

Teaching Excellence with Equity Grant Initiative

2021-2022 Distribution

Applying Institution	Requested Amount
Arapahoe Community College	\$250,000.00
Community College of Denver	\$165,158.00
Colorado Northwestern Community College	\$100,000.00
Front Range Community College	\$101,833.00
Otero College	\$100,000.00
Pueblo Community College	\$67,137.00
Pikes Peak Community College	\$97,824.00
Red Rocks Community College	\$243,747.00
Multi-Institutional (CCA, CMC, PPCC, TSC)	\$94,354.00
Subtotal	\$1,220,053.00

Grant Project Short Descriptions:

1. **Arapahoe Community College** - ACC expects to implement culturally responsive pedagogy, diversifying curriculum, and providing equity-minded professional development informed by USC's Center for Urban Education model. Upon completion of the pilot cohort, participants who have demonstrated increased knowledge of equity-minded teaching, willingness to make significant changes in their practice, and proficient facilitator skills will be asked to serve as a co-facilitator for the 2022-2023 academic year.
2. **Community College of Denver** – CCD plans to develop faculty and instructor awareness and usage of quality, culturally relevant high-impact practices across the curriculum in order to increase student engagement and improve teaching effectiveness. This program proposes an investment in improved teaching effectiveness through the expansion of culturally relevant and responsive High Impact Practices (HIPs) across the curriculum and co-curriculum.
3. **Colorado Northwestern Community College** – CNCC's grant will support the formation of a Community of Reflective Practice to close equity gaps and build inclusive classrooms through regular meetings of the community where Teaching Excellence Fellows and cohort faculty will follow a reflective cycle 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. This community of fellows and faculty will participate in workshops and trainings (held regularly during the semester), about culturally responsive pedagogy to improve equity and inclusion in the classroom to help close equity gaps, build inclusive classrooms, which will improve student success.
4. **Front Range Community College** – This grant will support FRCC's Equity Academy for Instruction (EAI), course redesign to implement equity best practices, and an EAI companion train-the-facilitator program. Through participation in the EAI, full-time faculty and instructors embark on a journey of self-examination and critical reflection to implement evidence-based equitable teaching and learning strategies. Participants will practice equity in classroom management, with the goal of closing equity gaps in areas of ethnicity, race, and gender. Upon completion of EAI, participants will: a) Recognize their cultural identities and biases as applied to pedagogy; b) develop and utilize culturally inclusive course syllabi, lesson plans, and content; c) demonstrate their understanding of the importance, necessity, and/or impact of the lessons from the Academy; and d) apply disaggregated data to inform the development of instructional materials.
5. **Otero College** – The Student Equity and Achievement (SEA) Program is designed to address persistent equity gaps in pass rates for students of color by creating learning environments that reflect culturally responsive pedagogy, support inclusion, and provide students space that is aesthetically pleasing and stimulating. Through best practices of Universal Design for Learning (UDL) and professional development, Otero faculty and instructors will ensure inclusive excellence as classroom spaces and course curriculum is designed, developed, and delivered in all educational settings.
6. **Pueblo Community College** – This grant will focus on the reviewing and revising the pedagogy and classroom experience for two courses with large student enrollments (ENG 121 and ENG 122). These courses will be examined through a lens of equity and inclusivity. In addition, this grant also aims to develop and provide professional development for PCC faculty that supports culturally-responsive pedagogy.

7. **Pikes Peak Community College** – This grant will expand the college’s existing Equity Project (TEP) in order to close the equity gap for young men of color, impact success rates for all students through the use of inclusive excellence, and to build lasting relationships through collaboration. Furthermore, PPCC aims to further instill a culturally-responsive mindset amongst its faculty through cohort-based professional development, reflection, and analysis of disaggregated data.
8. **Red Rocks Community College** – The project will scale equity-minded teaching practices by incorporating strategies that have proven to be supported by RRCC faculty as well as existing literature, specifically Reflective Practice via Professional Learning Communities (PLCs) and Culturally Responsive Pedagogy (CRP). By linking PLCs and CRP, RRCC will expand capacity for transformational change and develop the internal infrastructure and expertise to offer effective professional development opportunities around equity and inclusion to close equity gaps and build more inclusive classrooms.
9. **Multi-Institutional (CMC, CCA, PPCC, TSC)** – The primary strategy to advance this work is to develop and offer a faculty training course on High Impact Practices, coupled with expert facilitation and coaching for partner colleges. The goal is to provide high quality, interactive pedagogical capacitation on equity practices that is both interpersonal and accessible to faculty and instructors across the state of Colorado. Faculty from partner colleges will implement HIPs in their classrooms and form professional Communities of Practice to assess their teaching and learning practices.

Grant Project Long Descriptions:

10. Arapahoe Community College

- a. Arapahoe Community College (ACC) is dedicated to its commitment in implementing the Inclusive Excellence framework and has recently created a new strategic plan that includes Equity and Inclusion and Excellence in Teaching and Learning as two of its strategic directions. Through these strategic outcomes, ACC expects to implement culturally responsive pedagogy, diversifying curriculum, and providing equity-minded professional development. Through the leadership of ACC's Inclusive Excellence Council (IEC) – a group of faculty, program and department chairs and directors, the director for the Center for Professional Enrichment, and the Chief Inclusive Excellence Officer seeking to connect the campus culture and behavior to ACC's values of inclusivity and diversity – a structured format was recently developed to engage faculty and instructors in learning about equity-minded and culturally responsive pedagogy. The purpose of engaging in this type of professional development is to increase academic success and retention of all students and to close equity gaps in student course pass rates and grade distribution between students of color and white students, contributing to making ACC a more equitable and inclusive institution. The professional development program, the ACC Equity Minded Teaching Academy (EMTA), will be offered in the fall, spring, and summer semesters which ACC will be piloting during the 2021-2022 academic year where program chairs, department chairs, and directors who teach will make up the first cohort. Two cohorts will be offered for the fall and spring semesters and one cohort offered over the summer semester with a total of nine three-hour sessions offered virtually or in-person, depending on ACC guidelines and needs of the participants. Each cohort will be comprised of ten total participants with approximately five faculty and five instructors and will begin during the 2022-2023 academic year. Cohorts will be facilitated by two facilitators: one will take on the lead-facilitator role and the other will take on a mentor role where the lead facilitator will coach the mentor through the content, structure, and facilitation skills. Facilitators will meet one-on-one with participants prior to the start of the Academy and multiple times throughout the academy to discuss classroom observations, syllabi review, and additional protocols informed by the University of Southern California's Center for Urban Education and Center for Race and Equity. The mentor will take on the lead-facilitator role the following year and then begin to coach a new mentor. Upon completion of the pilot cohort, participants who have demonstrated increased knowledge of equity-minded teaching, willingness to make significant changes in their practice, and proficient facilitator skills will be asked to serve as a co-facilitator for the 2022-2023 academic year. Selected facilitators will be expected to complete a facilitator training prior to the start of the academy. Eligible participants of the academy will be faculty and instructors teaching within the same semester and for those who have taught at ACC for at least one academic year. Funding is requested from the CCCS Teaching Excellence grant to provide this training to 45 instructors (part-time individuals) interested and eligible in participating over the course of the grant period. Each participant will commit 52 hours of their time to: - Participate in nine 3-hour meeting sessions - 5-7 hours of one-on-one

meetings with peers and academy facilitators - Completing homework for each session, ranging from 1-3 hours/week.

11. **Community College of Denver**

- a. CCD ranks second highest in the system for the percentage of its student population comprised of students of color. In AY 2020-21, 56.7% of CCD's student population identified as students of color, whereas 38.4% of CCCS's overall student population identified as students of color (CCCS Data Book). Yet CCD lags behind CCCS averages across several student success metrics and the gaps that exist between students of color and their white student counterparts are often greater than the equity gaps that exist overall across the System. Through this proposed program, CCD plans to develop faculty and instructor awareness and usage of quality, culturally relevant high-impact practices across the curriculum in order to increase student engagement and improve teaching effectiveness. High impact practices such as a first-year experience, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, global learning, service and community-based learning, work-based learning, and capstone courses and projects have been touted as game-changers for increased student engagement and improved outcomes (Finlay & McNair, 2013; Kuh, 2008; Kuh et al, 2013). However, Zilvinkis' (2019) study points to concerns around the belief that HIPs in and of themselves are a panacea for addressing equity gaps between majority and underrepresented student populations. Indeed, his study highlights the negative experiences some students of color have had in classrooms where HIPs were introduced without consideration of the student identities within the classroom context. Zilvinkis encourages more thoughtful professional development around HIPs to include considerations of culturally relevant HIP development in the classroom. This program seeks to build CCD faculty knowledge of HIPs that are relevant and responsive to the many student identities present in their CCD classroom communities. Improving Engagement for Greater Student Success Student engagement is a key indicator of retention and completion (Kuh, 2008). CCD is committed to increasing student involvement in deeper, more active learning practices. Providing these opportunities to all students will require a thoughtful and systematic approach. This program proposes an investment in improved teaching effectiveness through the expansion of culturally relevant and responsive High Impact Practices (HIPs) across the curriculum and co-curriculum. The college will focus on the further buildout of the following HIPs, as defined and promoted by the Association of American Colleges and Universities (AACU, 2015; Kuh, 2008), focusing on ways to adjust HIPs experiences to support the learning of diverse groups of students: • First-Year Experience • Learning Communities • Writing-Intensive Courses • Collaborative Assignments and Projects • Undergraduate Research • Diversity/Global Learning • Service Learning/Community-Based Learning • Work-Based Learning • Capstone Courses and Projects Strategies to Advance HIPs Buildout across the Curriculum and Co-Curriculum CCD has built a three-year proposal to accomplish this work. The first year will be spent increasing awareness of the benefits of HIPs on student learning and outcomes and building out the infrastructure for culturally relevant and responsive HIP professional development and a D2L training shell with modules on each HIP. The second year will continue to develop faculty and instructor knowledge

and expertise while also developing a cadre of faculty and instructor leads/facilitators for the various HIPs. In year two we will collect data on HIP impact on learning and success outcomes as well as data on faculty, instructor, and student experiences with HIP usage in classes and co-curricular activities. The third year will be spent expanding understanding and use of HIPs across the curriculum and, importantly, across the co-curriculum of the college.

12. Colorado Northwestern Community College

- a. Working with CNCC's offices of [Institutional Effectiveness](#), the Vice President of Instruction, and Vice President of Student Services CNCC's grant will support the formation of a Community of Reflective Practice to close equity gaps and build inclusive classrooms through regular meetings of the community where Teaching Excellence Fellows and cohort faculty will follow a [reflective cycle](#) 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. This community is a result of prior work by CNCC's Equity and Inclusion in the Classroom Committee that has led the college's E/I efforts among faculty. This committee will lead the college's efforts to write the grant and develop a systematic program to review [existing college data](#) about student retention and graduation rates, combined with student satisfaction survey results to evaluate at risk (Pell-eligible, First-Generation, and Student Athletes) student populations and student perceptions of CNCC.
- b. This evaluation of existing data will be used to continue to meet the goals of CNCC's E/I in the Classroom Committee:
 - i. To increase student satisfaction (2-5% per year depending on the measure) with classroom instruction through [equitable and inclusive pedagogy](#)
 - ii. 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.
 - iii. To [increase student retention rates of identified at-risk student populations](#) through equitable and inclusive pedagogy (2% per year).
 - iv. 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).
- c. Working alongside the E/I in the Classroom Committee, CNCC's Community of Reflective Practice will identify and support the training of Teaching Excellence Fellows on both the Craig and Rangely campuses (total of 2) who will perform classroom observations (based upon [CDHE's Equity Toolkit](#) as a part of Colorado Department of Higher Education's Master Plan), observation de-briefs (Teaching Fellow to Faculty), 1:1 coaching (Fellow to Faculty), and run the Community of Reflective Practice (2 Teaching Fellows, 5-10 cohort faculty, and Deans) sessions made up of volunteers selected by the Committee. This expanded community of fellows and faculty will participate in workshops and trainings (held regularly during the semester), about culturally responsive pedagogy to improve equity and inclusion in the classroom to help close equity gaps, build inclusive classrooms, which will improve student success. Additionally, this community will develop syllabus, course design, and other resources that will be 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 will work with college leadership to develop a deeper understanding of the nationally normed Student Satisfaction Inventory survey results through improved data gathering, focus groups, and other means.

13. Front Range Community College

- a. Front Range Community College (FRCC) faculty and instructors demonstrate a commitment to teaching excellence, which includes learning and applying culturally responsive education and inclusive learning environments into instruction and curriculum to support equity in achieving learning outcomes. FRCC's Teaching Excellence framework states: At FRCC, we transform lives through excellence in teaching and learning. Five pillars serve as the framework for this vision: Inclusive learning environments that are student-focused and support equity in achieving learning outcomes; Active student engagement that empowers learners to think critically and achieve academic, professional, and personal goals; Robust instructional content that is thought-provoking, current and relevant; Meaningful assessment and timely feedback related to student progress in achieving learning outcomes; and Continuous improvement of teaching and learning through evidence-based practices, reflection, innovation, and collaboration. Program Description: Funding is requested to support three areas: 1) FRCC's Equity Academy for Instruction (EAI), 2) course redesign to implement equity best practices, and 3) an EAI companion train-the facilitator program. These programs directly align with FRCC's pillars of the Teaching Excellence framework. Through participation in the EAI, full-time faculty and instructors embark on a journey of self-examination and critical reflection to implement evidence-based equitable teaching and learning strategies. Participants will practice equity in classroom management, with the goal of closing equity gaps in areas of ethnicity, race, and gender. Upon completion of EAI, participants will: Recognize their cultural identities and biases as applied to pedagogy. Develop and utilize culturally inclusive course syllabi, lesson plans, and content. Demonstrate their understanding of the importance, necessity, and/or impact of the lessons from the Academy. Apply disaggregated data to inform the development of instructional materials. Faculty in the math department at FRCC's Westminster Campus and the Center for Urban Education (CUE) partnered on a two-year equity project from 2017-2019 to 1) show the current state of racial/ethnic equity in FRCC's math course enrollment, success, and transfer data and 2) provide recommendations on the next steps necessary to achieve racial/ethnic equity in math courses. EAI incorporates CUE tools and strategies, including the review of syllabi, classroom observations, use of disaggregated data, and classroom policies. Up to 30 faculty and instructors will be selected through an application process to participate in the spring 2022 EAI (total participants: 50). Participants will attend seven sessions (three in-person sessions and four virtual sessions). Content will be made available in Desire2Learn (D2L) to facilitate dissemination of information and to promote peer-to-peer collaboration. The availability of content in D2L will also promote scalability and sustainability of the program. A myriad of active learning strategies will be utilized during the Academy. Examples include: Pre- and post-work Journaling I am from...Poem Discussion prompts Classroom observation Small and large group activities Poster session Supporting

instructional content includes articles, books, videos, and podcasts. In addition, participants will be provided with disaggregated course-specific data. Course Redesign Participants will analyze their class-level data, making inquiries into observed opportunity gaps that lead to action. Participants will be encouraged to incorporate principles learned from EAI into a course redesign following participation. Course redesign will include best practices such as creating an inclusive environment, assignment analysis and revisions, and culturally responsive course materials.

14. Otero College

- a. The Student Equity and Achievement (SEA) Program is designed to address persistent equity gaps in pass rates for students of color by creating learning environments that reflect culturally responsive pedagogy, support inclusion, and provide students space that is aesthetically pleasing and stimulating. According to Holeyton (2020), “if we accept that campus learning environments work best when they provide a sense of security and inclusion along with ways for students to be involved in an experience of community, it follows that we should design spaces with, at a minimum, human friendly infrastructure and accessibility in mind.” Through best practices of Universal Design for Learning (UDL) and knowledge obtained at the Teaching Professor’s Conference, Otero faculty and instructors will ensure inclusive excellence as classroom spaces and course curriculum is designed, developed, and delivered in all educational settings (i.e., face-to-face, hybrid, hyflex, and online learning).
- b. Key strategies aimed at improving student success:
 - i. Engage faculty in intense professional development opportunities through UDL training, the Teaching Professor’s Conference, and the CCCS Summer Intensive Teaching and Learning Institute that will prepare them to design courses that fully incorporate the principles of Universal Design for Learning.
 - ii. Acquire educational resources that support active learning, such as Nearpod, which is a low-cost application that provides real-time insight into student understanding through interactive lessons, videos, gamification, and activities.
 - iii. Encourage knowledge sharing among faculty who participate in professional development to discuss best practices and classroom application.
 - iv. Compensate faculty and staff for their active participation in the grant committee, and for collecting and analyzing data, attending professional development, and implementing and assessing grant outcomes.
 - v. Reform traditional classroom(s) into “learning spaces” with an efficient, proactive design that supports a diverse student population. As explained by Holeyton (2020), “an inclusive learning space design practice should address the diverse physiological, cognitive, and cultural needs of learners.” The classroom learning spaces created on campus will incorporate varied technology and digital resources to ensure multiple means of action and expression. The layout and furniture options will create functional space for working groups and other relative means of engagement or independent work and will embrace fidgeting movements. The layout and furniture options will also allow students to move around as they learn and will provide options to stand or sit while fostering collaboration and community among students. Careful attention will be paid to

visual elements (e.g., posters, photos, artwork) that may negatively impact our students' sense of belonging. Modernizing classrooms could be a great recruiting tool for our institution.

- vi. Teach explicit and organized lessons that include opportunities for authentic learning experiences, individual choice and autonomy, and collaborative learning while ensuring these lessons include reflective practices and cultural responsiveness.
- vii. Continue to offer support services and co-curricular activities outside of the classroom including tutoring, study skills and test taking workshops, career and financial literacy, case management, mentoring, culturally responsive programming, mental health services, experiential learning opportunities, student organizations, and other student life activities that teach students the necessary skills to maneuver a higher education learning environment.
- viii. Assess outcomes to determine that efforts are consistent and effective.

15. Pueblo Community College

- a. As we embark on the journey of closing equity gaps at Pueblo Community College (PCC), we plan to focus on two key components of any college culture: pedagogy and professional development. As such, throughout this proposal, we will be referring to these components as Part A and Part B. Part A: Pedagogy We know that what students learn and experience in the college classroom is, fundamentally, the most important element of any college experience. It is clear that we need to build a faculty culture where courses are closely examined through the lens of equity and inclusivity and consistently revised to ensure that the pedagogy used within them supports the closing of equity gaps. As the first step in this process, we wish to propose a close examination and revision of the pedagogy in two courses taken by a large number of students here at PCC: ENG 121 and ENG 122. While attending the "Excellence Through Equity-Minded Teaching Virtual Symposium" in April 2021, we were inspired by the "We Substituted Good Grammar for Intellect" breakout session with CCCS colleagues Mandy Geddes, Robley Welliver, and Brian C. Jackson from Community College of Aurora (CCA). This session focused on reexamining the pedagogy behind ENG 121 specifically and shared best practices used by the faculty members named above as they worked to revise ENG 121 with the goal of making it more equitable and inclusive. We will use the model created by Geddes, Welliver, and Jackson to redesign ENG 121 and ENG 122 with a critical equity lens and disrupt the former ways of curriculum development. This model was designed to be culturally responsive, and research conducted by Geddes, Welliver, and Jackson has demonstrated that this model can close racial and ethnic equity gaps in the English classroom. As we complete this action research, we also plan to engage with research from other specialists in the areas of both inclusive education and anti-racism, including Felicia Rose Chavez, MFA, and Ibram X. Kendi, PhD. We will engage in consistent reflective practices around both our research itself and our understanding of how classroom pedagogy impacts and supports students from various backgrounds. Part B: Professional Development While pedagogy is key to creating a more inclusive and equitable culture on any college campus, we know that another key element of creating a culture of inclusive excellence is the professional development faculty are able to

access. Thus, the second part of this proposal revolves around professional development for faculty. Matthew Sterner-Neely, another professor at PCC, has already begun using their expertise in diversity and inclusion to create a professional development model that supports creating culturally-responsive pedagogy. This model is currently in development and received significant faculty support when it was presented at an all-faculty meeting in April 2021. In this professional development model, faculty will first attend an asynchronous DEI Boot Camp in order to better understand general best practices for promoting equity and inclusion in the classroom, particularly in areas where there are distinct equity gaps around race and ethnicity. The DEI Boot Camp will include four modules in D2L where faculty will study research on culturally responsive pedagogy and apply it to a specific lesson in a class. They will interact with other faculty in an online forum and complete a reflection. After the boot camp, those who wish to engage in deeper reflective practice will have the opportunity to engage in intense action research in small cohorts over the following semester. These cohorts will work together to further their study and apply newly-learned practices around inclusive excellence and culturally-responsive pedagogy in their classroom. We will serve as mentors for this action research, sharing our processes and experiences from the ENG 121 and ENG 122 course re-design.

16. Pikes Peake Community College

- a. We have been using The Equity Project (TEP) as our main equity education vehicle. TEP is designed as a participatory action research model, where 4-6 selected participants (faculty/instructors) are active in the training, research and reflection of their teaching practices, with the goal of identifying and closing equity gaps in our individual classrooms. Our desired outcomes are to close the equity gap for young men of color, impact success rates for all our students through the use of inclusive excellence, and to build lasting relationships as we collaborate. Inclusive excellence is a national focus on college students aimed at creating a climate in classrooms and on campus that supports all students, using quality and engaging instruction in teaching the skills, knowledge, and mindsets students need, and developing learning experiences that assume difference is an asset not a deficiency. It is being intentional in valuing cultural differences and experiences, while incorporating them into all aspects of the PPCC community. Some of our TEP resources that focus on inclusive excellence include the following:
 - i. Examining Your Classroom Behavior, adapted from the CDHE Toolkit
 - ii. Classroom Observation: Language, adapted from the CUE Language Observation Protocol
 - iii. Want to Reach All of Your Students? Here's How to Make Your Teaching More Inclusive, an article from V. Sathy and K. Hogan, Chronicle of Higher Ed, July 22, 2019
 - iv. The Vital Important of First-Day Activities, an article by M. Mayhall, Inside Higher Ed, August 14, 2018
 - v. Classroom Observation: Engagement, adapted from CCA's Equity in Instruction Leadership Academy materials
 - vi. Inclusive Teaching Strategies: Reflecting on Your Practice, from U-M CRLT

- vii. Creating a Positive Classroom Climate for Diversity, from UCLA Diversity and Faculty Development (included in the CDHE Toolkit).
- b. Culturally responsive pedagogy complements inclusive excellence. The HuffPost defines it as, “a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world.” (Lynch, 2011) Our project focuses on the strengths students bring through their diversity. With the focus on language embedded into TEP we are looking to promote this mindset. We also collaborate with the Office of Equity & Inclusion, High Impact Practices and Diversity and Global Learning leadership with our programming to cultivate the idea that this is a college culture, not merely an individual process. As much of our project is designed from CUE materials, our approach is reflective, rather than checklist orientated.
 - i. Best practitioner, not best practices
 - ii. Try something, reflect on it, assess it, tweak it, repeat
 - iii. Inquiry and self-reflection – what’s working and what’s not working
 - iv. Lots of education – reading, talking
 - v. Is a participatory action research model – analyze your disaggregated data
 - vi. Finessing what you do rather than doing a complete overhaul
 - vii. Learn by observing others and having them observe you
 - viii. Evidence based (uses disaggregated data)
 - ix. Race conscious (pay attention)
 - x. Institutionally focused (system supports)
- c. What we hope to accomplish through these is participants adding structures to their class to support students – more structure means more students will engage and learn from you and their peers. We also expect to see them adjust classroom practices and strategies so that student failure isn’t an option. When we started reviewing the Association of College and University Educators (ACUE) approach we found that it has a similar goal but is approaching the closing of equity gaps from another lens, with a pedagogical focus and uses the cohort format. Additionally, several of the topics overlap and the program has data to support its effectiveness in meeting our goal of closing and eliminating the equity gaps. We feel that it would be an excellent program that supports are two-prong approach of offering faculty/instructors an additional resource for closing the equity gaps for our students. The goal with both TEP and ACUE is to balance information/teaching/discussion during the cohort meeting with readings, observations, and activities done between meetings, as much of the learning that takes place is organic and develops from conversations that happen among cohort members outside of the class time. Some of our key strategies includes the following:
 - i. Discussions about challenging topics (TEP & ACUE)
 - ii. Analyzing disaggregated data (TEP)
 - iii. Grade and attendance mapping and equity-minded reflection (TEP)
 - iv. Deconstructing assignments (why we do them; how we do them; do they accomplish what we want from them; TEP & ACUE)
 - v. Observations (TEP & ACUE)

- vi. How & what we communicate to students (syllabi, assignments, and more; TEP & ACUE)

17. Red Rocks Community College

- a. Red Rocks Community College (RRCC) has laid a foundation for equity-minded teaching practice through professional development opportunities. The proposed project will scale that work, incorporating strategies that have proven to be supported by our faculty as well as existing literature, specifically Reflective Practice via Professional Learning Communities (PLCs) and Culturally Responsive Pedagogy (CRP). By linking PLCs and CRP, RRCC will expand our capacity for transformational change and develop the internal infrastructure and expertise to offer effective professional development opportunities around equity and inclusion to close equity gaps and build more inclusive classrooms. PLCs are cross-disciplinary groups that offer peer-to-peer mentoring and meet regularly to explore teaching and learning topics in depth. PLC teams engage in action research to impact student engagement in all delivery models through an inquiry-based, systematic process and use the Scholarship of Teaching & Learning to enhance student learning by intentionally impacting instruction. Further, PLCs engage in a reflective practice around the scholarship of teaching and learning with an equity-minded focus to intentionally support diversity, equity and inclusion (DEI) efforts on campus. At RRCC, where student diversity has outpaced that of the faculty, it is critical for instructors to utilize culturally responsive pedagogical (CRP) methods that recognize, respect, and celebrate the cultural backgrounds, experiences, and values of our students. While an interest in CRP within our faculty exists, the challenges for expanding its implementation have been the lack of internal expertise as well as access to the time and space necessary to transform courses to incorporate CRP. To link both CRP and PLCs, we propose three primary strategies: 1. Grow our internal training capacity: RRCC will establish an Inclusive Teaching Council (ITC) to be housed within the Teaching and Learning Center (TLC). Up to 12 members will be funded with reassign time. Specifically, 11 members of the ITC will receive 3 credits of reassign time in spring 2022 and three credits of reassign time in summer of 2022 in order to receive professional development, develop online modules for an updated version of the existing Foundations of Inclusive Excellence series, and prepare to mentor faculty participating in the Center for Urban Education (CUE) Equity Scorecard Process (ESP). The ITC facilitator (the 12th member of the ITC) will receive six credits of funding in spring 2022 and six credits of funding in summer of 2022. The facilitator will be responsible for all organization, planning, logistics, and assessment related to the ITC goals. 2. Expand participation in the CUE ESP: RRCC began to pilot the CUE ESP in spring 2020, but activities were halted due to the pandemic. To revitalize and accelerate participation in the process, the ITC will develop online modules that will meet the learning outcomes of the Foundations of Inclusive Excellence series and provide practical tools and strategies for incorporating CRP into higher education curriculum, as well as an equity rubric to evaluate course design. This will allow faculty and part-time instructors flexibility when they complete the modules and prepare them for the CUE process. 3. Provide professional development (PD) opportunities for faculty and part-time instructors that meet their needs and promote CRP: Opportunities will be coordinated by the ITC and

TLC in collaboration with the Exec. Director of DEI and the VP of Academic Affairs. PD will be prioritized according to: relevance to CRP, relevance to inclusive teaching practice, and accessibility to RRCC's variety of instructors. Just as one of our goals with creating the online modules for the Foundations of Inclusive Excellence was to reach our part-time instructors, the intention with PD opportunities will be to provide them widely and conveniently to encourage participation.

18. Multi-Institutional (CMC, CCA, PPCC, TSC)

- a. High Impact Practices (HIPs) focus on equity of access and outcomes, especially for students historically underrepresented in college success measures. High Impact Practices (HIPs) include teaching approaches like Service Learning, Collaborative Projects, Undergraduate Research, Internships, Diversity Global Learning, among others. The essential premise is that the more a student is engaged in learning the more they will persist and complete. George Kuh drew attention to High Impact Practices in his seminal research in 2008. Since then, institutions of higher learning have implemented HIPs and report higher student engagement, deeper student learning, and increased retention in college. All students in Colorado should have access to these learning experiences. HIPs is working for community college students, too. A recent national study by the Lumina Foundation identifies community-based projects as having the most impact on students of color in the community college. Students at Pikes Peak Community College are experiencing similar high impact results. Our highly statistically significant data, from fall 2019 to fall 2020, reveals a positive association with retention for all students, and especially for students of color. The primary strategy to advance this work is to develop and offer a faculty training course on High Impact Practices, coupled with expert facilitation and coaching for partner colleges. The goal is to provide high quality, interactive pedagogical capacitation on equity practices that is both interpersonal and accessible to faculty and instructors across the state of Colorado. Delivering the HIPs Workshop to part-time instructors and rural partners allows faculty and instructors an avenue to implement High Impact Practices, even if they don't have the in-house expertise or infrastructure. PPCC will design this HIPs Workshop in D2L in collaboration with CCC Online and CCCS eLearning partners. This asynchronous, facilitated workshop will then be a tool for all colleges within the system to use, and even those outside of CCCS, like Colorado Mountain College. If our proposal is funded, 15-20 faculty and instructors at each institution-- CCA, CMC, PPCC, and TSJC--will complete the HIPs workshop from November 1, 2021 through January 28, 2022. This course will include three deliverables: a What are HIPs? quiz, an Identify Your HIPs exercise, and a HIPs Assignment Design Template. The Make a HIP module will guide educators through designing an assignment for Diversity Global Learning, Service Learning, or Collaborative Projects. As part of the Diversity Global Learning module, the workshop will address Culturally Inclusive Practice. Faculty and Instructors at the pilot colleges will finish the HIPs Workshop in approximately 10-15 hours and receive a \$400 stipend for completion. Completers will implement the HIP during Spring 2022. Expert coaching and facilitation are another key component of the proposed program. PPCC Directors of High Impact Practices and national HIPs leaders, Robin Schofield and Jo Ellen Becco, will create and facilitate the asynchronous HIPs Workshop. They will also

offer coaching and site visits to the partner colleges during Spring 2022. CCCS eLearning will host the Workshop and collaborate with the PPCC directors of HIPs to create a high quality, accessible experience for faculty and instructors. Campus faculty leads and pilot educators from CCA, CMC, TSJC, and PPCC are the most critical players to the success of this professional development opportunity. These educators bring transformational experiences to the students. Faculty from partner colleges will implement HIPs in their classrooms and form professional Communities of Practice to assess their teaching and learning practices. Additionally, these Communities of Practice provide collegial support for the successes and challenges of implementation.