Webinar: University of Alaska - "An Equity Lens Approach to ePortfolio Pedagogies and Student Self-Reflection"

Óscar Fernández, Portland State University
Welcome! ¡Bienvenidxs!

Dr. Óscar Fernández
University Studies Faculty &
Diversity, Equity, and Inclusion Coordinator

7-Word Bio: Building community through teaching & advocacy work

Portland State University
Portland, Ore.
osf@pdx.edu
Welcome to Oregon

Mt. Hood
Welcome to Portland State University

Lincoln Hall (Music Dept.)
Welcome to University Studies
Introductions / Modeling Inclusion Practices

1. “Name tent” / or your conference badge

2. Share pronouns

3. Consider sharing your email to receive presentation resources
“I would like to acknowledge the people whose land we are standing on today, the Multnomah and Clackamas Peoples. It is important to acknowledge the ancestors of this place and to recognize that we are here because of sacrifices they were forced to make. In remembering the Multnomah and Clackamas communities, we honor their memory, their lives, and their descendants. We also remember that we are guests of this land and must do our best to never forget its original inhabitants.”

In your ePortfolio teaching practice, how do you foster student self-reflection surrounding issues of equity, race, and social justice?

For example, what activities, assignments, and opportunities do you create?
“It was interesting to analyze parts of PSU that I haven’t really thought about. When looking at things through an ‘equity lens,’ it was interesting to question whether the language, symbols, objects and customs of PSU truly was inclusive of everyone. For example, while I was looking at the Vikings logo for Portland State, I never thought about inclusivity nor diversity. I found that the logo itself wasn’t really a limitation for me nor was it particularly offensive. But just because I’m not offended by a certain symbol, that doesn’t mean someone else isn’t. It is through that level of analysis that needs to be made in order to achieve social justice and equity [. . .] After doing this work for 10 weeks, I am able to see that there is still much to be done.” (Student, Freshmen Inquiry, PSU, Spring 2017 Open-Ended Reflection)
What are the big ideas or central questions that I will be addressing?

(1) Teaching students how to use an equity lens to create ePortfolio reflections that challenge understandings of equity, race, and social justice.

(2) Connecting equity lens practices in the implementation and teaching of ePortfolios.

(3) Using ePortfolios as a tool for social change.
Why an equity lens in ePortfolio-teaching practices?

Student Profile: Freshmen & Sophomore Inquiry (FALL 2016, University Studies data)

<table>
<thead>
<tr>
<th></th>
<th>FRESHMEN INQUIRY</th>
<th>SOPHOMORE INQUIRY</th>
</tr>
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<tbody>
<tr>
<td>ETHNICITY</td>
<td>.9% Native American; 9.5% Asian; 3.5% Black; 18.2% Hispanic/Latino; 6.1%</td>
<td>1.0% Native American; 10.1% Asian; 3.9% Black; 15.4% Hispanic/Latino; 8.4%</td>
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<tr>
<td></td>
<td>International students; 8.7% multiple ethnicities; .6% Pacific Islander, 50.6%</td>
<td>International students; 6.5% multiple ethnicities; .7% Pacific Islander, 51.3%</td>
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<tr>
<td></td>
<td>White; 1.9% unknown</td>
<td>White; 1.9% unknown</td>
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<tr>
<td>ACADEMIC BACKGROUND</td>
<td>First-generation status, 54.6%, neither parents earned a 4-year degree</td>
<td>First-generation status, 44.4%, neither parents earned a 4-year degree</td>
</tr>
<tr>
<td>FINANCIAL PROFILE: WORK HOURS</td>
<td>57.8% planned to work 1 to 20 hours per week</td>
<td>45.4% planned to work 1 to 20 hours per week</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td><em>Not available for this presentation</em></td>
<td>77.4% receive some form of financial aid</td>
</tr>
<tr>
<td>HOME LANGUAGE, other than English</td>
<td>32.5%</td>
<td>36.1%</td>
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# Freshmen Inquiry (FRINQ) Courses

<table>
<thead>
<tr>
<th>Design &amp; Society</th>
<th>Race and Social Justice (taught)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Happiness, and Human Rights</td>
<td>Sustainability</td>
</tr>
<tr>
<td>Human/Nature</td>
<td>What Are Great Books? (co-developed)</td>
</tr>
<tr>
<td>Immigration, Migration, and Belonging (co-developed &amp; taught)</td>
<td>The Work of Art</td>
</tr>
<tr>
<td>Life Unlimited?</td>
<td>Portland</td>
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<tr>
<td>Power and Imagination</td>
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University Studies at a Glance
PSU's Faculty Senate, "Diversity of Human Experience" Goal

"Diversity, Equity, and Social Justice: Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives."
Sharing Equity-Lens Projects

Three Projects, based on my 10-week equity-lens lesson plan.

1. **Worksheet 1**: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture (Source: Dr. Oscar Fernández, PSU, University Studies)

2. **Worksheet 2**: Student Equity Walkthrough Evaluation Too: Is our Campus a Student Centered and Inclusive School? (Source: De Anza College, California, Draft Protocol, April 14, 2015)

3. **Write a two-page reflection on ALL of the following:**
   
   (a) Experiences completing worksheets 1 and 2;
   
   (b) Experiences working with an equity lens to evaluate an element of PSU culture;
   
   (c) After doing this equity lens work for ten weeks, explore what this revised goal language means to you.

Here's the language that PSU's Faculty Senate approved this past winter term 2017 for UNST's "Diversity of Human Experience" goal. "Diversity, Equity, and Social Justice: Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives."
Features of 10-Week Equity-Lens Lesson Plan (pages 1-3 in presentation packet)
Portland Public Schools, “Racial Equity Lens”

"Racial Equity Lens: Applying the Racial Equity Lens to key policies, programs, practices, and decisions in core business areas maximizes the user's ability to ensure equitable outcomes. When applied with intentionality, students and families of color will experience more equitable outcomes in the education and services they require." (Source: http://www.pps.net/Page/2305)

You can access the image below by going to the [website](http://www.pps.net/Page/2305).
Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture (page 1 in presentation packet)

<table>
<thead>
<tr>
<th>Questions</th>
<th>PSU cultural element: language, objects, symbols, custom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q₁</td>
<td>Who are the salient/unique groups affected by this policy, program, practice, decision, or PSU cultural element? Moreover, what are the potential impacts on these groups?</td>
</tr>
<tr>
<td>Q₂</td>
<td>Does this policy, program, practice, decision or PSU cultural element ignore or worsen existing disparities or produce unintended consequences?</td>
</tr>
<tr>
<td>Q₃</td>
<td>How would you intentionally involve the PSU members of the communities affected by (Q₁) and (Q₂)?</td>
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<tr>
<td>Q₄</td>
<td>What are the barriers and challenges to more equitable outcomes for PSU’s elements of culture?</td>
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<tr>
<td>Q₅</td>
<td>How should PSU faculty, staff, administrators, students (a) decrease the negative impacts of these elements of culture and (b) address the barriers and challenges identified above (see Q₄)?</td>
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As I share with you PSU student voices . . .

How do these reflections by PSU students compare with experiences you have with your students?
Results. Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture

Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture

Fernández’s approach to the equity lens using language and context relevant to UNST first-year students (materials below modified from "Racial Equity Lens," Portland Public Schools, PPS websites).

Student names:

Group’s selected element of culture (language, objects, symbols, or customs):

We’re analyzing the names of the buildings at PSU, such as Smith, Cramer, Neuberger, and Lincoln.

<table>
<thead>
<tr>
<th>Q5</th>
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<tbody>
<tr>
<td>How should PSU faculty, staff, administrators, students (a) decrease the negative impacts of these elements of culture and (b) address the barriers &amp; challenges identified above (see Q4)?</td>
</tr>
<tr>
<td>Understand that Portland is a very white city, and work to improve PSU’s campus by trying to recognize different identities through different parts of PSU’s culture. When new buildings are being built, name them after someone who is not a cis white man.</td>
</tr>
</tbody>
</table>
Results. Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture

Our slogan, inclusion & exclusion
Results. Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture

Mascot & belonging for a Latina student
Worksheet 2: Student Equity Walkthrough Evaluation Tool: Is our Campus a Student Centered and Inclusive School? (pages 1-2 in presentation packet)

<table>
<thead>
<tr>
<th>Equity Component</th>
<th>Some Questions</th>
<th>Evidence or Observations of Inclusive Practices</th>
<th>Questions or Observations For Further Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment/Public</td>
<td>What evidence of connections and support is demonstrated in the school's public spaces?</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>Is there evidence of a commitment to nurturing?</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Welcoming Environment</td>
<td>How does the learning environment foster inclusive and reflective of individual learning profiles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>Are there common areas on campus students belong to around more or less?</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Engaged Students</td>
<td>How do you determine &quot;walking the walk&quot;?</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Connected: Students</td>
<td>Are the learning environment inclusive and reflective of individual learning profiles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connected: Students</td>
<td>What evidence do you see in the environment that demonstrates culturally relevant and responsive teaching and learning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connected: Students</td>
<td>Is the student work visible? Is it some students work or all students work?</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Connected: Students</td>
<td>Are there gender-neutral restrooms?</td>
<td>-</td>
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Instructor: Oscar Fernandez 2017

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Results. Worksheet 2: Student Equity Walkthrough Evaluation Tool: Is our Campus a Student Centered and Inclusive School?

Student Health Services & Counseling, multilingual resources
Results. Worksheet 2: Student Equity Walkthrough Evaluation Tool: Is our Campus a Student Centered and Inclusive School?

Dining areas, food & belonging
Results. Worksheet 2: Student Equity Walkthrough Evaluation Tool: Is our Campus a Student Centered and Inclusive School?

Lack of different languages in the library
Results. Worksheet 2: Student Equity Walkthrough Evaluation Tool: Is our Campus a Student Centered and Inclusive School?

More representation, "people of color,” Library
Results. Write a two-page reflection on worksheets 1 & 2, and revised University Studies diversity goal, spring 2017
PSU's Faculty Senate, "Diversity of Human Experience" Goal

"Diversity, Equity, and Social Justice: Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives."
Results. Write a two-page reflection on worksheets 1 & 2, and revised University Studies diversity goal

White privilege
Results. Write a two-page reflection on worksheets 1 & 2, and revised University Studies diversity goal

International students and questioning assumptions

We spent ten weeks on the "Diversity, Equity, and Social Justice Equity Lens". During the process, we've gained a lot of good experiences on it. First, I got to know the four elements of culture, they are: Language, Objects, Symbols and Customs. As an international student, I always just follow what local people do and what they tell me to do because I think it's the way to show my respect to other culture. I did not really think about if it is fair, or if it just benefits local people. But the first Equity Lens activity led me to check the fairness of PSU. For example, we discussed about PSU slogan on the sky bridge. For me, it had been a very natural thing to write it in English, I did not thought about it might limit the audience to people who only speak English because I assumed that people who come here are supposed to speak and use English as their language. But this discussion made me realize that I live in a world full of assumptions. I'm used to accepting whatever I see, instead of questioning while it might show some issues inside.
Results. Write a two-page reflection on worksheets 1 & 2, and revised University Studies diversity goal

Questioning assumptions

- "Let Knowledge Serve the City.

- "the sentence doesn’t state whose knowledge and why people should serve the city."

- "Perhaps, some students want to serve the world or they want to gain knowledge from different places instead of the PSU’s campus."

- "It’s difficult to address this problem because it could potentially created more problems in the future."

- "Therefore, there should be no mascot or the mascot should include everyone from different races at the same time."

- "The equity worksheet number two gives me more insight informations because I have the opportunity with other people in my group to explore the place myself. Arriving at the Student Health and Counseling (SHAC), it was a welcoming environment to all students. The center opens from 9AM-5PM every monday until saturday. In the center, student can ask for help if they have question or concern such..."
Results. Write a two-page reflection on worksheets 1 & 2, and revised University Studies diversity goal

Revised goal for students & faculty

The new “Diversity of Human Experience” goal states that “students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives”. I think this revised version of the goal is an excellent version, although I am sure that it will continue to change as history and certain views will continue to change. The addition of power relationships is vital, as it contributed to almost every aspect of life, and is that should be studied by all college students. The addition of interpreting history and the present is also very important as both can provide greater understanding and interpretation into the issue of human experience. The idea of looking into the human experience from multiple perspectives is also very valuable. We, meaning college students and professors, tend to fixate on one perspective or another, when great insight and understanding can come from listening to perspective that oppose our own or the perspectives of those who often go unheard.
Connecting with our Purpose: Student Voices

“I have also been thinking a lot about PSU as an institution. A university is like a socialization experiment. Students are socialized, but the faculty is even more. I have thought about student-life, particularly the absence of greek-life. At many schools, football teams and fraternities are praised. Sexism, racism, and classism often casually spawn in these spaces. With a very white student population, parts of campus can feel like white spaces, making students of color feel excluded and uncomfortable. Overall, I am so glad and fortunate to attend such a diverse, inclusive, and supportive university. I also recognize that even though this university is far more diverse and equitable than many universities, we still have room to improve.” (Student, Freshmen Inquiry, PSU, Spring 2017 Open-Ended Reflection)
Writing Reflection

What equity-lens assignments and practices will be meaningful for your students & campus life?
Questions and comments?

Crown Point Observatory, Columbia River Gorge
Gracias / Thank You

Dr. Óscar Fernández (Comparative Literature Ph.D.)
University Studies

7-Word Bio: Building community through teaching & advocacy work

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Race and Social Justice (RSJ) Dialogues Series blog
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PSU Foundation: Support University Studies Student Scholarships

View of Cannon Beach from Ecola State Park
Dr. Óscar Fernández (Comparative Literature Ph.D., The Pennsylvania State University; National Institutes of Health PHRP Certification Number 2257106; State of Oregon Qualified Health Care Interpreter: ID#010489, osf@pdx.edu). Born in San José, Costa Rica, Dr. Fernández specializes in inter-American studies, literary theory, and the intersection of culture, sexuality, and representations of disease in literature. With more than 15 years of university teaching experience in private and public institutions, in Oregon, he has taught at Reed College and Portland State University. His teaching trajectory, in both English and Spanish, has been delineated along four primary paths: (1) interdisciplinary and general education studies; (2) literary theory and Comparative Literature studies, with an emphasis on Latin American literature; (3) Spanish language and Heritage-language pedagogy; (4) advanced rhetoric and composition in both English and Spanish. His teaching philosophy challenges students to see the world differently and to question unexamined approaches. In this pedagogical "contact zone" of alternative and taken-for-granted worlds, he positions his teaching practice, his students, and himself. Portland State University (PSU) students honored him with M.E.Ch.A.'s Community Service Award (2006). He is a translation and interpretation volunteer for BRAVO Youth Orchestras (an afterschool music program in North Portland). Dr. Fernández is a University Studies core faculty member at PSU. In 2014-2015, he co-authored and piloted a new Freshmen Inquiry (FRINOQ) course—Immigration, Migration, and Belonging—for PSU's University Studies. His published work appears in *Comparative Literature Studies, Oregon Literary Review, and PMLA (Publications of the Modern Language Association)*. Dr. Fernández is a holder of a Woodrow Wilson Foundation Practicum Grant, a Folger Institute Faculty Weekend Grant from the Folger Shakespeare Library in Washington, D.C., and more recently, a 2017 grant recipient from Bringing Theory to Practice's 2017-2018's "Campus Dialogue Grants: Realizing Higher Educator Greater Purposes."
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