LMU Anti-Racism Project

Unit Progress: Research, Professional Development & Online Learning

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Research, Professional Development & Online

RESEARCH, PROFESSIONAL DEVELOPMENT & ONLINE LEARNING

Associate Provost: Kathleen Weaver, Ph.D.

PROCESS

Associate Provost first shared the Systemic Analysis towards action created by Office of Intercultural Affairs (OIA) and encouraged Department leads to discuss these areas with their team. The leadership team met and discussed the eight steps and how they related to each department. A number of action steps were identified and are described throughout this document.

LEADERSHIP TEAM

Martina Ramirez
Director
Center for Teaching Excellence

Jasmine Robinson
Academic Affairs Associate
Office of Faculty Affairs

Angela Rochat
Executive Director
Office of Research and Sponsored Projects

Jeffrey Schwartz
Director
Office of Online Learning

Kathleen Weaver (Chair)
Associate Provost
Research, Professional Development, & Online Learning

Elizabeth Wimberly-Young
Associate Director
Office of Research and Creative Arts

Center for Teaching Excellence

POINT OF CONTACT
Martina Ramirez
Director

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SYSTEMIC ANALYSIS STEPS UTILIZED

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PROCESS

Associate Provost first shared the Systemic Analysis towards action created by OIA and encouraged Department leads to discuss these areas with their team. The leadership team met and discussed the eight steps and how they related to each department.

ISSUES IDENTIFIED

The CTE tracks attendance for all events, but there is not a systematic way of accessing our equity outcomes because faculty diversity data is not available.

ACTION STEPS

OUTCOMES

☀Developing a profile of the unique needs of each student group, and what that means in terms of best practices for faculty members in the classroom and beyond.

PARTICIPATION AND REPORTING

☑ Submitted a Progress Report
This unit has not reported their progress to the community.

HIGHLIGHTS

- The CTE has partnered with various Student Affairs offices to offer a series titled *Who Are Our Students?*, which has featured sessions focused on LGBTQ, veteran, first-generation, and transfer students, often as multiple session 'episodes' and with student panels. The goal for each session/series was to present faculty with a profile of the unique needs of each group, and then what that means in terms of best practices for faculty members in the classroom and beyond. Notably, the sessions leaders for these sessions and series have been women, including women of color, as has often been the case with CTE sessions in general.

- The CTE has also developed and offered a number of workshops in the 2020-21 academic year, including a new series on Anti-Racism as well as two new faculty learning communities, Thinking toward the Third University: Anti-Racist & Anti-Imperialist and Pedagogies and Racial Justice & Catholicism in partnership with faculty leaders, the Office of Intercultural Affairs, and Mission and Ministry.

NEXT STEPS

LEGEND FOR PRESIDENTS COMMITMENTS

▤ Hiring

☀ Culture and Climate

▤ Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

1. Listen to your team and constituents
2. Review infrastructure and policy
3. Review scope and content of programs
4. Evaluate structural diversity (data)
5. Analyze strategic partnerships
6. Evaluate vision/mission statement
7. Identify training needs
8. Accountability and Assessment

Faculty Affairs

POINT OF CONTACT
Kathleen Weaver
Associate Provost

Jasmine Robinson
Academic Affairs Associate

PARTICIPATION AND REPORTING

☑ Submitted a Progress Report
This unit has not reported their progress to the community.

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SYSTEMIC ANALYSIS STEPS UTILIZED
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PROCESS

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ISSUES IDENTIFIED

OFA does not have access to demographic data for LMU faculty or faculty search pools.

ACTION STEPS

▤ Make a concerted effort to diversify the pool of faculty applicants from which new hires are selected to ensure non-discriminatory hiring practices. In addition to a department search committee training provided by OIA and Mission and Ministry, the Provost Office advertises all tenure-line faculty openings in the Chronicle, Diverse, and Hispanic Outlook to increase visibility of the university in publications with primarily black and Latino audiences and subscribers.
✳ The new data governance group is working on a dashboard with faculty demographic data. Access to more information will help us evaluate our practices more effectively. Access to data within search pools would be particularly important for making changes in that process; this will be available in Workday. Other suggestions:
1. Provide OFA access to ethnicity data to properly assess and analyze race trends in tenure and promotion.
2. Consider making OIA workshops mandatory, opposed to optional.
3. Involve black faculty & staff in the task forces that will be formed to bring about reformation and anti-racism.

OUTCOMES

HIGHLIGHTS

The new data governance group is working on a dashboard with faculty demographic data. Access to more information will help evaluate OFA practices more effectively. Access to data within search pools would be particularly important for making changes in that process; this will be available in Workday.

The Provost authorized the membership for NCFDD and email invitations were sent to every faculty member and program on campus via LMU this week, CTE newsletters, and via Deans and Chairs. As of March 2021, there are 141 institution subaccounts and 725 total active sessions; these include tenure-line, term, and part-time faculty as well as staff, administrators, and graduate students. Two-thirds of our sub accounts are persons of color. In addition, several Deans have also agreed to sponsor faculty in the Faculty Success Program (9 registrations to date). Free NCFDD resources include:

- Weekly **Monday Motivator**
- Monthly **Core Curriculum Webinars**
- Monthly **Guest Expert Webinars**
- Access to **Multi-Week Courses**
- Access to **Dissertation Success Curriculum** for graduate students
- Private **Discussion Forum** for peer-mentoring, problem-solving, & moderated writing challenges
- Monthly accountability buddy matches
- Access to **14-Day Writing Challenges**
- Access to the **Member Library** that includes past webinar materials, referrals, and readings

NEXT STEPS

Online Learning

POINT OF CONTACT
Jeffrey Schwartz
Director

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ISSUES IDENTIFIED

ACTION STEPS

📰The Office of Online Learning (OOL) and faculty partners have developed a rubric that will be applied to courses developed by the OOL. In addition to "best practices for online instruction," this rubric helps verify the inclusion of diverse perspectives in course content, the inclusion of themes on social justice and anti-racism, and components of Ignatian pedagogy to deliver student centered learning for all participants.
Additionally, the OOL staff will work with faculty to utilize a rubric and confirm that all online course components are technically functional and accessible to students across devices, that course videos and other media elements are captioned and labeled appropriately, and that all course content is ADA compliant (using appropriate fonts/colors and calibrated for screen reader support).

☀In order to provide online learning experiences that embrace DEI and support student-centered instruction, the OOL has partnered with a number of groups across campus, including CTE, ITS, DSS, Student Affairs, Faculty Senate committees (CET and ATC), and the Library.

OUTCOMES

OOL is committed to promoting diversity, equity, and inclusion in online instruction. Team and our faculty partners have identified and described standards for course development, devised an online course rubric to ensure that these standards are being met consistently, and identified key partnerships and collaborations across campus that support best educational practices and incorporate DEI into our course development process.

PARTICIPATION AND REPORTING

☑ Submitted a Progress Report
This unit has not reported their progress to the community.

HIGHLIGHTS

In order to provide online learning experiences that embrace DEI and support student-centered instruction, the OOL has partnered with a number of groups across campus. Key examples include:

- Center for Teaching Excellence - to provide faculty training and professional development opportunities in online instruction and program development.

- Information Technology Services – to ensure sure that our academic technology suite meets faculty and student needs and is fully accessible to all. Ongoing conversations with the Instructional Technology team, Service Desk (for student support), and Classroom Services are essential in order to fully meet diverse faculty and student needs across campus and online.

- Disability Student Support – to ensure that students with special needs are being fully supported in online learning endeavors.

- Student Affairs – to support efforts at providing online learners with access to equipment, training, and a variety of support resources for online coursework and required technologies.

- Library – to better leverage the varied student research and support services provided by the library for remote students enrolled in online programs.

- Faculty Senate – ongoing conversations with the Center for Excellence in Teaching and the Academic Technology Committee to align OOL work with faculty needs and objectives.

NEXT STEPS

LEGEND FOR PRESIDENTS COMMITMENTS

📰 Hiring

☀ Culture and Climate

📚 Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

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7. Identify training needs
8. Accountability and Assessment

Research & Creative Arts

POINT OF CONTACT
Elizabeth Wimberly-Young
Associate Director

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ISSUES IDENTIFIED

Finding effective ways to communicate and to emphasis that ORCA is for ALL LMU undergraduates remains challenging.

ACTION STEPS

✳ ORCA does a significant amount of data tracking via activity codes, and starting this year, our new smartcard system. The goal of this data is to ensure that the ORCA programs are supporting the entire LMU population.
✳ ORCA tries to meet students where they are most comfortable, by using social media (especially Instagram) for promotion, and attend student and program gatherings and roundtables when invited. Send out emails to the full student body and try to get the message out through faculty, colleges, departments and organizations on campus (e.g., Academic Resource Center, First to Go, ACE, the Office of Intracultural Affairs, Center for Career and Professional Development, etc.), and word of mouth.
✳ ORCA's programs (especially RLC and IURP) and mission are routed in inclusion and equity. Priority in SURP is given to students who have not participated before. RLC is especially for first and second year students who would like an introduction into the research experience; they then receive priority for SURP and assistance finding a mentor. ORCA by the numbers data is available for all programs: https://academics.lmu.edu/orca/about/orcabythenumbers/.

PARTICIPATION AND REPORTING

☑ Submitted a Progress Report
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OUTCOMES

HIGHLIGHTS

The ORCA Associate Director is a member of the High Impact Practices (HIP) sub-working group, which is discussing HIPS on campus and how to track and record those that currently exist. The group has recommended creating a dashboard to help track who (and as importantly, who isn't) becoming involved in these activities. In addition, through smartcard tracking systems and activity codes, the office aims to keep analyzing potential groups that need more communication and attention to ensure promotion reaches them (or, if necessary, that promotion is revised to be effective and appropriate).

ORCA has strong partnerships with the Academic Resource Center, First to Go, ACE, the Office of Intracultural Affairs, Center for Career and Professional Development and works closely with all of these offices to ensure that the needs of our students are met. The office also has a close working relationship with Deans offices, especially in CFA and CSE. The office will continue to work to form close alliances with offices and centers across campus to ensure that all programs, partnerships and promotion are effective and supportive of LMU's entire student body.

NEXT STEPS

LEGEND FOR PRESIDENTS COMMITMENTS

📖 Hiring

✳ Culture and Climate

📖 Education

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Research and Sponsored Projects

POINT OF CONTACT
Angela Rochat
Executive Director

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ISSUES IDENTIFIED

ACTION STEPS

✷ The Proposal Writing Academy (offered in 2017, 2019, and 2020) welcomed faculty participants from across the university and included a diverse range of research projects that focused on the LA community.
✷ ORSP in the last year has submitted two institutional grants that serve to meet the needs of low income, first generation college students at LMU, so that these students can succeed in college at the same rates as their more affluent peers.

OUTCOMES

▤ We have embraced diversity and inclusion in our internal hiring practices. Two vacant positions were filled with candidates from diverse backgrounds; the majority (70%) of ORSP staff are from diverse backgrounds.

PARTICIPATION AND REPORTING

☑ Submitted a Progress Report
This unit has not reported their progress to the community.

HIGHLIGHTS

Faculty in the Business School submitted a grant with the Housing Authority of the City of LA to serve 600 youth living in the 'projects' to give virtual financial literacy courses.

NEXT STEPS

LEGEND FOR PRESIDENTS COMMITMENTS

▤ Hiring

✷ Culture and Climate

▤ Education

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