Sustaining Momentum for Equity and Change in the CSU

The Third Annual Statewide Conference by the CSU Student Success Network

Proposals for presentations are due May 6, 2022

Submit A Proposal

The CSU has made great strides to support and invest in equity-centered efforts largely driven by middle leaders. Since the start of the COVID-19 pandemic in 2020, this commitment propelled new and innovative ways of supporting students. With increases in funding for basic needs, technology, academic support services, and professional development, to innovations in teaching and advising, the CSU responded swiftly to provide holistic support for students in response to multiple ongoing crises. It is clear: the CSU is capable of marshaling resources when needed to ensure that students are equitably served. How do we ensure that we continue with that same sense of urgency to prioritize equity? And importantly, as we move through and past this pandemic, *how do we sustain these efforts?*

The CSU Student Success Network is seeking structured conversations and presentations about leadership and momentum on campus to address equity, from wherever we sit. What examples can we share from our work that might facilitate the efforts of colleagues on other campuses? These might be programmatic, limited in scope, campuswide, or systemic. They likely involve efforts currently underway, and they might not have gone as planned. The nature of change tis not linear and we often learn as much, if not more, from deviations.

Importantly, what ideas do we, faculty, practitioners, leaders, and students, have for sustaining this work and its impacts, including advocating for

A Virtual Conference
October 12, 13, and 14, 2022

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

Submit proposals by
May 6, 2022.

on-going resources and support? We are particularly interested in reflections and discussions about what it takes to achieve systemic equity on-campus. By systemic equity, we mean an intentional, sustained, and prevalent set of expressions, actions, and outcomes that support and maintain equitable student learning, engagement, progression, and completion. Does this concept resonate with your work? How might our change efforts build toward systemic equity?

Questions we would like to engage include:

- What do we see as our contributions to these systems-level efforts, whether on our own or across campus divisions and departments? For example:

  - For advisors, how is advising reimagining its roles campuswide? What are the benefits, challenges, and implications of employing digital degree pathways, including communications across student affairs and academic affairs? What supports or pressures do advisors receive or face from administration and what voice do advisors have as they navigate new initiatives? Importantly, what new innovations can advisors suggest or have devised to manage workload in ways that promote accessibility to advisors and relationship-building?

  - For faculty, how does equity work transform classroom pedagogy or expectations? What examples can be shared regarding ongoing efforts to address Black, Indigenous, and student of color success and anti-racist teaching? What are faculty roles in supporting re-entry or transfer student success?

  - For student services practitioners, what is your role in sustaining equitable outcomes? How have you evolved your work in response to students' needs and a changing higher ed landscape? What resources are needed to sustain innovative practices that already show evidence of advancing equity? What innovations have been developed across campus, particularly with faculty, to improve retention and student engagement?

  - For administrators, what creative ideas have been implemented to maximize budgets? How can innovative practices be moved or scaled to a system level? What good practices are happening on your campus that can be shared with other campuses?

- What have you done to respond to unique challenges on your campus? What can other campuses learn from targeted practices on your campus?

- What student data are we now collecting and using to inform our work? How are we supporting others in accessing and understanding the data, and in making adjustments based on the data?

- What examples can we share of putting equity, particularly racial equity, at the core of campus efforts, including through strategic priorities, time-to-degree, hiring, faculty/staff retention, budgets–in academics and student affairs? How are we ensuring that equity is baked into every aspect of our campus, rather than an add-on?

- How are we sustaining this work, in relation to competing commitments currently and in the future? How are we advocating for the importance of this work?

- What questions do we need to bring to these change efforts, to ensure their appropriateness and effectiveness? What evidence are we collecting, sharing, and discussing–and with whom?

- How are we tracking or trying to understand progress and challenges?

As with previous years, we are 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.

Session Formats

Demonstrations (30 min.) feature one or two speakers who will describe an idea, innovation, tool, practice, or policy change that enhances a program, improves the delivery of teaching or advising, or responds to a problem. Present-ers should explain the impact, effect, or change that was achieved and the steps to consider for replication on other CSU campuses. Examples include paper-to-virtual advising forms; changes to grading policy to support eligibility and retention; work on strategic plans; revised assessment plans; basic needs and mental health resource modules; and advising chat bots. Demonstrations will include time for Q & A and should equip us with concrete tools or methods for application on our own campuses.

Panels (60 min.) feature 2-5 speakers presenting on a single topic, project, program, or theme. Panelists can be col-laborators or members of a team from one campus, or individuals from various campuses working on similar projects. Presenters should aim to engage participants in active learning where possible—for example, through demonstra-tions, hands-on activities, reflection and narrative exercises, structured discussions (break-out or large group), case studies/problem-solving, and application of research or evidence. At a minimum, panels will create opportunities for audience engagement through the chat and Q & A functions.

Engaged Conversations (90 min.) feature 2-5 speakers/facilitators introducing a topic or theme, with extensive au-dience engagement through either of these formats: (1) a large group/townhall or (2) virtual breakout rooms. Engaged conversations can be panels (see above) with more extensive workshopping/engagement throughout or in the second half of the session. Topics/themes should be grounded in programs, policies, or change efforts underway; should pose relevant and provocative questions; and must propose a format and structure for audience engagement. If breakout rooms are used, it is recommended that speakers provide facilitators for each room, though it is not required. These conversations should challenge, inspire, and provide us with reflections and approaches to consider at our home institutions.

For all three session types, we are looking for reflection on the use of evidence, learning, engagement, and inclusion as we seek to understand and address racial and other inequities. In this context, we are interested in how we are identifying disparities, building coalitions, working with campus leadership, setting goals, designing new approaches or policies, implementing programs, working across silos, and analyzing preliminary outcomes.

• What evidence did we use to launch our efforts? How do we know what we know?
• What did we learn in developing or implementing our approaches?
• What challenges and setbacks have we faced in our change efforts?
• What agency and limitations do we have as middle leaders?
• How are we using what we have learned to sustain this work?

We strongly encourage sessions that demonstrate the varied ways in which students are represented. Consider including students as co-presenters and describing how student perspectives and experiences shape your efforts.

Proposal Guidelines for 30-Minute Demonstrations

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
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.

Proposal Guidelines for 60-Minute Panel Sessions

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
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 90-Minute Engaged Conversations

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)/facilitator(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 learning outcomes for your session
6. An explanation (up to 200 words) of 1) how you will engage attendees in active participation (i.e., how will the conversation be structured) and 2) what attendees can expect to learn through their participation

7. A statement (up to 200 words) about the relationship of your session topic to the conference's theme

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.

Session Themes to Consider for Proposals

We invite proposals that are aligned with the themes identified in bold below. Within any of the strands, we are par-ticularly interested in the following kinds of perspectives, evidence, and experiences related to sustaining momentum for equity in the CSU:

- What changes are we making in our classrooms, programs, student services, administrative processes, institu-tional 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 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 opportu-nities 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 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; creating welcoming orientation experiences that connect students with information and resources to successfully transition into college life; 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 stu-dents 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 data do we need that we do not have access to? What analysis or conversations do we need to have around data that we are not having or should have? 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 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? Importantly, where are we losing students and what are we doing to keep them from disengaging? 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; strategies to communicate and outreach to students, 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), rethinking course schedules and modalities to increase access to courses and maximize classroom spaces, 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, enhancing basic needs programming, 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.

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 Network is facilitated by the Education Insights Center (EdInsights) at Sacramento State University.