



LMU Anti-Racism Project

Unit Progress: Undergraduate Education

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Undergraduate Education

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<https://academics.lmu.edu/undergraduate/>

UNDERGRADUATE EDUCATION OFFICES

Academic Resource Center

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Director

University Honors Program

[Trevor Zink](#)

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First To Go

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Learning Specialist

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Academic Resource Center

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PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit has not reported on their Systemic Analysis progress.

1 2 3 4 5 6 7 8

SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

Held 1on1 meetings and group discussion during staff meeting to identify issues, team needs, and ways we can work to better identify and address student needs related to DEI priorities.

HIGHLIGHTS

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ISSUES IDENTIFIED

Currently we've identified the need for staff training regarding confronting racism in our work with colleagues and students, and the need to better capture our current and past practices for inclusive and anti-racist curriculum development.

NEXT STEPS

ACTION STEPS

OUTCOMES

LEGEND FOR PRESIDENTS COMMITMENTS

- Hiring
- Culture and Climate
- Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

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



Disability Support Services

POINT OF CONTACT

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Director

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PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit has not yet reported progress to the university.

1 2 3 4 5 6 7 8

SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

Listening sessions will be held.

Evaluate structural diversity.

Evaluate vision/mission statement.



Katz Family Academic Skills Program

POINT OF CONTACT

Natalie Aguilar
Learning Specialist
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PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit has not reported on their Systemic Analysis progress.

1 2 3 4 5 6 7 8

SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

The Katz Family Academic Skills Program conducted an audit of policies, forms, curriculum, processes and staff training modules. - Our findings supported that we have a curriculum centered on Tara Yosso's Community Cultural Wealth Model and it is reflected in our intake forms where questions about intersectional identities, goals, work and home life, and strengths are identified for students. Coach training includes modules on cultural competency, diversity, issues of equity that students from diverse backgrounds with and without disabilities are addressed and training on anti-racism is also provided. The Learning Specialist who is also the acting Director, evaluated the Katz Family Program Mission Statement as well as the Theoretical Frameworks that the program is grounded in, which is a Community Cultural Wealth Model and Self-Regulation Theory in support of students. An analysis of quantitative and qualitative data from the past 5 years was conducted to understand the student demographics that make up the Katz Program and to gain student experiential testimonials for feedback on the program. The next step will be to hold focus groups and listening sessions with students and staff who make up our strategic partnerships. The Katz Program is so small, with 1 full time staff member, outside perspectives on the program, in addition to student voices are often shared in qualitative portions of our assessment process and will be centered in future listening sessions to further improve the program.

HIGHLIGHTS

ISSUES IDENTIFIED

Issues identified were that the Katz Program does not track Race or Ethnicity in our assessment of students, this will be a future unit of analysis in our assessment procedures to better understand the demographics of students who participate in the Katz Program. Additionally, the Katz Program centers its support of neurodivergent and students with learning differences and disabilities in our mission statement; however, it should also address the support we provide to first-generation students and our commitment to serving the whole person and their intersectional identities. Our mission statement is too broad. Our systemic analysis revealed we need to do more focus group meetings and that it would be worthwhile to create a coalition with the responsibility of evaluating our support services for our Katz Students.

ACTION STEPS

- * Create opportunities for listening sessions for students and staff to further the evaluation.
- 📄 Review the Mission Statement and Program Goals with Supervisor.
- 📄 Adjust our assessment and data gathering to capture the intersectional identities and demographic of Katz Students.

OUTCOMES

- * Outcomes are yet to be found as this step is in progress. Qualitative analysis and coding of themes will be the way we assess the feedback from listening sessions. Themes found from the listening sessions will determine the areas that need to be adjusted and improved upon.
- 📄 The outcomes are yet to be reported as this is an in-progress action step. Feedback will be implemented and will be shared with stakeholders such as staff and students, their feedback will be taken into account to form a revised mission statement that reflects our commitment to diversity, equity and inclusion.
- 📄 In progress

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



University Honors Program

POINT OF CONTACT

Trevor Zink
Office

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PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit reported their progress to the community on February 2, 2021.

[Presentation video](#)

[Presentation slides](#)

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SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

ALTERNATIVE PROCESS

We used a combination of internal leadership self-evaluation and student-led listening sessions, as well as ongoing communication with our Student Honors Advisory Council Executive Board.

ISSUES IDENTIFIED

Honors was perceived to be a "white space." This came across in five primary areas:

- 1) Demographics of the student body - over 50% white
- 2) Demographics of the faculty
- 3) Lack of inclusive topics and inclusive pedagogy in Honors courses
- 4) Events that attracted only a portion of the student body that skewed white
- 5) A general culture that felt elitist, exclusive, and classist

ACTION STEPS

The Honors admissions process was overhauled from top to bottom to make it more accessible, inclusive, and to attract students that actually represent our mission and values. Notable changes include:

- 1) Top of the funnel - All LMU applicants were invited to apply (previously, only certain students were invited based on white- and wealthy-skewed metrics such as GPA and test scores).
- 2) Removing class systems - previously, all University Scholars were admitted without application. Now, Scholars must submit an application, so they are on even footing with all other applicants.
- 3) Messaging - All admissions materials were rewritten to eliminate exclusive, elitist language and instead emphasize the qualities that we want in students (curiosity, engaged learning, community, desire to make the world better). We hoped to help students better self-select into and out of the program. We also hoped to help students who weren't on traditional TAG- and Honors-tracks "see themselves" in the program.
- 4) Holistic review - In app review, we strive to find students who fit our mission. We're not looking for the highest-achieving students, but the students who are hungriest for the community and opportunities Honors can offer. We give preference to students from under-resourced schools, from underprivileged backgrounds, from minority ethnic and racial identities, and who have overcome unique circumstances.

* Events

Courses and staffing

HIGHLIGHTS

OUTCOMES

We strive to admit a vastly more diverse (racially, ethnically, and ideologically) student body in fall 2021. We will assess this both through demographic data and regular check-ins with the students to see who culture and climate are changing.

* The event calendar for 2020-2021 was entirely based on a desire to focus Honors events on issues of race, racism, and developing anti-oppressive and anti-racist capabilities, practices, and beliefs. We cosponsored many events with the Bellarmine Forum. Nearly every Honors-sponsored or cosponsored event was focused on these issues. Informally, student evaluation of these events was very positive.

We have selected courses, topics, and faculty for 2021-2022 with an eye to increasing the diversity not only of racial and ethnic diversity within Honors courses, but to ensure Honors courses are taught with inclusive pedagogy and focused on topics of race, anti-racism, and diversity. For instance, Jennifer Williams will teach an Honors section of First Year Seminar called Black LA that will explicitly touch on these areas, the Movement for Black Lives, and the experience of Black people in LA. The faculty roster for Honors next academic year is the least white, male, and traditional it has ever been. The course content and student experience will also reflect this diversity.

NEXT STEPS

LEGEND FOR PRESIDENTS COMMITMENTS

Hiring

* Culture and Climate

Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

- | | |
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