

## The Time Is Now:

# Forging New Visions for Equity in the CSU

## The Second Annual Statewide Conference by the CSU Network

Proposals for presentations are due June 4, 2021 at:

<https://forms.gle/iW2Kyh2z7uDY7aPM9>



The convergence of two pandemics, COVID-19 and racial injustice, has magnified structural inequities in the United States and created renewed momentum for immediate change, including in higher education. In the largest four-year university system in the world, how are we as middle leaders—CSU faculty, staff, and administrators—building on this momentum to forge new goals and actions for equity on our campuses?

For this year's conference, the CSU Student Success Network is seeking presentations from middle leaders and students across the CSU about their perspectives and experiences in understanding, adapting, and innovating to respond to and reduce racial and other inequities at all levels on campus. Questions we would like to engage include:

- What evidence are we collecting, sharing, and discussing—and with whom—to identify and address racial and other disparities?
- How are we investing in equity efforts in and across our classrooms, academic programs, student services, administrative structures, and institutional policies?
- What are we doing to improve advising, health, and counseling services to better support students' whole selves—whether they are advancing or in crisis? And how have we adapted coordinated care processes for a virtual environment?
- What changes in budgeting, strategic planning, academic policy, and hiring are being considered, and who is included at the table?
- How are we innovating curriculum, pedagogy, or modes of instructional delivery to better support student learning and reduce racial, socioeconomic, and first-generation inequities?
- How are we leveraging this opportunity for change, and what early outcomes and implications have we seen?

### A Virtual Conference

October 13 and 14, 2021

*Registration is free for all CSU faculty, staff, administrators, and students.*

**Submit your proposal by  
June 4, 2021.**

We are particularly interested in approaches that build from limited resources in supporting the whole student; that are attentive to self-care for all involved, especially students and equity leaders; and that are directed toward creating a more equitable future for our students, the CSU, and California. We also welcome presentations that reflect on change efforts that may not have gone as planned, as the nature of change is far from linear and we often learn just as much, if not more, from mistakes and deviations.

### Why an Annual Conference?

The CSU Student Success Network Conference is designed by and for middle leaders and students in the CSU. Its purpose is to advance equitable student success by providing faculty, staff, administrators, and students with an annual statewide opportunity to share actionable research, evidence, and practices for use or adaptation on our own campuses. The conference builds relationships and knowledge exchange across the CSU.

### What is the CSU Student Success Network?

We are CSU faculty, staff, administrators, and students working together across the system to improve equitable student learning, engagement, progression, and success. We create opportunities for middle leaders in the CSU to come together to take the lead on identifying the institutional and structural challenges students face and support each other in creating learning environments where all students can thrive. The CSU Network is facilitated by the [Education Insights Center \(EdInsights\)](#) at [Sacramento State University](#).

### A Virtual Conference

The conference is being planned as a virtual event for fall 2021, with two mini conferences offered on separate days to provide for an engaging experience. We plan to use ON24 as a one-stop online platform. Presenters do not need to be familiar with ON24. The CSU Network will provide support for presenters in using the platform.

#### Conference Outcomes:

**Equity.** Increase understanding of equity opportunities and challenges.

**Knowledge.** Learn about practical, evidence-based examples of student success efforts.

**Relationships.** Build relationships with colleagues at your campus and from across the CSU who are involved in campus-level efforts to support equitable student success; and identify connections among student success efforts across the CSU.

For questions about proposals or the conference, please contact Dr. Larissa Mercado-López, Conference Director, at [lmercado@csufresno.edu](mailto:lmercado@csufresno.edu).

*The CSU Student Success Network is facilitated by the [Education Insights Center \(EdInsights\)](#) at [Sacramento State](#). EdInsights is devoted to student success and the public benefits of education. Our mission is to inform and improve policymaking and practice for K-12 education, community colleges, and public universities.*

## Goal for Presentations: Building Momentum for Evidence, Learning, and Engagement in Equity Efforts in the CSU

The [CSU Student Success Network](#) invites CSU faculty, staff, administrators, and students to submit proposals for presentations in *panel* or *demonstration* formats.

**Panels** will be 60 minutes long featuring 2-5 speakers presenting on a single topic, project, or theme; panelists can be collaborators or members of a team or individuals from various campuses. Panels will include time for Q&A and create opportunities for audience inclusion and engagement through the chat and Q&A function.

**Demonstrations** will be 30 minutes long featuring one or two speakers who will demonstrate an innovation, tool, or practice that enhances a process, improves the delivery of teaching or advising, or responds to a problem. Presenters should clearly explain the impact, effect, or change that was achieved and how the tool or practice can be easily replicated on attendees' own campuses. Examples of processes, tools, or policy changes that can be demonstrated include paper-to-virtual advising forms, changes to grading policy language that supports eligibility and retention, temporarily revised assessment plans, basic needs and mental health resource modules, advising chat bots, etc.

For both formats, we are looking for presentations that demonstrate evidence of reflection on the process of learning, engagement, and inclusion to understand and address racial and other inequities. In this context, evidence may include but is not limited to fully formed models and long-term outcomes: our broader definition of evidence also includes evidence collected at all stages in the change process, such as identifying disparities, building coalitions, setting goals, designing new approaches, implementing programs, working across silos, and analyzing preliminary outcomes. Presenters might consider the following questions when choosing evidence to share:

- What evidence did we use to launch our efforts in this area?
- What did we learn in developing or implementing our approaches?
- How do we know what we know?
- What agency do we have as middle leaders?
- How are we using what we have learned to move forward?

**We strongly encourage sessions that demonstrate the varied ways in which students are represented.**

This can look like including students as co-presenters, examples of student experiences, or integration of student voice. Panel presentations should aim to engage participants in active learning where possible—for example, through demonstrations, hands-on activities, reflection and narrative exercises, small- and large-group discussions, case studies/problem-solving, and application of research or evidence. Demonstrations should equip participants with concrete tools or methods that attendees can readily use or apply on their own campuses. Our conversations with our peers should challenge us, inspire us, and provide us with reflections and approaches to consider at our home institutions.

# CSU Student Success Network Conference | Proposal Guidelines

## Proposal Guidelines for 60-Minute Panel Sessions

The online proposal form will ask you to address the following:

1. A title
2. A description (up to 150 words) of your session for use in the conference program
3. The strand your session best fits (see next pages)
4. Contact information for the presenter(s): Names, email addresses, summer contact email (if different from primary email), phone numbers, campus affiliation, mailing addresses, campus roles (faculty, staff, administrator, student); a primary contact person should be chosen for presentations with multiple presenters
5. An explanation (up to 200 words) of a) learning outcomes for your session and b) how your presentation provides practical examples of how colleges can improve student success
6. A statement (up to 200 words) about the relationship of your session topic to the conference's theme of forging new visions for equity in the CSU
7. An explanation (up to 200 words) about how your presentation demonstrates evidence (data), or evidence of reflection on the process of learning, engagement, and inclusion, to understand and address racial and other inequities.
8. If or how your session will include student representation. This can include students as co-presenters, examples of student experience, or integration of student voice. Proposals involving students are encouraged and looked upon favorably.

## Proposal Guidelines for 30-Minute Demonstrations

The online proposal form will ask you to address the following:

1. A title
2. A description (up to 150 words) of your session for use in the conference program
3. The strand your session best fits (see next pages)
4. Contact information for the presenter(s): Names, email addresses, summer contact email (if different from primary email), phone numbers, campus affiliation, mailing addresses, campus roles (faculty, staff, administrator, student); a primary contact person should be chosen for presentations with multiple presenters
5. A description (up to 200 words) of the innovation, tool, or practice that you will be demonstrating, the impact/effect it had, the ease with which it can be adapted for use on other campuses, and what attendees can expect to learn from the session
6. A statement (up to 200 words) about the relationship of your session topic to the conference's theme of forging new visions for equity in the CSU
7. An explanation (up to 200 words) about how your presentation demonstrates evidence of reflection on the process of learning, engagement, and inclusion to understand and address racial and other inequities.

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For questions about proposals or the conference, please contact Dr. Larissa Mercado-López, Conference Director, at [lmercadolopez@csufresno.edu](mailto:lmercadolopez@csufresno.edu). For more information, visit: <http://www.csustudentsuccess.net>.

## CSU Student Success Network Conference | Session Strands

We invite proposals that are aligned with the strands identified in bold below. Within any of the strands, we are particularly interested in the following kinds of perspectives, evidence, and experiences related to forging new visions for equity in the CSU:

- What changes are we making in our classrooms, programs, student services, administrative processes, institutional policies, or otherwise to identify and address racial and other disparities on campus?
- At what stages are we in our change efforts, such as identifying inequities, building coalitions, setting goals, designing new approaches, implementing programs, working across silos, and analyzing outcomes?
- What have we learned in adjusting to the requirements of the COVID-19 response?
- What data and evidence are we sharing and discussing to identify racial disparities, to consider options for change, to examine our own change efforts, and to monitor our implementations over time?
- Who is involved on our campus, and who needs to be? How are students involved?
- In what ways are our efforts isolated or ad hoc? What are the challenges and opportunities we face in working to connect them to or align them with structural or systemic change focused on supporting more equitable opportunities for our students?
- What examples of connected and coherent transformation are we seeing, and not seeing, in terms of practices, evidence, policies, or culture? What challenges remain as we seek to create a campus-wide paradigm shift?
- What are the implications for the CSU? How is this work related to advancing equitable student success, and what does this mean for various populations of students on our campuses?
- What new technologies or innovations have we put into place to communicate with students, support basic needs, improve course completion, improve access to academic resources, and support whole student advising?

**Supporting First Year Success in the CSU.** This strand focuses on first-time freshpersons and first-year transfers—students who are setting foot (physically or virtually) on a CSU campus for the first time. Topics can include systemic efforts such as restructuring curricula and integrating academics and student supports; identifying and removing institutional barriers that impact first-year students; programmatic efforts such as services for justice-involved students, First Year Experience, peer mentoring, career exploration, and first-generation student programs; ensuring equitable access to virtual learning resources; partnering to connect programs or processes to improve coherence for students; and scaling practices or programs that support belonging, retention, academic skills proficiency, access to courses, effective advising, or career exploration for first-year students.

**Building a Culture of Learning and Improvement Using Data and Evidence.** This strand illuminates examples and experiences in how faculty, staff, administrators, students, and institutional researchers are using data and evidence to identify opportunities to support more equitable opportunity structures, pinpoint institutional barriers that students face, and learn about gaps in opportunities and outcomes in classrooms and across campus. How are we using data and evidence to inform our teaching, our student supports, and our strategic approaches to connect our work at the department, division, and campus levels? What examples can we provide for using evidence to improve professional development for faculty and staff in supporting equity? What challenges and breakthroughs are we facing in expanding the stakeholders involved in data collection and use? And, importantly, how and to what extent do diverse student voices comprise the data that are informing equity work in the classroom and beyond?

**Creating Equitable Pathways: Policies and Practices that Eliminate Bureaucratic Barriers.** This strand focuses on how we move within and work to change campus administrative structures to ensure and enhance student equity and achievement. Faculty, staff, and middle leaders across the system face the challenge every day of translating institutional processes and policies to a rapidly changing educational environment, one that demands attention to CSU Student Success Network Conference Proposal Guidelines and Session Strand Descriptions detail at the micro and macro levels. We need to understand how institutional barriers affect individual students as well as the institution as a whole. This strand seeks presentations that illuminate how institutions can change through inquiry into and dedicated work on campus practices, policies, and processes, including but not limited to strategic planning, budgeting, academic policy, and administrative procedure and workflow. How are campuses using administrative change not just to help students navigate our bureaucratic structures but to simplify, streamline, and focus these structures? What have been the effects of changes in academic policies for retention, degree completion, academic probation, and financial aid eligibility? How are data and evidence collected and used to inform administrative decision-making? What has the pandemic revealed about the process of policy change and what changes to processes will be made moving into the future? This strand also welcomes change efforts that may not have gone as planned, as the nature of change is far from linear and we often learn just as much if not more from mistakes and deviations.

**Elevating Teaching and Learning: Partnerships, Practices, and Pedagogies.** In this strand, we encourage submissions that feature examples of partnerships across academic affairs and student support services. For example, which pedagogical practices and approaches are we finding effective in integrating student support services with teaching and learning in the classroom? What are the pedagogical and practical implications—for instruction and for student services—of adopting a "whole student" approach? What changes in classroom strategies—in terms of content, syllabi, practices, and policies—are we using to improve equitable opportunities and outcomes for students, and what outcomes and challenges are we seeing? In any of these areas, what models, concepts, or tools can we share with our colleagues for use at their own institution?

**Enhancing Student-Centered Academic Advising.** There are many spaces on campus where academic advising is offered, including traditional advising centers, academic programs, faculty offices, peer mentoring programs, and undocumented student centers. The pandemic, however, has shifted how and where students access these services. Additionally, it has required that advisors adapt their coordinated care efforts for a virtual environment. This strand seeks presentations from across this array involving efforts to ensure that advising services across campus and online are student-centered, accessible, and equitable. These might include efforts to ensure coherence of services from students' perspectives; models and partnerships that emphasize a whole-student approach to advising; the use of technology, such as e-advising tools, to make advising more convenient and equitable for students; examples of using evidence to identify barriers to student access; and efforts to ensure consistency of information and approach across campus.

**Emerging Issues.** We also invite proposals that address emerging and evolving practices, resources, and issues related to student success, institutional effectiveness, institutional transformation, and the achievement of equitable opportunities and outcomes across campus. Topics are wide-ranging and could include strategies to support particular student populations (for example, LGBTQ, men of color, American Indian, undocumented, justice-involved, students with varying abilities, and student parents), the use of digital resources to enhance learning (for example, open educational resources, tablets, and e-learning tools), the use of online learning platforms, transfer student-readiness, and the integration of families for student success. Additional topics can include adaptive leadership practices, work/life equity innovations, challenges and developments related to the implementation of Ethnic Studies, and efforts to retain commitment to diverse faculty and staff recruitment and retention.