

Closing Equity Gaps through Teaching Excellence Grant Program

Red Rocks Community College – Final Report Grant Year One

November 2021 – December 2022

Grant amount: \$243,747

I. Project Summary:

Close equity gaps through teaching excellence by:

- Creation of Inclusive Teaching Council (ITC) tasked with creating, offering, and facilitating equity-focused professional development to faculty and instructors.
- Creation of Inclusion and Equity teaching resource library.
- Creation of an Inclusive Teaching Mindset Course for faculty and instructors focused on cultural competency and culturally responsive pedagogy. The course is designed in time commitment and depth as equivalent to a 3-credit college course and includes significant online discussions and deliverables that faculty and instructors can then implement into their courses.
- Completion by course participants of the Center for Urban Education (CUE) Equity Scorecard which provides each instructor with data on pass rates and retention for their courses. Data will be updated at least annually starting in 2023 to determine if the implementation is impacting the equity gaps.
- Offering course release through grant period for faculty and instructors to complete course.
- Providing inclusive leadership training for RRCC Executive Leadership and Academic Affairs administrators.

Project leads: Toni Nicholas (History faculty), Amy Buckingham (Psychology faculty), Jodi Holzman (Math faculty), Jenna Alzona (English faculty), Wendy Bird (Dean, Academic Affairs)

II. Implementation:

January through May 2022: Creation of Inclusive Teaching Council, professional development, creation of resource library.

The initial Inclusive Teaching Council consisted of thirteen self-selected fulltime faculty and three instructors. They participated in extensive professional development, selected books for the resource library, conducted student focus groups, and worked in teams of 2-3 to create 6 instructional modules and an introductory module. These 16 faculty and instructors were given a total of 52 release credits for this development work.

The group participated in both conferences and online professional development courses all centered on equity and inclusion.

Conferences:

Culturally Responsive Teaching & Learning: Celebrating Language, Race & Culture in Education; March 30-April 1 (w/ pre-con) (Virtual) – 5 participants

AACU: Diversity, Equity, & Student Success; March 17-19 (Virtual) – 3 participants

Council for the Study of Community Colleges: Realizing Equity In & Through Community Colleges; March 31-April 2; (Tempe, AZ) – 4 participants

Compact 22: Innovation with Equity at the Center; March 29-31 (Virtual) – 2 participants

Online Professional Development Courses:

EdX: Inclusive Teaching: Supporting all students in the college classroom – 6 participants

EDX: Teaching and Learning in the Diverse Classroom – 7 participants

EDX: The inclusive STEM teaching project – 2 participants (no cost)

Wiser DEI in Healthcare – 2 participants

eCornell: Diversity & Inclusion Leadership Cert – 5 ITC participants, 5 Academic Affairs administrators, 1 DEI administrator, 3 Executives

eCornell: Diversity, Equity, & Inclusion: Building a Diverse Workforce - 1 executive

Resource Library and summer event book distribution:

Grading for Equity: What it is, Why it matters, and How it can transform schools and classrooms – 8 copies

Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy – 4 copies

What Happened to You? Conversations on Trauma, Resilience, and Healing – 8 copies

Bell Hooks Teaching to Transgress + Teaching Critical Thinking + Teaching Community – 1 copy

Women, Race & Class – 1 copy

Small Teachings: Everyday Lessons from the Science of Learning – 1 copy

The New Jim Crow – 1 copy

Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do – 2 copies

Inclusive Teaching Strategies for Promoting Equity in the College Classroom – 2 copies

Plantation Politics and Campus Rebellions: Power, Diversity, and the Emancipatory Struggle in Higher Education – 5 copies

Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation – 2 copies

Borderlands/La Frontera: The New Mestiza – 2 copies

Race, Equity, and the Learning Environment – 50 copies

III. Inclusive Teaching Mindset: Foundations and Application for Equity Course

Modules

The Inclusive Teaching Mindset course is created in D2L as an online course. Each module is structured with the same basic format. Learning objectives are clearly stated and there are readings, videos, reflections, and tasks to complete associated with each one. At the end of the series, participants will have an updated syllabus, first day activities for creating a welcoming environment, updated assignments and rubrics, an equity statement and a teaching philosophy. The 2022 sections were fully online and facilitated by the ITC. Participants were required to complete at least 80% of the activities and all deliverables. Course modules are as follows:

Start Here: Course Introduction

This module introduces the professional development opportunity intended to allow instructors to develop their own cultural awareness and learn strategies to create a more inclusive learning environment for all students.

Module 1: Understanding Culturally Responsive Pedagogy – Why Diverse Content Matters

This Module is dedicated to exploring and defining culturally responsive pedagogy, and ultimately how to integrate them into the classroom to create a more inclusive and equitable environment.

Learning Objectives:

1. Create clear course expectations
2. Describe/discuss Culturally Responsive Pedagogy (CRP)
3. Recognize culturally appropriate terminology and understand linguistic diversity
4. Create syllabus language that reflects a culturally responsive pedagogy and builds an inclusive classroom

Module 2: Understanding Place – Students and Instructors

This module explores the question, "What impact does the intersectionality of my students have on course climate and conversation?"

Learning Objectives:

1. Define race versus ethnicity.
2. Describe how the Courageous Conversations Compass can help us understand and articulate different viewpoints of racial issues.
3. Define intersectionality and examine the impacts intersecting identities have on oppression and disadvantage.

4. Apply elements of the social identity wheel to personal perceptions and experiences of intersecting social identities.
5. Analyze the impact of intersecting social identities in the classroom through self-reflection and application of shared examples.

Module 3: Understanding History

This Module explores the implications of oppression and structural racism, how we think and react to our environment and why it matters, and how to identify and understand stereotypes in the classroom and how they affect our course climate and student success.

Learning Objectives:

1. Discuss systems of oppression and structural racism
2. Identify implicit/unconscious bias and understand its importance
3. Recognize microaggressions
4. Recognize the psychological impact of racelighting
5. Explain stereotype threat and the implications for learning
6. Identify the importance of difficult conversations in the classroom

Module 4: Creating an Inclusive Course – Belonging

This module focuses on ways to promote sense of belonging and positive classroom climate.

Learning Objectives:

1. Explain why a sense of belonging is important to students' classroom experience.
2. Describe the relationship between sense of belonging and classroom climate.
3. Review Equitable Practices & Create a Revised Syllabus.
4. Introduce Racial Trauma and Trauma Informed Teaching.

Module 5: Creating an Inclusive Course- Curriculum and Assessment

This Module is dedicated to explaining the history of current grading practices, investigating why we grade the way we do, implementing different ways of grading for a more equitably based approach, and increasing student motivation.

Learning Objectives:

1. Compare grading practices
2. Apply current theories of motivation in the classroom
3. Identify low-risk formative assessment
4. Create clear grading expectations and rubrics
5. Identify examples of Universal Design and Accessibility and its importance

6. Reflect critically on curriculum evaluation

Module 6: CUE Equity Scorecard – Why We Need to Change

This Module explores why we teach and what our beliefs and philosophy about teaching look like in the classroom. We will explore these ideas and provide opportunities for everyone to privately evaluate pass rate and retention data from their own courses to identify areas of success and opportunities for growth.

Learning Objectives:

1. Evaluate teaching practices
2. Identify and compose a teaching philosophy statement
3. Analyze CUE Scorecard data

IV. Pilot Cohorts 1-2 and Summer Professional Development Event

June through July 2022: During this accelerated summer time frame, 10 of the initial ITC group completed the full course as students and an additional cohort of 24 students each completed the full course. The ITC cohort started a week ahead of the other cohort in order to test out, update, and modify as necessary. During this phase the ITC shifted to a core group of four facilitators. While all of the original ITC members were responsible for not only completing the course but also making adjustments to the modules they created, the four ITC facilitators continued to add content, adjust the design and format, facilitate discussions, and review the course deliverable submissions. The 22 faculty and 12 instructors were given a total of 117.5 release credits for course completion, facilitation and continued development.

RRCC also held a full day professional development event. The morning portion featured an interactive session led by guest speaker, Dr. Frank Tuitt. Dr. Tuitt, former DU education faculty and Chief Diversity Officer, is the current University of Connecticut Vice President and Chief Diversity Officer. The afternoon session was an opportunity for members of the summer cohort to provide feedback on the Inclusive Teaching Mindset course, as well as discuss ideas related to inclusive pedagogy. All participants were given a copy of one of Dr. Tuitt books, and other equity and inclusion-related books were distributed to participants.

V. Fall 2022 Cohort and additional Equity and Inclusion workshops

August through December 2022: In the fall semester, an additional cohort of 7 faculty and 5 instructors completed the Inclusive Teaching Mindset course. The ITC also conducted three brown bag trainings, including Creating Classroom Norms and Expectations, Creating an Inclusive Syllabus, and Equity-Based Grading in the College Classroom. 42 faculty and instructors attended these Brown Bag sessions with each session ranging from 10 to 17 participants. The 12 Inclusive Teaching Mindset course participants and 4 ITC facilitators were given a total of 51 credits for fall. In additions to institutionalizing the monthly ITC Brown Bag sessions, the course modules are being incorporated into the RRCC New Faculty Mentoring program.

VI. Results Year One

At the end of the first grant year, 46 faculty and instructors completed the course and committed to incorporating the inclusive syllabus, activities and revised assignments created in the course into at least one course, although most indicated they would modify all syllabi and use the activities across all courses. In

addition to updating the CUE data for the participants and comparing it against the college as a whole (with the support of the Offices of Diversity, Equity, and Inclusion and Institutional Research), the ITC is tasked with following up with those who have completed the course to verify that they have implemented the culturally responsive pedagogy, and survey faculty, instructor, and student response to the changes implemented. Initial implementation surveys have started to come in, and thus far about half of the participants have completed the survey reflecting the level of changes and implementation happening in their courses. Once the remainder of the surveys are returned, the results will be analyzed and updates to the course and the survey will be considered. Current survey results attached hereto as Exhibit A. The more formal CUE data analysis will commence in 2023. Already updates to the course and the nature of the facilitation have been implemented for the upcoming term.

Participants in 2022 included faculty and instructors in the following 23 disciplines:

Art, Astronomy, Accounting, Biology, Business, Chemistry, Communication, Computer Technology, Economics, Education, English, Emergency Medical Services, Geography/GIS, Geology, History, Humanities, Math, Nursing, Philosophy, Political Science, Psychology, Sociology, Theater

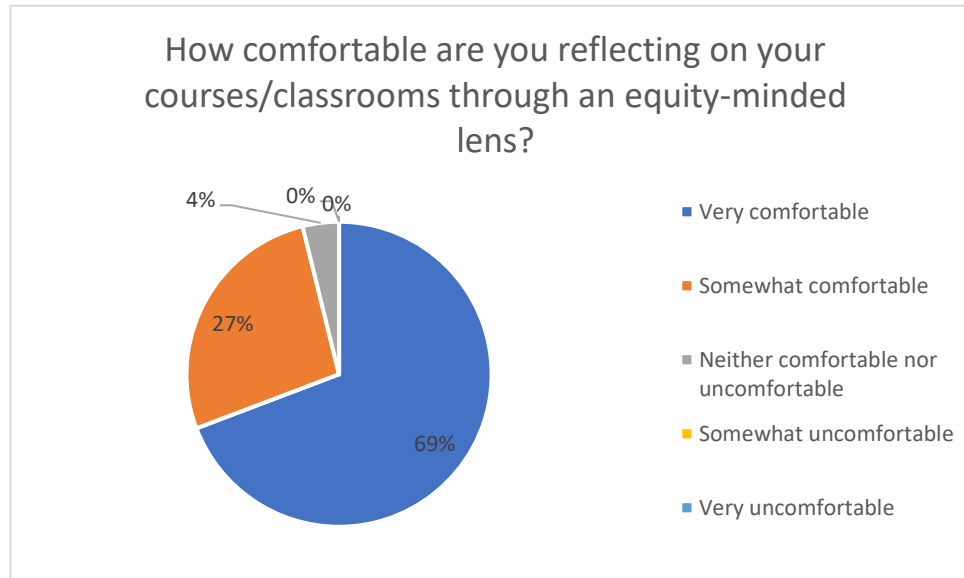
20 participants are signed up for spring 2023 representing Art, Biology, CAD/Engineering Graphic Design, Electrical, English, Fine Woodworking, Geography, Math, Sociology, Water Quality Management

Reconciled Budget planned to Actual attached hereto as Exhibit B.

Inclusive Teaching Mindset Follow-Up Survey Results, January 2023

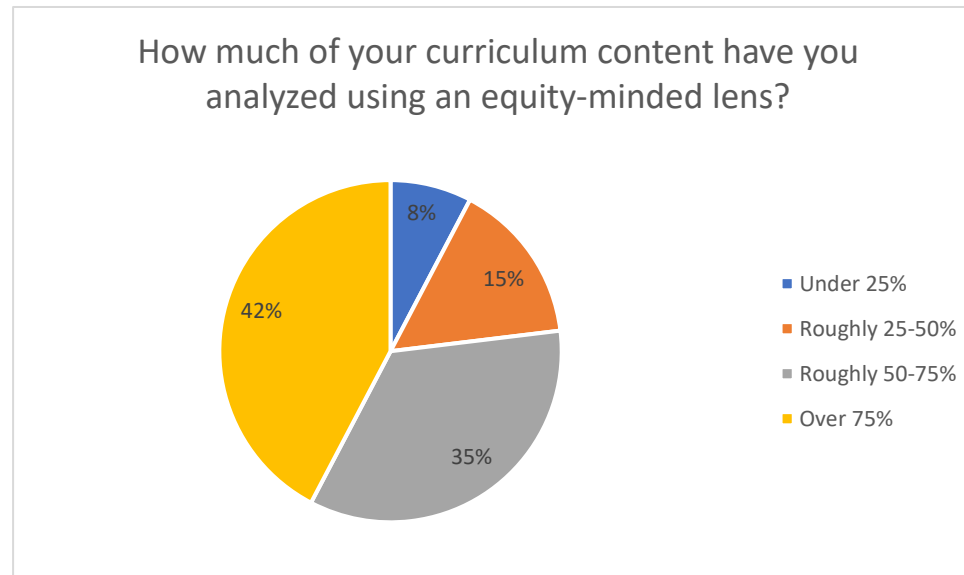
1. How comfortable are you reflecting on your courses/classrooms through an equity-minded lens?

Very comfortable	18
Somewhat comfortable	7
Neither comfortable nor uncomfortable	1
Somewhat uncomfortable	0
Very uncomfortable	0
Total number of responses	26



2. How much of your curriculum content have you analyzed using an equity-minded lens?

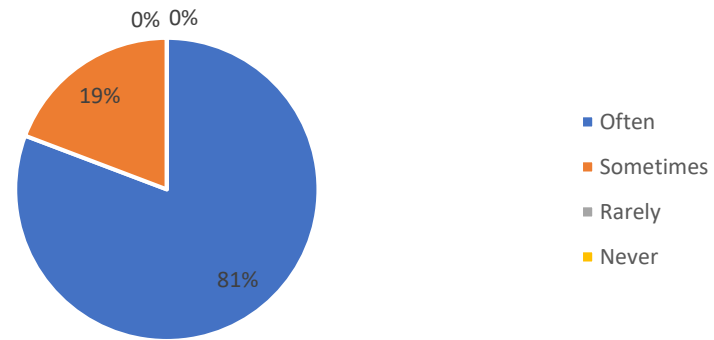
	Number of participants
Under 25%	2
Roughly 25-50%	4
Roughly 50-75%	9
Over 75%	11
Total number of responses	26



3. How often do you think of how your activities as the leader in the classroom might affect certain groups of students differently?

Often	21
Sometimes	5
Rarely	0
Never	0
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Total number of responses	26

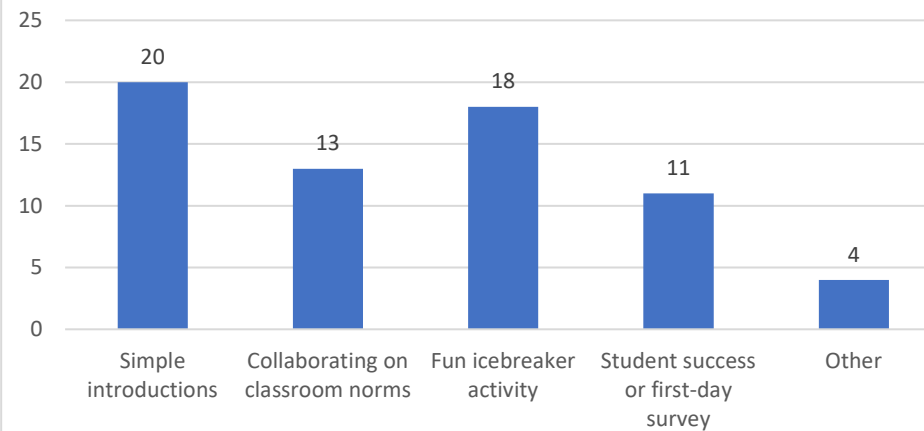
How often do you think of how your activities as the leader in the classroom might affect certain groups of students differently?



4. What, if any, first day activities do you use to connect with your students?

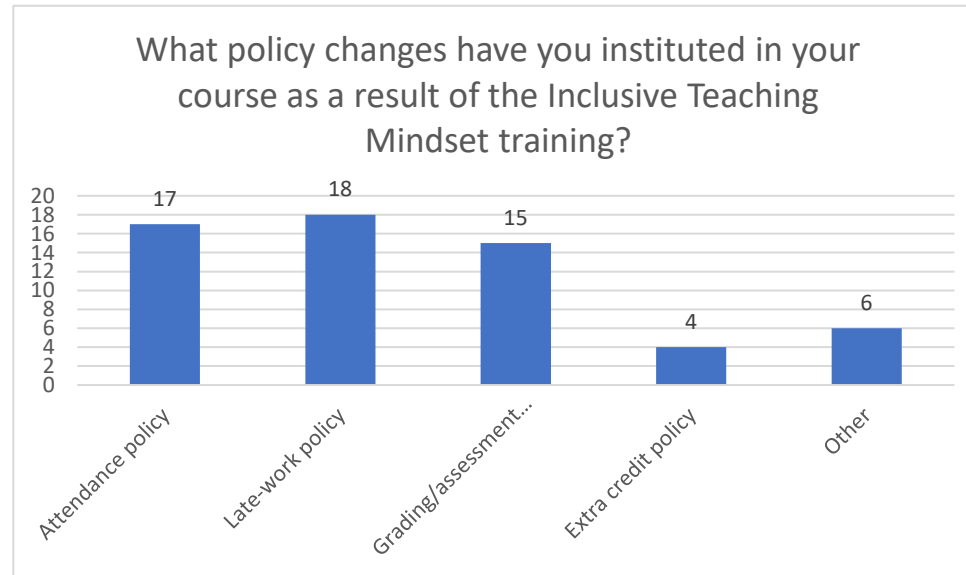
Simple introductions	20
Collaborating on classroom norms	13
Fun icebreaker activity	18
Student success or first-day survey	11
Other	4

What, if any, first day activities do you use to connect with your students?



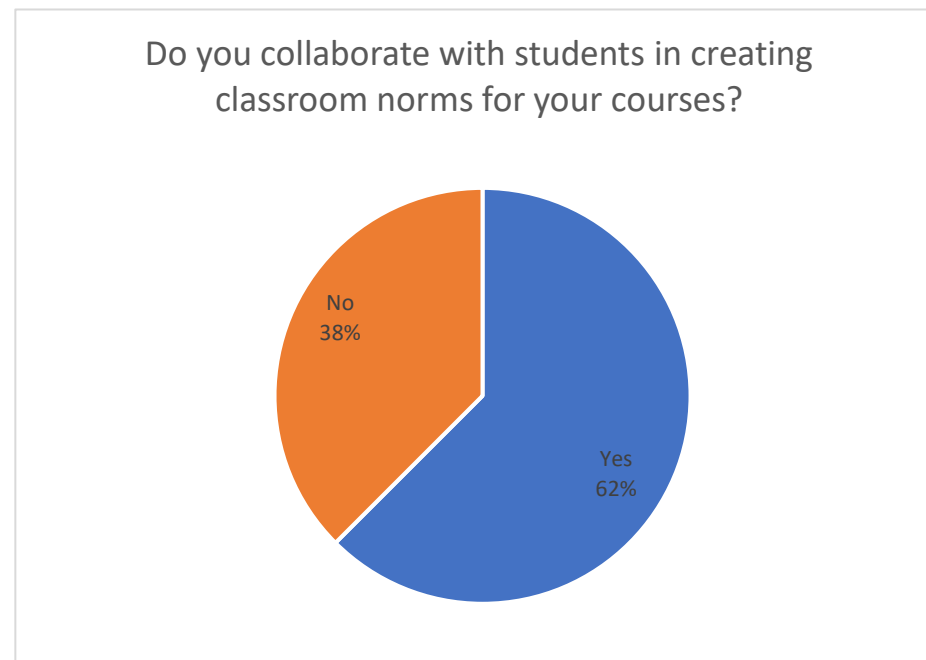
5. What policy changes have you instituted in your course as a result of the Inclusive Teaching Mindset training?

Attendance policy	17
Late-work policy	18
Grading/assessment policy	15
Extra credit policy	4
Other	6



6. Do you collaborate with students in creating classroom norms for your courses?

Yes	15
No	9
Total	24



7. In what areas have you created changes as a result of the course?

Norms & norm setting	14
Attendance policy	17
Grading	16
Participation grading	8
Updated assignments	12
Rubrics	13
Inclusion of DEI statement	24
General syllabus language	21
First-day activities	16
Sharing your teaching philosophy	11
Other	3

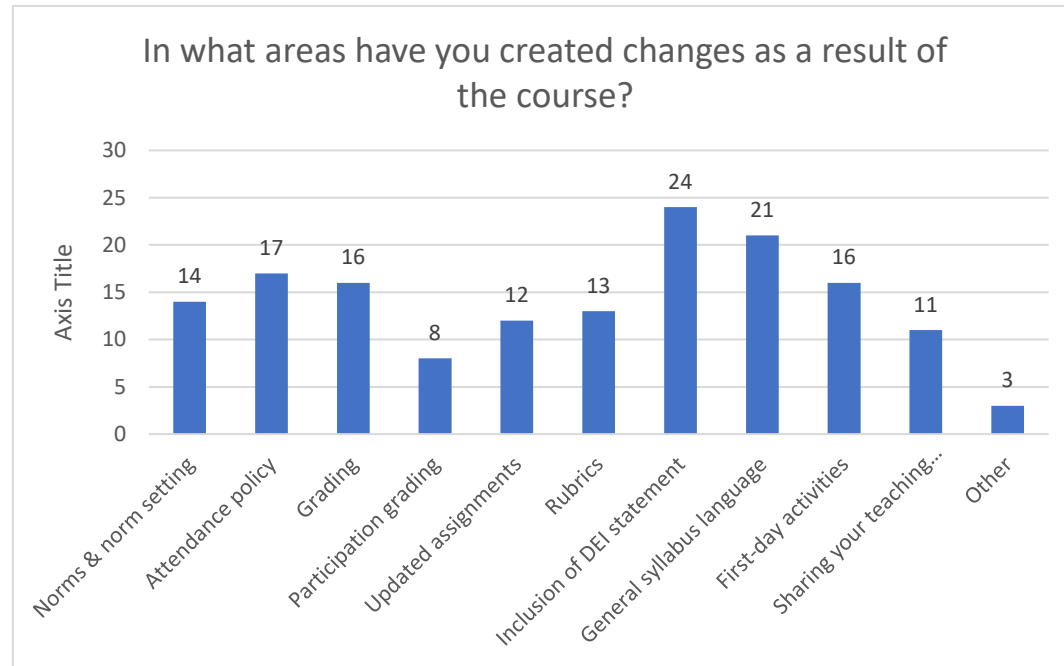


Exhibit B: Teaching Excellence with Equity Budget to Actual

Red Rocks Community College

Expense Type	Description	Actual	Amount Requested from Grant	Actual Grant expenses	In-Kind Amount	Actual In-Kind
Professional Development	-National speakers/facilitators (TBD - determined by Inclusive Teaching Council) on Culturally Responsive Pedagogy (\$5000) -ITC participation in the virtual 2022 Culturally Responsive Teaching and Learning Conference (\$6000) 15x \$400 -Participation by ITC, Academic Affairs leadership, and faculty professional development leaders in professional development courses on teaching and learning in a diverse classroom or inclusive leadership - EdX options (\$1200) 16 @ avg. \$75. -Completion of Cornell Diversity & Inclusion Certificate or a comparable credential by ITC, professional development leaders, and Academic Affairs leadership (\$16,000) 10 x \$1600 (The in-kind amount will support inclusive leadership training for the executive team across campus and contribution toward speakers/facilitators.)	National speakers/facilitators: Dr. Frank Tuitt (\$4000) ITC participation in the various conferences (\$5190) Participation by ITC, Academic Affairs leadership, and faculty professional development leaders in professional development courses on teaching and learning in a diverse classroom or inclusive leadership EdX options (\$780); EdX in-kind \$197 eCornell Diversity & Inclusion Certificate or a comparable credential by ITC, professional development leaders, and Academic Affairs leadership (\$16,000); eCornell in-kind \$8800	\$ 28,200.00	\$ 25,979.99	\$ 15,000.00	\$ 8,997.01
Faculty Compensation (e.g. release time, stipends, overload, etc.)	Current part-time rate (reassign) is \$952.38/credit hour for 209 credits Spring ITC time for development (56 credits) Summer Teaching Fellows facilitators (33 credits) Summer Teaching Fellows participants (120 credits) (In-kind funding provided for an additional 6 participants)->note: dollar amount on original budget reflected 6 credits rather than 6 participants.	Spring/Summer part-time rate (reassign) is \$952.38/credit hour; Fall rate is 1047.62 Spring ITC time for development (52 credits) \$49,523.76 Summer ITC facilitators and participants (117.5 credits) \$111,904.65 Fall ITC facilitators and participants (51 credits) \$53,428.62 (In-kind funding for additional participants and fringe for all participants)	\$199,047	\$212,168.48	\$ 5,714.00	\$ 45,867.17
Travel	Attendance at the CCCS Summer Intensive Teaching and Learning Institute and travel for up to four ITC members to attend conferences on racial equity in teaching and learning to bring back information to the ITC	Conference travel	\$ 8,500.00	\$ 4,866.29	\$ -	\$ -
Supplies	Books/Development Materials for the Inclusive Teaching Council and Professional Learning Community Participants	Books/Development Materials for the Inclusive Teaching Council resource library and Professional Development Course participants	\$ 5,000.00	\$ 361.37	\$ -	\$ 1,564.07
Training	The ED DEI will provide training and serve as a facilitator/consultant for the Inclusive Teaching Council.	ED DEI position was vacant for most of the grant period			\$ 10,000.00	
Misc. Expenses	Student focus group gift cards and catering; Marketing	Student focus group gift cards and pizza/drinks for students	\$ 2,000.00	\$ 370.87		
Other	ITC Planning Retreat; in-kind amount for catering and swag for summer kick-off event	in-kind amount for catering and swag for summer kick-off event	\$ 1,000.00	\$ -	\$ 1,000.00	\$ 1,077.29

Total Requested from Grant
Total In-Kind Amount

\$ 243,747.00	\$ 243,747.00	\$ 31,714.00	\$ 57,505.54
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