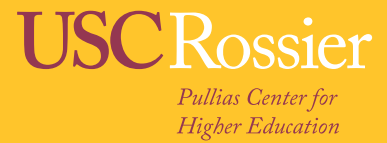# PASS

Promoting At-Promise Student Success

CREATING A CAMPUS-WIDE CULTURE THAT SUPPORTS LOW-INCOME, RACIALLY MINORITIZED, AND FIRST-GENERATION COLLEGE STUDENTS: SYLLABUS FOR A CROSS-FUNCTIONAL PROFESSIONAL LEARNING COMMUNITY

OVERVIEW OF SYLLABUS

At-promise students – including students from low-income, racially minoritized, and first-generation college student backgrounds – bring a variety of assets with them that influence their postsecondary experiences. While increased numbers of at-promise students attend postsecondary institutions than in the past, inequities persist. These students often have lower retention and graduation rates than their peers, in large part because campuses have not been traditionally set up to effectively support them. As a result, many at-promise students report lower levels of belonging, mattering, self-efficacy and validation, which have both direct and indirect influences on their academic and psychosocial outcomes. At the same time, there are many practitioners, faculty and administrators who are committed to improving campus climate for students from at-promise backgrounds.

Many postsecondary institutions have explored ways to create institutional cultures that reflect the needs, experiences and goals of at-promise students. Often, these efforts involve creating supplemental programming or an isolated initiative without shifting the institutional policies, practices and structures that create challenges for these students. Instead of thinking about institutional change as a single initiative, many have shifted toward change as an on-going process with the goal of becoming a learning organization that consistently reflects on how students experience the campus culture and looking for areas of continued growth. Creating the culture of a learning organization can be challenging and requires cross-functional engagement.

Drawing from the *Promoting At-promise Student Success* (PASS) Project, we found that cross-functional professional learning communities (PLCs) can be an effective approach to engaging with previous research and campus data to imagine new policies, practices and structures that support student success. Divided into two stages, the following syllabus provides structure and guidance for PLCs in higher education to learn about a research-informed approach to shift institution culture in ways that encourage the success of at-promise students.

At-promise students refers to students who have been minoritized by the higher education system broadly, with a particular focus on low-income students, first-generation college students, and/ or racially minoritized students. Our use of at-promise aligns with prior scholarship that challenges deficit language and centers the strengths, assets, and potential of minoritized students and emphasizes the responsibility of educational systems to address inequality through their commitment to minoritized groups (i.e., "the promise") by recognizing and addressing the complex and interlocking phenomena that negatively impact individuals beyond any one identity group. For more detailed discussion of the term, please see: Bettencourt, G., Irwin, L., Todorova, R., Hallett, R., & Corwin, Z. (2023). The possibilities and precautions of using the designation "at-promise" in higher education research. *Journal of Postsecondary Student Success*, *2*(2), 15-27.

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Key Texts:	**Suggested Optional Texts:**
Creating a Campus-wide Culture of Student Success: An Evidence-based Approach to Supporting Low-income, Racially Minoritized, and First-generation College Students by Ronald Hallett, Adrianna Kezar, Joseph Kitchen, & Rosemary Perez	*How Colleges Change: Understanding, Leading and Enacting Change (2nd Edition)* by Adrianna Kezar
Administratively Adrift: Overcoming Institutional Barriers for College Student Success by Scott Bass	*Pursuing Quality, Access, and Affordability: A Field Guide to Improving Higher Education* by Stephen Ehrmann

Welcome to the PLC!

This professional learning community (PLC) will provide you an opportunity to collaborate with your colleagues across campus to learn about culture change efforts that could improve at-promise students' experiences and outcomes. During your time in the PLC you will engage with campus data and work with colleagues across campus to improve student outcomes. You were invited because you have an important perspective to bring to this team of educators who represent the staff, faculty and leadership from across campus who are committed to creating a student-centered supportive campus-wide culture.

You may have questions about what to expect. To begin, we provide an overview of common questions.

What is the purpose of this PLC?

While many educators, policymakers, and researchers speak about the importance of building a student-centered culture, few research-informed models exist with concrete guidelines for how to do so. This PLC brings together educators (e.g., faculty, staff, administrators and campus employees) from across campus to engage in collaborative learning that will inform reimagining policies, practices, and structures to improve student experiences and outcomes.

Where did the ideas guiding this syllabus come from?

This syllabus was developed based upon a study of at-promise student experiences and how institutions engage in change efforts to support their academic and psychosocial success. The *Promoting At-promise Student Success (PASS) Project* included an opportunity to pilot PLCs with three University of Nebraska campuses – a rural campus, a metropolitan campus, and a land grant campus. Each campus had two campus-based facilitators who co-constructed the activities for their colleagues with our research team. We want to thank the facilitators – Sarah Edwards, Aaron Estes, Amy Goodburn, Toni Hill,

Sammi Kaiser, and Kelli King – who helped us understand the importance of contextualizing the information and activities to meet the needs of their campuses. We are grateful for their guidance and engagement. We are also grateful to the PLC participants on each campus who engaged with us and provided feedback on the PLC experience.

How is this effort different from other things I have been asked to do?

This PLC brings together a diverse group of educators to engage in deep learning to inform future action. You will work collaboratively with colleagues across campus to break down institutional silos in order to build and/or sustain a student-centered culture where students have validating experiences and coordinated support as they navigate campus life. Unlike committees or task forces that require immediate action to resolve an urgent issue, you will have time to learn and build trusting relationships prior to taking action. Educators who participated in our initial cohort of PLCs found that engaging with a research-informed approach to building a student-centered culture with a cross-functional group of colleagues enabled them to identify new policies, practices and structures that could improve the experiences of students, staff, faculty and leadership.

How does the PLC's approach differ from student support work currently on our campus?

Many campuses support at-promise students in specific units or through supplemental programming. Some have campus initiatives designed to address inequities that exist in student experiences and outcomes. The PLC is focused on expanding, connecting and amplifying the good work that already exists on your campus.

There is now an awareness that smaller changes will not be enough to improve at-promise student experiences. Large-scale and institutional culture change is needed to move the needle on improving outcomes for at-promise students. Institutional culture change refers to altering underlying values

and assumptions that are embedded in policies, practices and structures. Campuses that engage in overall institutional culture change focused on supporting at-promise student success offer greater likelihood that students will be effectively supported as compared to support approaches offered in siloed ways or through supplemental programs or offices. For example, some campuses have begun developing a culture of continuous improvement where they review data annually to see how students are performing and where they could continue to make changes. This is an intentional and on-going process.

What should I expect?

The first stage of the PLC involves learning, which includes engaging with research-informed frameworks, promising practices, and your campus context. While this stage centers learning, that does not mean that you will not be implementing lessons learned and taking actions concurrently. Throughout the first stage, you will engage in activities during the group meetings as well as between meetings

in order to gain a deeper understanding of the campus context. We encourage you to complete the pre-readings before each session in order to fully participate in the discussions and activities. During stage two, you will create a plan to share what you have learned and facilitate opportunities to address areas of improvement that were identified by the group.

How should I use this syllabus?

The syllabus offers a variety of suggestions for readings and activities in an intentional order. However, we encourage you to tailor the syllabus to the needs, objectives and timeline of your PLC. Feel free to use all of the readings, guiding questions and activities in a module, edit questions to address your particular context, or devise your own activities. During the second stage, we provide a few different pathways to engage with the content. Please also refer to the PLC guidebook for notes about facilitating a Professional Learning Community. All resources are located on the *PLC page* of our website.

PASS

Promoting At-Promise Student Success

STAGE ONE: LEARNING FROM RESEARCH, THEORY AND CAMPUS DATA

The first stage of the PLC focuses on learning in community by engaging with current research and theory related to why and how to shift institutional culture in ways that could improve at-promise students' experiences and outcomes. We present a student-centered framework — ecological validation — that research suggests positively influences students' experiences and outcomes. You will engage with research and case studies. Each module includes pre-readings to help your team draw from a shared knowledge base. You will also leverage knowledge from your professional practice and previous learning experiences. Each module includes guiding questions and activities that will enable you to dig deeper into ideas with your colleagues.

Overarching Objectives:

- **Learning**:
    1. Learn about institutional culture change approaches that support at-promise student outcomes and experiences
    2. Learn about the research-informed concept of ecological validation
    3. Gain insights into efforts on other campuses to create new policies, practices and structures to support at-promise student outcomes and experiences
    4. Gain understanding of the role of individual and collective networks in supporting at-promise students

- **Action:**
    5. Map existing work and identify gaps/opportunities
    6. Engage with campus data and stakeholders to learn about opportunities and challenges related to culture change
    7. Explore how to expand collaborative and cross-functional work on campus
    8. Leverage learning to create goals for the second stage of the PLC — identify specific issues that the group wants to address

- **Connections and Relationships:**
    9. Develop trusting relationships and clear understanding of cross-functional colleagues' work
    10. Create shared language and understanding of key issues on campus

MODULE 1: INTRODUCTION TO PLC, TEAM BUILDING AND GROUP EXPECTATIONS

The first module includes an overview of the mission of the PLC — to improve at-promise student experiences and outcomes. Throughout this learning experience, you will explore how to shift institutional policies, practices and structures to support at-promise students. We developed three brief readings or "briefs" to orient you to the key concepts you will explore throughout this PLC. The PLC brief summarizes why and how this effort could be used by colleges and universities that are interested in improving at-promise student experiences and outcomes. The at-promise brief discusses an approach to working with students that leverages both students' assets and institutional responsibility to provide support. The educator brief argues for an expansive view of how faculty, staff and leadership can consider their role in supporting students. In addition to engaging with the readings, in this module you will get to know the members of your PLC and identify group expectations to guide meetings and create a space where everyone can share their ideas, concerns, and questions.

📖 Read Prior to Group Meeting:

- *Cross-functional Professional Learning Communities in Higher Education*
- *Academic Leader Article*
- *At-promise Student Brief*
- *Who is an Educator Brief*

📖 Optional Readings and Resources:

- *Pursuing Quality, Access and Affordability*, Chapters 1 & 6
- Victor Rios on *shifting from at-risk to at-promise* [11 min. TedTalk]

❓ Questions to Consider While Reading:

- In your experience, which subgroups of at-promise students experience challenges at your institution?
- What does it mean to be an "educator" at your institution? How does this shape how you think about your role?
- How could the diverse and cross-functional makeup of your PLC help you imagine new approaches for supporting at-promise students?
- What group expectations will help your PLC be successful in creating a learning space where people can imagine new policies, practices and structures?

🧩 Potential Activities:

1. **Meaningful introductions:** Each person…
   - Shares preferred name and job title(s).
   - Explains their work on campus and discusses how their campus role relates to at-promise student success. (Group members are encouraged to ask questions.)
   - Discusses their "why" for working in higher education and at this institution.
     - *Note: For larger groups, this activity may be spread over a few modules to enable a deeper understanding of the expectations, opportunities and constraints of each person's work.*

2. In small groups, reflect on a time when you were in an effective professional team.
   - What did leadership do to contribute to the success of the team?
   - How did team members ensure the team was successful?
   - How can you bring these lessons to the PLC?

3. Discuss and identify group member expectations:

- What will group members do in order to prepare for each meeting?

- How will group members engage with ideas or concepts when there is disagreement?

- Does the group have expectations related to disconnecting from technology during meetings?

- Drawing from previous experiences with effective teams, are there group expectations that would encourage the success of the group?

4. In small groups, explore the key ideas emerging from the readings and engage with the following questions:

- What do you hope to get out of this PLC?

- How could a cross-functional PLC focused on at-promise student success influence your campus?

- What would it look like if everyone who worked on campus thought of themselves as an educator?

Prior to Next Meeting:

In preparation for the next meeting, discuss how to pull institutional data and reports related to student experiences and outcomes. Determine whether each PLC member will bring in a data point to share, or identify a point person to request data from the appropriate venue. Gather data that illustrates the outcomes of the overall student body and subgroups, including percentage of students in each subgroup, GPA, retention each semester, time to graduation, and graduation rates. In addition, locate the campus culture survey or similar reports, if available. The group should also bring in the institutional mission statement and accrediting documents.

MODULE 2: OVERVIEW OF INSTITUTIONAL CULTURE CHANGE RESEARCH

This module explores why culture change plays an important role in improving at-promise students' experiences and outcomes. Institutional culture change involves educators exploring and shifting their underlying values about the nature of their work, which then leads to changing the structures that support their work (e.g., policies, incentives, rewards). Institutional data play a key role in identifying aspects of campus culture that need to shift and can serve as an important marker to assess if the institution makes progress. In this module, we focus on understanding what institutional culture change is and how it can happen in subunits as an initial step. The ultimate goal, however, is overall institutional culture change to improve at-promise students' outcomes and experiences.

📖 *Read Prior to Group Meeting:*

- *Creating a Campus-wide Culture of Student Success*, Chapter 1 & 2

📖 *Optional or Further Reading:*

- *How Colleges Change* (Kezar, 2013), Chapter 4

- Ramaley, Judith A., "Moving Mountains: Institutional Culture and Transformational Change" (2002). *Higher Education*. Paper 177.

💬 *Questions to Consider While Reading:*

- What are the key elements of culture change?

- How is shared leadership critical to culture change? Who do you understand to be part of shared leadership at your institution?

- Are there subgroups of students at your campus who continue to have inequitable success outcomes even though supplemental programming exists?

- How might the concepts of providing ecological and validating support shift your approach to work?

🧩 *Potential Activities:*

1. Review the data and reports gathered related to at-promise student experiences and outcomes.

    a. What stands out in the data? Are there particular subgroups of students who have lower outcomes as compared to their peers? What clues exist within the data reviewed to explain challenges to at-promise student success?

    b. How do the mission statement and accrediting documents align with what is observed in the data? What is the institution saying it values? Where are the gaps in realizing the mission and goals outlined in accrediting documents?

    c. What additional information would be needed to understand why these students are experiencing more challenges at your institution?

    d. Develop a plan to continue gathering information. This could include locating additional data and reports that may be available and/or gathering information from educators who work with these student groups on campus.

2. Share impressions of your understanding of culture change. Have everyone write down the five words they associate with institutional culture change and create a word cloud. See if there is consensus about what culture change is and discuss different understandings and interpretations. Reflect on key concepts from the readings and see if there's synergy between the readings and the world cloud.

3. Exploring campus culture as it relates to at-promise student success:

    a. Use the *diverse student success infrastructure framework* and answer the questions included about resource allocation, data, decision making, incentives, professional learning and other areas. Discuss how your campus looks with regard to each of these areas.

    b. What are the core values that drive campus operations? List the top five values that govern educators (administrators, faculty and staff work). The list might be different for these three groups.

✦ *Prior to Next Meeting:*

Identify an example from your practice where a siloed approach to supporting at-promise students created challenges (e.g., lack of communication between financial aid and registrar's office led to delayed registration — for more examples, see readings for the next module). You could bring a de-identified email or notes from a meeting that could help guide discussion during the next meeting.

MODULE 3: OVERVIEW OF ECOLOGICAL VALIDATION — A STUDENT-CENTERED APPROACH TO INSTITUTIONAL CULTURE CHANGE

This module introduces ecological validation — a student-centered approach that research suggests positively influences at-promise student experiences and outcomes. The framework highlights five key norms that frame interactions with at-promise students (i.e., proactive, holistic, strengths-oriented, identity-conscious, and development norms) and two norms that guide how educators interact with each other (i.e., reflective and collaborative). Your team will explore how the concepts of ecological validation relate to your work, previous experiences, and mission of your institution. You will discuss why this framework may be useful in addressing some key issues on your campus. This module will enable you to begin considering how to pull ideas from the PLC to share within your spheres of influence, which include the unit where you work, the committees where you serve, and other groups or spaces on campus where you engage.

📖 Read Prior to Group Meeting:

- *Creating a Campus-wide Culture of Student Success*, Chapters 5 & 6

💬 Questions to Consider While Reading:

- What are the key concepts of ecological validation? How would you describe the concept of ecological validation to a colleague? What questions do you still have?

- How do you think at-promise students experience your campus? Where have you seen successes? Where might there be opportunities for your campus to improve support to at-promise students?

- How might cross-functional collaboration among faculty, staff, and administration on your campus influence at-promise student experiences and outcomes?

- In what ways does your campus reflect the ecological validation framework? Where is there room for growth?

🧩 Potential Activities:

1. Share the example that you brought related to siloed approaches to supporting at-promise students.
   a. What is the key issue?
   b. What would an approach that reflects ecological validation look like?
   c. What could be next steps to support the particular student or address the specific situation?

2. Review and discuss the *Ecological Validation video*.
   - Break into pairs after watching the video — have each person describe the concept of ecological validation in their own words.
   - How could the concept of ecological validation positively influence the at-promise students attending your campus?
   - How might you use this video to begin sharing what you are learning within your unit or spheres of influence?

3. Break into small groups. Assign each group 1-2 of the ecological validation norms.
   a. Create an explanation of the norm in your own words.
   b. Identify an example of when you have seen the norm enacted on your campus and a time that the norm was not enacted.
   c. Have each group share what they developed and discuss as a full group.
   d. Are their norms that seem more challenging to enact?

4. Group discussion questions:

- What would ecological validation look like in your unit?

- In reading about the conditions necessary for ecological validation, reflect on an area your unit does well. Describe how your team enacts and sustains that work.

- In reading about the cultural conditions necessary for ecological validation, reflect on an area your unit could improve upon.

- What institutional barriers, if any, do you see impacting your unit's ability to create a culture of ecological validation for your students?

Prior to Next Meeting:

Each person should intentionally look for an opportunity to leverage the concept of ecological validation and the norms within their work prior to the next meeting. This will look different depending upon the educator's role. Instructors and student-facing staff, for example, may employ the concepts during their interactions with students or to resolve a student issue. Staff who do not work in student-facing roles may reflect on how a policy in their unit could be reimagined leveraging the ecological validation concepts. Leaders and administrators may explore broader policies and practices related to ecological validation, which could include considering how to encourage collaboration across the different units on campus.

MODULE 4: STUDENT AND EDUCATOR EXPERIENCES WITH ECOLOGICAL VALIDATION

This module illustrates how students and educators experience a culture of ecological validation. As discussed in the previous module, five norms (proactive, holistic, strengths-oriented, identity-conscious, and developmental) frame how educators engage with at-promise students in ways that support their academic experiences and outcomes. In addition, two norms (reflective and collaborative) involve orientations to work that differ from typical structures in higher education [see *overview*]. The readings also highlight research-informed promising practices that support ecological validation.

📖 *Read Prior to Group Meeting:*

- *Creating a Campus-wide Culture of Student Success*, Chapters 7 & 9

- *Proactive Advising Practice Guide: How Advisors Can Support At-promise Student Success with Proactive Advising Strategies [Brief]*

❓ *Questions to Consider While Reading:*

- How could the promising practices or related efforts that cultivate norms of ecological validation be integrated into the student support provided in your program, department, college or institution?

- What opportunities exist to implement ecological validation in your work and across campus?

- What barriers will need to be addressed in order to fully realize ecological validation on your campus?

- How do students experience engagement with your office or department? To what extent do they describe their interactions as validating?

🧩 *Potential Activities:*

1. **Practice Using Ecological Validation Activity:** Break into small groups with individuals who have similar positions (e.g., faculty, staff in student-facing roles, staff not in student-facing roles, leadership/administrators).

   a. How did you enact the concepts of ecological validation and the norms in your unit?

   b. What successes did you experience? What challenges existed?

   c. Based upon what you learned, are there broader policies or practices that could be adjusted within your unit or across campus? What might be the next steps to create those changes?

2. **Proactive Advising Activity:** Begin with *Video Introduction to Proactive Advising*.

   - How would you describe the proactive approach to working with at-promise students?

   - What aspects of your campus demonstrate the proactive approach to working with at-promise students?

   - Are there areas where our campus could improve in providing proactive support to students?

3. *Individual Reflections on Ecological Validation*: This tool is designed for PLC members and educators more broadly to reflect on the extent to which their interactions with students and colleagues reflect the norms of ecological validation in their individual practice. Potential activities include:

   - Use the discussion questions as weekly journal prompts or activities for future modules.

   - Compare responses to the discussion questions with colleagues in the PLC.

   - Use the action items as a catalyst for collaboration with other PLC members or other educators across campus — strategize with a colleague about how to enact those changes

   - Create a collage or graphic portrayal of action items; post in a visible location.

Prior to Next Meeting:

Identify an issue within your unit that you would like to workshop with the group during the next meeting. Consider the concept of ecological validation and the norms when selecting the issue. A few examples may be: a policy or practice that does not reflect all of the norms; a general communication provided to students via email, online or another format that would be reviewed using ecological validation; or, an incentive or reward system that discourages educators from leveraging the norms of ecological validation.

MODULE 5: USING ECOLOGICAL VALIDATION WITHIN YOUR UNIT TO IMPROVE STUDENT EXPERIENCES

This module explores how to leverage the concept of ecological validation to review and improve policies and practices within your unit. The readings in this module provide illustrations of how units, programs, departments, and colleges can identify 'pinch points' that can be addressed to help the campus move toward a culture of ecological validation on campus. You will also explore how to develop tailored support for at-promise students without reducing rigor and continuing to uphold important policies. Tailoring focuses on understanding the barriers that exist for students and then reimagining how to shift practice in ways that enable the students to successfully meet expectations and/or access support.

📖 Read Prior to Group Meeting:

- *Tailoring Programs to Support Student Success [Brief]*
- *Administratively Adrift*, Chapter 1 & 8

📖 Optional Readings:

- Kezar, A., Kitchen, J., Estes, H., Hallett, R. E., & Perez, R. J. (2023). Tailoring programs to best support low-income, first-generation, and racially minoritized college student success. *Journal of College Student Retention*. *25*(1), 126-152. *https://doi.org/10.1177/1521025120971580*
- Kezar, A., Perez, R. J., Kitchen, J., & Hallett, R. E. (2021). Learning how to tailor programmatic offerings to support low-income, first-generation, and racially minoritized student success. *Journal of Postsecondary Student Success 1*(1), 25-57. *https://doi.org/10.33009/fsop_jpss127933*

❓ Questions to Consider While Reading:

- What are the pinch points inhibiting at-promise student success that exist within your unit and across campus? How could ecological validation be leveraged to address these pinch points?
- Are there policies, practices and structures within your units or across campus that create challenges for subgroups of students? If so, how could the concept of tailoring be leveraged to adjust the current approaches?

🧩 Potential Activities:

1. **Unit Issues Activity:** In pairs, workshop the issue that each person identified within their unit.
   a. What is the underlying issue and how does it directly and/or indirectly influence at-promise student success?
   b. Why did this policy or practice get developed?
   c. How might this policy or practice be reimagined based upon the concept of ecological validation?
   d. Who has the authority to adjust the policy? How could the recommendations be communicated to them?
   e. What might be the next steps?

2. **Tailoring Activity:** Begin with *Video Introduction to Tailoring*
   - Prior to the meeting, identify a key piece of institutional data to ground a discussion about an area for improvement.
   - During the meeting, break into small groups to review a key data point provided from institutional data.
   - Discuss how you would determine if a practice or policy should be tailored to a particular student group. What types of institutional buy-in will you need to secure to make a change?

3. **Reflective Practice and Tailoring:** Reflective practice enables educators to identify when a subgroup of students may be experiencing challenges. Once educators identify a pinch point, they can then explore how to create tailored support.

   - How would you describe reflective practice related to working with at-promise students?

   - What aspects of your campus involve reflective practice and tailoring?

   - Are there areas where our campus could continue to improve, related to reflective practice and tailoring for at-promise students?

   - What is an example of a reflective practice enacted in a professional setting?

   - What spaces/times/practices/configurations on campus are conducive to reflective practice? Are there new spaces that could be created?

4. _Unit Reflections on Ecological Validation_**:** This tool is designed for PLC members to reflect on how well their unit reflects the norms of ecological validation. Complete rubric when PLC members reflect on how their individual units are embodying the norms of EV. Revisit towards the end of the PLC experience. Potential activities include:

   a. Compare completed rubrics over time to measure milestones achieved within your units as campuses move toward a culture of EV.

   b. Review people's responses to the reflection tool and discuss how growth in campus units relates to institutional culture change.

Prior to Next Meeting:

Each person in the group should find an opportunity to share what they are learning about ecological validation within their unit or another formal/informal group they interact with on campus. How do the ideas resonate with your colleagues? What questions do they have?

MODULE 6: INSTITUTIONAL SHIFTS THAT SUPPORT ECOLOGICAL VALIDATION

This module explores the policies, practices and structures that support a culture of ecological validation. While individual educators can create validating experiences, at-promise students benefit from having validating interactions with each interaction they have with faculty, staff and leadership. In particular, the silos that exist in higher education result in fragmented and deficit-oriented practices that undermine at-promise student success.

📕 *Read Prior to Group Meeting:*

- *Creating a Campus-wide Culture of Student Success*, Chapters 3 & 10

❓ *Questions to Consider While Reading:*

- How have you seen silos influence the experiences and outcomes of at-promise students at your institution?

- Given the office or unit where you work, in what ways could you imagine enacting a culture of ecological validation with your colleagues?

- What offices or individuals on campus might you collaborate with in support of student success?

- Which model of shared leadership might be most effective on your campus? What relationships or opportunities might you need to cultivate to better leverage shared leadership on your campus?

🧩 *Potential Activities:*

1. **Sharing Ecological Validation Activity:** Break into small groups to discuss the experience in your unit of sharing what you have learned.
   a. What questions did people raise?
   b. What resonated with people?
   c. What could be next steps to continue sharing what the PLC group is learning with others on campus? What resources or forms of support would be needed to make this possible?

2. **Collaborative Norm Activity:** Identify silos on your campus, the history/reasons behind the silos, and possible ways to dissolve them.
   a. Have each person identify 2-3 silos where they reside within the institution. Discuss why each silo exists and then workshop in a small group how to collaborate across the silos. Each person could share their silos with a couple of people in the PLC and look for synergies where collaboration could exist.
   b. What examples exist of when you have broken down institutional silos? What concrete improvements to supporting at-promise students developed from the disruption of silos?
   c. What would need to shift your campus to facilitate cross-functional collaboration?
   d. Are there areas where you need more information/training to learn about working with our students in collaborative and holistic ways? If so, where can we find these resources?

3. **Sphere of influence mapping activity:** Reflect on your PLC as a network on campus.
   - Materials needed: large post-its and pens.
   - Identify your spheres of influence by drawing a map of who you currently work with, including the department or unit where you work as well as the committees or task forces where you serve.
   - Looking across the individual spheres of influence, identify any key departments, units, committees, or other individuals/groups that are missing from the PLC network.

4. *Campus-level Reflections on Change:* This tool is designed for the PLC to assess progress in sharing concepts with the broader campus community and subsequently enacting change. Complete rubric now and at the end the PLC experience. Potential activities include:

   a. Create a graphic that illustrates changes in growth over time.

   b. Meet with colleagues from institutional research and discuss what campuswide metrics align with ecological validation. Strategize about how to embed ecological validation concepts into existing tools.

   c. Questions to guide discussion

      - *How can we illustrate the impact of the PLC?*

      - *How can we illustrate the pervasiveness of concepts across campus?*

      - *How can we document the number of people who have participated in events sponsored by or informed by the PLC? Suggestion: track event participant lists*

      - *What policies and practices have changed as a result of the PLC? Suggestion: Track micro and meso-level changes to practice and policies on a shared Excel file*

      - *How can we celebrate and publicize progress?*

Prior to Next Meeting:

Divide the group into pairs or small groups to focus on key subgroups of at-promise students at your institution (see activity in Module 7 for examples). Prior to the next meeting, gather data related to these students' experiences and outcomes at your institution. In addition, identify the resources and supports that are available to support these students. Some groups may decide to speak with a few students to gain some insights about their experiences navigating your institution.

MODULE 7: MAPPING EXISTING WORK, IDENTIFYING GAPS/ OPPORTUNITIES, & WORKING CROSS-FUNCTIONALLY TO SUPPORT CULTURE CHANGE

In this module, you will explore how to map existing work and then consider opportunities to build a constellation of support that reflects ecological validation. Most campuses have numerous offices, departments, and programs that support at-promise students. Ehrmann (2021) argues that campuses are more effective when they build a "constellation" of support, which involves exploring how to coordinate policies and practices across campus in ways that create a more holistic and cohesive student experience. He also recommends leveraging campus data to identify issues that need to be addressed.

📖 *Read Prior to Group Meeting:*

- *Brief on constellation activity*

- *Administratively Adrift,* Chapter 7, 9, 10

📕 *Optional Readings:*

- *Pursuing Quality, Access and Affordability*, Chapter 2 & 3.

- Case Studies on Data Use *(choose what would be most relevant for your campus)*:

  - *Diving Into Data to Improve Teaching*

  - *Using Equity Data to Guide the Design and Implementation of the New General Education Curriculum at Ohio State - Ithaka S+R*

  - *Building a Pathway to Student Success at Georgia State University - Ithaka S+R*

  - *Article On Student Success Analytics*

  - *A Framework for Student Success Analytics | EDUCAUSE*

  - *Examples of Data Use for Student Success and Tools: USC Center for Urban Education — Data*

❓ *Questions to Consider While Reading:*

- How could you leverage data to identify key issues to address in your unit, department or institution? Is there additional data that would be useful?

- In reflecting on the readings, can you think of different units or departments that you could work with to help build a constellation of support?

- What are the potential challenges to cross-functional work? Which challenges seem particularly salient on our campus?

- What resources can be provided to assist with cross-functional work?

🧩 *Potential Activities:*

1. **Constellation Activity:** PLC members or facilitators will bring in data related to subgroups of at-promise students (e.g., racially minoritized, low-income, LGBTQIA+; refugee, DACA and/or immigration status of student and/or family; first-generation college; parenting and/or caregiving to children or adult family members; students with special needs; formerly incarcerated; homelessness, housing instability, and/or food insecurity; formerly foster youth; transfer student; over 25 years old; and/or, employed 30+ hours per week). Your PLC may pick multiple subgroups of students and divide into small groups. You will identify the challenges that exist for the student subgroups and then map the programs, supports and initiatives that exist in order to explore how to build a constellation of support.

   - What would a constellation of support look like?

   - What are the potential challenges of working across units?

   - What would we need in order to facilitate more seamless cross-unit collaboration (be as specific as possible)?

2. Consider an issue that has emerged in previous discussions (e.g., low graduation rates for first-generation college students or low levels of belonging for transfer students). Identify 2-3 key steps that could be taken to build a constellation that moves toward a culture of ecological validation:

   - What data points would we need to further explore this idea?

   - How could programs, departments, and offices collaborate in ways that would support student retention?

   - What identity-conscious, proactive, holistic, developmental, and strengths-oriented practices could be implemented as part of the collaborative process?

   - What reflective practices could be put into place to evaluate the success of the process and to make decisions about future steps toward building a constellation of support for students?

3. **Discuss case studies on data use:** Culture change is enabled when there is data that helps identify problems and track progress of the evolving culture. Culture change is also continual as new students arrive on campus and the environment shifts, therefore, an on-going process for collecting data is needed to ensure consistent improvement toward an ever-evolving culture of ecological validation. As the readings showed, data can be used in many ways:

   - to understand the issues facing students on an ongoing basis as new student populations arrive on campus and the environment changes — think recent pandemic;

   - to chart a course of action, to dig deeper into an issue;

   - to explore a process or practice; or

   - to assess and evaluate changes.

Prior to Next Meeting:

The group may want to continue working on the constellation activity between meetings. Or, the group members may want to develop individual reflections about what they have learned and how the institution could integrate the ideas. Questions could include:

- What have you learned?

- What do you want to learn more about?

- What ideas seem most promising to enact within your individual work, unit-level work, and cross-functional work?

- What areas of growth do you see for the institution?

MODULE 8: DEVELOPING AN INSTITUTIONAL CULTURE OF ECOLOGICAL VALIDATION

This module focuses on how to build policies and structures needed to support a culture of ecological validation. In order to shift campus culture, educators across campus will need to examine how to align incentives, rewards, evaluation processes, budgets, and all systems with the norms of ecological validation. Culture change is unlikely to occur based on implementing one or only a few changes and will likely require putting in place a continuous improvement process. Kezar (2019) argues for implementing a continuous improvement vehicle. The readings on a diverse student success infrastructure focus on how to leverage various parts of campus (e.g., rewards, awards, evaluation, structures, budgets and all systems) to support ecological validation. The Bass reading from the previous module considers how a task force or council could be created to examine and continue the mapping process started in the last session as an approach to advance this work.

📖 *Read Prior to Group Meeting:*

- *Creating a Campus-wide Culture of Student Success*, Chapter 8

- *Kezar, A. (2019). Creating a diverse student success infrastructure: The key to catalyzing cultural change for today's student. Los Angeles, CA: University of Southern California, Pullias Center for Higher Education.*

📖 *Optional Readings:*

- Kezar, A. (2005). Redesigning for collaboration within higher education institutions: An exploration into the developmental process. *Research in Higher Education*, *46*(7), 831-860.

❓ *Questions to Consider While Reading:*

- What is the environment like for continuous improvement on your campus?

- How can you work to refashion the campus infrastructure to support culture change?

- What process for continuous improvement will work best on your campus?

🧩 *Potential Activities:*

1. **Small group discussion:** identify opportunities for collaboration and structural change on campus. Using the readings as a lens, explore where there may be areas of growth for your campus. Document information on chart paper.

   - After brainstorming ideas, identify 3-5 that may be most actionable.
   - Map the pros and cons of each approach.
   - Select 1 or more of the items to move forward.
   - How would these adjustments support at-promise student success?
   - Who would need to be involved in the process? Are there resources needed?
   - Develop a plan for moving forward with these action items.

2. Pick an area of campus infrastructure (Kezar reading) that seems most aligned with ecological validation and see how that could be used to help others on campus think about ways to expand this approach to other areas of campus infrastructure. Identify which areas might be opportunities for immediate change.

✨ *Extending Learning and Engagement Prior to Second Stage:*

Consider if you would like to schedule a retreat to reflect on what has been learned and explore how to move forward in supporting your institution in creating a culture of ecological validation. The goal is to reimagine current practices and think big about what could be done to support your campus.

PASS

Promoting At-Promise Student Success
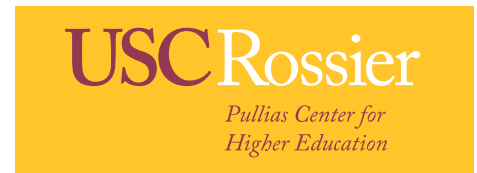
STAGE TWO: ALIGNING AND SPREADING EFFORTS WITH CAMPUS

In the first stage, your group functioned as a PLC with a focus on learning the concept of ecological validation, developing connections between the educators in the group, and exploring the pressing issues that your campus faces. The second stage involves shifting from primarily learning toward becoming an action-oriented group that supports your campus in moving toward a culture of ecological validation. The primary goal of the group will be to coordinate across the multiple units, initiatives and goals that exist across campus in order to improve at-promise student experiences and outcomes. In our work with coordinating groups, we found that they engaged with *key processes* at this stage:

- **Mapping and Auditing:** Engage with multiple forms of campus data to inform and assess how ecological validation is enacted and sustained by identifying areas of need among students and/or barriers that result from campus organizational policies and practices.

- **Communicating:** Communicate with campus stakeholders about the ecological validation approach and share progress made by coordinating across efforts/units.

- **Exploring Networks and Connection to Leadership:** Develop sustained networks and the distributed leadership for culture change and embedded ecological validation.

- **Reviewing Processes, Policies and Practices:** Review existing processes, policies and practices for alignment with ecological validation.

- **Developing Campus-wide Professional Development and Learning:** Facilitate learning opportunities for the group members and campus related to how to enact a culture of ecological validation.

- **Evaluating, Sustaining and Planning for Future Work:** Reflect on what has been accomplished by the coordinating group and develop a plan to continue the work.

The processes work together to create culture change and can be enacted in different ways depending upon the campus context and needs. The coordinating group does not need to be responsible for addressing all of the issues identified — rather, they can explore who on campus could do the work and then collaborate with them. Your group may also identify other key areas that you want to move forward that extend beyond the processes listed above.

While we list these in an order that is logical to follow generally, there are two items you will want to reflect on and start planning earlier: a) professional development will take time to plan and implement; and, b) evaluation and sustainability should be an ongoing process. As a coordinating group, you may want to form subgroups that work on all these items simultaneously.

🎯 *Stage Two Overarching Objectives:*

- Continue engaging in learning related to ecological validation, culture change, and campus context

- Support the campus in enacting the key processes listed above

- Evaluate what the group accomplished

- Develop a plan to sustain the work of the group moving forward

MODULE 9: COORDINATING, MAPPING AND AUDITING

This module provides guidance on shifting from a PLC to a coordinating group that will support your campus in creating a culture of ecological validation. Your group will develop a short document that articulates the identity and goals of the group. In particular, your group will focus on how to coordinate across the multiple units, initiatives and goals that exist across campus in order to improve at-promise student experiences and outcomes.

📖 *Read Prior to Group Meeting:*

- *Coordinating Group Brief*

- Read *Introduction of Change Leadership Toolkit* and skim the remainder of this toolkit to identify potential resources.

❓ *Questions to Consider While Reading*

- What issues do you hope the coordinating group will address to improve at-promise student experiences and outcomes on your campus?

- Which of the processes do you feel particularly interested in working on with other group members?

- What opportunities and challenges exist to enacting the six key processes of coordination on your campus (i.e., communicating; mapping and auditing; exploring networks and connection to leadership; reviewing processes, policies and practices; developing campus-wide professional development and learning; and, evaluating, sustaining and planning for future work)?

- Does your group need to add new members to accomplish your goals? How will you orient new members?

- How do you understand change leadership? What type of professional development might you need to enact this goal?

🧩 *Potential Activities:*

- **Group Activity:** Develop a group identity statement to guide your work. What are the primary goals for your group? How is your work changing and how does that affect the nature of your meetings? How does your work align with the campus mission and current initiatives? Why is this work important for your campus?

- **Determine Structure of Remaining Meetings:** While we present the modules in a particular sequence, groups may want to take different approaches depending upon the campus context. Your group will want to develop a plan for how to proceed. We provide a few options to guide planning:

  - Focus on Learning — This approach would involve moving through the modules in the sequence provided in order to develop a clear plan for action that would follow at the conclusion of this stage. This could be particularly useful for campuses who decide to move through the modules during a retreat or to guide the development of a planning document.

  - Working Groups — Individuals would divide into working groups that focus the key processes: communication, networks/leadership, professional development, and reviewing policies, practices and structures. The group may have a working group for each process (e.g., a professional development group that plans campus summit related to ecological validation) or key topic areas (e.g., transfer students, racially minoritized students) in order to explore how to enact each of the key processes to address the inequities in student outcomes. The working groups would then report on what they accomplished during each of the meetings.

  - Some of the processes (e.g., professional development) will take significant time to coordinate. A working group may focus on learning, but decide that they will spend a certain portion of each meeting working on a specific key process to accomplish a specific goal (e.g., host a professional development opportunity for educators across campus.)

- **Mapping Current Efforts and Leveraging Data:** Return to the work done in the first stage, in particular the constellation and data activities.

  - How does this information frame your group identity and goals?

  - If your group shifted focus, how will you map the current efforts and challenges that exist related to the current focus? (For example, if you built a constellation related to transfer students and then shifted to focusing on first-generation college students, your group would need to spend time gathering data and mapping current efforts related to first-generation college students.)

  - What data need to be gathered to support the work of the group in the second stage?

  - Which campus partners will your group involve in your data plans? Who or what may be missing from your considerations that are critical for advancing your group's data plans?

- **Engaging with Change Leadership:** The *Change Leadership Toolkit (CLT)* is grounded by an ecosystem model of systemic change leadership, which is a research-informed conceptual framework. One of the key things your group will be doing is leading change on campus and you can leverage the CLT to do this work.

  - Review how the CLT defines systemic change: as one that affects multiple courses, departments, programs, divisions, colleges (or beyond) and results in changes to policies, procedures, norms, cultures, and/or structures (organizational, curricular, fiscal) p. 8

  - Pair/share reflection questions from skimming the CLT (pp. 4, 8-9). What questions or thoughts do you have about the Change Leadership Toolkit? How could you use this resource to guide your coordinating group's emerging culture change efforts?

MODULE 10: DEVELOPING A COMMUNICATION STRATEGY

This module provides guidance on how to create a communication strategy to engage with educators across campus. In order to create a campus-wide culture of ecological validation, your group will need to share what you have learned and bring others into the work. Your group will explore how to engage with different campus stakeholder groups and develop an approach for creating a shared language by leveraging your knowledge of ecological validation and the current campus context.

Potential Activities:

- **Group Discussion:** Explore how your group plans to approach communicating with campus.
  - What could a communication strategy look like for your group? How could you help the campus understand your group's role?
  - How could your group communicate the basic ideas of ecological validation with the campus?

- **Small Group Activity:** How might you talk about what this group does with other educators on campus? What does this group do? What is ecological validation? Break into pairs to discuss possible elevator pitches and then present to the full group.

- **Small Group Activity:** How would you explain the concept of ecological validation to different stakeholders on campus, including faculty, staff, senior leadership, and student leaders? Consider the different units on campus and how the message may need to be framed for these specific groups.

- **Communication Activity:** Explore different ways to share the key learnings with educators across campus (e.g., website, video, and/or presentation to units). What would a meaningful learning activity look like with these different groups? How could the learning activity connect individuals who work in different spaces and roles on campus?

- **Action-oriented Communication Activity:** Each member of the group should find an opportunity to share what they have been learning, which could be during a unit-level meeting, campus-level meeting, or other formal/informal space. In addition to sharing the concepts of ecological validation, these presentations or discussions should also involve an overview of how the group plans to proceed. This could also be an opportunity to get feedback from campus stakeholders.

- **Resources Activity:** Review the practitioner materials available on the *PASS website* that may be useful to communicate the concept of ecological validation and the work of the group. How could these resources be shared with educators on campus? What materials may the group want to create to supplement those materials?

MODULE 11: REVIEWING NETWORKS AND CONNECTION TO LEADERSHIP

This module focuses on reviewing how the coordinating group is connected to other educators across campus. In addition, the group will reflect on how to connect with leadership on campus. An aspect of coordinating with campus leadership should also include how to continue the work if and when senior leadership changes.

📖 *Read Prior to Group Meeting:*

- *Creating a Campus-wide Culture*, Chapter 11

📕 *Optional Readings and Resources*

- Case Study on Culture Change and Shared Leadership: *Institutional Transformation for Student Success*

🧩 *Potential Activities:*

- **Mapping Group's Network Activity:**

  - Describe how the collective coordinating group's network has evolved over time (e.g., what was the network last year, how has it expanded this year, how might it expand moving forward?)

  - Understand how group members are activating and utilizing their networks to foster culture change in support of at-promise students.

  - Help develop the shared leadership necessary for culture change.

  - Map key groups and/or individuals who could benefit from engaging with the key ideas that have emerged from the coordinating group. Begin by brainstorming in pairs before sharing with the full group.

- **Small Group Activity:** Review highlights from Chapter 11 about shared leaders and consider the following reflection questions:

  - Which leadership model might work best at your campus to implement ecological validation at scale?

  - What relationships or opportunities might you need to cultivate to better leverage shared leadership on your campus?

  - What could be 2-3 practical next steps to connect with different levels of leadership on your campus?

  - Given the political and structural context of your campus, are there certain individuals who need to be contacted first? Are there different ways the message needs to be framed for different individuals and/or groups?

- **Connecting with Senior Leadership Activity:** The support of senior leadership will be key to the long-term success of your group's work. Develop a strategy to connect with senior leadership.

  - Who are the members of senior leadership that should be connected to the work of the group (e.g., provost, chancellor/presidential cabinet, academic deans)?

  - What are the goals, initiatives and mission of the senior leadership?

  - When and how could the group connect with senior leadership?

  - Are there resources or other forms of support that the group needs from senior leadership?

  - Develop a message that demonstrates how the work of the group aligns with senior leadership goals.

  - Who in the group would serve as a liaison with senior leadership?

  - Who will schedule a meeting with members of senior leadership? What materials need to be developed for those meetings?

MODULE 12: REVIEWING POLICIES, PRACTICES AND STRUCTURES

This module will explore how existing structures and practices align with concepts of ecological validation and identify key recommendations for campus leadership. The group will audit the policies, practices and structures that exist on campus – which should become an ongoing process in order to improve the experiences and outcomes of at-promise students.

Potential Activities:

- **Unit Level:** Each group member will identify a policy or practice within their unit that could be revised to reflect the norms of ecological validation.

    - What is the policy or practice? When was it developed and why does it exist?

    - What formal or informal data (e.g., student or educator reflections) exist to demonstrate that this policy creates challenges for at-promise students?

    - Workshop in small groups how to adjust the policy or practice.

    - Develop next steps for implementing the revised policy or practice and gather new data to understand if/how the shifts improved student experiences or outcomes.

- **Subgroups of Students Activity:** Consider the constellation activity that you completed in Module 7.

    - What policies or practices could be shifted in order to build the constellation of support for this specific subgroup of at-promise students? What would be the process of working with educators on campus to adjust policy and practice to support this subgroup of students?

    - The group may also consider building a new constellation for a new subgroup of students and then develop a plan to shift policies and practices to strengthen the constellation of support.

- **Cross-Functional Level:** Discuss the policies and practices between units that create challenges for educators to support students. For example, the registrar may determine which information can appear on the academic advisor's page (e.g., high school GPA) or housing may require deposits before financial aid releases the students funding.

    - What policies or practices create challenges for students as they navigate between different offices, units or programs?

    - What policies or practices negatively impact educators' ability to collaborate across units to support students?

    - Why do these policies and practices exist? What are the opportunities and limitations in terms of changing them?

    - Who would approve changing this policy or practice?

    - Who would be involved in implementing the shift in policy or practice? When and how do you engage them in the conversation and change process?

    - Workshop in small groups how to adjust the policy or practice.

    - Develop next steps for implementing the revised policy or practice and gather new data to understand if/how the shifts improve student and/or educator experiences.

    - Consider a communication strategy to share the new policy or practice with other educators on campus.

MODULE 13: CAMPUS-WIDE PROFESSIONAL DEVELOPMENT AND LEARNING ABOUT ECOLOGICAL VALIDATION

This module focuses on how to share the concept of ecological validation approach with campus stakeholders and explore different professional development approaches. While your campus may decide to create additional professional learning communities to engage more educators in deep learning about ecological validation, most often the professional learning opportunities for the broader campus will need to be more concise. Your group will explore different options and create a plan to engage with educators across campus.

Pre-reading Materials

- *Campus Summit Brief*

Questions to Consider While Reading

- What professional development opportunities could be created to facilitate developing a shared language and goals for campus-wide culture change? Who would be good to include during the first round of learning opportunities?

- What would a coordinated effort to support a campus-wide culture of ecological validation look like? Are there communication strategies or other efforts that other campuses have used that may work at your campus?

Potential Activities:

- **Sharing Group Update Reflection Activity:** Each group member had the opportunity to provide an update on the group's progress as well as sharing the concepts of ecological validation at different points during the first stage. Discuss the successes and challenges in small groups. Did the stakeholders provide feedback that could be useful for the group?

- **Campus-wide Summit Planning:** Draft a *summit* for a cross-functional group of educators from across campus.

  - How could you create opportunities for cross-functional groups of individuals to learn about the concept of ecological validation and explore how to break down the silos that exist?

  - When would the event(s) occur? Who would take the lead in coordinating the details of the event? Who would be invited and how will the invitations be sent?

  - Given that many professional development opportunities exist on campus and may not be well-attended, how will this opportunity be framed differently?

  - Do you need any resources for the events (e.g., stipends, lunches, etc.)? If so, how will the resources be secured?

  - Will there be one large event? Several smaller events? Or a combination of both?

- **Professional Development Planning:** Consider multiple ways that your group could engage different groups of educators on campus.

  - How could different groups of educators be engaged in learning about ecological validation? Are there different approaches that would be needed for each group?

  - Are there opportunities to integrate learning about ecological validation into processes that currently exist (e.g., orientation and onboarding of new faculty and staff, college level meetings, or annual summits on campus)?

  - What incentives may be needed to engage educators? If resources are needed, how would they be secured?

  - Develop a plan to move forward.

MODULE 14: SUSTAINING AND PLANNING FUTURE WORK

This final module includes two recommended activities for reflecting on what your group has accomplished and celebrating the group's success. In addition, we circle back to tools that could be used by the group to continue advancing this work.

- *Envisioning and Planning for Next Steps*: This reflection tool is designed to help your coordinating group prepare for next steps, which may also include a meeting with institutional leadership to garner support for continued work based upon the group's recommendations. Use these questions to stimulate dialogue among the group members about what key points to share with campus leadership. After thorough discussion and reflection–captured through note-taking or graphic organizers–convert points discussed into a presentation. Consider using slide decks or handouts to highlight key points. Depending on your audience, create a sustainability plan with key milestones, dates, and stakeholders to share with leadership.

- **Celebration:** Too often in higher education, educators move from one important issue to the next without pausing to reflect on their accomplishments. Create time and space to name and celebrate the accomplishments of the group. This should include considering the indirect influences, such as individuals who attended a professional development symposia who integrate the ideas into their work or working groups that may spin off of the coordinating group to focus on a specific issue.

Over the course of your time together, it will be important to revisit goals, measure progress, strategize about pinch points or roadblocks, and figure out how to keep the culture change work sustained over time. The tools below facilitate reflection and include activities geared towards sustainability. We recommend that you engage with the tools at moments that align with where your coordinating group is in the change process. The tools are also intended to be revisited in order to document progress.

⚒ *Reflection Tools:*

- *Individual Reflections on Ecological Validation*: This tool is designed for educators to reflect on the extent to which their interactions with students and colleagues reflect the norms of ecological validation in their individual practice. You previously used this in Module 4 to guide your work. The tool can also be shared more broadly and used within professional development opportunities with educators across campus.

- *Unit Reflections on Ecological Validation*: This tool is designed to guide units through the reflection process.
  - PLC members could use this activity in Module 5 and then re-engage with the module at the end of the learning experience to see where improvement has occurred and what might be potential next steps.
  - Develop professional development opportunities that enable units to engage with the tool. This may occur within a summit that allows units to give feedback to each other and explore collaboration opportunities to address areas of concern.
  - Consider how this tool may be useful for unit- and/or campus-level accreditation processes.

- *Campus-level Reflections on Change*: This tool provides an opportunity to look broadly at the campus culture and make decisions about how to move forward with creating a culture of ecological validation.
  - Campus leadership could engage with the tool during strategic planning, annual retreats, or other meetings to gain a deeper understanding of growth areas.
  - Campuses could integrate the tool into their accreditation processes.
  - Colleges could utilize the tool to explore areas of growth.

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RECOMMENDED CITATION:

Hallett, R. E., Corwin, Z. B., Hypolite, L., Kezar, A., & Nagbe, M. (2024). *Creating a campus-wide culture that supports low-income, racially minoritized, and first-generation college students: Guidebook for facilitating a cross-functional professional learning community.* Pullias Center for Higher Education, University of Southern California.