

Center for Project-Based Learning at Worcester Polytechnic Institute Equity Audit 2023-2024 Academic Year

We start the equity audit process by acknowledging that we operate within structures and societies where opportunity and advantage are inequitably distributed. To increase our awareness of where and how we are complicit in this process, we are committed to conducting regular equity audits. Each year, we discover areas where we can improve what we do to be more inclusive and supportive of marginalized people. This report is the result of our annual review. Eliminating injustice and attaining equity is a slow process, but one to which we are committed.

Who We Are

The Center 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.

The mission of the Center is to support and coach higher education institutions and practitioners committed to driving equitable, sustainable, and systemic pedagogical, curricular and cultural reform, through project-based learning (PBL). The Center prepares institutions and educators to offer diverse student bodies multiple, culturally-relevant, project-based learning (PBL) experiences. The Center serves as the hub for PBL in higher education by developing, curating and sharing best practices that advance active, student-centered education for a just, equitable, and inclusive society.

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 colleagues¹ 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 Green² 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.

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 2024

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 & TPT 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 the PBL Institute	DEI content at Center workshops		DEI content in PBL newsletter	Scholarship centering DEI	PBL Fellows content		

A Snapshot of Progress on Equity Audit Recommendations from 2022

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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.

Representational Equity in Staffing

During the Institute, the Center hires faculty and staff to serve as coaches to university teams and as workshop facilitators. The Center has met or exceeded WPI's proportion of faculty who hold several types of marginalized identities in hiring experts to serve in these roles for at least the past three years (see Figures 1-3). Each winter we release a call for qualifications to all faculty; we then follow up with personalized emails to marginalized faculty with whom we have existing relationships or who have been recommended by colleagues as PBL experts.

Figure 1. Trends in BIPOC Faculty and Staff as PBL Experts at the PBL Institute

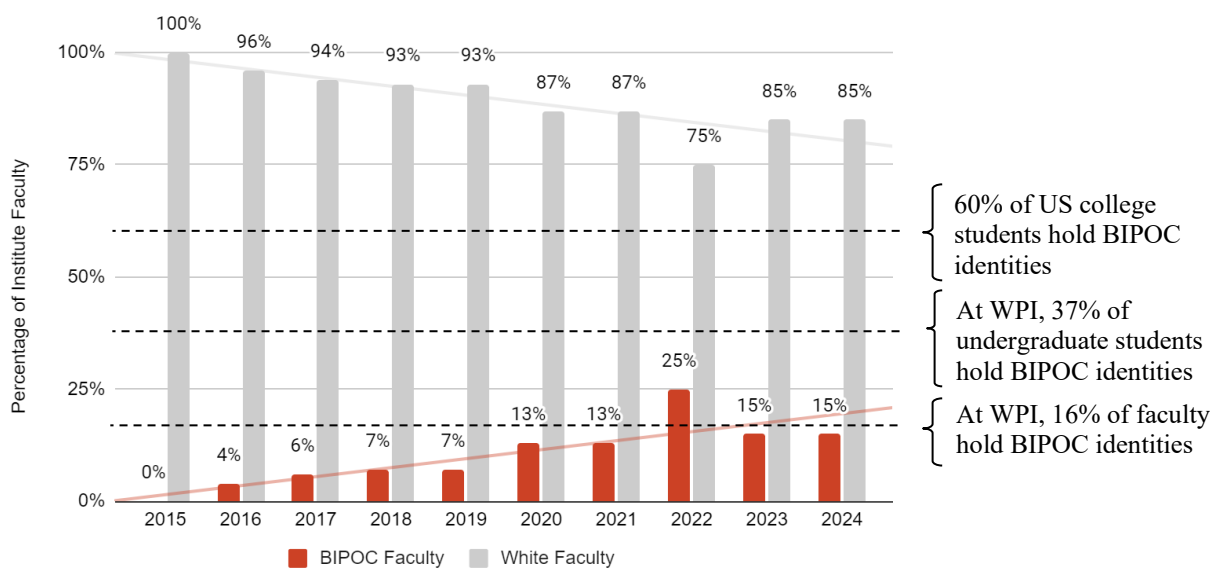


Figure 2. Trends in Women and Nonbinary People as PBL Experts at the PBL Institute

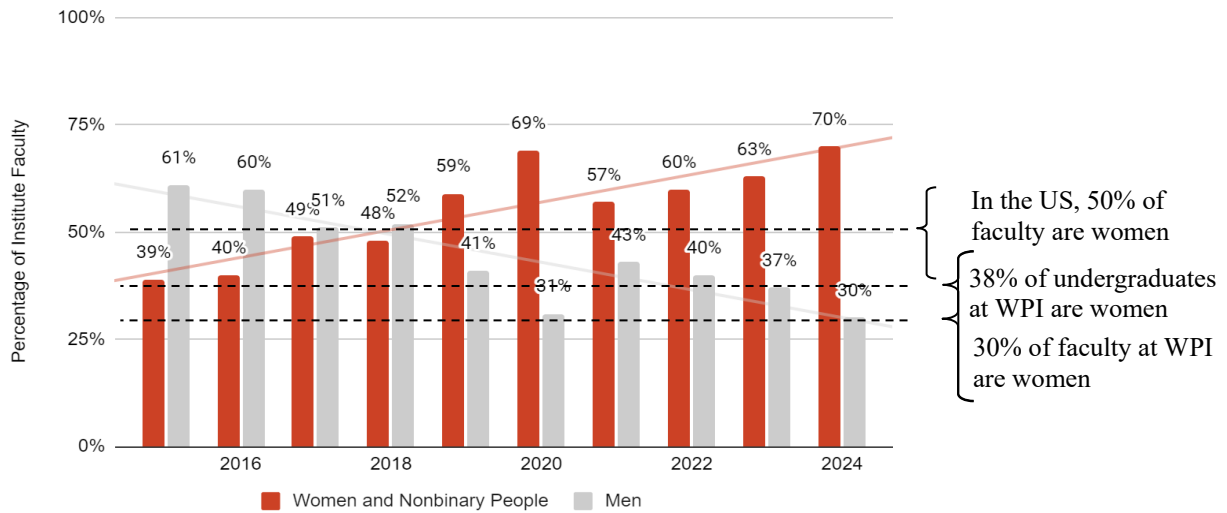
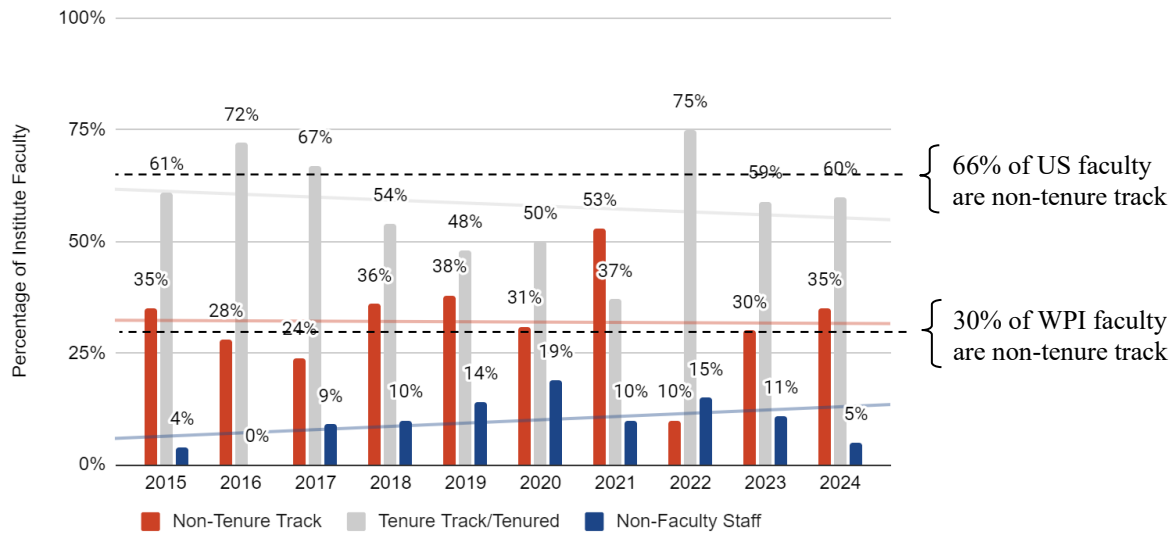


Figure 3. Trends in Non-Tenure Track Faculty as PBL Experts at the PBL Institute



Approximately 16% of faculty at WPI hold BIPOC racial/ethnic identities and 25% of all faculty in the US hold BIPOC racial/ethnic identities. In the past three years, we have been representational of WPI’s faculty racial profile, but not consistently representational of the national proportion of BIPOC faculty. We continue to draw on both internal and external networks to reflect racial diversity among our PBL experts at the Institute and strive to increase this critical representation.

The Center has continued to hire a large proportion of women as PBL experts at the Institute (see Table 2). During the past three years, we have surpassed the national representation benchmark. In soliciting feedback on the measures included in the initial equity audit, we received feedback

that the current representation of gender excluded those outside oppressive conceptualizations of gender as binary. We do not currently ask faculty and staff hired by the Center to report their gender and rely instead of secondary analysis of institutional data, which is limited in gender categorization. We have begun tracking self-reported non-binary gender identities through the pronouns they share publically; as there are so few individuals in this category, we do not report trends, per standard data reporting guidelines. We value this feedback about the importance of visibility for marginalized genders, particular in a university where approximately one third of students identify outside the gender binary.

As WPI has introduced a teaching path to tenure, several of the non-tenure track faculty who have historically served as PBL experts with the Center have begun tenure-track teaching positions (see Figure 3). We remain committed to these individuals who can use their work at the Institute as evidence of tenure criteria.

Inclusive Practices for Staffing Dynamics

For marginalized WPI faculty who staff Center offerings, several processes are in place to support mutually beneficial dynamics. We have continued these practices from prior years.

Educational expertise, such as serving as a national leader in PBL through the Center, is recognized and rewarded at WPI in the tenure process for teaching-mission faculty and the promotion process for dual-mission faculty. The Center writes letters to describe work done through the Center and to summarize the resulting outcomes on behalf of faculty submitting tenure and promotion applications. These positions are particularly impactful for teaching-mission faculty who are expected to demonstrate expertise, yet are not expected to engage in research activities. For example, 88% of the faculty on the teaching pathway tenured in the first round of this new tenure track role worked with the Center.

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. The Center is committed to reviewing compensation rates and practices at a minimum of every three years and raised the rate for the 2022 Institute to keep in line with salaries.

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. We paused convening the Center's Advisory Board in 2021-2022 and have plans to reconfigure it to comprise members external to WPI and to target strategic initiatives for the Center's development. Recruitment will focus on gaining expertise through members who are thought leaders in DEIB within higher education and in the community college sector, as two areas in which the Center is focused. Of the initial set of individuals identified for recruitment, 25% hold BIPOC identities and 71% are women.

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 to those scaling up practices institution-wide. Teams of five or more come to the Institute with a goal and leave with an action plan; they learn together during plenaries, workshops, and team planning sessions, and receive the advice and guidance of a dedicated coach and colleagues at other institutions investing in PBL. The Center also provides approximately 20-30 customized workshops annually, tailoring each to the needs of the institution. Since 2016, the Center has provided professional development to faculty and staff at nearly 200 colleges and universities. We have served more than 2,000 faculty and staff through the Institute and workshops.

In this section, we examine the extent to which we are helping to broaden marginalized students' access to project-based learning. 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 do not track demographics of individuals who attend our programming or the students they serve, and 2) we have limited data on the organizational goals that have motivated our partners and their implementation post-professional development.

Collaborations with Minority-Serving Institutions

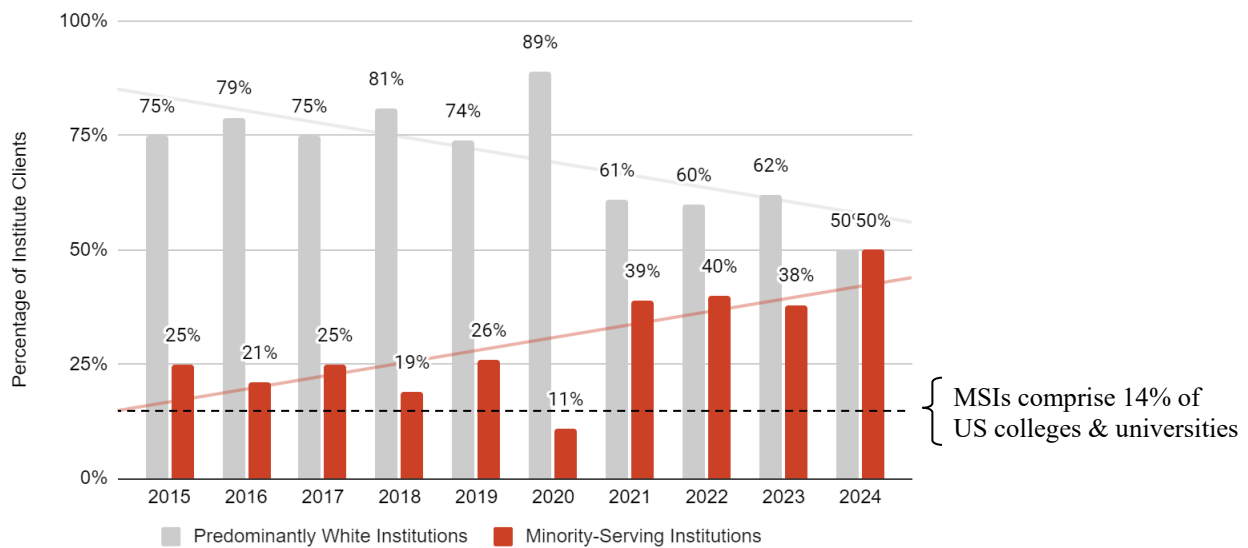
In the US when at least 50% of the students served by a college or university belong to minority racial/ethnic groups, they are considered minority-serving institutions (MSIs) [see § 365(3) of the Higher Education Act, [20 U.S.C. § 1067k\(3\)](#)]. These colleges and universities represent a wide range 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 continue to be 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, until this past year, still in the minority among participating institutions (see Figure 4).

Between 2021 and 2023, Institute participants from MSIs were approaching parity with those from PWIs and in 2024 participants were equally representative of the two types of institutions.

Of the MSIs that have hired the Center to provide professional development, 35% have been repeat customers, hiring us again after the initial service is provided. This is on par with 34% of domestic PWIs becoming repeat customers.

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



Among workshop clients, MSIs have been slower to seek out the Center; however, in the second half of the Center’s ten years, MSIs have been overrepresented among workshop clients and are approaching parity with predominantly white institutions (see Figure 5).

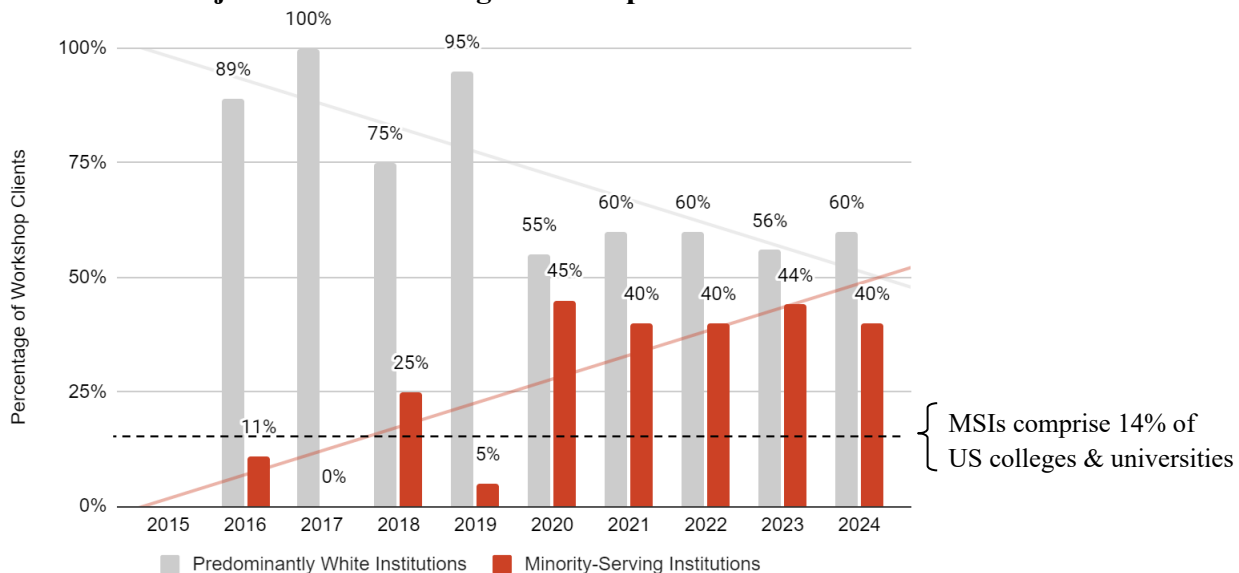
Collaborations with Open-Access Institutions

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 an open access institution.⁴ This is due in part to accessibility via open admissions, but also to the more affordable tuition rates at most open access institutions. As such, open access

⁴ Community College Research Center, Teachers College, Columbia University: <https://ccrc.tc.columbia.edu/Community-College-FAQs.html>

institutions play a major role in the higher education of low-income students and are a major lever for educational equity in the US.

Figure 5. Minority-Serving Institutions and Predominantly White Institutions at Center for Project-Based Learning Workshops Over Time



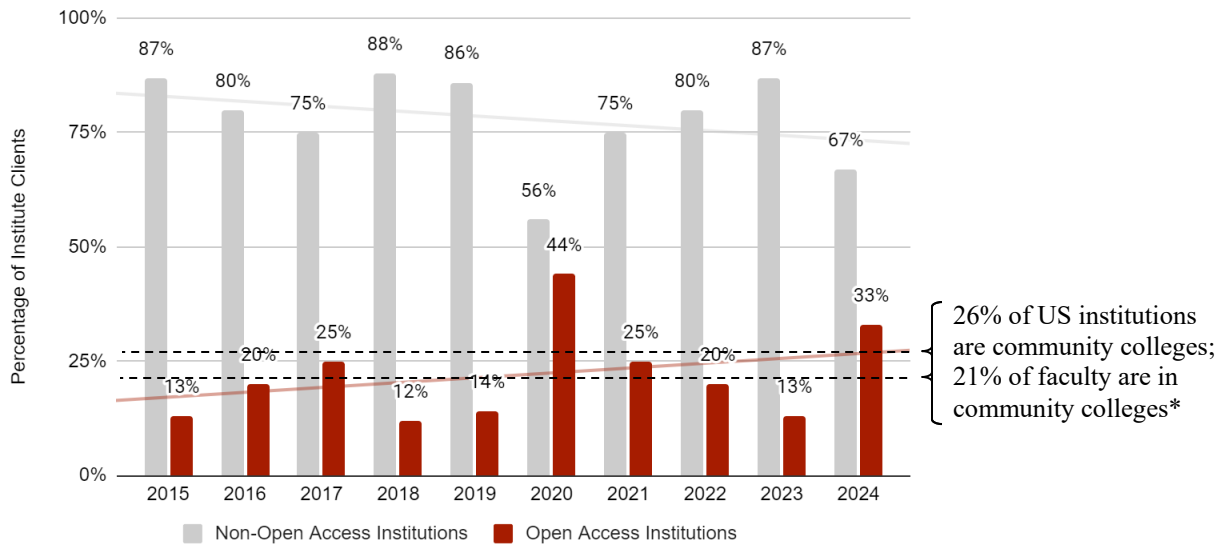
Overall, open access institutions are underrepresented in Center partners (19% of US-based clients, compared to 26% of colleges and universities nationwide).⁵ On average, open access institutions vary from underrepresented to overrepresented in the Institute on Project-Based Learning (see Figure 6). 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. In 2024, the Center submitted a request for NSF funding that would allow ten community colleges to participate in the Institute for three years.

Of the OAIs that have hired the Center to provide professional development, 30% have been repeat customers, compared to 38% of domestic non-OAIs becoming repeat customers.

Open access institutions had become increasingly represented among workshop clients during and following the Covid-19 pandemic, as well, engaging the Center at rates equal to their proportion within higher education (see Figure 7). However, in more recent years, this engagement has decreased, with none of the custom workshops given in 2024 provided to open access institutions. The Center has been proactive in seeking external funding to increase PBL supports for them in future through a \$2M proposal to the National Science Foundation.

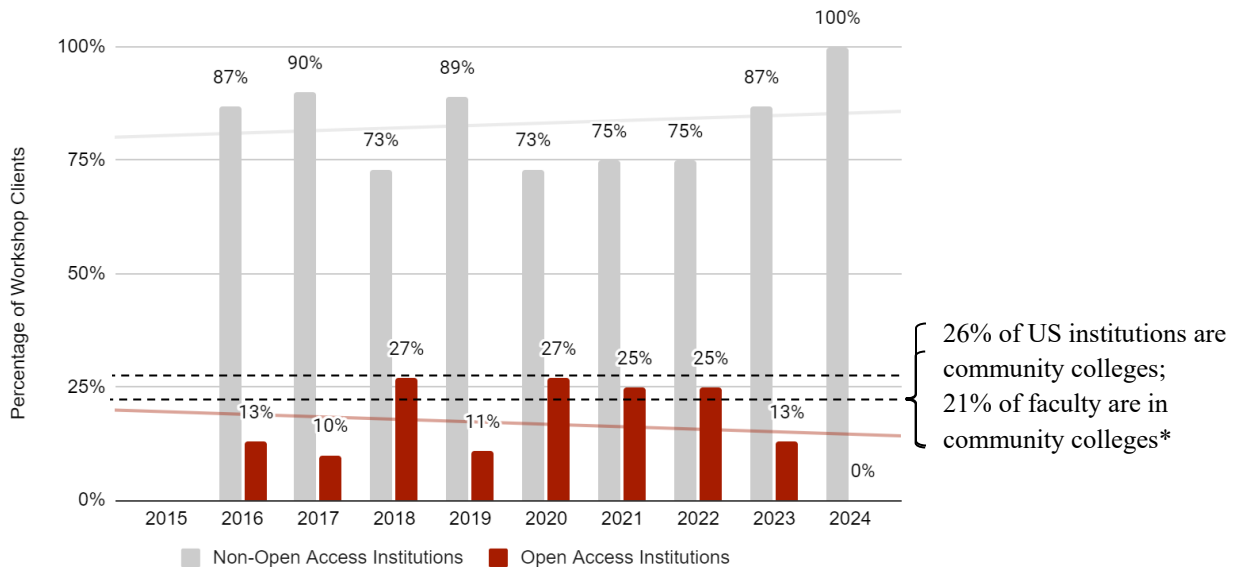
⁵ NCES, 2019

Figure 6. 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.

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



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 build 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.

At the 2023 Institute, 42% of the workshops offered focused on DEI topics. These included workshops on equitable team dynamics in coursework, how to build and operate supports for intervening with teams struggling with equity, designing equitable and ethical community partnerships during PBL, critical consciousness as a goal of PBL, and supporting neurodiversity during projects. These topics were nominated by faculty who wanted to facilitate them, though they also fit the goals stated by some combination of teams per their applications. Each block of workshops in the schedule included at least one focused on DEI to allow participants to engage in a DEI track.

At the 2024 Institute, this prominence was reduced to 22% of workshops focusing on DEI topics. The size of the Institute was much smaller, offering more limited workshop spots to cover both the basics and more variety of topics; after providing coverage of topics requested by clients attending the Institute, there were fewer workshop spots for adding content we believe is also critical. In this round of applicants, this edged out several DEI topics we believe would also be useful in addition to topics requested.

The section of the Center’s website on professional development offerings now has added clarity on how DEI issues might be included in workshops we deliver. For example, a list of potential workshop goals now includes two additions: considering how PBL can be used to meet your goals for improving equity and inclusion; and assessing the value proposition of PBL for your

historically marginalized students. The new Justice, Equity, and Transformation section of the Center's website also gives several suggestions for partnership opportunities beyond workshops.

Knowledge Shared through the PBL Fellows Program

In the summer of 2023, the Center began a new program to give faculty opportunities to conduct their own hands-on, practical research and development of teaching practices with the goal of advancing PBL education. Fellows propose a specific project to be completed over the summer with approximately one month of effort (concentrated or spread out over the summer months). The project must culminate in either a research product, such as a journal manuscript or conference paper, or a practitioner tool to be shared publicly through the Center with the WPI community and across higher education. Fellows are awarded \$10,000 and retain authorship rights over their deliverables.

Two of the first set of four fellowship projects focused on using PBL to increase educational equity for students marginalized in STEM education; one of the second set of projects focused on DEIB. As the content is shared on our website through practitioner supports, this new tactic for knowledge generation and dissemination has the potential to serve as an equity lever among educators using PBL.

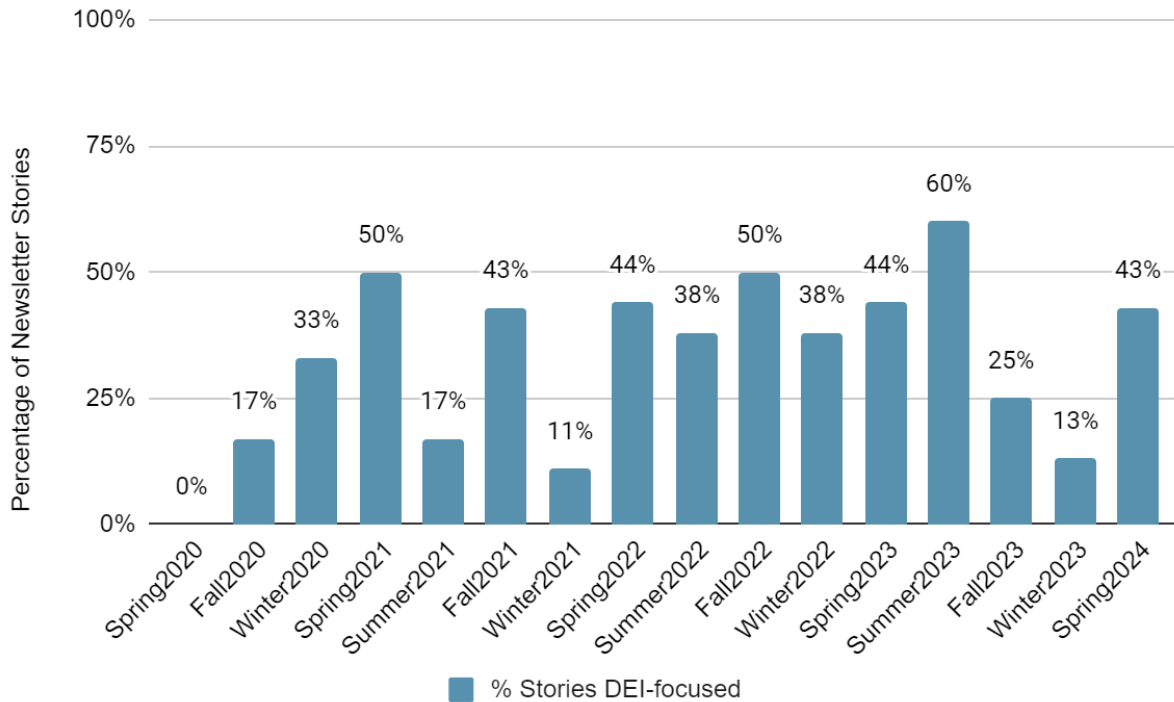
Knowledge Shared in the Center's PBL Newsletter

The Center disseminates a quarterly newsletter highlighting PBL best practices, success stories, and student perspectives. Each newsletter shares stories in six content areas 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 in the past three years ranged from 13% to 43% (see Figure 8). Newsletters during the 2023-24 academic year have featured fewer stories about DEI, suggesting Center staff might benefit from new strategies to more explicitly find and share this type of content.

An ongoing limitation 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. Providing the marketing and web hosting resources that community colleges, in particular, may not have access to would also increase our ability to feature their DEI PBL work.

Figure 8. Consistency of DEI-focused PBL Newsletter Content



Four of the five issues since in the last equity audit included stories about PBL at Minority Serving Institutions and all five issues featured institutions with open access admissions (see Figure 9). This representation is still inconsistent despite being more intentional in selecting which knowledge about PBL should be shared in each newsletter.

The newsletters signal greater diversity in visual content than in the stories that are shared. For example, 63% of newsletters have 50% or more of the photos highlighting diversity (see Figure 10); only 16% of newsletters have at least half of the stories highlighting DEI. This misalignment is problematic because it co-opts visuals of marginalized people for marketing content that does not address issues of marginalization. This has been an issue noted in the past equity audits and has persisted. The Center should reassess the process for choosing visuals and continue discussions about why this matters to ensure that all members of the team are equipped to change the way they contribute to the newsletter. We need new strategies here if we want to ameliorate this co-optation in future marketing through the newsletter.

Figure 9. Consistency of Equitable Representation in PBL Newsletter

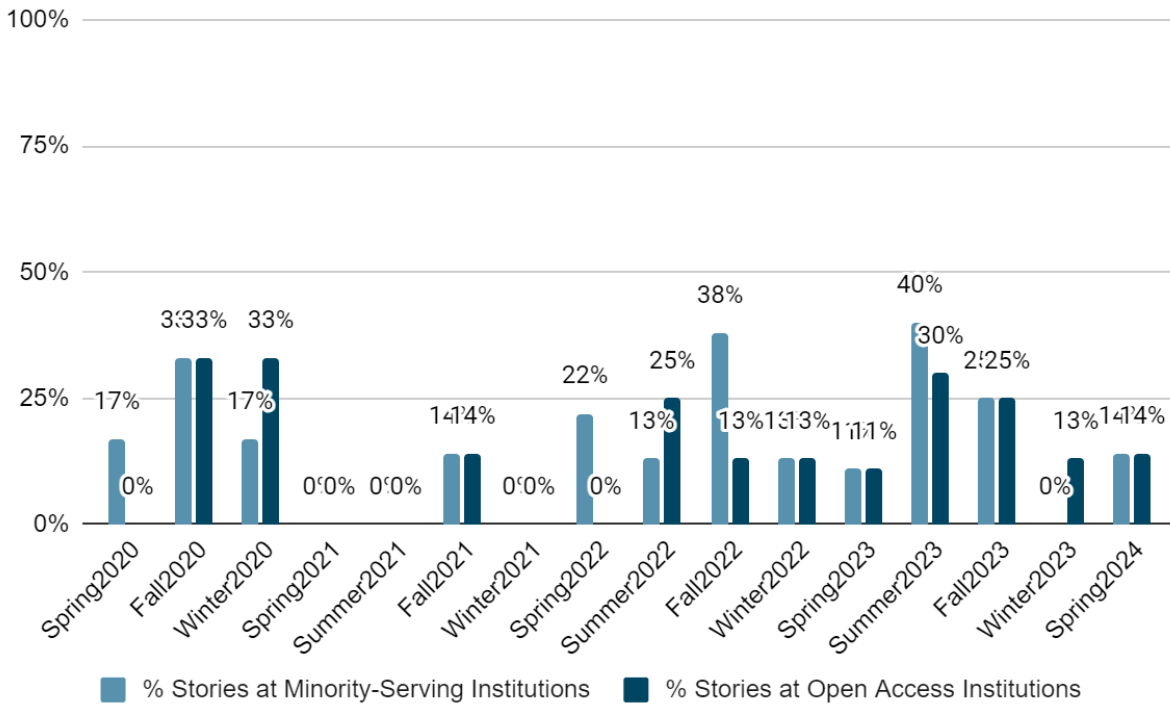
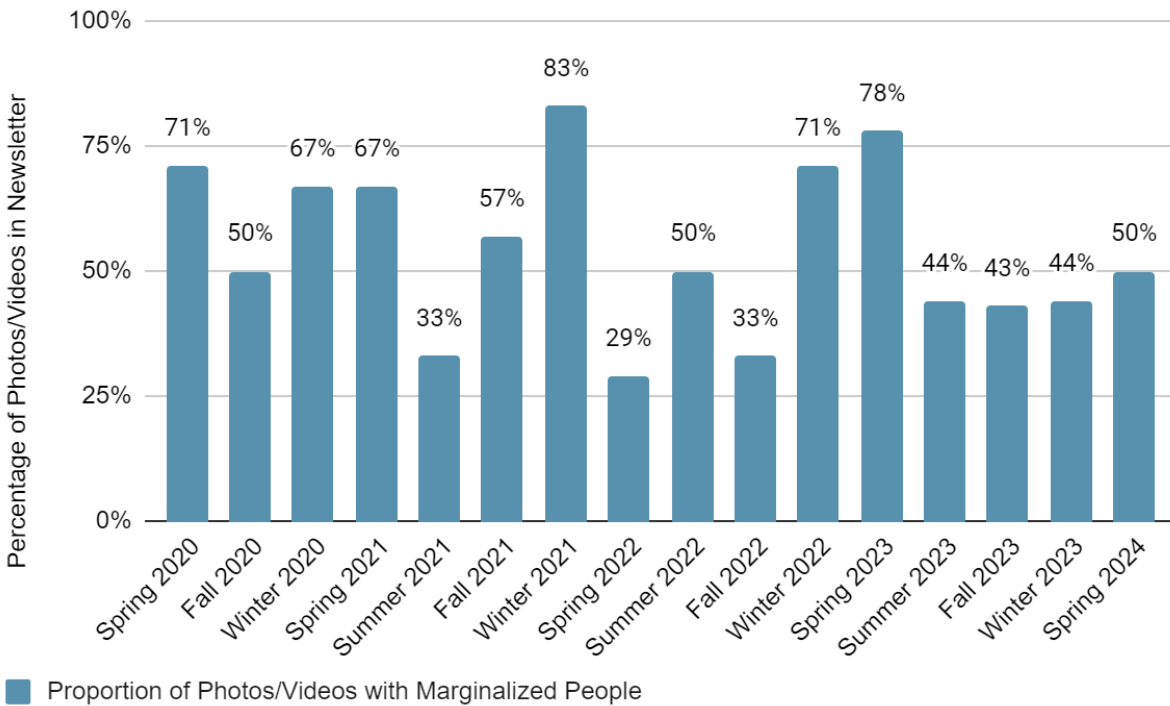


Figure 10. Consistency of Visual Diversity across PBL Newsletter Issues



Knowledge Shared in Scholarship on PBL

Scholarship on PBL continues to be a way that the Center can share ways for PBL to serve as a lever for educational equity.

After completing a grant funded by the National Science Foundation to build capacity for institutional transformation, the Center has collaborated with community college clients to design and submit a request for funding a new initiative. If awarded, the project would allow us to partner with 10 community colleges on a large, multiyear initiative to advance PBL practices and scholarship. The theory of action centers the potential for PBL to increase educational equity and to serve open access institutions particularly well.

Much of the scholarship conducted at the Center with WPI collaborators in the past year has focused on deepening our understanding of our unique approach to PBL in ways that might serve other institutions. The dataset is based on an alumni survey and, as a Predominantly White Institution, this constrained our ability to conduct scholarship on issues related to race and ethnicity. However, one peer review manuscript explores the potential mechanisms behind PBL's particular effectiveness among women in STEM, dispelling earlier conclusions that the service orientation of PBL suits women.

Knowledge Shared in Social Media

The Center had an active Twitter account before the platform's transition to X and the following mass exodus of Academic Twitter to other social media platforms. Every time we tweeted out information, clicked "like" on content, or retweeted something we saw, the Center shared knowledge. Perhaps even more importantly, who we followed and the stories they posted influenced our knowledge within the Center. As an equity audit activity, we have assessed in the past who we follow and the extent to which we have tweeted or retweeted content germane to discussions of DEI.

As the initial equity audit revealed, the Center's DEI-focused tweets attracted more attention than content that did not involve DEI issues. However, the shifts in social media users of the platform ultimately convinced us that X no longer held the same opportunity for knowledge community aligned with our mission and values. Although we have not deleted our account, we no longer use it as part of our knowledge sharing activities in the Center.

Progress on 2022 Action Steps

What practices did we stop, start, or sustain based on the recommendations from last year's inaugural equity audit?

As a result of the analyses presented in last year's inaugural equity audit, members of the Center for Project-Based Learning made a set of recommendations. Progress has been made on some and others have not yet begun to be implemented. Updates are provided here for full transparency color-coded with green action items completed, yellow items in process, and red items not yet taken.

Representational Equity in Staffing

Recommendation: 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 underrepresented genders, staff, and other identities often marginalized in higher education.

Progress:

Recommendation: 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.

Progress:

Inclusive Practices for Staffing Dynamics

Recommendation: Continue the annual call for qualifications that allows faculty to pitch potential PBL topics they might lead at the Institute and/or workshops.

Progress: *Recommended action taken.*

Representational Equity in Center Leadership

Recommendation: Add a new mechanism that brings more diverse perspectives and explicit attention to DEI to the leadership of the Center.

Progress: *The Board did not meet in 2021-2022 and no new mechanisms introduced.*

Collaborating with Minority Serving Institutions and with Open Access Institutions

Recommendation: 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.

Progress: *We have not completed this action; we will consider it for future action.*

Recommendation: 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.

Progress: *We did not complete this action in 2021-2022; we will consider it for future action.*

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

Progress: *We have recruited community colleges for collaboration and submitted a funding proposal for institutional change work in the community college sector. If awarded, this grant will support 10 community colleges to engage in sector-centered professional development and research.*

Knowledge Shared in the Institute and Workshops

Recommendation: Continue to offer a DEI track at the Institute.

Progress: *Recommended action taken.*

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

Progress: *We did not complete this action in 2021-2022; we will consider it for future action.*

Knowledge Shared in the Center's PBL Newsletter

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

Progress: *Recommended action in process; stories centering DEI have more consistently increased, though the misalignment between visual representation and content remains.*

Knowledge Shared in Social Media

Recommendation: Make a decision about whether Twitter remains a viable social media platform for engaging in public discourse on justice, equity, and transformation.

Progress: *Recommended action completed; we have stopped engaging on X.*

Recommendation: Continue to follow CPBL alumni on social media.

Progress: *Recommended action completed; we have invited CPBL alumni to follow us on LinkedIn.*

Recommendation: Compile a list of relevant DEI leaders in higher education and follow them on social media.

Progress: *Recommended action in process; we are curating a new network on LinkedIn.*

Equity Audit Process

Recommendation: Continue to engage in equity auditing updates annually.

Progress: *Recommended action taken.*

Recommendation: 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.

Progress: *We have not completed this action; we will consider it for future action.*

Recommendation: 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.

Progress: *Recommended action in process; we applied for (and did not receive) funding from Ascendium and have submitted a proposal for a \$2M IUSE grant, decision pending.*

Moving Forward: 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. Members of the Center for Project-Based Learning commit to prioritizing the following ways of advancing how equitably we operate and to address specific gaps in our current practices:

1. Add more diverse perspectives and explicit attention to DEI to the leadership of the Center through establishing a subcommittee of an advisory board dedicated to raising DEI in our operations. This should involve recruiting at least one new advisory board member who is Black, Latinx, or otherwise minoritized, as we did to ensure teaching faculty representation. We also commit to structuring our work with the new external advisory board to avoid relying on one advisory board member with a minoritized identity to carry the burden of educating us all.
2. Develop stronger workshop content and relationships with those with expertise in leading institutional change within community colleges and explore new ways to secure funding to support these collaborations.
3. More intentionally curate newsletter content to include a greater, more consistent coverage of DEI-relevant tips, tools, and examples of PBL practice.