

CNCC Teaching Excellence Grant Report (FY22)

- Collecting student feedback, gathering student success data that shows the impact on equity in student outcomes, and presenting the results at the Summer Intensive Teaching and Learning Institute. The first Summer Intensive Teaching and Learning Institute is expected to be in summer 2022.
 - Submitting a final report of the grant program to the CCCS System Office when the grant dollars are expended.
 - Submitting to the System a final financial report with backup documentation – including purchase orders, related invoices, copies of time and effort reports for payroll support, and payments made by the College for allowable project costs.
 - Adhering to the project deliverables per the grant application submitted by the College.
- **Program Name**
 - Building a Community of Reflective Practice: Breaking Down Barriers and Opening Up Opportunities at Colorado Northwestern Community College
 - **Program Leads**
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 - **Program Description**
 - With the \$100,000 grant funds awarded, CNCC's E/I in the Classroom Committee worked with the offices of Institutional Effectiveness, the VP of Instruction, and VP of Student Services to develop a Community of Reflective Practice (two Teaching Excellence Fellows and cohort faculty) that was responsible for working to close equity gaps and build inclusive classrooms through regular meetings to reflect on both students' equity and inclusion needs, and how teaching based on data-driven and evidence-based research will close equity gaps and build inclusive classrooms. E/I and the Community wanted to address student satisfaction, success, and retention rates of identified at-risk students (Pell-eligible, First-Generation, and Student Athletes).
 - The goals of CNCC's E/I in the Classroom Committee to address with the grant funds:
 - To increase student satisfaction (2-5% per year depending on the measure) with classroom instruction through [equitable and inclusive pedagogy](#)

- To improve [accessibility and affordability](#) options of course materials for students through OER to improve student retention and graduation rates by a 2% increase per year.
 - To [increase student retention rates of identified at-risk student populations](#) through equitable and inclusive pedagogy (2% per year).
 - To increase student graduation rates of identified at-risk student populations through equitable and inclusive pedagogy which seek to close equity gaps and build inclusive classrooms at CNCC (2% per year).
 - Through existing Student Satisfaction Inventory (Ruffalo Noel-Levitz) survey results (2019-present) provided by Institutional Effectiveness, CNCC's grant will work to further evaluate the data set about student satisfaction with faculty and instruction at the college.
 - Based on the results of this nationally normed survey we see that:
 - 46% of students surveyed are satisfied that "Faculty take into consideration student differences as they teach a course."
 - 48% of students surveyed are satisfied that "Faculty are fair and unbiased in their treatment of individual students."
 - 50% of students surveyed are satisfied that "There is a good variety of courses provided on this campus."
 - 53% of students surveyed are satisfied that "Faculty are understanding of students' unique life circumstances."
- **Narrative**
 - To work towards meeting these goals CNCC's E/I in the Classroom Committee and the Community of Reflective Practice identified and supported the training of Teaching Excellence Fellows on both the Craig and Rangely campuses (total of 2) who performed preliminary classroom observations (based upon [CDHE's Equity Toolkit](#)), observation de-briefs (Teaching Fellow to Faculty), 1:1 coaching (Fellow to Faculty), and ran the Community of Reflective Practice (2 Teaching Fellows, 5-10 cohort faculty, and Deans) sessions made up of volunteers selected by the Committee. To supplement this work, the E/I purchased access to an online (OneHE) self-paced professional development tool about culturally responsive pedagogy to improve equity and inclusion in the classroom to help close equity gaps, and build inclusive classrooms, with the goal to improve student success. Additionally, E/I developed a syllabus, course design, and other resources that were shared with the broader faculty to help meet CNCC's efforts to improve student success and satisfaction. Lastly, the E/I Committee and the Community of Reflective Practice worked to identify external consultants to meet with CNCC's Executive Cabinet, Staff and Faculty, and Students.
 - CNCC's grant proposal and the project faced some interesting challenges as CNCC's administration changed at the President and VP of Student Services level between AY 2021 and AY 2022. This change in administration allowed the E/I and Community to meet with the new administrators to share their proposed project and make changes as requested. Additionally, many of the members of the E/I Committee transitioned into new administrative roles (Assoc. and Dean positions) leading to a need to restructure, both E/I and the Community. Both of

these challenges have led the E/I and Community to sit down and reevaluate the proposed grant and how it could be fulfilled.

- Like any grant, CNCC found that it had to adapt to the challenges presented by personnel transitions and the challenges that a remote rural college faces. Identifying external consultants and partnerships who would be willing to work with CNCC (whether in-person or remotely) was a challenge. This led to efforts to find other ways to supplement some of the proposed professional development by identifying online tools. However, CNCC worked with some external consultants in Fall 2022 to provide conversations with Executive Cabinet, Staff and Faculty, and Students. Lastly, the 90 miles between our two campuses led to some challenges in facilitating parts of the grant.

- **Implementation Timeline**

- *Fall 2021:* Some of the E/I members met with new members of CNCC's administration to share the grant proposal and projects to be worked on. E/I took their suggestions and made the necessary changes. The E/I in the Classroom Committee met to discuss the formation of the Community of Reflective Practice by identifying 3-5 faculty who will participate in the classroom observations, debriefs, 1:1 coaching, and other activities. E/I members worked with the Academic Deans to develop a Restorative Justice approach to Academic Integrity violations to make the policy and procedures less punitive. A training was held to introduce new policies and procedures for faculty. Also, the E/I Committee gathered student success and satisfaction data and added it to the existing data set provided by Institutional Effectiveness.
- *Spring 2022:* Teaching Fellows practiced classroom observations, debriefs, 1:1 coaching on some faculty. Fellows met and reviewed the experience and made some changes to the process before rolling it out in Fall 2022. E/I developed resources about syllabus and course design and shared with faculty. Additional meetings were held about how the Community of Reflective Practice would hold its meeting across both campuses (90 miles apart) and how to discuss culturally responsive pedagogy to close equity gaps and build inclusive classrooms. Some E/I members (working with the Athletic Director, VPSS, and Deans) were part of a discussion to develop CNCC's internal student-athletic eligibility policy to help focus on improving student-athlete satisfaction and success.
- *Summer 2022:* The E/I Committee worked with Institutional Effectiveness to gather end of year student success and satisfaction data to correlate the work completed by the Community of Reflective practice for that academic year to evaluate the successes and failures of that year's work. Additionally, some members of E/I participated in AAC&U's Institute for General Education Assessment to work towards building external relationships with other institutions focused on general education courses and how CNCC's grant project could improve. E/I sponsored for the Dean of Arts and Sciences, Assoc. Dean of Arts and Sciences, and the Dean of Workforce and Community to attend the Summer2022 GlobalMindEd conference in Denver. These academic leaders attended various presentations and panel discussions and reflected on their experience to the rest of CNCC's leadership team.

- *Fall 2022:* E/I reconvened and evaluated the progress made the previous AY and the challenges the Community faced. It was determined that the grant project continued to struggle with balancing the new administrative duties of its members and the grant. A decision was made to purchase access to OneHE to provide guided and self-paced DEI trainings to all full-time faculty to help supplement the materials and the Community. Terri Houston was brought in as an external consultant to meet with the Executive Cabinet, Staff and Faculty, and Students about DEI, campus community, strategic planning, etc. Student-Athletes attended a talk with Eugene Holloman about the student-athlete experience and how to be successful as a student and an athlete. The E/I Committee met at the end of the term to welcome additional members to help distribute duties and responsibilities. This was a direct result of the limits of existing members who have taken on new administrative roles. Cn
- *Spring 2023:* At CNCC's Spring Convocation our Foundation Director offered a Myers-Briggs Type Indicator Training to staff and faculty to help those individuals understand their personalities and their most effective ways to communicate to their peers and students to help assure safe, equitable, and inclusive spaces. This will be offered to students later this spring.
- *Spring 2023-Forward:* While the AY22 grant is over CNCC's E/I and Community have remaining funds that they would like to utilize. CNCC is in the process of researching and identifying a speaker to provide in-person training about Unconscious Bias to staff and faculty. Additionally, CNCC would like some additional support from CCCS and peer institutions to help with the project.

- **Budget**

Professional Development

Of the \$20,000 requested CNCC has spent \$15,395.08 on professional development activities to help train E/I and Teaching Fellows. This includes CNCC's participation in AAC&U's Institute on General Education Assessment (\$6,200), CAST, Inc. UDL Conference (\$474), and MBTI training (\$2,921.08). Additional funds (\$5,800) were used to purchase 40 faculty licenses for OneHE's self-paced online platform for DEI training. The remaining funds will be utilized in Spring 2023 on additional training for Teaching Fellows, for which CNCC welcomes any suggestions from the system office.

Faculty Compensation

\$5,000 was used to cover administrative grant management (for one grant lead) for the year covering the grant for time and effort in creating surveys/grant review tools aiding in grant reporting. Funds will also be used to cover time spent during grant reporting. Calculations were calculated based on what an hourly rate of \$50.00/hour (average for instructor hourly rate) for 30 hours per year. \$9,000 was used to compensate the Teaching Excellence Fellows in the form of stipends for their efforts to attend trainings, perform classroom observations, debriefs, 1:1 Coaching, and leadership of the Community of Reflective practice. \$4,000 was used to compensate a MAT discipline SME to work on developing a Dev Ed math shell in D2L that would build an equitable and inclusive in-person experience to help those students succeed. Due

to the challenges with changes to the administration, new roles for E/I members, and rural nature of CNCC we have not spent all of the funds in this category and are going to develop a plan to compensate those faculty who complete a guided set of DEI courses in OneHE during Spring 2023.

Travel

Of the \$5,000 requested for travel only \$2,546.51 was used funds for travel to the GlobalMinded Conference and the Teaching Excellence Conference. The remaining funds were not used to travel between Rangely and Craig due to the challenges described above.

Supplies

Of the \$3,000 requested to cover costs of supplying hard copies of books or other similar resources only \$1,435 was used to supply student-athletes Eugene Holloman’s book as a part of his talk. The remaining funds will be utilized for additional resources, for which CNCC welcomes any suggestions from the system office.

Consultants

CNCC spent \$20,500 on professional development and workshops with external consultants. This was a significant increase from our proposal and due to CNCC’s remote nature and the challenges E/I faced in finding willing consultants to aid. We did have Terri Houston speak to both campuses in-person about the importance of DEI and Community, and a Courageous Conversations talk with students. Eugene Holloman offered a talk to student-athletes to help them reflect on the importance of education and athletics. E/I and the Community would like to propose to use some of the other remaining funds to identify and bring a consultant to speak to Executive Cabinet, Staff and Faculty, and Students about unconscious bias. This is planned for Spring 2023.

Training

Of the \$5,000 requested for finding and paying for external professional development opportunities only \$654.50 was used to support the inclusion of refreshments to encourage student, staff, and faculty participation at Terri Houston’s talk on both campuses. CNCC will use the remaining funds for a similar function with an in-person unconscious bias speaker.

Misc. Expenses

\$3,678.17 was used to cover faculty compensation benefits.

Other: N/A

Category	Budgeted	Spent	Difference
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Deposit	\$100,000.00	\$100,000.00	\$0.00
Professional Development	\$20,000	(\$15,395.08)	\$4,604.92
Faculty Compensation	\$60,000	(\$18,000.00)	\$42,000.00
Travel	\$5,000	(\$2,546.51)	\$2,453.49
Supplies	\$3,000	(\$1,435.00)	\$1,565.00
Consultants	\$4,000	(\$20,500.00)	(\$16,500.00)
Training	\$5,000	(\$654.50)	\$4,345.50
Misc. Expenses	\$3,000	(\$3,678.17)	(\$678.17)
Other	\$0	\$0.00	\$0.00
Total	\$100,000.00	(\$62,209.26)	\$37,790.74

- **Appendices**

- New Academic Integrity Policy
- Restorative Justice and Academic Integrity PowerPoint
- IGEA Plan of Action
- Terri Houston's Report
- MBTI and Psychological Safety training and survey results
- New Internal Athletic Eligibility Policy

Note:

E/I Committee is awaiting updated Student Demographic Data and Student Satisfaction Survey data from Institutional Effectiveness. This should be provided within the next week and passed along to the system.