Center for Project-Based Learning at Worcester Polytechnic Institute
Equity Audit 2021

The Center for Project-Based Learning was founded in 2015 to share WPI's almost 50 years of expertise with other institutions interested in giving their students project-based learning (PBL) opportunities. This move was motivated in part by our alumni study, which provided clear evidence that our projects were indeed a transformational experience for many, combined with a desire to expand the number of students who shared these benefits. The Center's signature experience is the Institute on Project-Based Learning, offered each summer to teams of five from institutions of higher education from across the country and around the world. The Center also provides customized workshops virtually and on-site to partners and shares PBL practices broadly through its newsletter, scholarship, and social media.

Six years later, we have not only survived during a pandemic that threatened the foundations of higher education, but have witnessed a changing social landscape that has laid bare the glaring inequities in our communities, institutions, and country. No longer is it enough to promote the use of PBL as we have used it, complacent that we are doing good by spreading its adoption. We need to evaluate our own processes, content, and biases to ensure that we are working to actively reduce and eliminate inequities.

Two critical moments sparked us to acknowledge that we would benefit enormously from conducting an equity audit. First, Director Kris Wobbe noted that the most requested workshop topic was using PBL to increase equity among students. We see great promise in PBL to reduce opportunity gaps between the privileged and the marginalized when practiced alongside culturally-responsive pedagogies. While we collaborate with a pair of faculty to share their work on equitable teamwork practices, the Center does not yet have sufficient range of professional development offerings to meet this need.

Second, the Center was approached by an HBCU to serve as a national leader on PBL and its benefits for BIPOC students. We shared what researchers have found and the student-centered, assets-based approach involved in PBL. However, we were aware that framing the Center as experts in equity was inaccurate. Given the need - and how short we have been in meeting it - we decided to embark on an equity audit to kickstart organizational growth.

What is an equity audit?
Equity audits allow us to examine how our organizational practices are related to trends in diversity, equity, and inclusion. As a leadership tool, equity audits provide an opportunity to discuss how our actions contribute to inequitable systems using concrete, specific, and relevant data points. Equity audits result in analyses that can inform decisions about which practices might need to change; conducting equity audits regularly over time allows leaders to assess whether adjustments to practices have led to more equitable processes and outcomes.

While equity audits are not yet common in higher education, guidance for a variety of models in K-12 education have been published in recent decades:

- Linda Skrla, Jim Scheurich and colleagues[1] have suggested that schools include indicators of three areas to monitor equity in teacher quality, access to high-quality educational programming, and achievement of learning outcomes. In the K-12 realm, teacher quality and curricular quality are the prime ingredients within schools that impact learning.

- Terrance Green[2] adapted equity audits to focus on equity in community partnerships, recommending that school leaders include asset mapping, interviews with community members, and other perspectives to fully understand how diversity, equity, and inclusion practices are implemented by the school.

- Beloved Community,[3] a DEI consulting firm, designed guidance for conducting equity audits across a wider range of organizations. The free online tool is customizable with more than 200 indicators which are recommended based on aspects of the organization being audited. The tool is available at https://www.wearebeloved.org/what-we-do.

The Center for Project-Based Learning drew upon these tools and guidance to engage in an equity audit suited to our education context and business model. If you are interested in working with a national leader in student-centered, experiential high-impact practices to guide your own equity audit, please contact us to see how we might work together.

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[1] Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly, 40*(1), 133-161; Skrla, L., McKenzie, K. B., & Scheurich, J. J. (Eds.). (2009). *Using equity audits to create equitable and excellent schools*. Corwin Press.
[2] Green, T. L. (2017). Community-based equity audits: A practical approach for educational leaders to support equitable community-school improvements. *Educational Administration Quarterly, 53*(1), 3-39.
[3] https://www.wearebeloved.org/equity-audit

A Snapshot of Equity
within the Center for Project-Based Learning in 2021

WHO WE ARE	**Whose knowledge do we leverage as PBL experts?** **Do we include representation from marginalized communities in our staffing?**				
	BIPOC faculty & staff as experts at the PBL Institute	Women faculty & staff as experts at the PBL Institute	NTT faculty as experts at the PBL Institute	Inclusive practices for equitable staffing dynamics	Equity in Advisory Board positions

WHO WE SERVE	**Are we working with those who serve marginalized students** **to spread and scale up access to PBL in higher education?**					
	MSIs at the PBL Institute	MSIs at Center workshops	MSIs as repeat customers	OAIs attending the PBL Institute	OAIs at Center workshops	OAIs as repeat customers

WHAT WE DO	**Whose knowledge "counts" in what we share?** **What culturally-affirming skills and dispositions are being supported?**					
	DEI content at Center workshops	DEI content at the PBL Institute	DEI content in PBL Newsletter	Scholarship centering DEI	Following DEI on Twitter	Tweeting DEI content

BIPOC = Black, Indigenous, People of Color; NTT = Non-tenure track
MSI = Minority-Serving Institution; OAI = Open Access Institution; DEI = Diversity, Equity, Inclusion

- The Center is inclusive and equitable in this practice
- The Center has been improving and is nearing inclusive and equitable in this practice
- The Center is not yet inclusive and equitable in this practice

Who We Are: Center Staffing & Leadership

Whose knowledge do we leverage as PBL experts? Do we include representation from marginalized communities in our staffing?

The Center uses a distributed staffing model with few dedicated staff and a roster of faculty and staff educators who contract with the Center to provide professional development services. The Center is led by a director with input from an advisory board of WPI administrators, faculty, and staff. Once university partners have attended professional development programming, they enter an alumni network, which the Center draws upon for collaborating on new ventures.

In this section, the Center examined indicators of representational equity in staffing, as well as indicators of inclusion practices when working with these staff. These analyses allow us to assess 1) whether efforts to increase the number of marginalized faculty (ie, BIPOC, women and nonbinary people, non-tenure track faculty and staff) have been effective, 2) whether practices once we have hired marginalized staff support ethical power dynamics, and 3) areas for continued improvement. We also assess the representational equity in Center leadership, particularly related to shaping our Advisory Board moving forward.
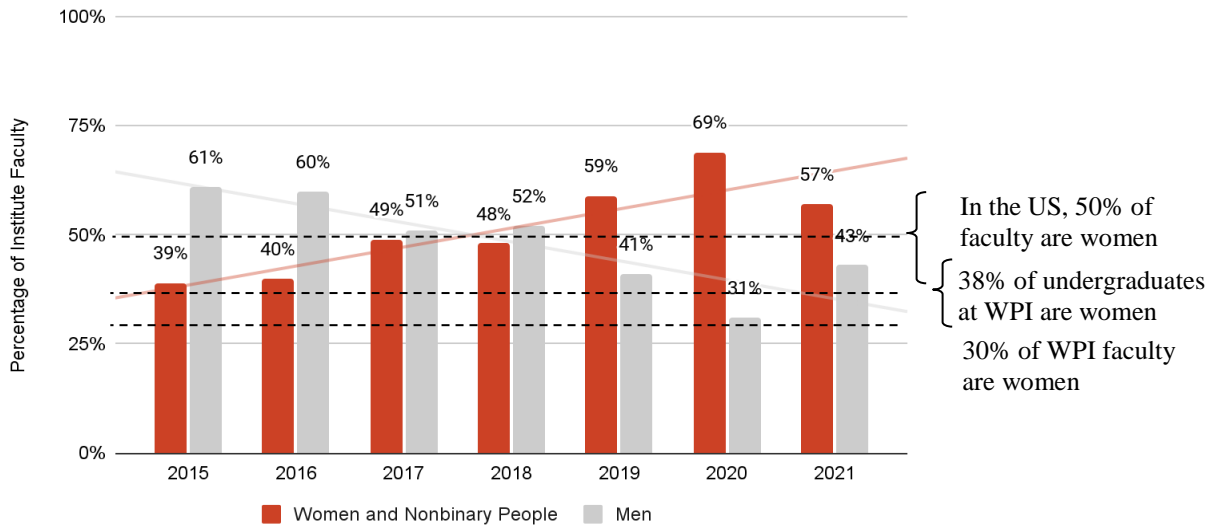
Representational Equity in Staffing

During the Institute, the Center hires faculty and staff to serve as coaches to university teams and as workshop facilitators. In the first Institute, the PBL experts fulfilling these roles were all white, 61% men, and 61% tenure track or tenured faculty; a single non-faculty staff member also served as an expert and the remaining were non-tenure track teaching faculty (see Figures 1-3).
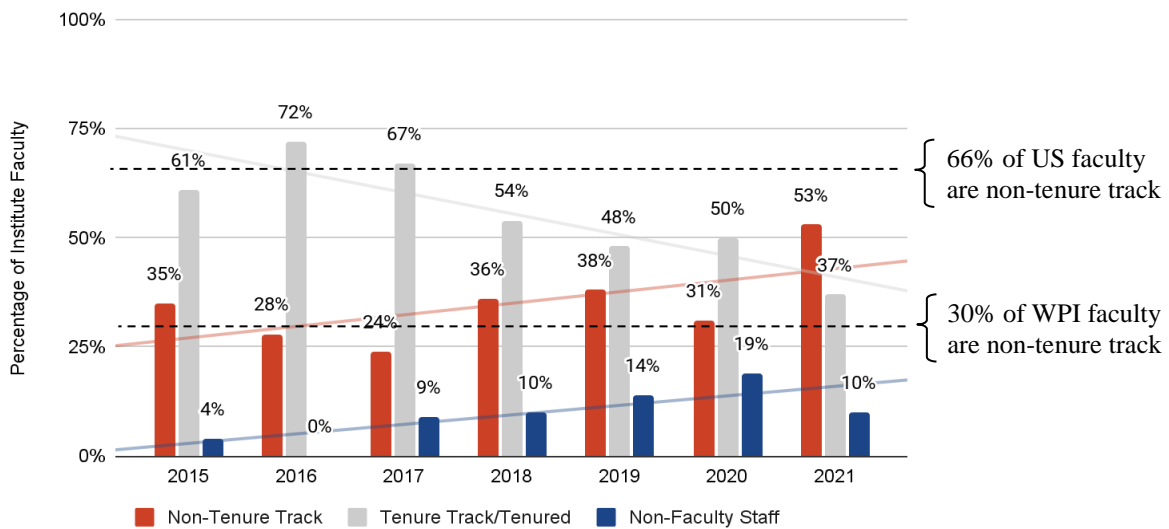
Figure 1. Trends in BIPOC Faculty and Staff as PBL Experts at the PBL Institute
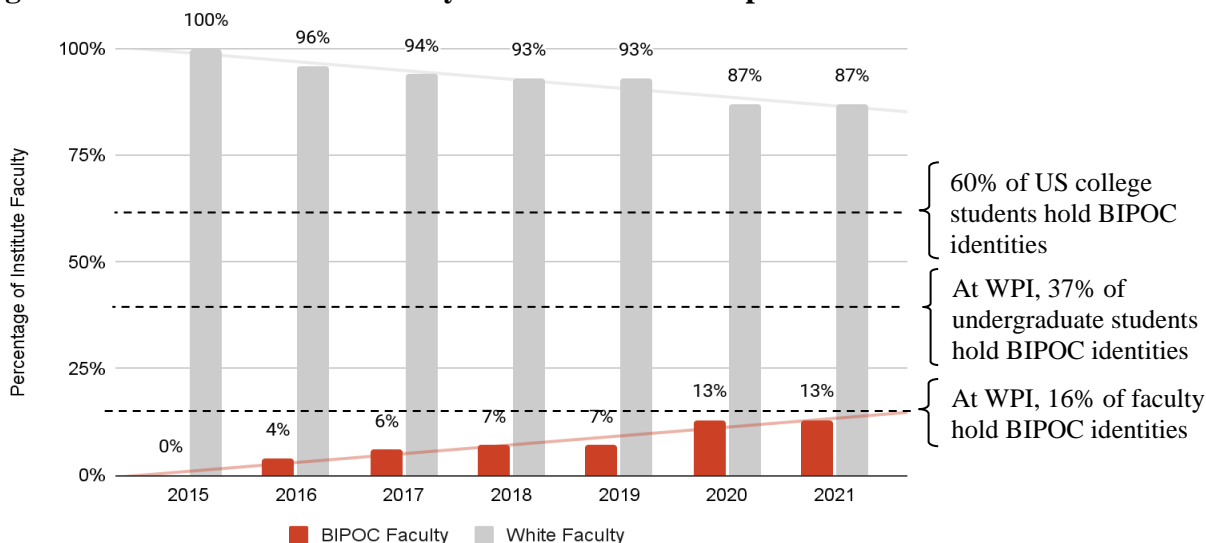
Figure 2. Trends in Women and Nonbinary People as PBL Experts at the PBL Institute

Chart showing Percentage of Institute Faculty from 2015 to 2021, comparing Women and Nonbinary People (red) and Men (gray):
- 2015: 39% / 61%
- 2016: 40% / 60%
- 2017: 49% / 51%
- 2018: 48% / 52%
- 2019: 59% / 41%
- 2020: 69% / 31%
- 2021: 57% / 43%

Annotations:
In the US, 50% of faculty are women
38% of undergraduates at WPI are women
30% of WPI faculty are women

Legend: Women and Nonbinary People, Men

Figure 3. Trends in Non-Tenure Track Faculty as PBL Experts at the PBL Institute

Chart showing Percentage of Institute Faculty from 2015 to 2021, comparing Non-Tenure Track (red), Tenure Track/Tenured (gray), and Non-Faculty Staff (blue):
- 2015: 35% / 61% / 4%
- 2016: 28% / 72% / 0%
- 2017: 24% / 67% / 9%
- 2018: 36% / 54% / 10%
- 2019: 38% / 48% / 14%
- 2020: 31% / 50% / 19%
- 2021: 53% / 37% / 10%

Annotations:
66% of US faculty are non-tenure track
30% of WPI faculty are non-tenure track

Legend: Non-Tenure Track, Tenure Track/Tenured, Non-Faculty Staff

As part of the transition in leadership in 2020-2021, Director Kris Wobbe re-assessed staffing for opportunities to make adjustments based on the Center's commitment to representational equity. Rather than adding to the burden often placed on BIPOC and other marginalized faculty, the Center released a call for qualifications to all faculty. Center staff forwarded the call in personalized emails to marginalized faculty with whom they had existing relationships and to those nominated by a fellow faculty member. In the most recent Institutes the percentage of BIPOC PBL experts in these roles has increased two- to three-fold (see Figures 1-3).

Has this increase led to a representational Center for Project-Based Learning? At 13%, the percentage of BIPOC PBL experts is still slightly less than the 16% of faculty at WPI who hold BIPOC racial/ethnic identities. Considering that 25% of all faculty in the US hold BIPOC racial/ethnic identities, Center expertise does not yet represent those they serve.[4] A far greater 60% of students enrolled in higher education in the US hold BIPOC racial/ethnic identities.

Inclusive Practices for Staffing Dynamics

For marginalized WPI faculty who staff Center offerings, several processes are in place to support mutually beneficial dynamics. First, educational expertise, such as serving as a national leader in PBL through the Center, is recognized and rewarded in the promotion process at WPI. The Center writes letters to describe work done through the Center and to summarize the resulting outcomes on behalf of faculty submitting promotion applications. These positions are particularly impactful for teaching faculty who are expected to demonstrate expertise, yet are not expected to engage in research activities.

Work for the Center is paid, rather than volunteered on top of regular duties. Compensation for hourly rates is comparable to mid-career salaries at WPI and paid effort includes time for preparation. This compensation ensures we do not contribute to unfunded expectations that marginalized faculty do the work of creating inclusivity and equity, furthering the burdens they face.

We solicit potential topics from faculty during recruitment to build a strengths-based approach to the Center's collective expertise. BIPOC faculty are not expected to teach DEI or share their experiences as marginalized faculty; they are asked to share their expertise as scientists, engineers, scholars, and educators.

Representational Equity in Center Leadership

We have work to do to form more inclusive leadership. The Advisory Board is comprised entirely of white faculty and staff, with the majority in leadership positions at WPI. There is a balance of gender representation. In 2020-2021, a member of the faculty with no leadership experience was added to balance the perspectives shared. Advisory Board members include:

- Art Heinricher, Dean of Undergraduate Studies, Professor of Mathematical Sciences
- Kent Rissmiller, Associate Dean of the Global School, Professor of Integrative & Global Studies
- Rick Vaz, Professor of Integrative & Global Studies, former Director of the Center for Project-Based Learning, former Dean of Interdisciplinary & Global Studies Division
- Chrys Demetry, Director of the Morgan Teaching & Learning Center, Professor of Mechanical Engineering

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[4] https://nces.ed.gov

- Kris Boudreau, Professor of Humanities & Arts, former Department Head of Humanities & Arts Department
- Anna Gold, University Librarian
- Can Sabuncu, Assistant Teaching Professor of Mechanical Engineering

Who We Serve: Center Clientele

Are we working with those who serve marginalized communities to spread and scale up access to PBL in higher education?

The Center for Project-Based Learning has developed a strong reputation as the national leader in advancing project-based learning. We take a broad stance regarding the spectrum of project-based learning and related high-impact practices and welcome the full range of experience, from newcomers and to those scaling up practices institution-wide. Teams of five come to the Institute with a goal and leave with an action plan having learned together during plenaries, workshops, and team planning sessions, all while receiving the advice and guidance of a dedicated coach. The Center also provides approximately 30-40 customized workshops annually, tailoring each to the needs of the institution. Since 2016, the Center has provided professional development to faculty and staff at more than 170 colleges and universities. We have served more than 1,600 faculty and staff through the Institute and workshops.

In this section, we examine the extent to which we are helping to broaden access to project-based learning among marginalized students. It is important to note two limitations to our analyses in this part of the equity audit: 1) we can only assess who we serve at the institutional level at this time; we have not tracked demographics of individuals who attend our programming, and 2) we have limited data on the organizational goals that have motivated collaborations with us and implementation post-professional development.

**Collaborations with Minority-Serving Institutions**
In the US when at least 50% of the students served by a college or university belong to minority racial/ethnic groups, they are considered minority-serving institutions (MSIs) [see § 365(3) of the Higher Education Act, 20 U.S.C. § 1067k(3)]. These colleges and universities represent a wide range of contexts, including private and public institutions, urban, suburban and rural settings, small and large student bodies. Some MSIs were founded to intentionally serve groups of students often marginalized from predominantly white institutions; others have grown into this role as enrollments have increasingly included Latinx and Black students.

MSIs are overrepresented in Center partners (23% of all US-based clients, compared to 14% of colleges and universities nationwide; NAE, 2019). In every year with the exception of the global pandemic, MSIs were overrepresented in the Institute on Project-Based Learning, though still in the minority among participating institutions (see Figure 4). Among workshop clients, MSIs have been more slow to seek out the Center; however, in the two most recent years, MSIs have been overrepresented among workshop clients and are even approaching parity with

predominantly white institutions (see Figure 5). This may suggest that more targeted attention to how PBL can serve as a culturally affirming student experience might sustain workshop collaborations with MSIs.

Figure 4. Minority-Serving Institutions and Predominantly White Institutions at the Institute for Project-Based Learning Over Time
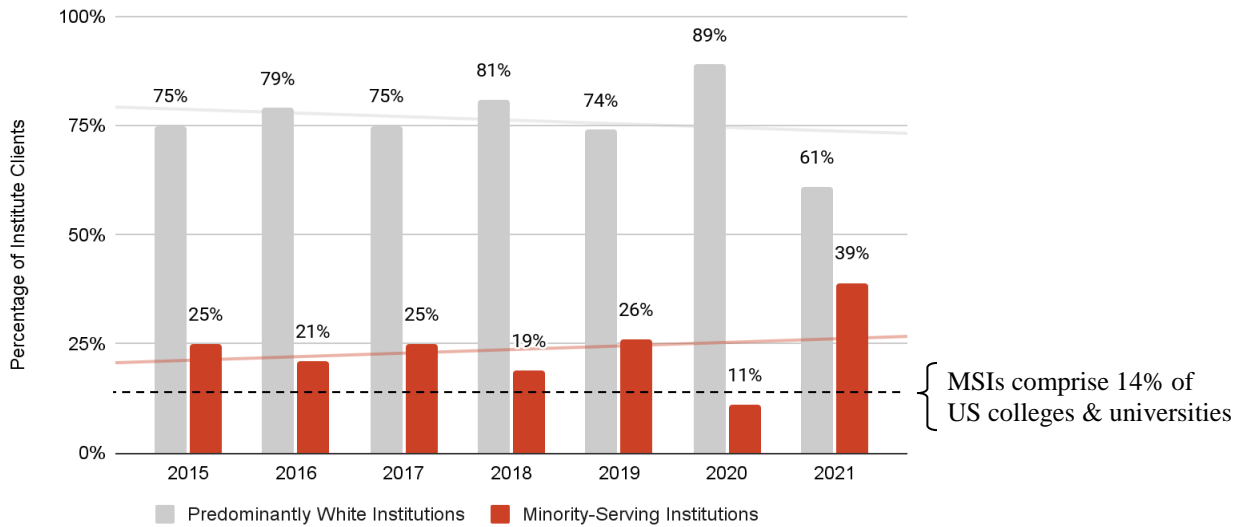

Figure 5. Minority-Serving Institutions and Predominantly White Institutions at Center for Project-Based Learning Workshops Over Time
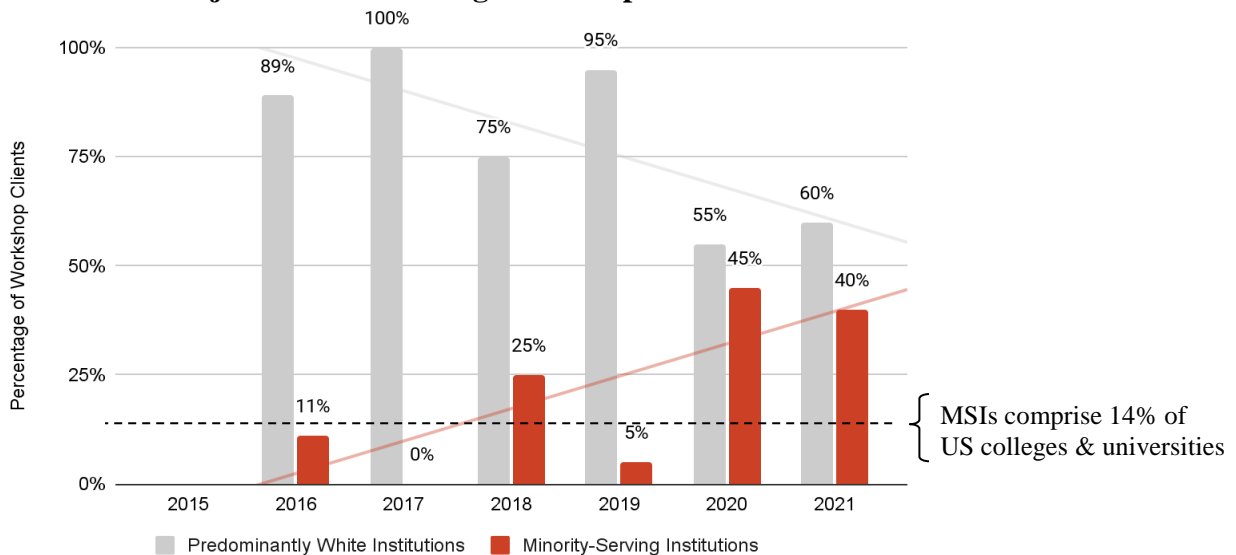
When the Center provides on-site workshops to colleges and universities, the content is tailored to meet their particular needs. We categorize the content of the workshops into four categories: *exploratory workshops*, which introduce faculty and staff who are not yet familiar with PBL to

central tenets and best practices; pedagogical workshops, which demonstrate strategies for using PBL within courses; *curricular workshops*, which support faculty developing curricula or programming that uses PBL across individual courses; and *institutional workshops*, which advance the use PBL across a college or university.

Center collaborations with MSIs have tended to focus on more advanced goals for embedding PBL throughout the institution. The majority of both MSIs and predominantly white institutions have requested pedagogical support through workshops. However, MSIs have sought out the Center to advance institutional transformation at a rate of 25% of their workshops, compared to 16% of predominantly white institutions (see Figure 6).

Figure 6. Proportion of Minority-Serving Institutions and Predominantly White Institutions at Each Level of Focus for Workshops
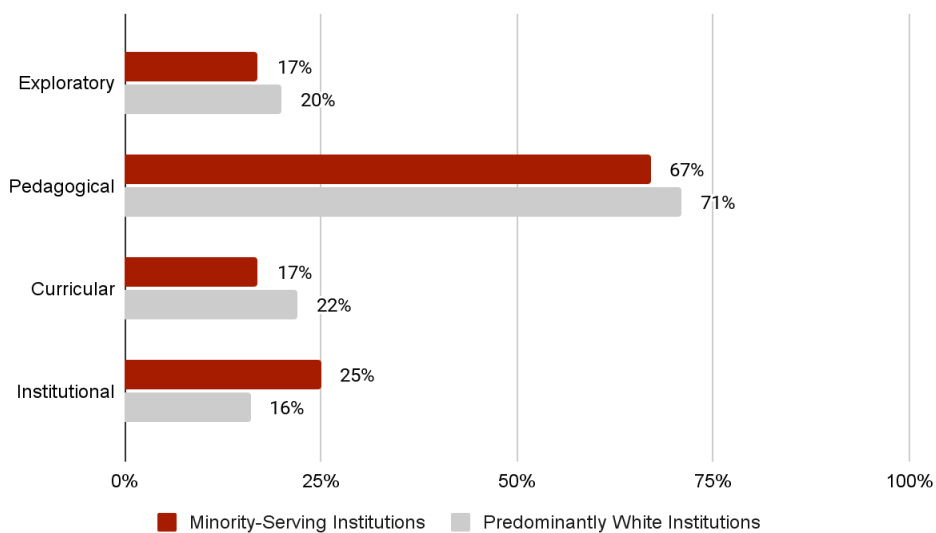
MSIs who request PBL workshops through the Center also tend to be more likely to invest in long-term professional development of PBL practices than predominantly white institutions - 75% of MSI workshop clients were repeat customers compared to 53% of predominantly white institutions. These trends align with the broader context of high-impact practices at MSIs. According to a national survey, BIPOC students are more likely to have experienced high-impact practices similar to PBL at MSIs than at predominantly white institutions.[5]

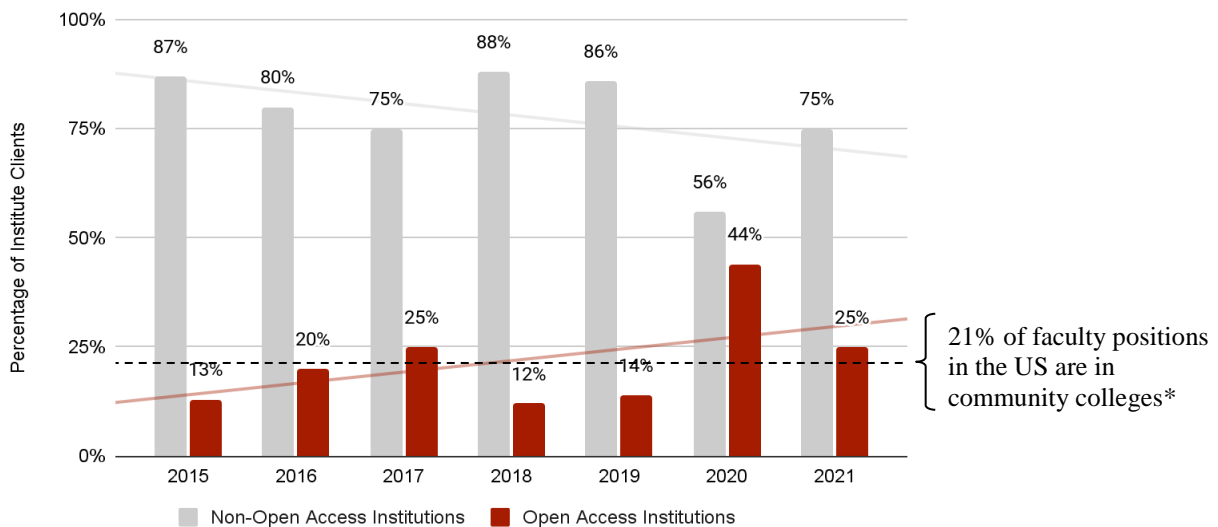**Collaborations with Open-Access Institutions**

Open-access institutions are colleges and universities whose admissions practices accept 80% or more of all applicants, often regardless of traditional indicators of readiness, such as high school achievement tests and grade point average. Community colleges are open access by mission and some four-year colleges and universities also have open access admission policies. Current reports estimate that 44% of students in the US complete at least part of their higher education at

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[5] National Study of Student Engagement, 2019

an open access institution.[6] This is due not only to accessibility in admissions, but also to the more affordable tuition rates at most open access institutions. As such, open access institutions play a major role in the higher education of low-income students.

Overall, open access institutions are underrepresented in Center partners (19% of US-based clients, compared to 26% of colleges and universities nationwide).[7] However, this has varied over time. On average, open access institutions are underrepresented in the Institute on Project-Based Learning; there was a notable spike during the global pandemic, though the proportion came back down to a representative percentage of Institute participants the following year (see Figure 7). Feedback from participants in the Institute has consistently included requests from faculty and staff at community colleges, in particular, for more connections to others practicing PBL in similar institutions.

Figure 7. Open Access and Non-Open Access Colleges and Universities at the Institute for Project-Based Learning Over Time


*Note: Open-access institutions include more than community colleges; these estimates are therefore lower than the actual national benchmarks.

Among workshop clients, open access institutions have been similarly under-represented on average. In recent years, open access institutions have become increasingly represented among workshop clients, engaging the Center at rates equal to their proportion within higher education (see Figure 8). Given the disproportionately large number of students served by these institutions, the Center might consider ways to increase PBL supports for them in future.

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[6] Community College Research Center, Teachers College, Columbia University:
https://ccrc.tc.columbia.edu/Community-College-FAQs.html
[7] NCES, 2019

Figure 8. Open Access and Non-Open Access Colleges and Universities at Center for Project-Based Learning Workshops Over Time
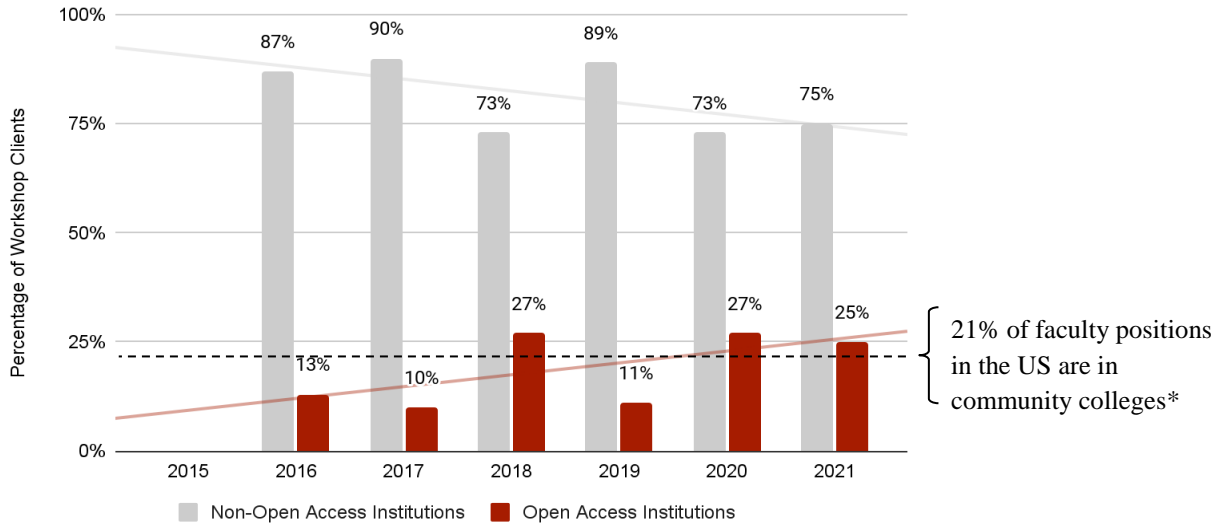
Open access institutions that work with the Center on PBL professional development have tended to focus on more advanced goals for embedding PBL throughout the institution than non-open access institutions. Similar to MSIs, open access institutions have sought out the Center to advance institutional transformation at a higher rate (36% of their workshops, compared to 14% of non-open access institutions; see Figure 9). The largest percentage of open-access institutions request workshops related to the pedagogy of PBL (55%); however, they are less likely to request support advancing their PBL pedagogy than non-open access institutions.

Figure 9. Proportion of Open Access Institutions and Non-Open Access Institutions at Each Level of Focus for Workshops
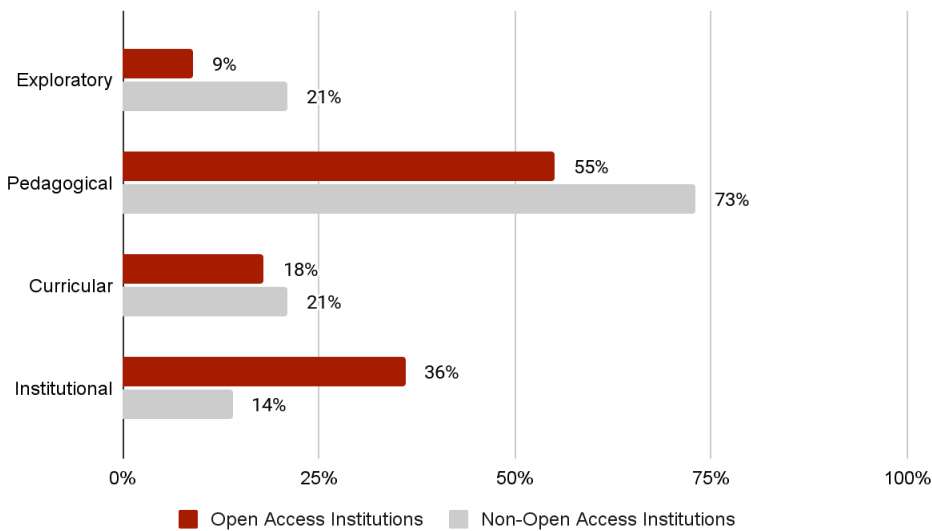
Open-access institutions tend to be more likely to invest in long-term professional development of PBL practices compared to non-open-access institutions: 64% of open-access workshop clients were repeat customers compared to 55% of non-open access institutions.

DEI-Focused Professional Development with Predominantly White Institutions
Another way of understanding how well the Center supports PBL as a tool for increasing equity is to assess our work with predominantly white institutions that prioritize DEI. The Center has not tracked this data for workshops; however, we have team applications for each PBL Institute. We plan to invest in coding applications for participating teams to assess which predominantly white institutions were motivated by needs to become more responsive to diverse student bodies and which intended to use the Institute to design courses that leverage PBL to embed DEI into the curriculum. This will be a more time-intensive activity that we recommend coming out of this initial audit, with further plans to track this data annually going forward.

What We Do: Knowledge Sharing

Whose knowledge "counts" in what CPBL shares? What kinds of asset-based, culturally-affirming skills and dispositions are supported through CPBL capacity-building activities?

At its core, the Center's work is sharing knowledge: learning from others about what works when using project-based learning and connecting faculty and staff to experiences and people to builds capacity for implementing project-based learning.

Knowledge Shared in the Institute & Workshops
The core of the Center's knowledge sharing happens at the Institute and in workshops. The content covered in the Institute is set by the Center in conjunction with Institute faculty with an eye towards common themes in participating teams' applications. For workshops, the Center is invited to a campus (or to a virtual event) to provide professional development. The topics are set through discussion with the client about their particular context and goals.

After the first Institute, each year has included at least one workshop relevant to increasing inclusive and equitable educational experiences for students through PBL. Starting in 2017, the Institute has included a workshop on teaching students strategies for more equitable teamwork. In 2019, a second workshop on supporting inclusion through PBL experiences was offered. This second workshop was not included in the scaled down Institute during the 2020 pandemic year.

An intentional effort was made in 2021 to include additional DEI-focused professional development during the Institute. In addition to the equitable team dynamics workshop, two additional workshops were offered: one on designing equitable and ethical community partnerships during PBL and one on producing and using open educational resources. These topics were nominated by faculty who wanted to facilitate them. These three were organized into a track so that none were competing within the same time block and participants could choose to attend a DEI-focused workshop during each block.

Feedback surveys have consistently revealed requests from Institute participants for more attention to culturally-responsive pedagogies; this trend continued in 2021 even with the increase to 3 DEI-focused workshops, with one scheduled for each of the workshop blocks.

In customized workshops provided to colleges and universities throughout the year, there is a greater market for DEI-focused content than currently available through the Center. A workshop on equity in team dynamics, similar to the one provided each year at the Institute, is offered

based on materials and tools developed by two WPI faculty members, Lisa Stoddard and Geoff Pfeifer. This content is one of the most frequently requested workshop components in the Center. However, there is little else directly and explicitly focused on using PBL to increase inclusion and equity provided in Center workshops. Given the demand in addition to Center values, this is an area where the Center should focus on increasing internal capacity.

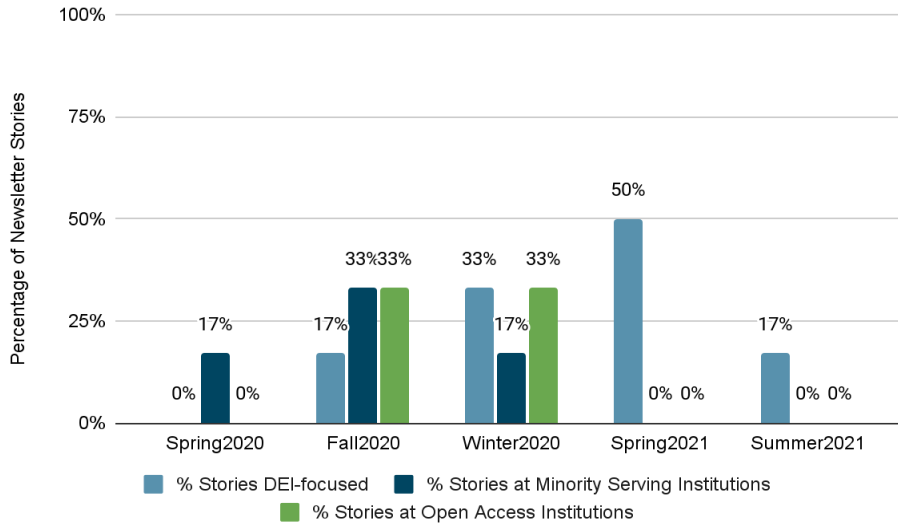**Knowledge Shared in the Center's PBL Newsletter**
The Center began disseminating a quarterly newsletter in Spring 2020, highlighting PBL best practices, success stories, and student perspectives. The newsletter has a readership of approximately 3,000 unique readers. Each newsletter shares six content stories among announcements and other calls to action. To assess the extent to which the newsletter highlights PBL that supports DEI, we examined 1) the purpose and motivation of using PBL in the stories shared, and 2) the institutional contexts in which PBL was practiced in newsletter stories.

The proportion of stories focused on using PBL to address DEI has ranged from none to 50%. One of the five issues to date included no DEI-focused content and another two issues included only one DEI-focused story (see Figure 10). With more intentional curating, the Center might more consistently include 50% DEI-relevant stories across the majority of future issues. One limitation to this goal is that newsletter content depends largely on what other colleges and universities are doing with PBL and how those practices are shared publicly; with few colleges and universities explicitly using PBL to advance DEI, there is limited content to include in the newsletter. A long-term investment in fostering this utilization of PBL among those connected to the Center might result in greater DEI presence in PBL content ready to be amplified in the Center's PBL newsletter.

Three of the five issues included stories about PBL at Minority Serving Institutions and/or institutions with open access admissions (see Figure 10). This representation is inconsistent and has not been intentional in selecting which knowledge about PBL should be shared in each newsletter. Moreover, this representation is seldom made explicit in the articles shared, leaving it to readers to know which institutions are minority serving or open access to know they are represented in the newsletter.

Visual representations of diversity have been the most consistently present of the DEI indicators assessed for PBL newsletter content. In all but one issue, at least 50% of the photos or videos included in the newsletter have depicted at least one visibly marginalized person (see Figure 11). This suggests the Center is communicating the newsletter - and PBL - are for a diverse range of educators and students. However, in context, visual representations of diversity with a lack of relevant depth provided in content is fairly performative.

Figure 10. Consistency of DEI-focused PBL Newsletter Content

Figure 11. Consistency of Visual Diversity across PBL Newsletter Issues
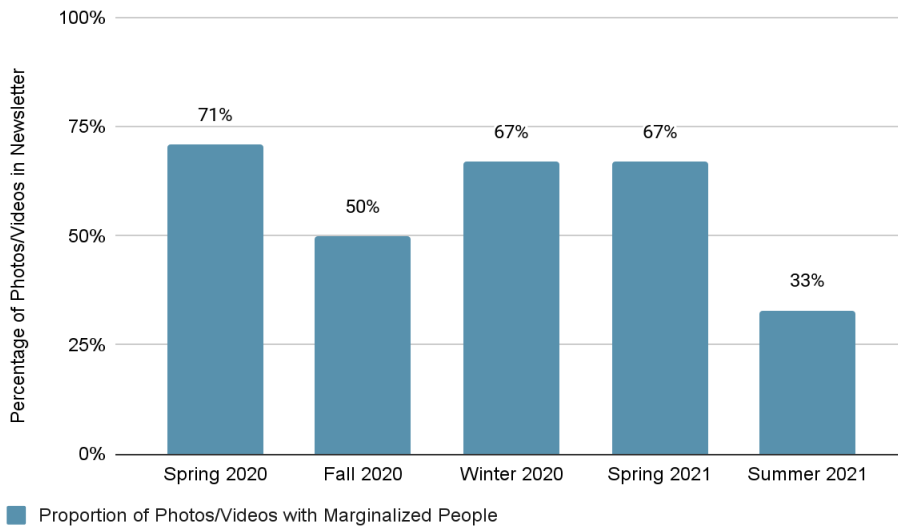
Knowledge Shared in Scholarship on PBL

Scholarship on PBL is a relatively new function of the Center. With the addition of a Research & Evaluation Associate in 2018, the Center now has dedicated capacity for curating and collaborating on scholarship of PBL implementation and impact.

Two of the four research briefs written and shared by the Center have focused on PBL at institutions serving marginalized students (Minority Serving Institutions and community colleges). In 2021, a faculty leader at a public HBCU read the research brief on PBL at Minority Serving Institutions and invited the Center to deliver a presentation at an internal professional development event.

In 2020, the Center was awarded an Improving Undergraduate STEM Education grant by the National Science Foundation to build capacity for institutional transformation. The two-year grant includes components focused on broadening the team's understanding of how DEI can be supported through PBL. Activities will lead to a literature review and field scan of PBL practices intended to advance equity at an institutional level across US colleges and universities. The grant is intended to prepare the Center and collaborators to propose a large, multiyear initiative focused on institutional transformation advancing PBL practices; the team is motivated to making connections to DEI explicit in this and other future grant projects.

Knowledge Shared in Social Media

The Center has a Twitter account, which we use to connect with others also invested in project-based learning and related high-impact practices and pedagogies. Every time we tweet out information, click "like" on content, or retweet something we see, the Center shares knowledge. Perhaps even more importantly, who we follow and the stories they post influences our knowledge within the Center. As an equity audit activity, we assessed who we follow and the extent to which we have tweeted or retweeted content germane to discussions of DEI.

Tweets put new ideas in front of those who have social media accounts. The knowledge currently shared with us through our Twitter is currently fairly narrow. The Center currently follows 108 individuals and organizations on Twitter. About half (48%) of those we follow are internal to WPI. One third (34%) of these external influencers on our social media consumption are organizations focused on PBL or higher education more broadly; two thirds (66%) are individuals. Of those external to our university, 14% have a demonstrable marginalized identity (i.e., visible or noted in profile; e.g., they/them pronouns). In the same set of external people and organizations followed, 20% note an interest in some aspect of DEI in their profile or through regular topical tweets.

In terms of the knowledge being shared by the Center on Twitter, we posted 49 tweets during the 2020-2021 academic year and summer of 2021. Of these, 24% referenced or advocated DEI talks and tools or linked to diverse members of our professional networks. This equates to an average of once per month. Yet these tweet garnered a disproportionately high amount of engagement on Twitter, accounting for 62% of total engagements. This is a statistically significant difference in the level of engagement, with $t(47) = -2.16$, $p = .036$. People who view our tweets engage more when the knowledge we share relates to DEI.

We are not yet active on social media in a strategic way. For example, we have not systematically followed participants in our professional development offerings. We do not tweet out stories or boost visibility by retweeting stories on a consistent basis. This has hindered the ability of the tool to put DEI news and perspectives in front of the Center. We now also have evidence that tweeting about DEI garners attention for the Center. Changing how we use Twitter is one way we might further develop our own knowledge about the current DEI landscape within the Center.

Action Steps

What practices do we commit to stopping, starting, or sustaining to ensure the Center is a force for equitable and inclusive education?

The exercise of conducting an equity audit is not completed with documentation of existing practices; the goal of an equity audit is to spur new thinking and changes to policies and practices. As a result of the analyses presented in this report, members of the Center for Project-Based Learning made the following set of recommendations, which we commit to exploring and implementing:

Representational Equity in Staffing

1. In recruiting a member of AAC&U and/or other higher education leaders to replace Terry Rhodes at the Institute due to his retirement, recruit a scholar with expertise in equity and inclusion.

2. Continue to recruit faculty internal to WPI through an annual call for qualifications with a preference for hiring faculty who represent a diversity of PBL experts, including BIPOC, first gen, women and other underrepresented genders, staff, and other identities often marginalized in higher education.

3. If internal recruiting is limited in meeting representational benchmarks, consider collaborating with Center alumni who are interested in providing workshops.

4. Increase the visibility of underrepresented identities that are difficult to see. At the Institute, note teaching experience and various identities at the beginning of faculty bios and in workshop descriptions. Add optional ribbons for name badges for all participants to facilitate finding others with similar identities, contexts, and experiences.

Inclusive Practices for Staffing Dynamics

5. Commit to an annual assessment of compensation rates to ensure we continue to offer fair market compensation, particularly for faculty and staff often marginalized by unequal pay.

6. Commit to an annual call for qualifications that allows faculty to pitch potential PBL topics they might lead at the Institute and/or workshops.

Representational Equity in Center Leadership

7. Add a new mechanism that brings more diverse perspectives and explicit attention to DEI to the leadership of the Center. This might involve recruiting at least one new advisory board member who is Black, Latinx, or a person of color, as we did to ensure teaching faculty representation; creating a new DEI advisory board comprised of CPBL alumni at MSIs, open access institutions, and those who are committed to DEI; working with existing advisory board members to support a "roving DEI delegate" position tasked with entering each discussion with DEI advocacy as an explicit objective.

Collaborating with Minority Serving Institutions and with Open Access Institutions

8. Conduct focus groups with Center alumni from MSIs and Open Access Institutions who are repeat customers to learn more about what they would like to see more of from the Center.

9. Add content focused on culturally responsive pedagogy in and through PBL and content specific to MSIs and open access institutions, including exemplars, evidence of strategy effectiveness in similar contexts, and potential connections to Center alumni.

10. Develop stronger workshop content and relationships with those with expertise in leading institutional change within community colleges.

11. See Recommendation #4 about making Institute faculty and participant identities, experiences, and contexts more visible and easier to navigate.

DEI-focused Professional Development with Predominantly White Institutions

12. Analyze Institute applications to assess which Predominantly White Institutions were a) motivated by needs to become more responsive to diverse student bodies, and/or b) intended to use the Institute to design courses that leverage PBL to embed DEI into the curriculum.

13. Track data going forward to capture whether Institute teams and workshop clients are engaging in Center professional development to build capacity to use PBL to achieve DEI goals.

Knowledge Shared in the Institute and Workshops

14. Continue to offer a DEI track at the Institute, with better visibility.

15. Work with faculty to embed culturally-responsive pedagogy principles, language, and explicit examples in non-DEI-focused workshops at the Institute.

Knowledge Shared in the Center's PBL Newsletter

16. More intentionally curate newsletter content to include a greater, more consistent coverage of DEI-relevant tips, tools, and examples of PBL practice.

Knowledge Shared in Social Media

17. Set a goal for regular tweeting and ensure a high proportion include sharing DEI knowledge.

18. Add all CPBL alumni to those we follow on Twitter to increase viewership and potentially have great impact with knowledge we share through social media.

19. Compile a list of relevant DEI leaders in higher education and follow them on Twitter.

Equity Audit Processes

20. Engage in equity auditing updates annually.

21. Conduct qualitative coding of Institute applications and action plans to more deeply gauge the extent and kinds of DEI support institutions are seeking related to advancing PBL practice.

22. Obtain funding to conduct research on how PBL is being used to advance culturally-responsive pedagogy and achieve more equitable outcomes for students at alumni colleges and universities.