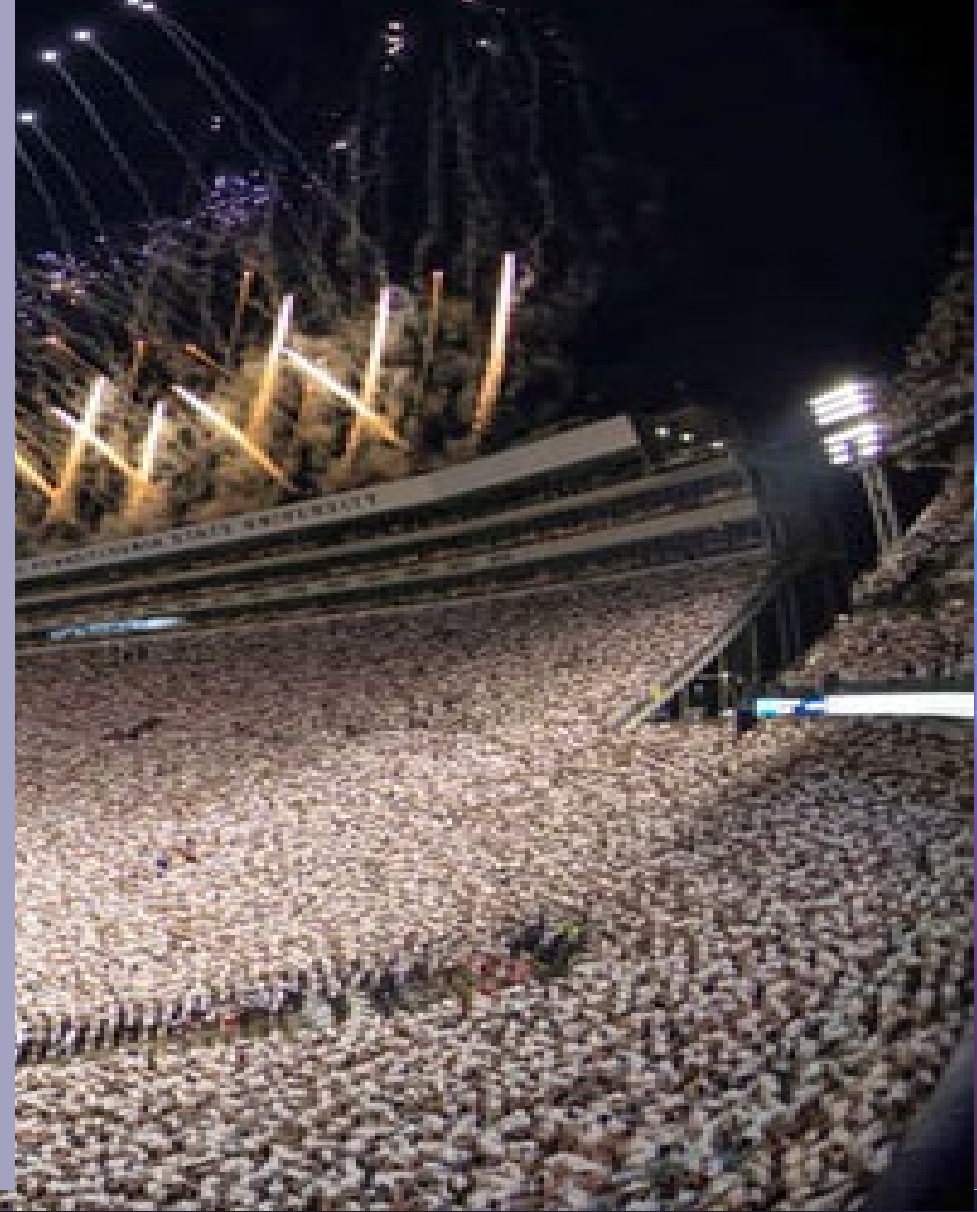
Agenda

Introduction

The Foundation: The Crossing Bridges Summit

The Racial Equity and Social Justice Task Force

Introduction

What does "WE ARE" Really mean?

Photo courtesy Scott Taetsch/Getty Images

Topic one

- The Crossing Bridges Summit experience…

- 2017 was the genesis

- National speakers and local activists

- Building bridges to the community. Changing the PSUGA community from within. Silence is a sound. This was our response to the pain.

The Response to the Murder of George Floyd…

Topic 2 – The Task Force

"What we saw in 2020 might be the largest international anti-racism movement in history" – Dr. Marcus Rediker

Racial Equity and Social Justice Task Force Recommendations

(2021 implementation)

Recommendation 1: Required First Year Course -- Develop a required course that will educate students about racism as well as remediation steps to address it.

4 Major academic components of Anti-racism course. (Co-Instructional Model)

The course will include four major modules to understand racism:

➤ **Historical** (Understanding the historical roots and unique character of American racism)

➤ **Socio-Political** (Understanding the structural forces that have hardened and sustained racism)

➤ **Representational** (Examining the contemporary reproduction and normalization of racism through media channels);

➤ **Psychological** (Understanding the inception and collateral psychological effects of racism – how does it impact practitioners as well as those aggrieved by racist practices)
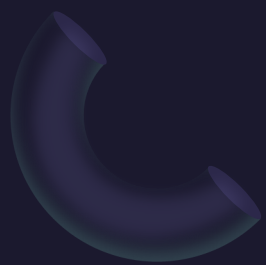
Further Recommendations. These 3 Have all been implemented in some form.

Recommendation 2: Develop a series of workshops for faculty and staff to educate employees about racism and social justice. These workshops will also aim to help shape a campus culture in which 'anti-racism' is a consensual reality.

Recommendation 3: Create an evolving list of relevant books; articles; movies; documentaries; music; exhibitions; that address racism and social justice methods.

- PSUAFAMdraft.mp4

Becoming the Change We Want to See…

So, what does "WE ARE" really mean? If we are not the university (*one university geographically dispersed)* we want to be, in terms of diversity, equity and inclusion, how do we get there. How do we BECOME?

BE GREATER is an institutional but also a human mandate. How do we make Penn State more humane? How do we end the "silence"? How do we become leaders and not reactionary followers? How do we end the exhaustion of those fighting? How do we hear our marginalized faculty? How do we embrace? How do we center our students? How do we make our campus configuration more egalitarian concerning these issues? How can we bear fruit from this freedom struggle?

HOW DO WE BECOME GREATER?

Penn State Greater Allegheny

Gen 1

Equity Evaluation Training Program

ACADEMIC LEADERSHIP FORUM-Session III
Penn State DEIB Initiatives
PRESENTER: ERICA LYNN WILLIS,
DIRECTOR TRIO STUDENT SUPPORT SERVICES

Guiding Perspective

"Institutions have to believe that all students, not just some,
have the ability to succeed under the right set of conditions –
and that it is the <u>INSTITUTION'S RESPONSIBILITY</u> to
construct those conditions."
Engstrom & Tinto, 2008

Program Overview

01

Funding

Funding for this project was received from EOPC.

02

Alignment with Campus Strategic Plan

2.3.2 Develop equity indicators and benchmark goals that help uncover barriers to access, affordability, retention, and graduation rates for historically underserved/excluded student populations.

03

Genesis of the Work

Crossing Bridges - Dr. Anthony Mitchell

Equity Pedagogy Network - Dr. Alicia Dowd and Paula Smith (retired) Co-leads.

Overview

The pilot program is designed to train faculty and staff to become EQUITY-MINDED leaders that can identify and eradicate institutional structures, policies, and practices that perpetuate disparate outcomes for underserved and minoritized students.

Overview

The focus is not be on "fixing individual students, but instead will examine the sociostructural dynamics" (Castro, 2013) that reinforce systemic inequity at the campus level, and then using that information to identify equity-centered interventions that produce more equitable educational outcomes.

Guiding Questions

- After completing an equity -based comparison of incoming cohorts versus the 4 - and 6-year graduating cohorts what is the difference in demographic representation?

- What are the educational outcomes for students from historically excluded groups compared to their white peers?

- How are institutional conditions (policies and practices) contributing to the disparity in experiences and outcomes among students?
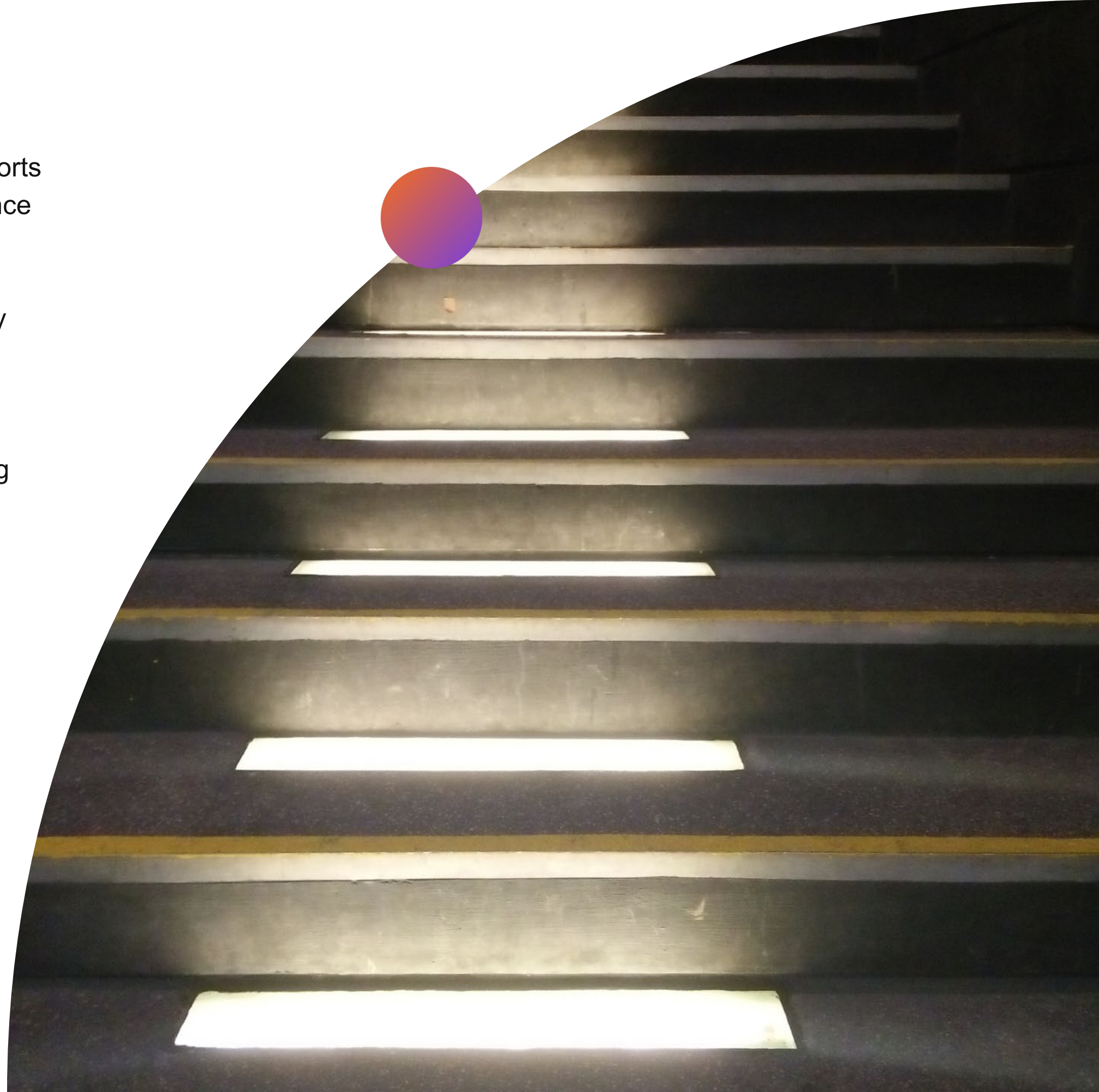
Guiding Questions

- What high -impact educational practices are being offered through the university and how are we making sure that students, particularly those who are from historically excluded groups, have equitable access to these opportunities?

- How can we create equity -minded pathways for students (1) to have knowledge of and (2) have access to high -impact practices and services/supports that lead to graduation and gainful employment?

- How do we improve institutional conditions to better support student outcomes?
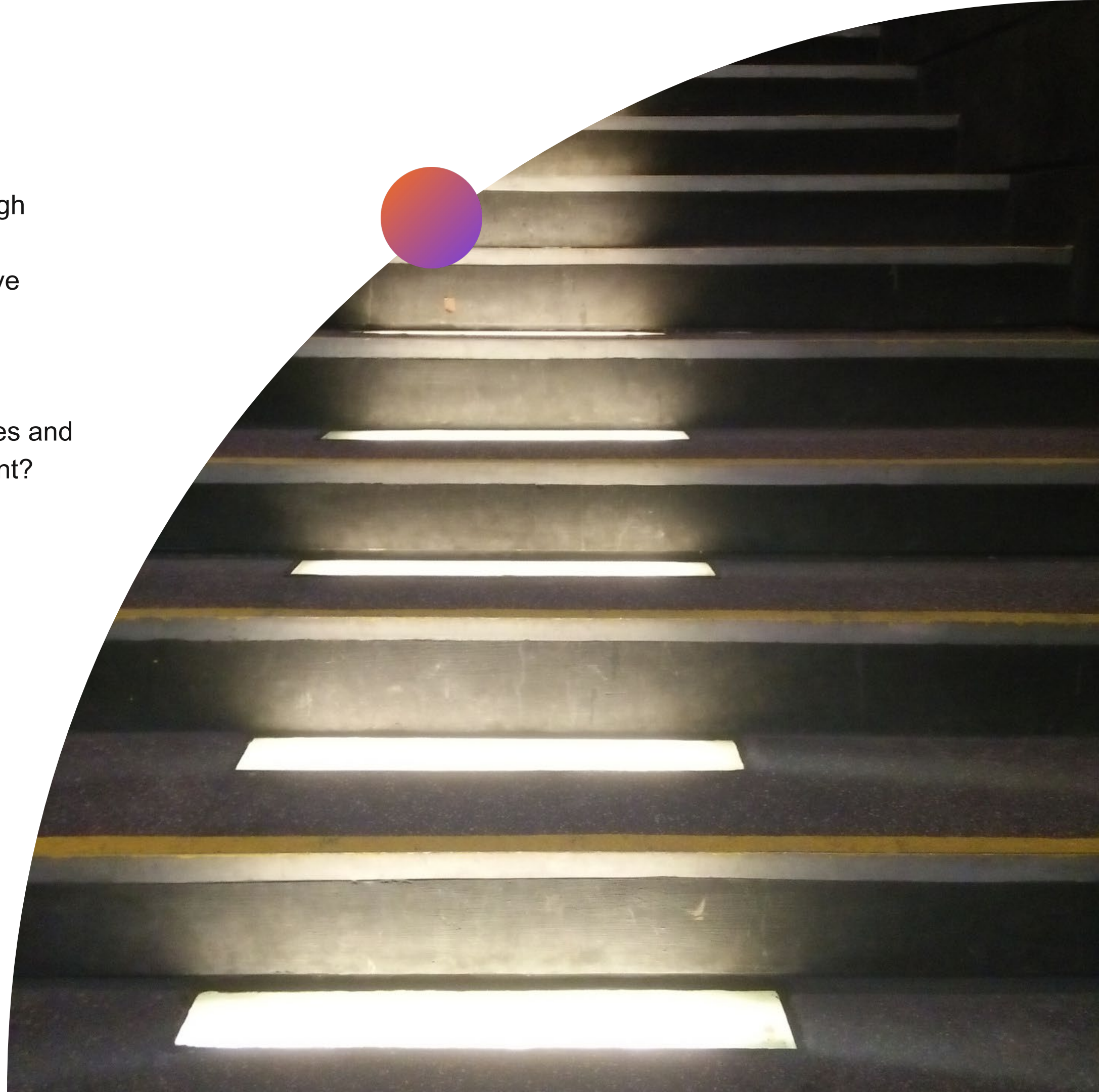
Implementation Plan

- Work with Advisory Board to get feedback on program and develop data collection plan.

- Create Student DEI & Student Success Taskforce using student workers.

- Student working group tasked with defining student success and addressing elements of the strategic plan from a student perspective – Set-up like Model UN have students put together action items.

- Develop a schedule of working sessions that train equity evaluators on how to identify and collect baseline data based on the Equity Scorecard Process.

Implementation Plan

- Train equity evaluators to examine student cohort data (both disaggregated and at identified intersections) to identify equity gaps and determine barriers to access, student participation in high   -impact practices, retention, and graduation rates.

- Conceptualize and coordinate equity   -centered interventions that address identified equity gaps.

- Develop a plan to conduct routine improvement reviews that reexamine data and effectiveness of implemented interventions.

Advisory Council

- Dr. Alicia Dowd - Professor of Education Higher Education, Director and Senior Scientist, Center for the Study of Higher Education, Co-Lead Equity Pedagogy Network
- Dr. Roderick Lee - Director of Information Technology Degree Programs and Associate Professor of Information Systems
- Daniel Newhart - Assistant Vice Provost for Planning in the Office of Planning, Assessment and Institutional Research (OPAIR)
- Alan Daigle - Instructional Designer
- Lorraine Craven – Director of Student Services & Engagement
- Erin Morton - Regional HR Strategic Partner, Human Resources
- Denise Poole - Director Student Success Initiatives
- Ashley Jackson - Equity Consultant
- Dr. Jennifer Hamer - Special Adviser for Institutional Equity

EQUITY SCORECARD FRAMEWORK

Uses routine data that when disaggregated by race, ethnicity, socioeconomic status, first-generation status etc., bring to lights patterns of inequitable educational outcomes (Bensimon & Malcolm, 2012, p.46).

Equity Scorecard Framework Perspectives

01

ACCESS PERSPECTIVE

Uses equity indicators of access to show the extent to which underserved students have access to programs and resources that significantly impact their ability to compete for economic and educational advancement.

02

RETENTION PERSPECTIVE

Uses equity indicators to determine retention rates of underserved students across programs, from year to year through graduation – Retention, Graduation, Persistence, Academic Progress, Academic Standing

03

EXCELLENCE PERSPECTIVE

Uses equity indicators to depict underserved students' access to exclusive advantages, benefits, resources, elite programs, high impact practices.

Data Collection & Analysis

Disaggregated Data

Data disaggregated and analyzed by race, ethnicity, socioeconomic status, first-generation status etc.

Intersectional Data

Data analyzed at the intersection of race, ethnicity, socioeconomic status, first-generation status etc.

Data Request Template

STUDENT PROFILE

Guiding question – Who are the students that we serve?

Demographics – Race/ethnicity, gender, first-generation status, income status, Pell Eligibility Status.

Educational Profile - Academic Data
- High Schools Represented
- Top Majors Interested in based on
- Average SAT Scores
- Average Evaluation Index
- Average ALEKS scores
- High School GPA
- DUSC Student Admission Type – Conditional Admits versus Degree Seeking
- Students in DUS Major
- Major Preferences
- Foundational Class Enrollment

Data Request Template

Access Perspective Guiding Question – To what extent do underserved students have access to programs and resources that significantly impact their ability to compete for economic and educational advancement?

- Enrollment in academic majors that align with high demand/high-wage occupations – STEM majors.

- Representation of students who expressed interest in a STEM major when entering the university, students who completed Entrance to Major (ETM) requirements to enter STEM major, and students who completed degree program within a STEM major. What other majors should be considered?

- STEM Course Equity Data & other Course Equity Data (comparing A-C grades earned to D, F, LD, W grades earned for each course) - What are the gatekeeper courses?

- Ability to Participate in Study Abroad Opportunities

Data Request Template

Retention Perspective Guiding Question – What are the retention rates of underserved students across programs from year to year through graduation?

- 4-year & 6-year graduation rate who graduated from GA all majors

- 4-year & 6-year graduation rate who graduated from GA and UP with a STEM major

- Academic Standing Academic Warning - # of students in academic warning status, and number of students with GPA below 2.0.

- Persistence/Retention Rate from Year to Year

- Freshman Persistence rate

- Student not meeting Academic progress (meeting 67% criteria for financial aid purposes); Students not in good academic standing (less than 2.0 GPA)

Data Request Template

Excellence Perspective Guiding Question – What is the level of access to exclusive educational experiences (high impact practices), advantages, resources, and elite programs?

- Participation in High Impact Practices: Undergraduate Research; First-year seminars & experiences, Professional Experiences; Study Abroad/Study Away; Self-Directed Student Engagement; Volunteerism; Community-based Learning; Courses with Out-of-Class Components; Creative Accomplishments; Peer Mentoring; and/or Organizational Experiences; Institutional Scholarships, Trio Student Support Services. How do we define High Impact Practices at our campus?

EXCELLENCE

Deliverables

- Completed Data Request Template including information on where/how to access.
- Sharepoint/Canvas Course or other recommendation that includes resources/training information.
- Student -Led Student Success Taskforce – Collaboration with Student Affairs and Learning Center
- Webinars/Working Sessions
  - Institutional Policies that Help and not Hinder
- Student Success & Advocacy Plan

Highlighting Student Voice in this Process

Student Success Student Led Taskforce

- Survey developed in collaboration with Lorraine Craven (Director of Student Affairs), Louise Aravich (Assistant Director of Student Affairs) and Siobhan Brooks (Learning Center Director).
- Questions were framed using Tinto's Model 5 areas of Student Success
- Facilitated survey with RA Class to get their perspectives on student success, college expectations/experiences, sense of value/social integration.

Institutional Policies that Help and not Hinder

- Working Session that pulls together campus registrar's and advising managers across campuses to highlight those policies that support student success.
- Have held preliminary meeting with Chip Roberts (GA campus registrar) and Dr. Erica Tachoir to identify policies and practices that support student success.
- Information gathered from this working session will be included in a Repository that will be easily accessible.

Considerations

- Bridging the Curricular and Co -Curricular Divide to better support student success.

- Data Collection Process - Development of Query Report based on Data Collection Plan

Thank You