

2022 Teaching Excellence Grant Report

Pueblo Community College

I. Program Name

Building Equitable and Inclusive Pedagogy

II. Program Leads

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III. College

Pueblo Community College

IV. Overview of Program Components and Results

We focused on two key components of college culture during this year of our work with the Teaching Excellence Grant: pedagogy and professional development. Our goals were to widely and deeply change pedagogy and professional development at PCC so that these components of our college culture could become areas where we are able to continually focus on closing equity gaps in meaningful and sustainable ways.

This program included two distinct but connected components. As such, throughout this proposal, we will often refer to these components as Part A and Part B.

Part A: Pedagogy

In short, our plan was to revise the pedagogy behind ENG 1021 to make the courses more equitable and inclusive in the short-term and to build a culture of equitable and inclusive pedagogical practices across our campus in the long-term.

What We Did:

- We did extensive studies and research into linguistic justice, equitable grading models, inclusion and diversity in college classrooms, and anti-racist teaching methodology.
- We attended NCTE in November 2021 and November 2022, focusing our attention on sessions sharing research and best practices for building equity in college classrooms.

- We visited the Community College of Aurora, the campus that inspired the pedagogical portion of this grant, to observe classes and be mentored by the faculty prior to our ENG curriculum changes.
- We held multiple listening tours to assess the needs of our campus for both curricular and professional development. We met with the following:
 - Part-time faculty on the Fremont Campus
 - Part-time faculty in the Southwest area of the state
 - Part-time and full-time faculty on the Pueblo Campus
 - Staff from Disability Services
 - Staff from the Learning Center
- We surveyed students to determine areas of strength and areas of growth in regards to equity, inclusion and accessibility in the ENG courses and classrooms at PCC.
- We disaggregated data from ENG courses for multiple years at the PCC campus
- We held monthly meetings where we presented our research, progress, and challenges to all interested stakeholders. The invited stakeholders included (but were not limited to) English faculty, the faculty at large, department leadership, college leadership, and faculty professional development leads. At each session, we solicited feedback. At times, some interested parties were not able to attend, and we sent recordings of our presentations for feedback.
- We presented our work at the Department Chair retreat in June 2022 and the CCCS Education Excellence Conference in October 2022.
- We launched a beta test in an ENG 1021 classroom which made the following adjustments to curriculum and pedagogy:
 - The grading system used was an “ungrading model” where assignments were given feedback rather than grades and the final course grade was determined by the instructor and student together after a conversation regarding the assignments completed throughout the course.
 - The course was taught in an “embedded librarian model” where the instructor and a PCC librarian co-taught in the classroom together and integrated library resources directly into classroom teaching methodology.
 - The instructor and students studied and held direct conversations about linguistic justice centering on the following PCC-based objective: *Identify the role rhetoric and language have played in establishing systems of inequity over time.*
- We worked with a group of stakeholders from the ENG department and departments such as library services and assessment to create vision and mission statements for ENG 1021 course philosophies that reflect our department’s commitment to classroom equity, inclusion, and accessibility.

Overall, we are very proud of the work that was accomplished in this component of the project. We saw successes in every area of work, particularly in the testing of the embedded librarian program and the ungrading model.

Part B: Professional Development

In short, we created the Pedagogy of IDEA boot camp, a professional development model that supports faculty with creating culturally-responsive pedagogy. The first pilot round launched in Fall 2022.

What We Did:

For part B of this grant, we focused on creating the Pedagogy of IDEA Boot Camp. This was built on the initiative begun by Matthew Sterner-Neely, another professor at PCC, to create a professional development model that would support creating culturally-responsive pedagogy. In April of 2021, this idea was presented at an all-faculty meeting and received significant support.

- In Spring of 2022, we took the framework created by Matthew Sterner-Neely and began to create a professional development model that would support developing culturally-responsive pedagogy. We brought in the research we were conducting within Part A of the grant and further research and ideas from Front Range Community College's DEI PD Model.
- In the Fall of 2022, we launched the pilot course. It contained four modules that spanned eight weeks. We marketed it to both part-time and full-time faculty, as well as teaching-adjacent staff. We began our pilot on September 8, 2022, with 28 initial candidates, with 11 in the synchronous section and 17 in the asynchronous section.

Overall, the first round of this boot camp was very successful. We had a wide variety of participants, and we received very positive feedback on the course itself and its long-term impact on future teaching practices. There was also interest in further PD opportunities related to IDEA.

V. Outcomes: A Look at the Data

Part A: Pedagogy

Results from the ENG 1021 Beta Test

- *Results from the ungrading beta test*

Throughout the course, we consistently surveyed students to determine whether this system of evaluation was having a positive impact on students' self-impression of confidence, skills, and overall inclusion in the classroom. For context, this course had 23 students enrolled as of census. 20 students were still active participants in the course when the final course capstone assignments were completed. The following student survey data is from an anonymous survey that was conducted at the end of the course capstone unit.

-17 students submitted responses.

-16/17 students reported feeling positive about the grading system used in the course "all of the time" or "most of the time."

-1/17 students reported feeling positive about the grading system "some of the time."

Students shared the following positive comments about the grading system in this survey and other anonymous surveys conducted throughout the course:

"I enjoyed this grading style [sic] gives me great insight"

"I liked this way of grading, it was more visible of areas that I personally need to work on and gives me the ability [sic] to see my growth of learning in this class. I wish more teachers would use this style of grading."

"I think that this grading system is wonderfully nuanced, as it helps promote growth rather than conformity."

"I feel like it has actually made me work on improving for myself"

Concerns expressed about the grading system were almost always related to students feeling unsure "where they were" in terms of overall progress in the course. We mitigated this concern by increasing student conferences and conversations about course progress wherever necessary. In final grading conferences at the end of the semester, several students shared that the grading structure had been influential in helping them to move away from fixed mindsets and toward collaborative, instead of competitive, mindsets when working with their fellow students. The "rubric" that students and the instructor used to determine overall course progress and final grades assessed progress according to student proficiency in course objectives, effort applied toward meeting those objectives, and growth achieved in meeting course objectives. As of the writing of this report, all final grades have been assigned. The final grading data is as such:

-1 student withdrawal (this was due to life circumstances)

-2 students earned a failing grade (these students did not complete the course for reasons that appeared to be also related to life circumstances)

-19 students earned As, Bs, or Cs

-One student earned an Incomplete (again, this was largely due to life circumstances)

We did not collect student demographic data for this small beta test course and cannot make direct connections regarding how the results of this beta test connect to addressing specific equity gaps in student grades in ENG 1021 at this time. However, we were encouraged by the data showing that in this initial test run, 19/19 students who saw the course all the way through completed it successfully.

Results from the embedded librarian beta test

We also consistently surveyed students regarding their impressions of research skills and library access/usage as it related to the embedded librarian model we were piloting in this course. In many ways, this was perhaps the most successful beta test we completed this semester; we already have plans to expand this pilot to several other F2F and online ENG 1021 classrooms in SP 23.

In this pilot, research librarian Hannah Moody-Goo embedded in Johanna Parkhurst's ENG 1021 classroom intermittently throughout the semester. Through a co-teaching model that included library visits and simultaneous workshop support from Hannah and Johanna during author group work periods, Hannah and Johanna worked to build a culture of student comfort and accessibility around library resources. The following student survey data is from an anonymous survey that was referenced earlier in this report, which was conducted at the end of the course capstone unit.

-16/17 students responded with "Yes, definitely" to the following statement: "Having a librarian available to us in class during this unit has supported my understanding and use of the PCC library system."

-17/17 students responded with "Yes, definitely" or "Probably" to the following statement: "Having a librarian available to us in class during this unit has supported my understanding of research in general."

Students shared the following positive comments about the embedded librarian pilot in anonymous surveys conducted throughout the course:

"I feel the library and my English teacher were...very engaged to help me learn my resources and be confident in my citations. It even felt fun."

“I think that you and Hannah did an excellent job at giving us the information and tools needed to be successful. You also made sure we understood them and how to use them and were available to walk us through anything we may be struggling with.”

Students shared the following information in response to the question, “Was there any aspect of this unit that worked particularly well or was particularly valuable for you?”

“Visiting the library and learning how to utilize the research database.”

“I liked learning how to better verify sources using the library's online resources.”

“I learned lot of great tools that I can utilize in the future of becoming a better writer every time I write.”

In final conferences, students regularly expressed to Johanna that having Hannah in the classroom impacted their learning experience in this course in multiple positive ways. They noted that they were regularly visiting the library for research in other courses, that they had developed relationships with multiple librarians and felt comfortable in the library anytime they needed to visit, and that they had a stronger understanding of research and library databases directly as a result of Hannah’s lessons. Again, we consider this pilot to be a tremendous success and already have plans to scale it up in SP 23.

- *Results from the linguistic justice pilot*

It is slightly more difficult to gather clear quantitative data regarding how the conversations held in this ENG 1021 classroom regarding linguistic justice, language bias, and language inequity directly affected students’ self-impression of confidence, skills, and overall inclusion in the classroom. However, we can say that we saw increased student understanding of the relationship between language and power and how language inequities create power imbalances in their lives and in the world around them. Many students used the prompts [shared on this website](#) as they wrote narratives to explore how language functions in their own lives; other students created projects evaluating where they see language bias in the world around them. In course conferences, students expressed that this unit helped them to think about language and inequity in new ways, and several expressed determination to further study and consider how language and power intersect in their lives.

Ultimately, this unit was part of a larger goal to increase students’ impression of inclusion in the classroom. In the same survey that has been referenced in both previous sub-sections of this report, students reported the following:

-17/17 students reported that “the classroom felt like a safe space for students with varying backgrounds, skills, learning styles, and lifestyles” “most of the time” or “all of the time.”

-17/17 students reported that “I felt respected and welcome in class throughout this unit” “most of the time” or “all of the time.”

Overall, we do feel that the qualitative data, anecdotal data, and limited quantitative data available support the conclusion that this unit had a positive impact on students’ understanding of themselves as writers and their ability to count themselves as “included” in a writing community, whatever their language background or experiences. Johanna plans to continue revising this unit and including it in her curriculum, and we have begun to share various elements of it with other ENG 1021 instructors.

- *Results from ENG stakeholder group mission and vision revisions*

The results of this work stand largely in the mission and vision statements for ENG 1021 created by this group. This group met regularly through the FA 22 semester, and in between meetings they did extensive reading and research around these key questions:

-What does it look like to build equity into our course systems?

-What does it look like to create a system that honors differences rather than focusing on deficits?

-What does it look like to create a system where every student is honored as an individual?

The group came to the conclusion that, in order to answer these questions, we needed to reconsider our vision, mission, and philosophies around the following elements of our course structures:

- Course placement
- Pedagogical input
- Assignment and assessment outputs
- Linguistic justice
- Curriculum

Over the course of our work together, we created the following vision statements for the ENG 1021 course:

VISION FOR PEDAGOGICAL INPUTS: *Our lessons, course resources, and conversations will empower students to see research and writing voice as tools for becoming productive members of a just and more equitable society.*

VISION FOR ASSIGNMENTS, ASSESSMENTS, and GRADING: *Final grades in ENG 1021 will communicate the student's effort, mastery, and growth.*

VISION FOR COURSE PLACEMENT: *We will empower students to self-assess whether Studio 094 is an important accompaniment for their ENG 1021 experience.*

VISION FOR LINGUISTIC JUSTICE, ACCESSIBILITY, AND PRACTICES FOR BUILDING JUSTICE, EQUITY, AND HUMANITY: *We will empower students to analyze and evaluate the impact of biases and power imbalances on the perception of language and learning differences in order to create a more just and equitable society.*

Moving forward, we plan to create a course shell that showcases these vision statements and shares resources and supports instructors with achieving these visions in their classrooms. We will gather feedback from the stakeholder group as we work on building this shell. Our current goal is to share this course shell widely by the end of the SP 23 semester.

Part B: Professional Development

In September of 2022, we launched the first pilot of the Pedagogy of IDEA Boot Camp.

- We had 28 initial participants—11 for the synchronous section and 17 for the asynchronous section. This included 20 full-time faculty, 6 part-time faculty, and 2 teaching-adjacent staff.
- As we began the boot camp, we surveyed the faculty as a whole to determine future interest in the boot camp. Many faculty responded that they were interested in participating in future iterations of the boot camp, but were unable to participate this semester due to heavy workload.
- We administered a pre-survey to all participants at the beginning of the boot camp. 21 responded. One of the first questions asked was “What brought you to this professional development experience? Why are you here?” It was our goal to determine what brought participants to our course and if the current curriculum was responsive to the teaching needs of our institution. We also asked them what prior training they had before this course. Overall, we had a range of responses. Some came with some knowledge and wanted more in-depth instruction; others came in without much prior professional development at all. However, two specific things stood out: the DEI training available to our participants had been very limited (mostly webinar in nature) and, overwhelmingly, participants wanted to

know how to incorporate the most recent research and knowledge into their day-to-day workings with students. Here are some specific responses to that question:

- “I struggle to see how to change my curriculum to be more inclusive. The material is very straight forward in my mind. These are the things that students need to know. This is what I teach to the best of my ability. I do not see where I can make changes to make the content more inclusive.”
- “The DEI training I completed last spring brought some new issues to light that I had not previously considered.”
- “I wanted to increase my understanding of diversity, inclusion, and equity in the classroom.”
- 16 participants completed the boot camp and were compensated by stipend. We asked all participants to complete a post-survey upon completion. 11 participants submitted responses. 10 out of the 11 agreed that “This PD was worth my time and effort” and that they “would recommend this PD experience to others of the PCC Community.”
- Some additional feedback that we received is as follows:
 - “I enjoyed meeting with and learning strategies from my colleagues. I appreciated the readings and videos. I have done a number of DEI professional developments, and I love the fact that this one was focused exclusively on teaching.”
 - “I appreciate all the time and effort that went into this course. It opened my mind to gain more perspective into my own biases.”
 - “This PD helped me to explore/re-explore aspects of diversity, equity, inclusion, and accessibility in my classroom.”

Overall, we found that the boot camp was successful. It was flexible enough that it could build on prior knowledge of some participants while filling in gaps for others. Each week, participants in both the synchronous and asynchronous sections engaged in thoughtful conversations regarding DEI concepts. This gave participants time to not just study the material but engage with others. This is crucial for DEI work, as our research showed that collaborative work has the highest success rates. Most importantly, participants were given space and opportunity to examine data in their specific areas and apply the concepts discussed. Many PDs simply present the information. Ours required engagement and implementation, transferring this knowledge directly to the classroom.

Currently, we plan to use the leftover dollars from the 2022 TE grant to fund another round of the Pedagogy of IDEA boot camp participants in SP 23. We estimate that we will be funded for approximately 15 new participants.

During SP 23 we will also complete the writing of part two of the professional development opportunity, which will give those who have participated in the boot camp a chance to engage in further learning via professional learning communities in future semesters. Our current plan is for

the PCC Center for Teaching Excellence and Learning to take over administration of both professional development opportunities in FA 23.

X. Budget Spending Overview

The majority of the budget dollars spent were, as we anticipated, spent on stipends for those attending the Pedagogy of IDEA boot camp. Funds were also spent for part-time instructors to attend curricular development for ENG 1021 and to teach classes so that grant administrators Parkhurst and Lee could conduct research and grant management work. Nominal funds were spent on research materials and travel opportunities to conduct research at Community College of Aurora, the National Council of Teachers of English conferences in 2021 and 2022, and at PCC branch campuses. Funding was also spent so that we could present at the CCCS Education Excellence Conference in October of 2022.

We have attached a spreadsheet that shows how much money was spent on each budgetary line item in comparison to the money that was originally requested. We realized during recent budgetary updates that we would have several thousands of dollars leftover in funding from this past year. We already have permission from Landon Pirius to spend this money in 2023. These leftover funds will be used to stipend participants in another round of the Pedagogy of IDEA Boot Camp and fund the creation of part 2 of the Pedagogy of IDEA Boot Camp (tentatively titled Pedagogy of IDEA PLCs).

