



Santa Monica College
Equitizing Gateway Courses

Final Evaluation Report
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Executive Summary

Equitizing Gateway Courses (EGC) at Santa Monica College is a professional development opportunity designed to cultivate and deepen equity-centered pedagogical practices for faculty. The ultimate goal of EGC is to better serve Santa Monica College students, particularly African American and Latinx students. The program activities aim to help faculty better understand student experiences; develop equity-centered pedagogies; and develop better student supports. The project is housed within the Equity, Pathways, and Inclusion Department and, through EGC activities, participating faculty are expected to develop and implement changes in institutional teaching practices and in departmental curriculum. The initiative includes four sets of faculty activities including the Student Experience, Teaching and Learning, and Student Engagement & Belonging Experiences. A group of Equity Coaches lead the program activities using ongoing, small group discussions. The small groups are called Equity to Action Groups or EtAGs and the goal is to create a community of practice and peer-to-peer support. Faculty within EtAGs as well as Equity Coaches receive compensation for their involvement. Both part-time and full-time faculty participate in the EGC initiative.

In addition to Equity Coach training and the subsequent EtAG meetings, guest speaking engagements are also held to support EGC efforts. An additional program component launched in the fall 2022 was peer observations whereby trained EGC faculty observed a classroom implementation and provided both written and verbal follow-up afterward. This continued into spring, 2023 but slightly modified so that a small group of three shared the observation and feedback experience.

According to its program materials, the EGC is expected to:

- cultivate an equity-centered learning experience to better serve SMC students, particularly African American and Latinx students;
- help faculty understand the holistic experiences of African American and Latinx students through qualitative and quantitative data to foster a sense of belonging;
- assist faculty in developing and implementing culturally-responsive, antiracist, and trauma-informed pedagogies; and
- assist faculty in developing holistic student support and care along with positive messaging for African American and Latinx students.

This current evaluative report provides an overview of the implemented program from fall 2021 through fall 2023. The first Equity Coaches received online training in late summer, 2021 and were followed by the first cohort or EtAG group who began their experiences in fall 2021. The second cohort of EtAG participants began in spring, 2022. The Cohort 1 group completed their final segment of EGC activities in spring 2023 and Cohort 2 completed their work in fall, 2023.

Demographics

During fall, 2021, a total of 148 faculty expressed interest in the program, and they were housed within ten Santa Monica College departments including Math, Art, English, Photo/Fashion, Earth Science, Music, Physical Sciences, Life Sciences, Cosmetology, and Design Technology. By academic position, the majority of interested faculty (61%) were part-timers. Other participants included full-time faculty (tenured and probationary) as well as Department Chairs. The following spring, in Cohort 2, a total of 140 faculty were initiated into the program and they were housed within the same ten departments as Cohort 1 with the addition of Communication & Media Studies, Business, Philosophy and Social Sciences, ESL, Education, Psychology, Counseling, History, Dance, CSIS, Theatre Arts, Kinesiology, and Health Sciences. By academic position, the majority of Cohort 2 faculty were also primarily part-timers (52%) while the rest were full-time faculty and Department Chairs.

Equity Coach Training

Equity Coaches were trained during AY22 via a week-long session by the program facilitators. The two lead facilitators for the program were Dr. Chante DeLoach, Professor and Department Chair, Department of Psychology, and Dr. Tyffany Dowd, Counselor. Feedback from the training was very positive. The goal was to increase the Coach's self-awareness, facilitation skills, and their understanding of racial inequities in higher education. The first cohort reported an increase in knowledge and understanding of the position and of program content or aims. Many expressed excitement related to their own self-growth and personal insights gained from the trainings. Key program elements cited from the training included the reflection assignments, a holistic approach, acquiring tools and resources, structured sharing time, and creating a sense of community.

Webinars/Speakers

Each semester, the EGC facilitators provided a speaker or webinar event for participating EGC coaches and faculty. The goal was to help EGC participants cultivate and deepen their knowledge and skills of equity-centered pedagogical practices in order to better serve students. Overall feedback was positive for all speakers and the related event logistics. Some of the topics covered included:

- How community responsive pedagogy can be used to advance racial equity for Black and Latinx students
- Ways to use community responsive pedagogy to engage with Black and Latinx students
- Ways to make curriculum and teaching more relevant and engaging for students
- How to connect with students as a priority
- The importance of student well being
- How whiteness manifests in academia
- Ways to humanize and engage in racially just education

EtAG feedback

EtAG members and Equity Coaches were surveyed and/or interviewed across each semester of participation. Initial satisfaction levels (fall 2021) were high. For Cohort 1, over 80% felt satisfied with their EtAG features such as the meeting time and meeting facilitation. The majority (90%) reported being satisfied with their Equity Coach. During fall 2021 interviews, some participants expressed uncertainty about the “ultimate aim” or the relation of the EGC initiative to the larger university systems. Namely, how to implement change at the classroom level and then how to change the “big picture” from there. By late spring of 2022, program satisfaction levels for Cohort 2 levels were even higher than the initial semester for Cohort 1. On the other hand, Cohort 1 participants overall program satisfaction lagged somewhat than from their prior semester. Twenty-seven percent of Cohort 1 participants stated they were unsure if they would continue into the next semester.

By fall, 2022, the overall number of survey responses declined. It is unclear whether it was due to participant retention or simply survey fatigue. At the fall, 2022 survey administration, only 46 responses were obtained from Cohort 1 and 2. The majority of those respondents stated they were satisfied or very satisfied with all meeting logistics and 91% shared that they were progressing well through their current EtAG experience.

The decline in participant feedback continued and by summer, 2023, only three of the Cohort 2 participants completed a semester-end survey. Those reported a high level of participant satisfaction with EGC program features such as group dynamics, group discussions, and the member composition of their EtAG group.

To account for the attrition of participants in the program, a survey was sent and received one response. Their position was as an EtAG participant, and they rated their satisfaction with the overall EGC program as “satisfied”. Their qualitative feedback included that they were an adjunct and felt that their employment status was “precarious”. Two EGC participants responded to the survey request by sharing their reasons for exiting the program via email. These included family health issues and completing their Ph.D. program.

Both Cohorts were asked to complete an “exit” survey after their final semester of project activities. A small number of Cohort 1 participants (13) responded with very high program ratings, many 100%, for items such as overall enjoyment in EGC activities and working with their EtAG group. Of the surveyed participants, 82% of Cohort 1 and 100% of Cohort 2 stated that they were either “satisfied” or “very satisfied” with their overall EGC program.

Peer Observation

During the fall, 2022, a group of trained peer observers were asked to each observe five EGC participants implementing their classroom lesson during the fall semester. Overall, interviewed participants rated the experience as worthwhile. Notable feedback on the process highlighted the difficulty of scheduling and completing that number of observations in one semester. Highlights of the experience included being able to see another faculty implement equity practices, providing feedback and support, and furthering the mission of the EGC program.

ESAT

At least once per academic year, the EGC participants were asked to self-rate their levels of knowledge and skills using the ESAT assessment. The ESAT stands for Equity Self-Assessment Tool and was developed by the EGC planning team members to encourage SMC to self-reflect on their instructional practices and awareness. Faculty rated their knowledge and skills on ESAT features such as content or data usage. Each Cohort demonstrated an increase in knowledge and skills over their time in the program.

Impact

The Department of Institutional Research provided data to review impact including institutional data related to student success (passing course grades) and retention rates by department. Based on that data, in terms of success rates, the largest increases, pre to post for departments with EGC participants included Psychology (12.2%), History (11.1%), Health Sciences (3.8%), and Kinesiology (3.9%). The largest increases, pre to post, in retention rates for departments with EGC participants were in Psychology (10.9%), History (10.1%), Dance (6.6%), and Kinesiology (6.5%).

Project Overview

Model

Equitizing Gateway Courses (EGC) at Santa Monica College is a professional development opportunity designed to cultivate and deepen equity-centered pedagogical practices. The ultimate goal of EGC is to better serve Santa Monica College students, particularly African American and Latinx students. The program activities aim to help faculty understand student experiences; develop equity-centered pedagogies; and aim to help faculty develop better student supports.

The project is housed within the Equity, Pathways, and Inclusion Department under the direction of Dr. Maria Munoz. The two initial lead PIs for the program were Dr. Tyffany Dowd, Counselor, and Dr. Chante DeLoach, Professor and Department Chair, Department of Psychology. The core planning team also included SMC's Dean of Institutional Research, Dr. Hanna Lawler. During early fall, 2023, Dr. Dowd accepted a new position at SMC and her position as co-lead was filled by Dr. Marisol Moreno, a faculty member in the History Department and EGC participant.

Through EGC activities, participating faculty are expected to develop and implement changes in institutional teaching practices and in departmental curriculum. The initiative covered four semesters of activities for participating faculty shown in the graphic below.

Features

A group of Equity Coaches lead the activities using ongoing, small group discussions. The groups are called Equity to Action Groups or EtAGs and the goal is to create a community of practice and peer-to-peer support. Faculty within EtAGs as well as Equity Coaches receive compensation for their involvement. Both part-time and full-time faculty participate in the EGC initiative.

Once faculty self-select to participate in the EGC, they were involved in Equity to Action Groups (EtAG) meetings. Each department housed one or two EtAG groups that were expected to meet 12 times throughout the semester. The meetings were facilitated by the trained Equity Coaches. The EtAG meetings were considered critical to the program's success and is where the majority of the work of the program was expected to occur.



In addition to Equity Coach training and the subsequent EtAG meetings, guest speaking engagements were also held to support EGC efforts. The EGC program leads coordinated EGC speaker engagements and webinars each semester. An additional program component launched in the fall 2022 was peer observations whereby trained EGC faculty observed a classroom implementation and provided both written and verbal follow-up afterward. This continued into spring, 2023 but slightly modified so that a small group of three shared the observation and feedback experience.

According to its program materials, the EGC is expected to:

- cultivate an equity-centered learning experience to better serve SMC students, particularly African American and Latinx students
- help faculty understand the holistic experiences of African American and Latinx students through qualitative and quantitative data to foster a sense of belonging
- assist faculty in developing and implementing culturally-responsive, antiracist, and trauma-informed pedagogies
- assist faculty in developing holistic student support and care along with positive messaging for African American and Latinx students

The program logic model on the following page further explains the intended short and mid-range outcomes for the project based on its inputs and activities. The model is based on the Kirkpatrick Model for evaluating learning and training programs.

Timeline

The program delivery began in summer, 2021. The first Equity Coaches received online training in an intensive, one-week workshop. This was followed by the Cohort 1 EtAG meetings that began in fall 2021. During spring and fall 2022 and spring, 2023, Cohort 1 participants implemented the final sections of their Equity to Action Groups (EtAG) meetings and classroom experiences. They exited the prescribed program features in spring, 2023. Cohort 2 began in the spring, 2022 and continued their EtAG groups and program implementation through the fall, 2023. A third cohort began the program in fall 2023, but their data is not included in this report. The program model was modified in AY24 so that Cohort 3 participated in one intensive year of activities, rather than two as did the prior cohorts.

EGC evaluation logic model

Planned work

Expected results

Inputs

(Resources)

Program budget/grant

Lead department and PI

Collaborative planning team

SMC prior equity initiatives

Activities

Equity Coach Training

EtAGS

Chairs' Group

Speaker's Events

Core planning team

Outputs

of enrolled Coaches by department

of enrolled faculty, disaggregated

of participating chairs by Department

Speaker event attendance and feedback

Shorter term outcomes

Level 1 Reaction

Degree to which participants find the training and the EGC program to be favorable, engaging, and relevant.

EGC participants have more awareness of racism, its impacts, and how to respond to it

Medium term outcomes

Level 2 Learning

Degree to which EGC participants acquire intended pedagogical knowledge, skills, confidence and commitment.

Longer term outcomes

Level 3: Change

Degree to which EGC participants and Departments apply what they learned during training within their job with measurable results.

Evaluation Design

An external evaluator was contracted during late summer, 2021 to co-develop and implement an evaluation design that would provide program staff with both process and impact data on the EGC initiative. The contracted consultant, Dr. Mary Aleta White, provided related monitoring and evaluation tools. An overview of the program's evaluation parameters is provided below:

The evaluation goal is to provide process and impact data to EGC program staff. The data use is to improve program operations and to determine the effects of the program on institutional success indicators. The questions below were used to guide the evaluation's data collection.

1.) Program Implementation

- Q1a: To what extent is the program being implemented as planned?
- Q1b: What challenges did the program encounter in developing and providing its phased activities?

2.) Program Activities

- Q2a: To what extent are program coaches and faculty satisfied and engaged with the program's content and activities?
- Q2b: What are the most commonly reported learning outcomes?
- Q2c: Are faculty prepared to implement change?
- Q2d: What effect does program participation have on faculty knowledge and attitudes?

3.) Impact

- Q3a: What impact did the training have on faculty teaching practices?
- Q3b: What other data suggests impact as a result of program participation?

Current report

This report provides an overall summary of EGC activities from fall, 2021 through fall, 2023, with some follow-up data obtained in spring, 2024. The report follows Cohort 1 and Cohort 2 through their four semesters of activity and includes a short, post-assessment as well. It includes a summary of program implementation along with experiences feedback from participants (EtAG members and Equity Coaches) along with a review of pre-post institutional features related to academic success.

Program Implementation

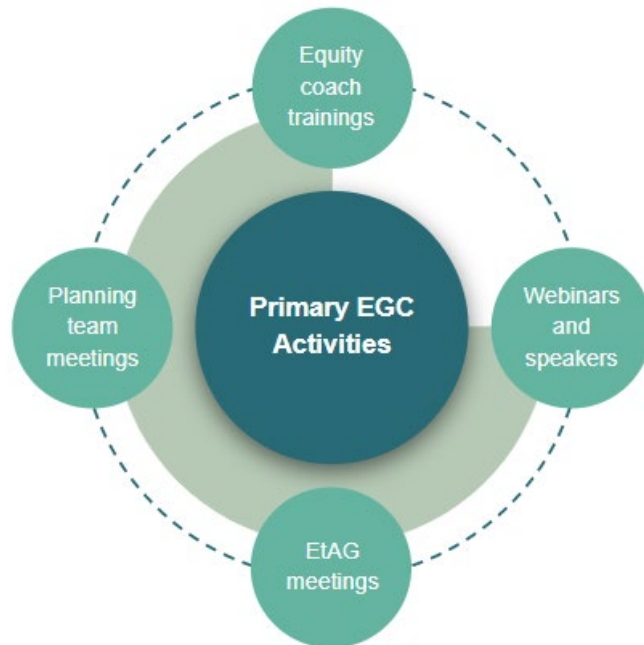
Overall

Beginning in spring, 2021, the project team met frequently to discuss, plan, and coordinate the EGC program activities. The project was initially housed within the Equity, Pathways, and Inclusion department under the direction of its Dean, Dr. Maria Munoz. The two lead PIs for the program were Dr. Chante DeLoach Professor and Department Chair, Department of Psychology, and Dr. Tyffany Dowd, Counselor. The core planning team also includes SMC's Dean of Institutional Research, Dr. Hanna Lawler. During early fall, 2023, Dr. Dowd accepted a new position at SMC and her position as co-lead within the EGC was filled by Dr. Marisol Moreno, a faculty member in the History Department with expertise in Chicana social movements, and an EGC participant.

The primary activities that occurred during fall, 2021 were 1.) the summer Equity Coach Trainings, 2.) the EGC fall webinar, and 3.) the monthly EtAG meetings for Cohort 1 participants. During spring 2022, the primary program activities were the second round of Equity Coach Trainings and the start of Cohort 2, speaker and event series, and the continued EtAG meetings. Fall 2022 through fall 2023 saw the continuation and then completion of program activities for Cohort 1 and Cohort 2 faculty along with continued speaker and webinar series.

Starting in the fall of 2022, the program leaders launched a peer-observation initiative where first a cadre of trained EtAG participants reviewed a colleague's (outside of their department) EGC implementation (fall 2022) and then a model where a small group of EtAG participants observed colleagues' classroom modifications (spring 2023).

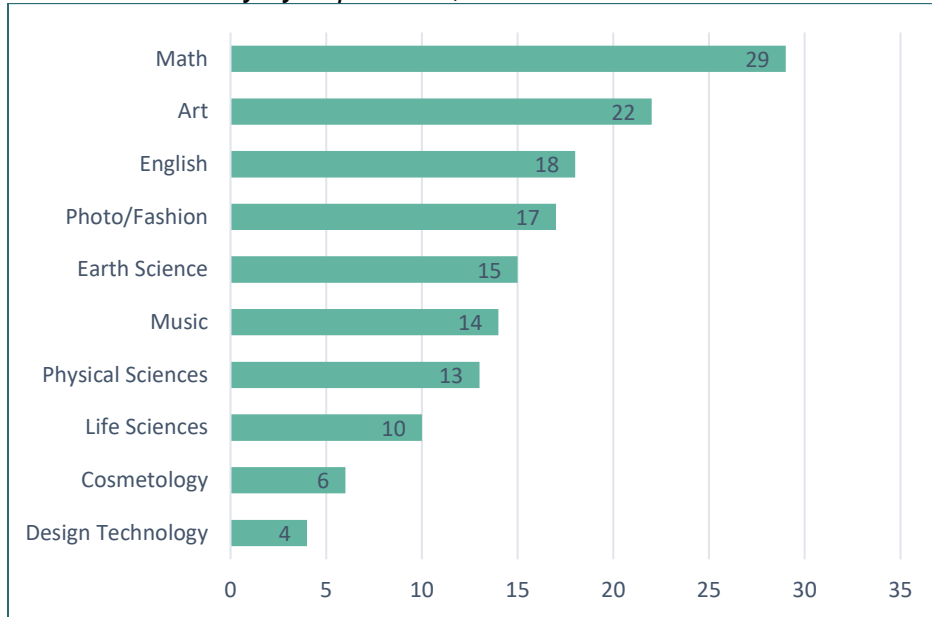
Although their data is not included in this report, Cohort 3 participants began in the fall 2023. Within that cohort, the overall EGC model changed to a one-year intervention along with continued speaker and event series.



Participants by cohort

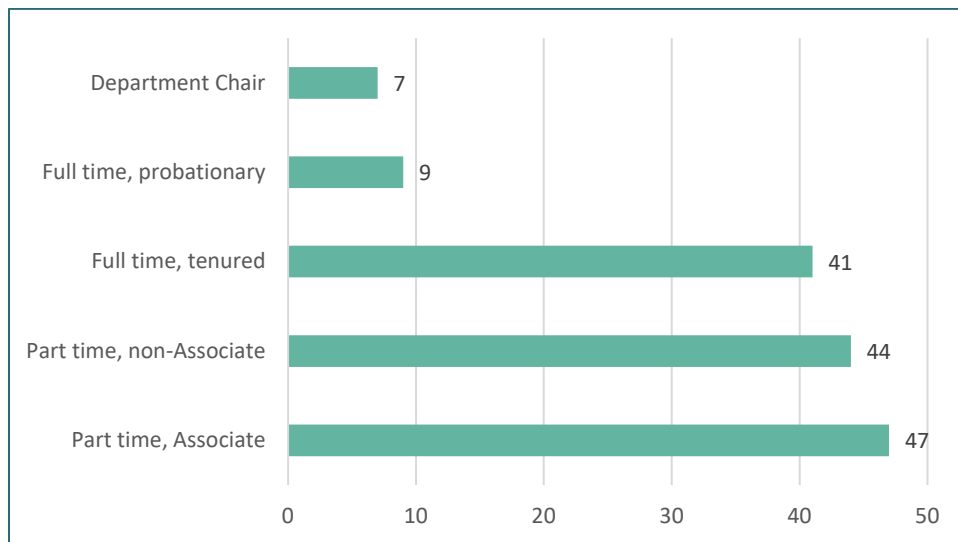
During fall, 2021, a total of 148 faculty expressed interest in the program, and they were housed within the following departments:

Chart 1: EGC interested faculty by department, fall 2021



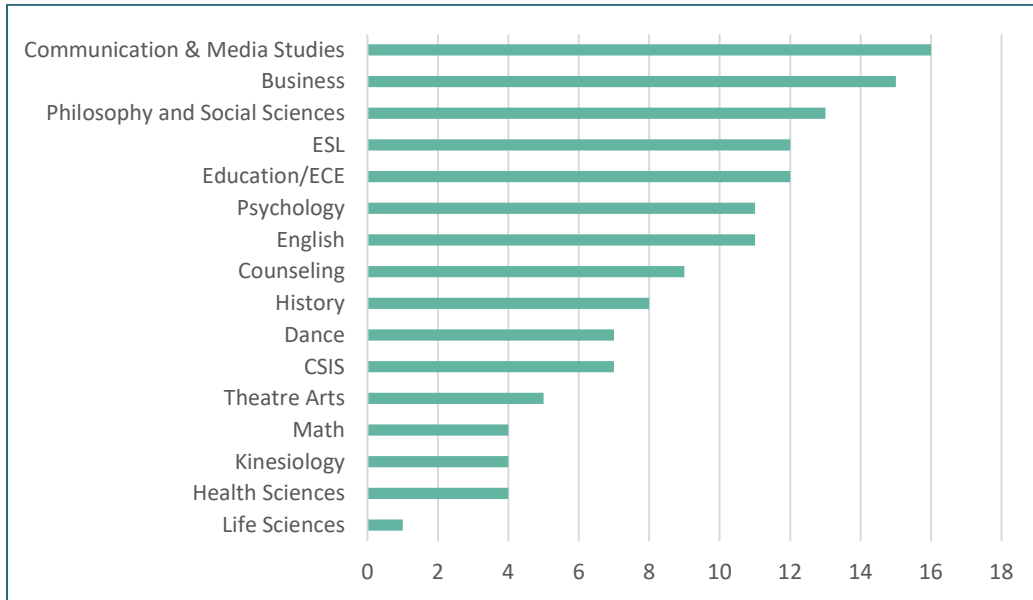
By academic position, the majority of interested faculty (61%) were primarily part-timers. The raw number of interested participants are included in the chart below.

Chart 2: EGC interested faculty by rank, fall 2021



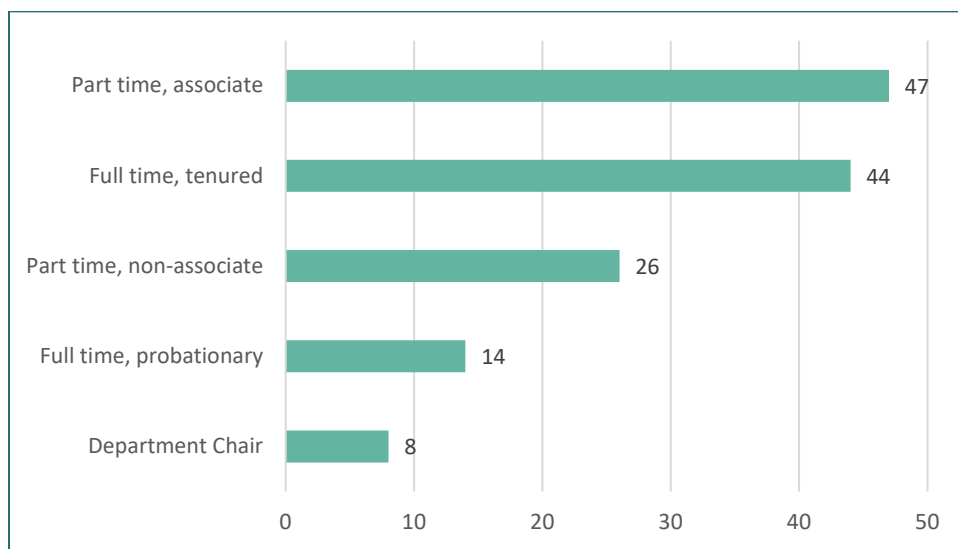
The following spring, in Cohort 2, a total of 140 faculty were initiated into the program, and they were housed within the following departments:

Chart 3: Cohort 2 EGC participants by department



By academic position, the majority of Cohort 2 faculty were primarily part-timers. The raw number of Cohort 2 participants, by rank, are included in the chart below.

Chart 4: Cohort 2 EGC participants by faculty role



Report outline

This current evaluative report provides an overview of the implemented program from fall 2021 through fall 2023. The remainder of the report details evaluative input on the primary program activities as follows:

- Equity Coach Training (all years)
- Webinars and speaker series
- EtAG feedback (surveys)
- EtAG and Coach feedback (interviews)
- Peer observations
- ESAT results

Program Activities

Equity Coach Trainings

During summer, 2021, a small group of faculty self-selected to serve as EGC Equity Coaches. The evaluator captured two rounds of Equity Coach feedback. In the first, fall 2021 semester, the Coaches undertook a week-long training session with the goal of increasing their self-awareness, facilitation skills, and their understanding of racial inequities in higher education.

1st Equity Coach Training

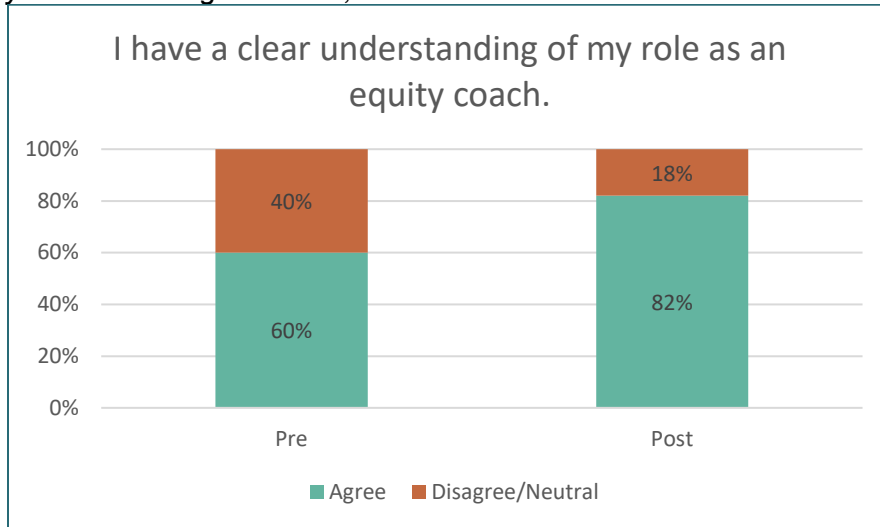
The first training was held August 2-August 5th, 2021 and included opportunities for small and large group discussions. Coaches were provided with a coaching rubric, personal assessment charts, and resources for exploring identity markers. The goal was to increase their self-awareness, facilitation skills, and their understanding of racial inequities in higher education. The program leaders identified a number of expected outcomes for the Equity Coaches as shown below.

Equity coaches will:

1. Cultivate a deeper awareness of self;
2. Effectively facilitate, mediate, and advance racial and equity centered dialogue;
3. Demonstrate a critical understanding of factors that contribute to racial inequities in higher education;
4. Provide peer observations and feedback to EGC participants implementing equity-centered teaching and engagement practices;

The EGC Coaches completed a pre/post training survey. As can be seen in the chart below, most (60%) reported being clear on their role before the training, with a few more gaining clarity after the training (82% of total at post).

Chart 5: Equity Coach training feedback, fall 2021



Count: Pre = 10 participants; Post = 11 participants

When asked to list their expectations before the Equity Coach training session, the majority wanted to find connection, increase their skills, and obtain information. Post training, Equity Coaches felt they'd realized those outcomes, with most noting that they'd gained valuable information. Illustrative, verbatim comments are included below.

Table 1: Participant expectations (pre) and results (post) for the 1st training session

1.) Connection	
Pre (expectations)	Post (results)
A closer connection to other faculty members doing this work so as to learn from them and have others on campus to trust and confide in.	Knowing that I have a community that I can get help from.
2.) Information	
Pre (expectations)	Post (results)
Information on what we want to achieve, what is our goal. How to manage discussions amongst faculty on how to get there.	I learned that it is important to know that we are not experts in equity and that it is a group learning process.
1A deeper awareness of equity issues in the classroom.	A model of how to negotiate/facilitate an equity meeting, especially some specific language to use with my colleagues.
	2. A reminder that I do not have to be an expert, and can be honest and humble in

	bringing my own process and questions to the group.
	A better understanding of myself
3.) Skills	
Pre (expectations)	Post (results)
Help with managing various scenarios that might arise among colleagues--specific language, strategies, etc.	Various methods of transforming resisting communication into productive, inclusive communication. (As demonstrated by Chante in the role play.)
How to be more cognizant of who and what are students are and how to address those issues.	How to better facilitate discussions of difficult topics.
How to deal with emotional aspect of having some of these difficult conversations.	I really appreciated how Chante and Tyffany organized the week to focus on ourselves and how to get more comfortable with the difficult conversations.

Additional qualitative feedback from their post surveys and later interviews indicate that for most Equity Coaches the training goals were met: Namely, 1.) a deeper awareness of self; 2.) skills to facilitate equity centered dialogue; 3.) a better understanding of factors that contribute to racial inequities in higher education; and 4.) peer connections.

At the end of their week’s training, the Equity Coaches were invited to attend a focus group about their experiences. The focus group was facilitated by the Dean of Institutional Research, Dr. Hanna Lawler. Overall, the Equity Coaches reported that the training was effective in preparing them for their roles. One faculty even reported “...*that in 20 years of training I’ve had, this is truly the best that actually gave me tangible stuff that I can go ahead and use.*”

When asked to describe why the coach training was so impactful, faculty primarily pointed to the role-playing lead by the facilitators as described in their comments below:

- *One of my favorite activities that we did was the role playing one because I think everyone in this room turned against poor Chante and just watching her navigate that space, I think was really a useful thing for me. I felt a lot more comfortable.*
- *For me I think it’s not just the whole actual stuff that happened in here but the modelling. Chante and Tyffany essentially modelled what it looks like to run a small group really well. It was super intentional, super well organized, and thought out.*
- *That’s how academia has been modeled for us, is through debate and back and forth. How they really modeled for us and taking that conversation back to what is important rather than getting baited by a conversation, which I personally struggle with.*

Other faculty felt as though the organization and pacing of the coaching session was a strength as shown in their comments below:

- *I really like the holistic approach of what we did from the start through to the finish. We did a whole reflective, looking inward assignments. And we also got work done. And they tie it together to see why, you know why this assignment is even necessary? And that was really good. I think this was my first holistic experience in a workplace setting and I enjoyed that.*
- *That holistic aspect was really comforting and endearing.*
- *I also felt like having so much structure around the way we are supposed to be sharing was helpful. It provided common ground. We all knew that we have the same expectations for sharing and that everybody was in it together. And that you weren't going to put yourself out there unnecessarily or overshare. It's very clear. You know how we were supposed to engage.*
- *What stuck out to me is the process. How expertly Chante and Tyffany work constantly bringing us back to that. And so when we would go into being overwhelmed, getting into the weeds or reflex towards debate or trying to convince people, they were able to model for us what equitable processes and practices look like. It was like a master class of being a good person.*

Last, participants agreed that the self-reflection and sharing with their peers helped to develop a sense of community. This was tied, in part, to working on their personal reflections and sharing out in small breakouts and with other Coaches. Illustrative comments are included below:

- *But what was important for me was this sense of community that we built here. Everybody was honest, everybody was really open and vulnerable. And willing to be vulnerable. It made us closer. I feel confident that they will have my back and I have their back.*
- *And the last thing I want to say because I just have to say a lot, the feeling that I got because you know we all bonded on this little experience, we are in this learning journey together, we are in this thing together, and make sure that we take care of ourselves and then that will extend to the work that we do that could be in our EtAGs, that could be in our department, and that will be with our students.*

A final positive of the training noted by participants was increased skills. An illustrative comment includes the following:

- *Acquiring a skillset to deal with these issues in the workplace, in the classroom with the faculty. And I'm glad that I'm in this group to acquire that skill to make me better on what I do and feel comfortable with my voice.*

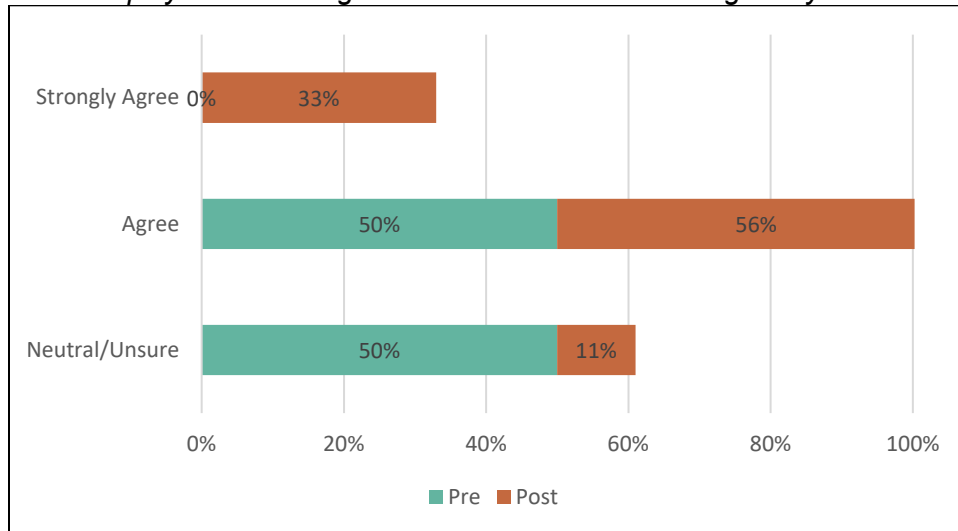
2nd Equity Coach Training

During winter, 2021 another week-long training session was held for the second round of Equity Coaches. The training was held in December, 2021, and the sessions included opportunities for small and large group discussions. Coaches were provided with a coaching rubric, personal assessment charts, and resources for exploring identity

markers. The second round of EGC Equity Coaches completed a pre/post training survey in December, 2021 and January, 2022.

As can be seen in the chart below, about half of the Coaches felt clear on their role before the training. This increased to 89% gaining clarity after the training. This level of understanding is similar to that reported by the first round of Equity Coaches.

Chart 6: Cohort 2 Equity Coach rating: I have a clear understanding of my role.



% = agree or strongly agree responses

When asked to list their expectations before the Equity Coach training session, the majority wanted to increase their understanding, identify tools and resources, and increase their confidence. Post training, Equity Coaches shared that they'd realized those outcomes, with most noting that they'd gained additional, valuable information. Illustrative, verbatim comments are included below.

Table 2: Participant expectations (pre) and results (post) for the week's training session

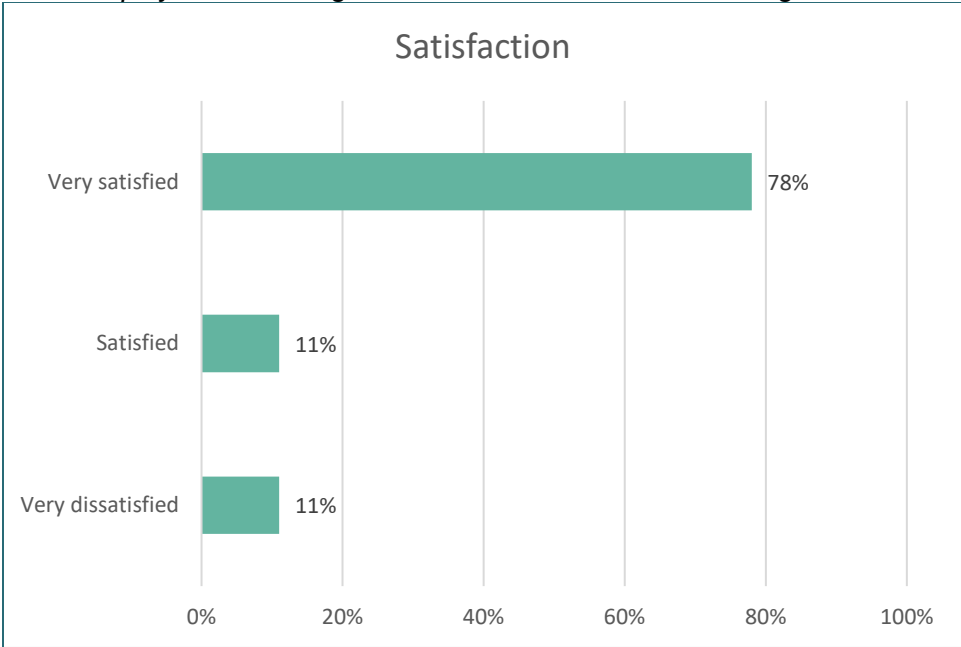
Pre	Post
Knowledge	Knowledge
<ul style="list-style-type: none"> • A full understanding of the role of a coach. • Learning the scope of the equity work of SMC. • I am looking forward to learning more about how to engage in regular self-reflection and facilitation techniques. • To clearly understand my role as coach. 	<ul style="list-style-type: none"> • better understanding of what being an EGC coach means and looks like in practice; • Much more detail on the purpose/plan/goals of this program
Networking/conversation	Networking/conversation
<ul style="list-style-type: none"> • Lots of opportunities for small group discussions (has already felt so valuable!) 	<ul style="list-style-type: none"> • A greater sense of community among fellow coaches

<ul style="list-style-type: none"> ● Build community and learn from others 	<ul style="list-style-type: none"> ● In this week's training, I appreciated meeting other people at SMC that are committed to racial equity and are likeminded.
<p style="text-align: center;">Tools</p>	<p style="text-align: center;">Tools</p>
<ul style="list-style-type: none"> ● I'd like to have practice engaging in role play exercises with facilitating (even though the thought makes me anxious!); ● Concrete strategies for (1) navigating difficult conversations and (2) tools for having frank yet supportive conversations. I worry about folx feeling "attacked" if they are given constructive feedback. ● -Better communication strategies within diverse group settings/Navigating difficult/triggering topics in the classroom and in group settings -How to equitize curriculum + policies and get all FT & PT faculty on-board ● How to best facilitate conversations among colleagues and best practices working with Latinx and African American students. ● Tools to be a better facilitator and tools to more effectively approach colleagues who may not be completely bought in to the equity work, and how to get buy in from them. 	<ul style="list-style-type: none"> ● Useful tools in how to redirect and guide difficult conversations ● I appreciate the modeling of facilitation techniques. I was trained as a "cognitive coach" 22 years ago, and I DEFINITELY needed the refresher, especially in this context. ● How to better facilitate difficult conversations and how to really integrate self-care into my every day. ● The importance of listening and concrete strategies to support every participant while moving through group forward.
<p style="text-align: center;">Confidence</p>	<p style="text-align: center;">Confidence</p>
<ul style="list-style-type: none"> ● confidence about de-escalating challenging situations ● Feel comfortable in facilitating. 	<ul style="list-style-type: none"> ● Felt more confident that I can do this. Got an opportunity to reflect on my needs, strengths and opportunities for personal growth.
	<p style="text-align: center;">Personal growth</p>
	<ul style="list-style-type: none"> ● I am still learning skills to become an effective EGC coach. Self-care and self-perseverance are necessary to care for others. Starting with self can assist with the identity needed to carry out the work of recognizing and enhancing change to make our Black, Brown, and Latinx students successful. It is the whole

	<p>department's responsibility, but having a EGC coach is necessary to facilitate the changes within and across the academic departments at SMC.</p> <ul style="list-style-type: none"> ● The importance of "holding the mirror up" when facilitating as opposed to solving problems or fixing people. Conversations around building community and facilitating dialogue. ● - Important introspection about my own boundaries + self-care needs, as well as realizing a disconnect between how I am perceived and how I perceive myself. ● I am really appreciating the need for continued introspection and that this isn't a "I'm done" kind of thing. ● I also appreciate the emphasis on self-reflection and enjoyed spending some time on self-reflection.
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An additional survey question on their post survey asked about overall satisfaction with the training provided and the majority (89%) stated they were “satisfied” or “very satisfied” as shown in the chart below.

Chart 7: Cohort 2 Equity Coach rating of overall satisfaction with training



Qualitative feedback from the training included the following suggestions for improvement:

- Maybe toward the end of the training time and space for us to work together (via Zoom) on planning out the first EtAG meeting.
- Maybe having the dates/names already set up for our semester in Canvas first? Having handouts used for each day embedded in Canvas daily schedule/agenda page?
- This was amazing! The only thing I might add is more role playing.
- Update the dates on the materials on Canvas. More clarity on how EGC sees its role in transforming campus culture.
- I am already having a challenge getting onto Discord (I was a member already, so I don't know why it is a problem, will investigate.)

Feedback training from the Coaches also included the following positive comments:

- I have the great resources provided by Chante and Tyfanny, but having initial guidance to facilitate the scheduled meetings will not be known until such meetings occur. Thank you for an awesome EGC coaching training!
- Thank you so much Tyffany & Chantè! You both are extremely inspirational, motivating, encouraging, and REAL and I am very grateful to have been introduced to EGC early in my SMC journey.
- This was an amazing training. I appreciate your warm approach and thoughtful design. You're such a great model for us and for other programs on campus. THANK YOU!

Webinars and speaker series feedback

Each semester, the EGC facilitators provided a speaker or webinar speakers for participating EGC coaches and faculty. The first event occurred during SMC's Fall Professional Day 2021, held on August 26, 2021. There, the EGC initiative was showcased as a way for the institution to begin taking action toward implementing a plan for student equity. Dr. Maria Munoz was one of the key speakers and the day was split between sessions for those already enrolled in EGC and for those not enrolled. Drs. Chante Deloach and Tyffany Dowd lead a session for all faculty that included an overview of the Equitizing Gateway Courses initiative. Although no feedback was obtained from the participants, the training blurb included the following program notice to faculty:

This initiative is specifically designed to cultivate and deepen equity-centered pedagogical practices and to better serve today's students, particularly our African American and Latinx students. Part of the SMC Redesign, through EGC, faculty will develop and implement the changes needed in our teaching practices, our classrooms, and our curriculum.

Fall, 2021 speaker feedback

n = 29

A mid-semester webinar was held to support EGC efforts in fall 2021. The webinar was held October 29, 2021, and featured Jeff Duncan-Andrade, Ph.D. as the key note speaker. Dr. Duncan-Andrade is Professor of Latina/o Studies and Race and Resistance Studies at San Francisco State University and he shared research and input on working with students. He is a founder of the Roses in Concrete Community School, a community responsive lab school in East Oakland and the Community Responsive Education Group.

EtAG faculty were asked to provide feedback via survey on the session. The majority (94%) reported being satisfied with the speaker, and 97% felt that the topic was useful. Some of the topics covered included:

- Knowledge of community responsive pedagogy
- How community responsive pedagogy can be used to advance racial equity for Black and Latinx students
- Ways to use community responsive pedagogy to engage with Black and Latinx students
- Ways to make curriculum and teaching more relevant and engaging for students
- How to shift academic and department culture that is resistant to change
- Role of faculty in promoting wellbeing for students

Many asked that the speaker be invited back again. Other, positive comments related to the event include:

- This event was fantastic off the charts. I will be rewatching it and reading Dr. Duncan-Andrade's work.
- Could have listened to him talk longer - excellent.

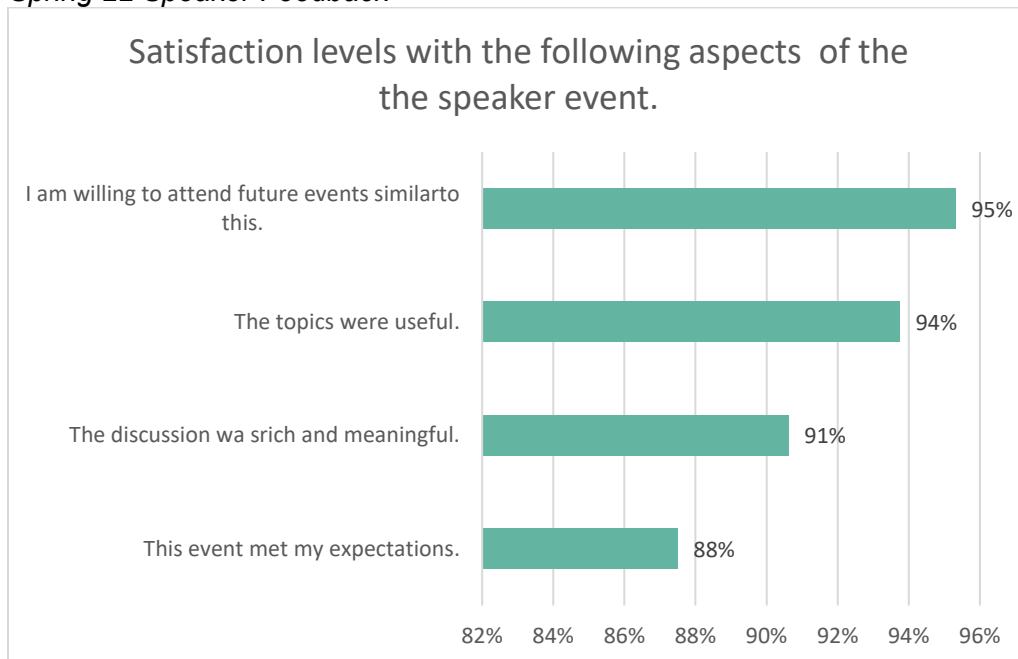
- "...have to go in humbly listening." What could resonate more with an anthropologist? "First you win the heart." Reinforces what I try to practice but what is not supported in our college(s) because we prize 'information' over real knowing.
- The seminar was reinvigorating. It's been a long time since I've heard something that has inspired me professionally.
- Our cohort has just started delving into the crossroads of caregiving and pedagogy. Duncan-Andrade was clear that student wellness is our business/purpose/pursuit. This green light, as the entire talk, is affirming in essential ways.

Spring 22 speaker 1 feedback

n = 64

Dr. Andrade also presented the first spring, 2022 speaker event to Cohorts 1 and 2. Some participants attended in person while others watched the recording after the event. Feedback from his presentation were very positive as seen by the survey results and qualitative feedback below.

Chart 8: Spring 22 Speaker Feedback



% = "very satisfied" and "satisfied" responses

Comments about the session were very positive as shown by the verbatim quotes below.

- I have no words. I took notes, I played it for my partner, and I shouted out loud. I am so moved for hearing someone remind us of our true purpose. This is wellness work.
- This was an incredible video. Thank you very much!
- Mind. Blown.

- Great speaker! I loved the content and found him very inspiring.
- Jeff's talk was amazing and I was blown away.
- This talk was inspiring and I learned so much.
- great speaker and great content to get us going
- Very eye opening and inspirational
- I found this presentation incredibly moving, inspiring, and validating.
- Jeff Duncan-Andrade's wisdom and insights are welcome.
- I have been doing equity work in higher education for ten years, and this is the most amazing, educational, authentic, inspirational, interesting, and resonant talk I have ever heard. I feel grateful and blessed that Dr. Duncan-Andrade came here today to share his gifts with us. I hope everyone at SMC watches this talk. Dr. Duncan-Andrade's truthful assessment of what happens in classrooms, and the necessity for faculty to dream, was truly everything.

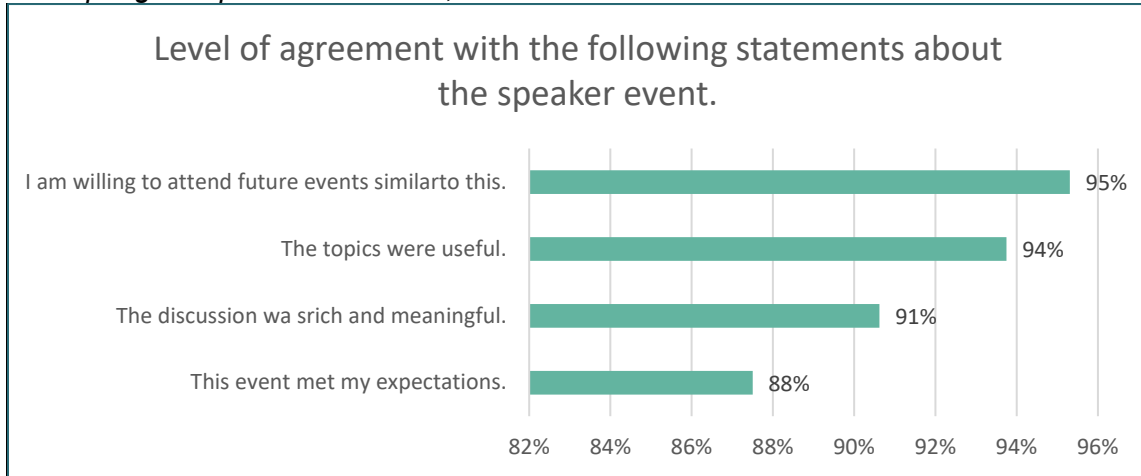
Some of the participants had fewer positive experiences from the presentation as shown below.

- It was certainly impassioned, but an impassioned review.
- This session felt poorly organized (on the page) and poorly communicated, but the video of Jeff Duncan-Andrade (once I finally found it!) was worth every minute! Wow! Excellent!
- Considering Jeff's personal position on pedagogy, I was surprised at the lack of engagement with the audience. I think engaging with the audience, or at least having some time for more engagement would've made this introductory event feel more relational and less transactional.

Participants recommended that additional content- areas speakers be invited in the future. Suggestions included Business/industry, math, and science. Some participants suggested more time be available for open discussion among the participants and speaker. Sharing the chat or resources listed for those online was another suggestion for improvement.

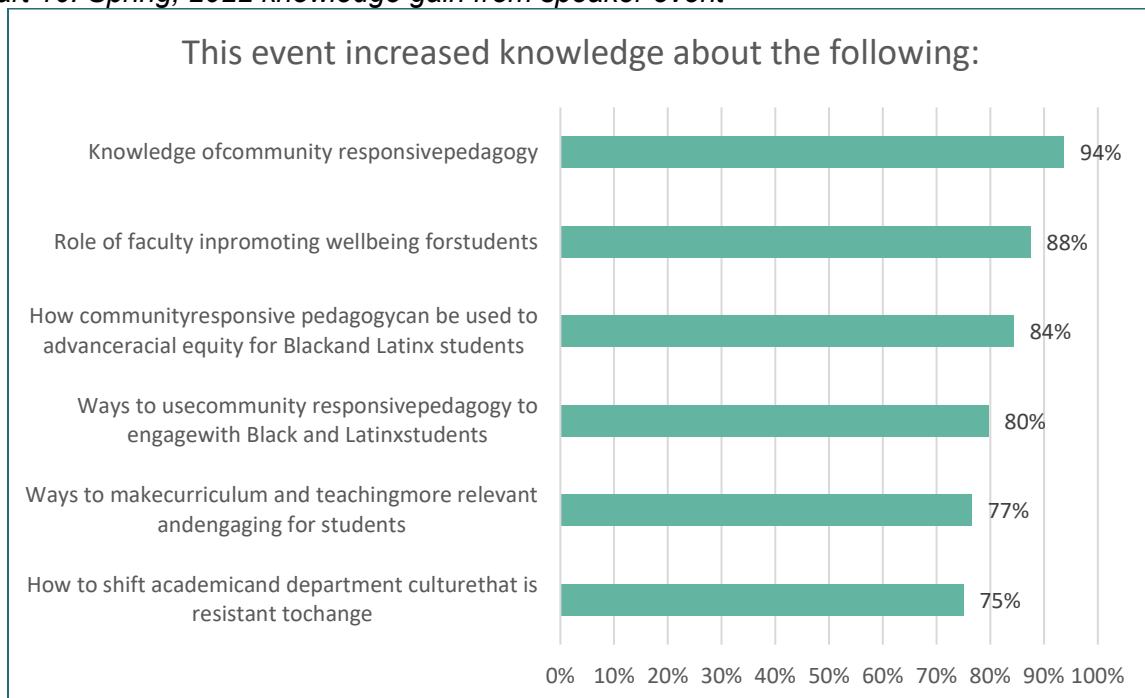
Participants shared the following feedback about their satisfaction with the event and the extent to which it increased their knowledge. The majority of the feedback was very positive.

Chart 9: Spring 22 Speaker Feedback, cont'd



% = "strongly agree" and "agree" responses

Chart 10: Spring, 2022 knowledge gain from speaker event



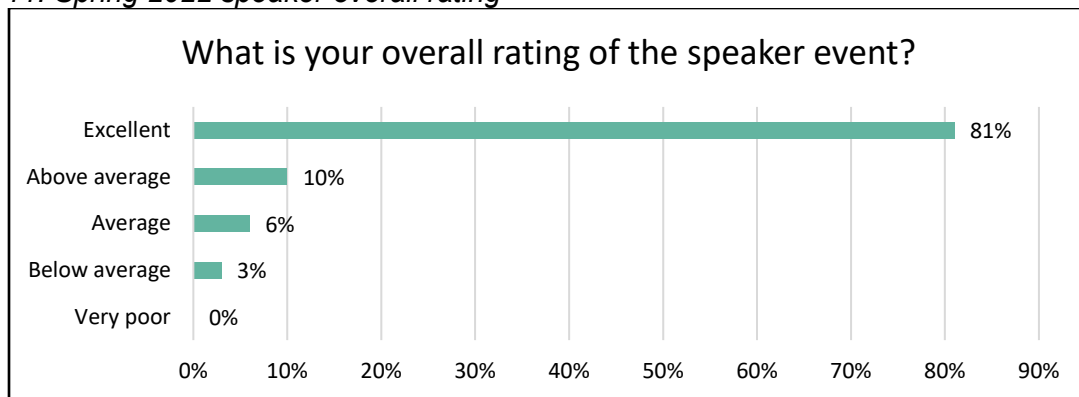
% = "strongly agree" and "agree" responses

Participants were asked to describe two specific things that they found to be personally important from the speaker series. Many mentioned the focus on wellness and the human nature of being a teacher. A sample of responses include the following:

- 1. connecting with students as a priority 2. let the community serve as the goal for wellness and learning
- The need to become ethnographers. The idea that there is no academic rigor without social justice.
- This conversation reinforced the human nature of our work, and need to move beyond mechanics. In a department that feels very policy heavy, sometimes this has felt like it discourages how we meet students where they are at
- The importance of well being of our students for them to be able to do well in their classes. I liked the student auto ethnography idea. I really liked the idea that we shouldn't be aiming to change the institution all at once - but with each faculty member that changes it matters.
- First, the importance to be on fire and engage students. Second, link up with colleagues.
- It opened the door for deeper study of inclusivity for me and how I might be unaware of my own blind spots. I want students to feel include, never excluded; and I believe I have an idea of how to "soften" and "allow" all of our different cultural orientations at SMC.

The majority of participants (91%) gave the speaker an above average or better rating.

Chart 11: Spring 2022 speaker overall rating



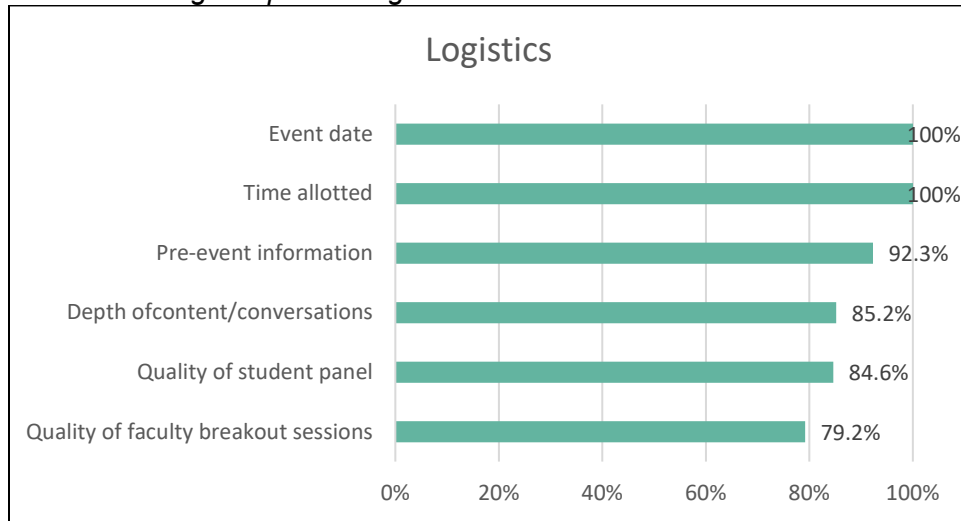
Spring 22 speaker 2 feedback

n = 26

The next webinar was held May 19, 2022 and featured Dr. Cheryl E. Matias as the key note speaker. Her work focuses on race and ethnic studies in education with a theoretical focus on critical race theory.

The speaker presented on the topic: "So you wanna be racially just?: White Emotionalities, Academia, and the Right to Humanizing Education". EGC participants, including Equity Coaches, were asked to provide feedback after the event via an online survey. A summary of their responses to the event logistics is included in the chart below.

Chart 12: Attendees rating of Speaker logistics



Participants shared the following feedback about their satisfaction with the event and the extent to which it increased their knowledge. The majority of the feedback was very positive as shown in the chart below..

Chart 13: Attendees satisfaction with speaker event

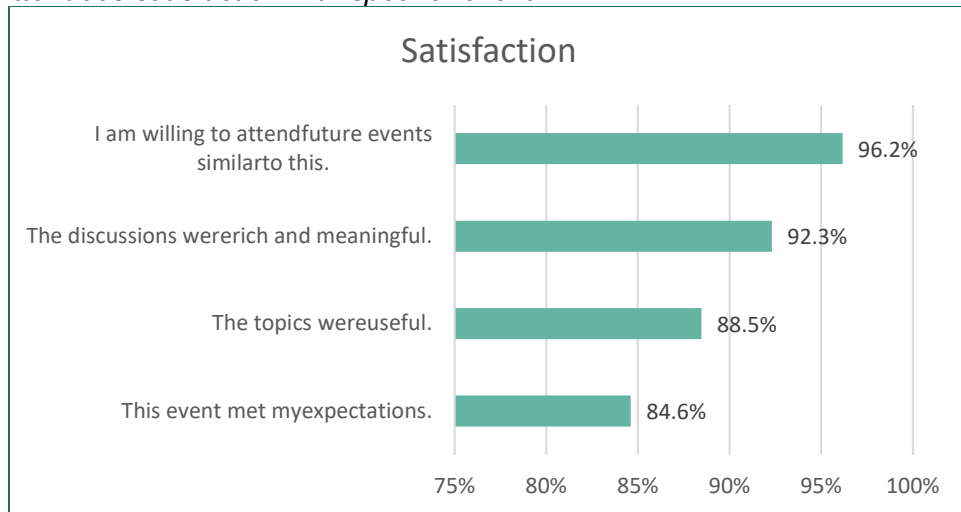
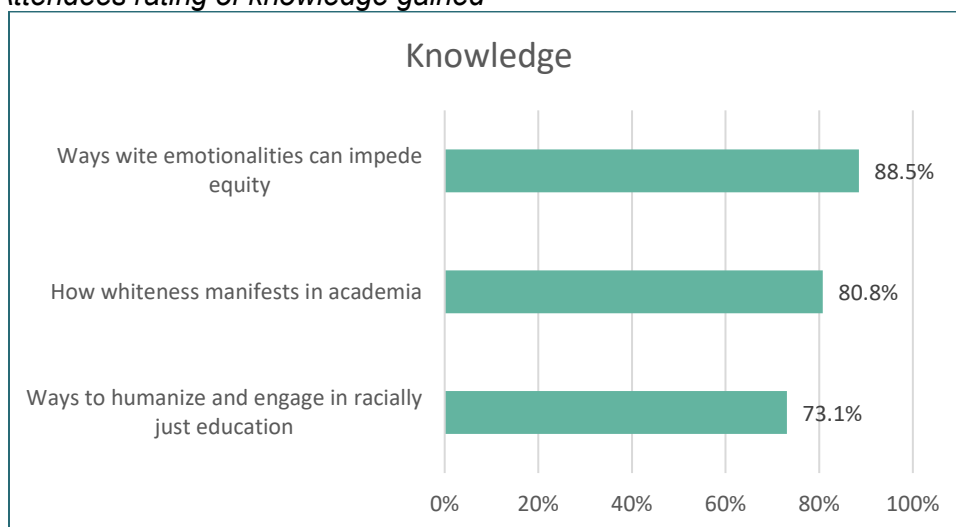
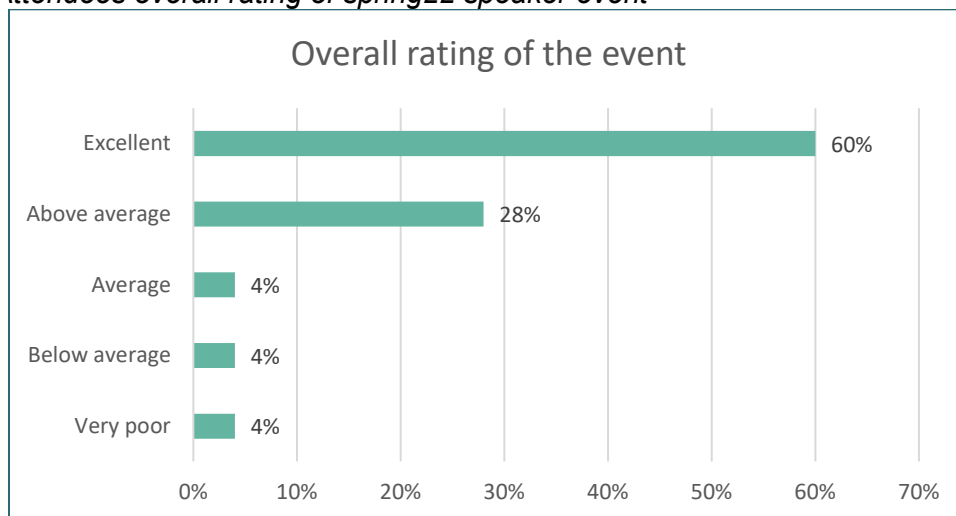


Chart 14: Attendees rating of knowledge gained



The majority of participants (88%) gave the speaker an above average or better rating and 92% found the discussion to be meaningful.

Chart 15: Attendees overall rating of spring22 speaker event



The event was well received by EGC participants. Some of their qualitative responses from the open-ended survey questions are included below:

- She was passionate, enthusiastic and effective
- I would love for Dr. Matias to do a similar event for the entire school, such as the opening speaker for Flex Day.
- The depth and breadth of educational research on race in education is refreshing and helpful in seeing the big picture of race in America.
- Loved the energy and the music
- Prof. Mathias is amazing.

Other, critical comments about the event included the following:

- Dr. Matias spent majority of time reading her remarks. Too much curation of others insights and not enough novel insight discovered by Dr. Matias.
- [Need] Opportunity to discuss and reflect with colleagues
- I felt a little like I was at an event to sell her books.

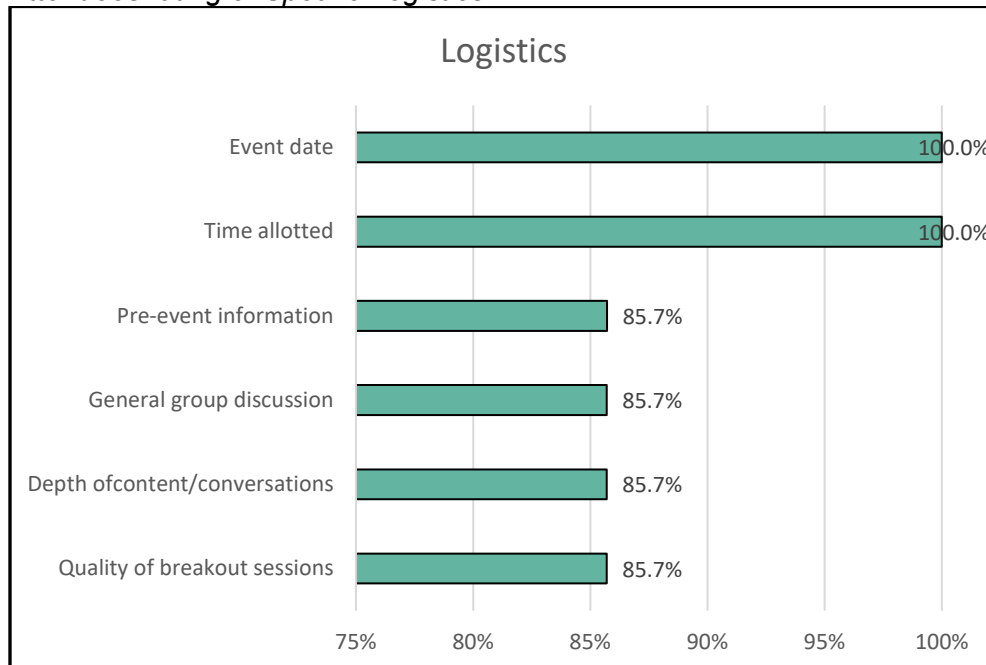
Fall 22 speaker feedback

n = 7

The EGC program leaders coordinated a Flex Day training event for the EtAG groups in late September, 2022 on “Continuing to advance equity: Discussions on what works”. In this session, EGC participants were invited to “ideate focused solutions to equity questions about issues of assessment, student engagement, proctoring software, grading practices, and more.” The goal was to provide an interdepartmental dialogue about effective equity practices including small breakout rooms for more detailed discussions.

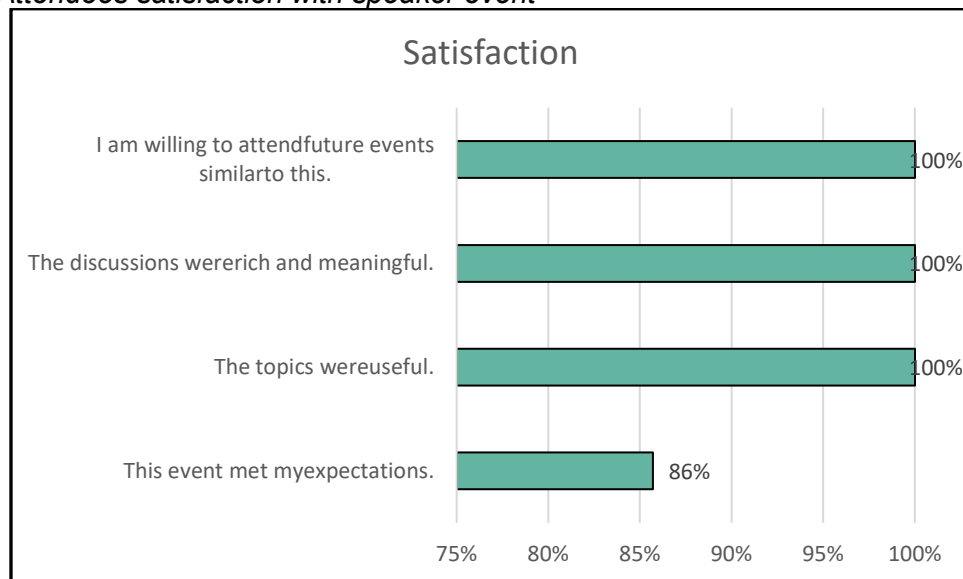
EGC participants, including Equity Coaches, were asked to provide feedback after the event via an online survey. A summary of their responses is included in the charts below. The event was well-received.

Chart 16: Attendees rating of Speaker logistics



%=Strongly Agree and Agree

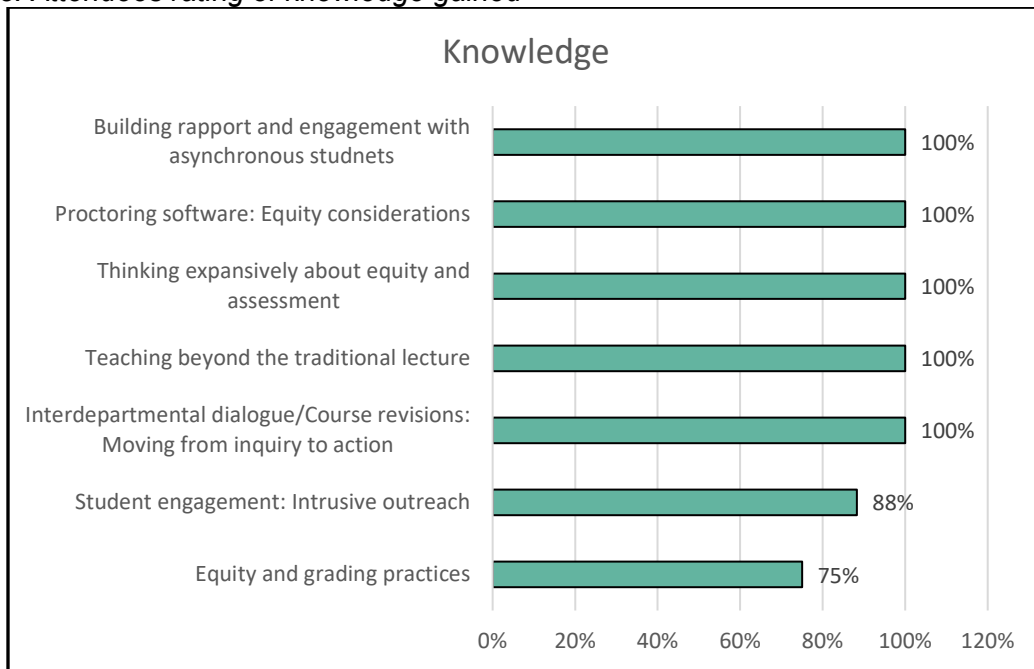
Chart 17: Attendees satisfaction with speaker event



%=Strongly Agree and Agree

All participants rated the event's discussion as rich and meaningful. The majority also shared that the event increased their knowledge as shown in the chart below.

Chart 18: Attendees rating of knowledge gained



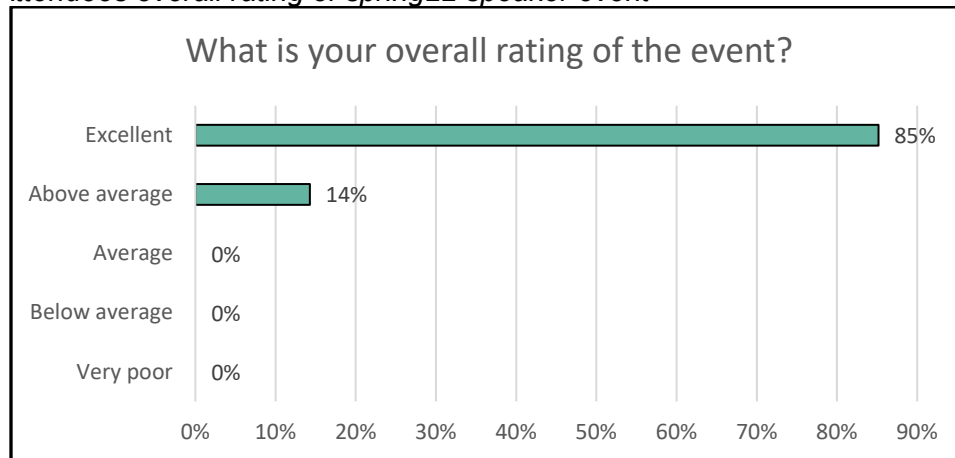
%=Strongly Agree and Agree

An open-ended survey question asked faculty to describe two things they found to be personally important from the event. Participants reported enjoying time with colleagues

and learning about new tools and ideas to effect equity in education. Sample comments included:

- It was helpful to learn about more tools to utilize to help engage students, especially in the online environment. It was also a good reminder of the various challenges, tech related or otherwise, that might make it challenging for some students to engage.
- Connecting with EGC members outside of my discipline. - Having guided discussion points that directly connect to what we've recently worked on through the EGC program, so we could build ideas together and not just get stuck on the challenges we are facing. That helped me feel ready for the semester ahead.
- Having time and space to connect with fellow EGC people. Revisiting central ideas from the first semester.
- Listened to new ideas, was reminded of what is important: our students

Chart 19: Attendees overall rating of spring22 speaker event



%=Strongly Agree and Agree

As shown in the chart above, all surveyed participants rated the event as “excellent” and “above average.” Three participants stated they wished the event were longer and that they had more time. Additional participant comments included the following:

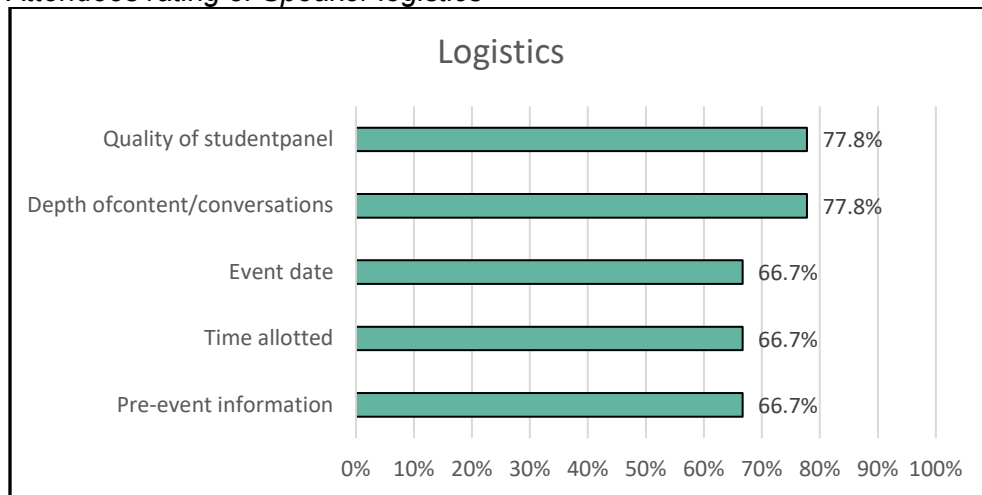
- I hope to have more similar events.
- EGC flex day & coach meetings are some of the only meetings I consistently look forward to at SMC. Thank you for recharging my soul, gifting me space to learn, and helping me show up to my work in better ways.
- Thank you EGC :)
- It would be helpful to have more description about the event before hand - like what breakout sessions will be available so that I could come more prepared.

Spring 23 speaker feedback

n = 9

During the spring, 2023 session, the EGC program team coordinated a training event for the EtAG groups in mid-May, 2022. In this event Dr. Jeff Duncan-Andrade provided equity sessions for EGC faculty and coaches as well as campus leaders. His discussions focused on centering Black and Latinx student wellness and wellbeing as well as practices for effectively engaging in racial equity work in a non-supportive climate. EGC participants, including Equity Coaches, were asked to provide feedback after the event via an online survey. A summary of their responses is included in the charts below. Overall logistics had strong, positive ratings.

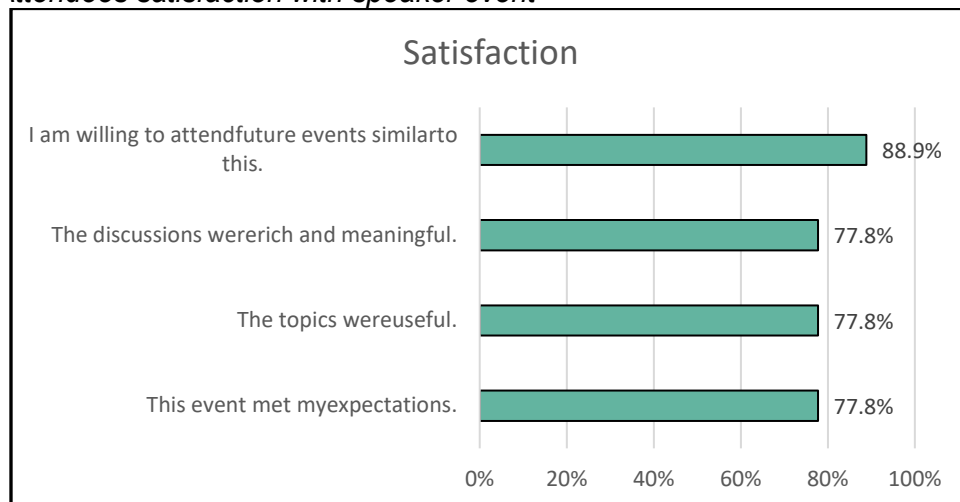
Chart 20: Attendees rating of Speaker logistics



%=Strongly Agree and Agree

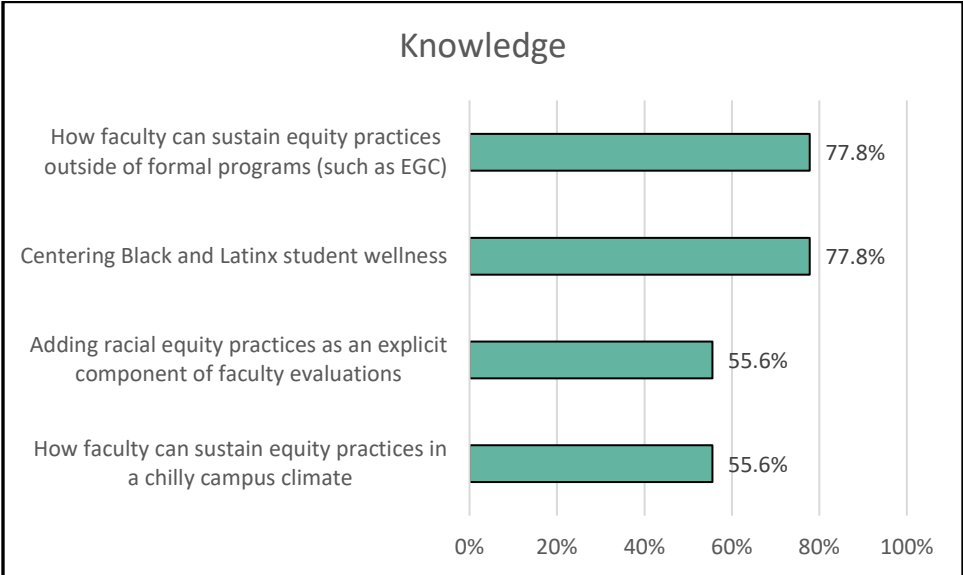
Participants shared the following feedback about their satisfaction with the event and the extent to which it increased their knowledge. The majority of the feedback was very positive as shown in the two charts below.

Chart 21: Attendees satisfaction with speaker event



%=Strongly Agree and Agree

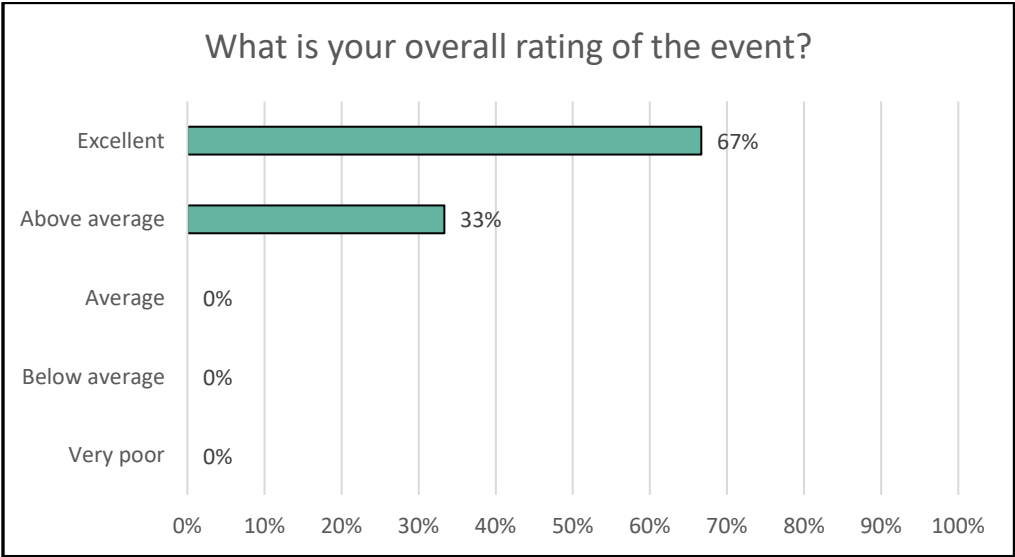
Chart 22: Attendees rating of knowledge gained



%=Strongly Agree and Agree

The event was well received by EGC participants. All surveyed participants (100%) rated the speaker’s event as “excellent” and “above average.”

Chart 23: Attendees overall rating of spring23 speaker event



%=Strongly Agree and Agree

One illustrative response from the open-ended survey questions is included below:

- I am so grateful to be a part of this important work; it has brought me closer to my colleagues and to myself. I am currently reading the "Invisible Child" a Pulitzer Prize best seller. It is heartbreaking but engrossing. Thanks so much for the good work you do.

When asked to describe specifics from the event that were personally important, faculty wrote:

- We as educators have to be committed to truth telling, especially in the face of denial. 2. The only way we don't repeat bad things is to make sure no one forgets that they did happen.
- Keeping the work going after the 2 years ends: I would like to continue with department / peer meetings once a month. I think student wellness is of huge importance.
- Adding the question "who is the teacher you really wanted to be" to the process of evaluation.

Fall 23 speaker feedback

n = 11

During fall 2023, Dr. Jeff Duncan-Andrade was again the guest speaker. As in prior engagements, the feedback was very positive with the majority (81%) stating that the event met their expectations and they found the topics to be useful. When asked what they would change about the event, participants offered the following:

- I would have liked to see a lengthy Q&A as part of this, with questions from students in the Latina/o/e/x & BIPOC community
- I'd love a page of references he discussed during the lecture as I couldn't access where he was dropping information in the chat.
- I would like to have a session in person in the future.
- Maybe add a few more practical examples of how to adapt the curriculum.

Again, 100% of participants gave an overall rating of the session as "excellent" or "above average". When asked to describe specifics from the event that were personally important, faculty wrote:

- The book/quote at the end and not needing to be the person with the "last word." Remember why I got into teaching in the first place
- To observe my students and find different ways to engage with them.
- Assigning material from black and latina/o (x) authors is not enough. spend more time in the first few weeks getting a better understanding of students
- It was important to hear someone (Jeff) speak passionately about the topic, to get inspired. I thought the questions asked by the moderators pushed the discussion in interesting directions which led me to see how on the one hand how vast and complex this approach to education is and on the other hand, how simple is can be at its core.
 - To remember who you wanted to become as a teacher, at the beginning/ to remember your dreams - To understand the communities your students come from and to use it to develop your curriculum
- Learning from others. Learning about diversity
- The part about how it is important for faculty to keep dreaming, and confirmation that mortgaging the first two weeks of my course to better know my students is okay.

EtAG feedback (surveys)

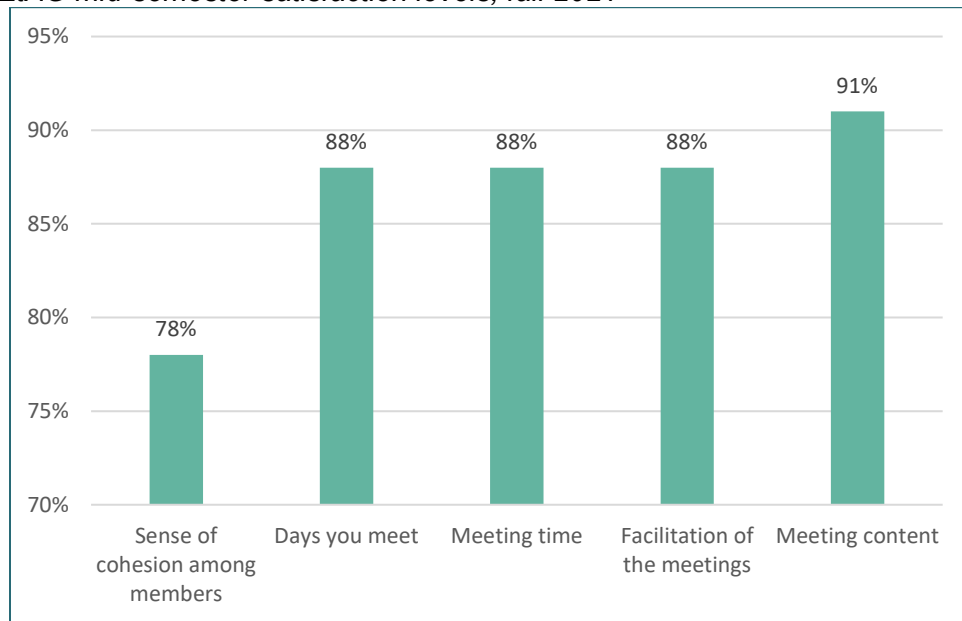
At the end of every semester, EtAG faculty and Equity Coaches were asked to complete a brief survey about their program experiences. The number of completed surveys declined over the two evaluated years, with some semesters garnering zero responses. This section provides an overview of the semesters with feedback.

Cohort 1 EtAG feedback, fall 2021

Once faculty self-selected to participate in the EGC, they were involved in weekly EtAG meetings. Each participating department has one or two EtAG groups that were expected to meet about 12 times throughout the semester.

In late October of its first year, all EtAG participants were given the chance to provide, via online survey, feedback on their EtAG experiences. The majority were satisfied or very satisfied with meeting logistics as shown in the chart below. In addition, 94% remarked that they felt they were progressing well through the EtAG Phase 1 Faculty Experience.

Chart 24: EtAG mid-semester satisfaction levels, fall 2021



n = 32; % = "strongly agree" & "agree"

When asked to describe their Equity Coach, 90% of surveyed faculty said they agreed or strongly agreed that their Coach was useful in their group meetings. Some qualitative comments about the Equity Coaches are included below:

- Our coaches are wonderful - welcoming, insightful, knowledgeable, good listeners. So glad to have them!
- Very well informed.
- She is very helpful and organized.
- Extremely helpful

A couple of faculty members, however, had some questions about their Coach's roles and skill sets as shown in the comments below.

- I'm not sure if this applies to the chair EtAG, but I think Karen seems a bit lost also in what the goals of these meetings are. It feels to some extent that there's certain assignments to be completed, but these were not discussed much during the actual meeting. Instead they were just given to be done as homework and then when we meet again, they're still not being discussed.
- Do coaches get any training on how to facilitate discussions? Our coach often adds their comments/opinions to what every person says, not sure that is proper facilitation

A total of 84% of faculty said they felt comfortable or very comfortable with the conversations taking place inside their group around equity issues. Fewer participants (56%) reported feeling comfortable having conversations around equity issues outside of their EtAG meetings.

When asked to provide additional comments, suggestions or ideas about their EtAG work, qualitative survey comments show that faculty are engaged and interested. Illustrative comments of their positive experiences include the following:

- The discussions are really valuable - we wrestle with tough topics. And simply meeting helps keep me on track with the learning modules.
- My EtAG is a great group of individuals to work with especially since this is my first time facilitating a group of my peers.
- I like the way the coach is running it. He emails the prework ahead of time.
- The resources in the Canvas shell are great.
- I feel a lot has been covered.
- Finding it very helpful for understanding myriad of ways in which we can help students.
- I am definitely learning and gaining invaluable information to understand my students better.
- This is a good 'group therapy' session to discuss common issues, concerns, reflections and ideas.
- This has been very enlightening and quite an eye-opener. The only suggestion I might have would be to make it mandatory because the professors who need it the most don't seem to be participating
- Our last group was probably the best so far. Partly because we're getting comfortable with each other but maybe more because we were all so stimulated by Jeff Duncan-Andrade's presentation. One person said she wished the program had started with that presentation rather than 'with working through the online materials'.

A few of the mid-semester survey comments were programmatic questions or suggestions related to items such as a need for better facilitation, content, and structure. Illustrative comments include:

- Maybe - going around council style would be helpful for hearing every voice — also not crazy about random pairing bc I tend to get paired with the same person. Also seems like a glaring truth is how few BIPOC people are in the department
- Working within EtAG groups and that consistency is good, but is there any benefit/value to working with other groups/individuals to get more perspective, interaction, feedback?
- I would appreciate some more structure around the chair EtAG meetings. For example, it would be helpful to see examples of how other departments or other colleges have tried to implement equity plans. Perhaps department chairs or deans from other colleges can be invited to share their experiences. It would be useful to hear that this work has firm support from senior administration at SMC because it always sounds like chairs will have to go it alone.
- The ability to equitize courses for our students is greatly undermined when the faculty teaching the courses are not treated equitably, face institutionalized microaggressions, and are excluded from decision making.

At the end of the EGC program's first semester, the external evaluator conducted individual interviews with nine EtAG members and coaches. The goal was to obtain qualitative feedback on their fall 2021 experiences. The interview participants were from varied departments including Math, English, Earth Science, Life Science, and Music. Two were Equity Coaches and seven were participating EtAG faculty members.

When asked what motivated them to join EGC in this first place, most commented that it was because of experiences with their students and their commitment to encouraging student growth. One faculty said they *"realized there were some students I had a harder time connecting with and I didn't know how to connect with them."* Another, more seasoned faculty said, *"I wanted to be able to be an advocate for the students we have, and learn more about the students, learn more about what I can do to reach them."*

Others indicated they wanted to learn more about equity and how to address it in their classroom. For some faculty, they are passionate about equity issues. One other faculty said they joined at the suggestion of their department chair. One faculty commented that joining the EGC was a way to support university transformation.

"Well, I think that this program is the culmination of so much work that's been done on campus to institutionalize equity, and I think that the work that Chante and Tiffany have done historically, and especially on this, is just the cutting-edge of what we need to do if we want to shift our culture and create a more equitable community for our students. I think what they've done is incredible, and I actually think people don't understand the genius of the program because it's doing professional development in an almost symphonic way. What I mean by that is, the

learning is happening everywhere, moving in every direction. You have the coaches who are all learning, then the participants who are all learning, and then the ways in which this is impacting our students but also teaching us to continue to be learners and to be co-learners with our students. It's not just a pedagogy or a managerial practice. It's a way of being in the world that entails showing up as our full selves and making it possible for other people to do that safely, but also listening. I think training people to listen and facilitate conversations is—it's like EGC is that. It's the place where we have the conversation, where we learn how to have the conversation. It's revolutionary, and so what I think is so impressive is not only what Tiffany and Chante have put together, but also the fact that this institution is supporting it and is treating community-building and culture shifting as the infrastructure that it is. I'm so incredibly hopeful.

Participants were asked to describe how well they understood the EGC program aims and most reported they understood the program aims “fairly well”. Some indicated their awareness of how much growth and learning opportunities there are in the area of equity. Some participants expressed uncertainty about the “ultimate aim” or the relation of the EGC initiative and the larger university systems as shown in the comments below:

- *I think what I don't understand is maybe the college's intentions in conjunction with EGC and whether they're really gonna move things forward in the way that EGC is trying to do so. That being said, it's hard if a program exists and it's amazing and doing great work, but this other larger thing exists and is very hard to move, to change the system of and/or impact individuals who may—*
- *What the big picture and how to implement more meaningful equity practices, I don't feel we've really got there yet.*
- *That part is a little bit tricky. I understand the first part of this is really getting an awareness of what's going on. That part makes sense. The tricky part is really implementing it into our classrooms, and the next stage and how we're gonna do that and how we're gonna work together with the chair and how that relationship is gonna work. Unfortunately, the chair has been not in the meetings, which makes sense for certain things, but how we're gonna come back together makes me curious. I understand the ethos of it and what we're planning to do. The execution, I'm still concerned*

When asked to describe any concerns or barriers they faced during the work in fall, 2021, time was the most commonly cited concern. Juggling classes and other committee assignments was a challenge for many, particularly part-time faculty.

Another concern of one faculty was being the only member of color in the EtAG. One faculty of color made the following comments about being in that role:

- *I'll say the biggest barrier for me is that I come from a very homogenous department and I am the only black faculty member in my cohort, at least the way that—what it looks like when we've been meeting. It's difficult to talk about equity issues with people who are learning about equity maybe not for the first time, but just kind of understanding it, and then I never felt like I was in a position to learn anything about equity this semester. I was like—literally I thought to myself, "Why am I not a coach?" because I felt like I was coaching the whole time.*

For others, not having access to more people of color in their EtAG was considered a barrier. As one faculty member commented:

- *"There were not enough different voices because it was such a small group, and because our department is majority white. Even in the opening cohort, that brought that two party for me that—how important it is to have the African American voices in the discussion and how much pressure it puts on an individual who is representing that demographic.*

Other small barriers or challenges mentioned included preferring to read over watching videos and delays in using Canvas.

When asked to describe a highlight from the first fall semester, Cohort 1 faculty were excited about the opportunity to learn, developing a sense of community, warm, small-group discussions, and immediate opportunities to try different approaches with students. The majority of interviewees appreciated the EtAG being discipline specific.

The Cohort 1 participants were asked to share any recommendations for program improvement. Recommendations were related to scheduling, homework, and facilitation. Specific comments for these issues are shared below.

Scheduling recommendations:

- *I think a lot of faculty would probably appreciate that, that set time be created early enough, because we do have a lot of other things to be schedule. I think I personally would've liked the homework earlier 'cause sometimes we would get them after the meeting. That just like the helpful mapping out the weeks for—'cause we have a lot of little things that we need to do throughout the week.*
- *First off, start the spring scheduling now. Maybe at the beginning, when they're doing the training, send out your polls now for who's gonna be in your equity group. Just because the sooner you start the scheduling, the easier it is, especially if you're doing all these other things.*

Homework and assignment recommendations:

- *I think it might be helpful if there was a little more writing of some kind. I know we were told to keep a journal, but there was no accountability on that.*

- *We didn't really realize there was a canvas class shell until like the second weekend. Maybe implement the Canvas shell more from the very beginning.*
- *Try to spread out the workload of the reading/videos a little bit, and maybe chunks. I noticed that some of the videos were—the text was highlighted to try to point out certain points, but I didn't actually find that to be as helpful as I was hoping. Sometimes it's just really hard for me to sit down for 90 or more minutes and watch a video. I would prefer to read a transcript.*
- *I think at times the amount of material, there's so much. It's all amazing, but people only have so much bandwidth. For example, the last module had us watching three videos from faculty members on campus—they were all amazing, but maybe let people choose one or something like—maybe people can choose one and then report back to the rest of the group about that one so it's passing that around.*

Group facilitation recommendations:

- *If the groups are so small—I didn't love all the breaking up into even smaller groups, just because ultimately then you're, just luck of the draw whether it will be a deep enough conversation.*
- *I don't know if interaction between the cohorts is necessarily a possibility, but to kind of hear more testimonials or just thoughts and ideas about what's happening across the cohort. We had a chance in our last weeks of this to watch videos from people who are faculty on campus kind of talk about different issues, and they're being interviewed by some of the program heads. It was interesting to hear other people outside of our department talking about equity in their department, because it let us—it kind of took the centralized idea. I would love to see a way to see collaboration across disciplinary conversations happening with the EGC.*
- *Give the coaches some tips on how to manage faculty who maybe aren't already prepared in these ways, and to acknowledge that and honor that, but also leave space for folks who are learning to also learn.*
- *At this point, meeting with people outside of our group, with again other departments, would also be really helpful just to see what other people have come up with.*

Overall program question:

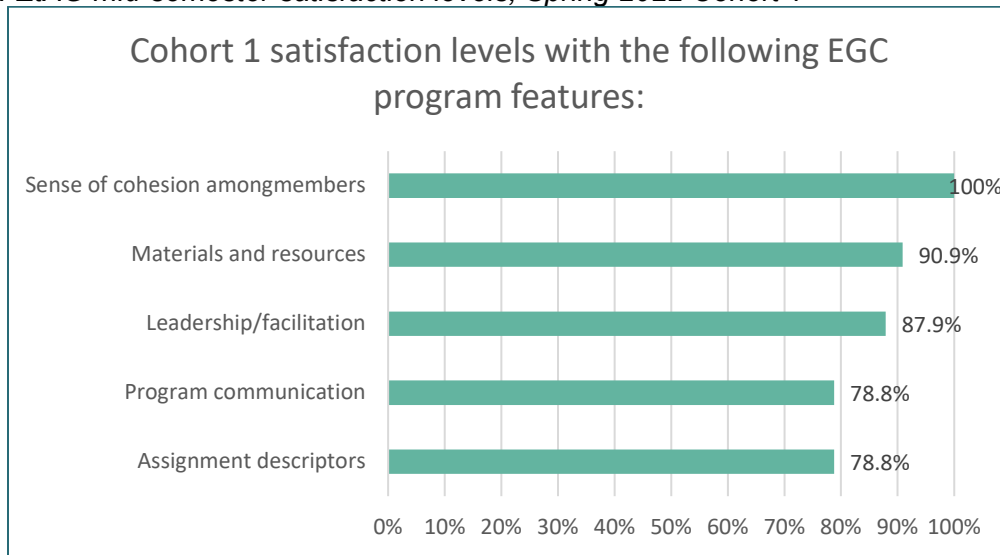
- *It seems a little daunting at first, and sometimes it's difficult to see how this is all gonna play out.*
- *This is primarily for white-identified people. When I was planning out how to do our first meeting which is the one where it ended up really centering whiteness in a way that was a little bit alienating for participants of color, I think just being*

mindful of how our positionality shapes what we even focus on in the materials. I ended up focusing on it in a way that generated conversations about becoming aware of whiteness.

Cohort 1 and 2 EtAG feedback, spring 2022

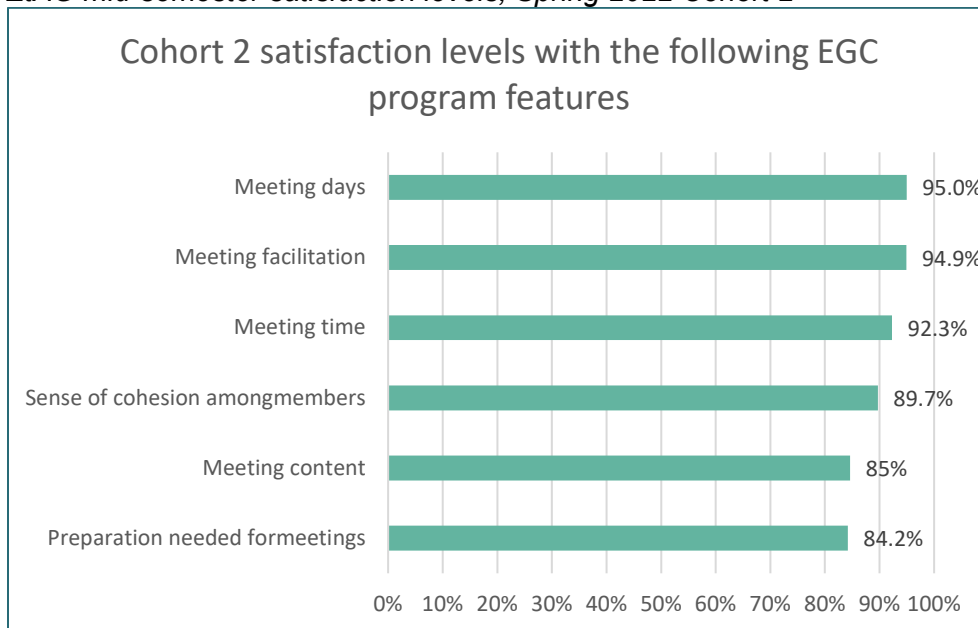
In late May, 2022, all EtAG participants (Cohort 1 and Cohort 2, including Equity Coaches) were given the chance to provide, via online survey, feedback on their EtAG experiences. The majority were satisfied or very satisfied with meeting logistics as shown in the chart below.

Chart 25: EtAG mid-semester satisfaction levels, Spring 2022 Cohort 1



%=Strongly Agree and Agree

Chart 26: EtAG mid-semester satisfaction levels, Spring 2022 Cohort 2



%=Strongly Agree and Agree

In addition, 88% of Cohort 1 and 93% of Cohort 2 participants remarked that they felt they were progressing well through their current EtAG Experience Phase.

Chart 27: EtAG progress rating, Spring 2022 Cohort 1

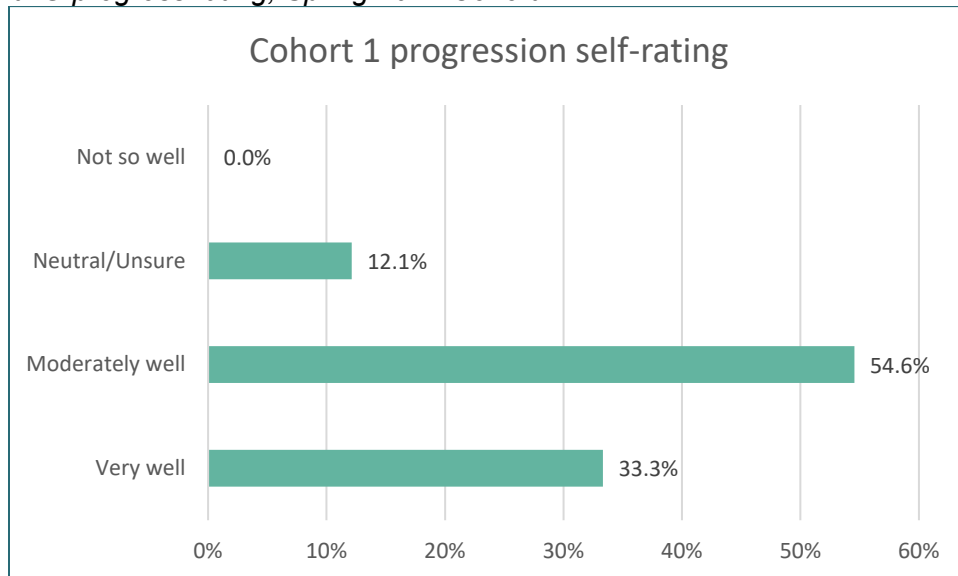
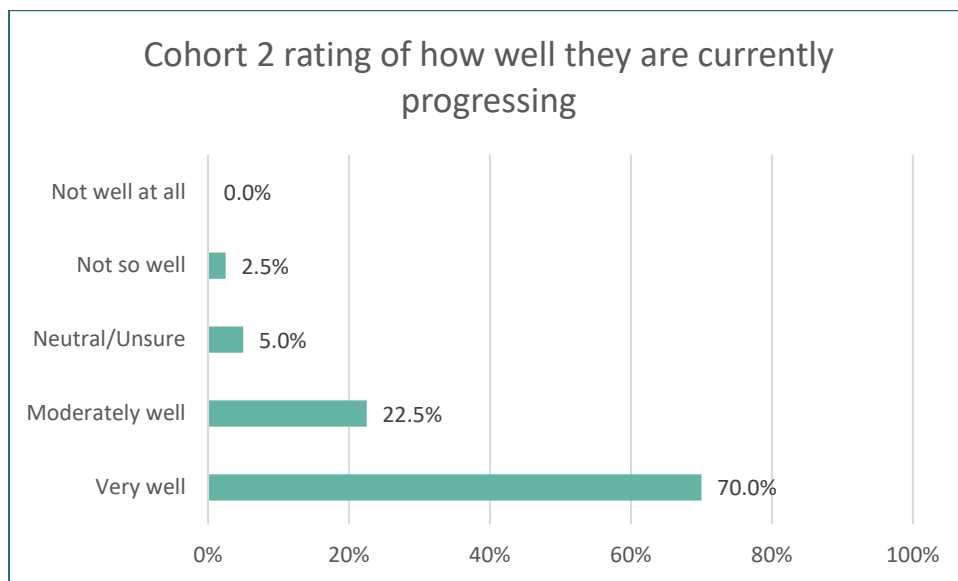
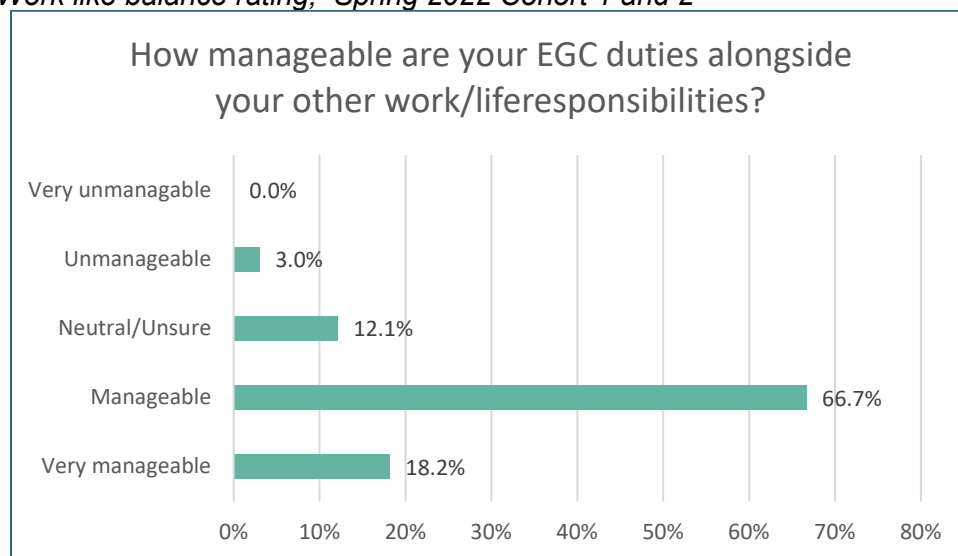


Chart 28: EtAG progress rating, Spring 2022 Cohort 2



The program staff, in response to Cohort 1 participant feedback, added a question during the spring semester related time management and the EGC. As seen in the chart below, both cohorts were combined for an overall view, and the majority felt that the EGC duties were manageable. The response trend was similar within each Cohort.

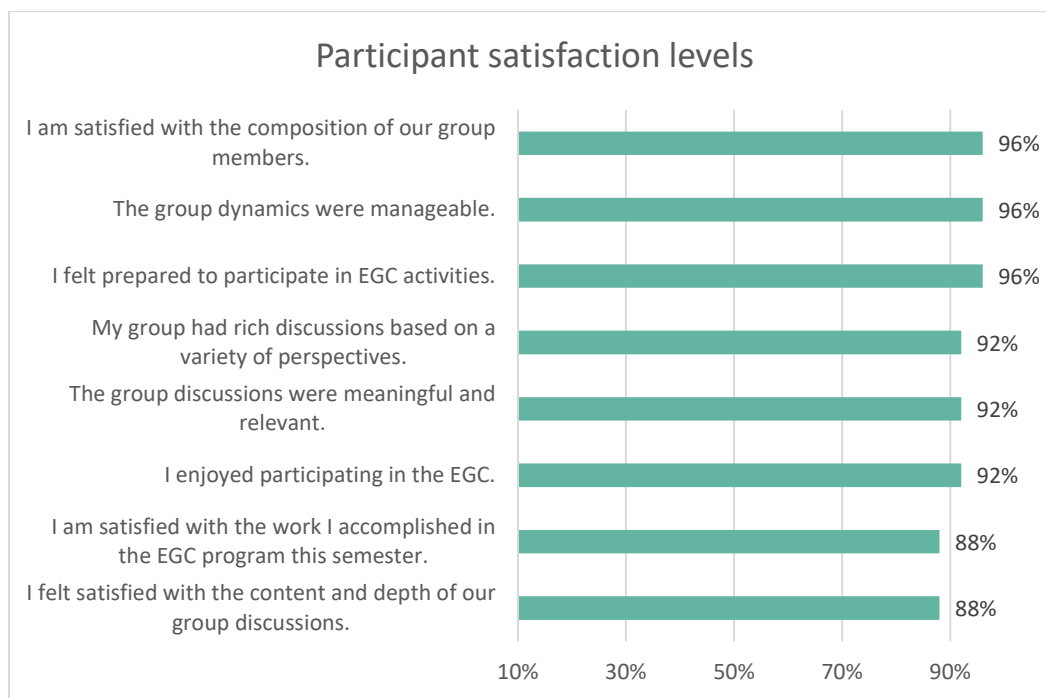
Chart 29: Work like balance rating, Spring 2022 Cohort 1 and 2



When asked if they planned to continue with the program in fall, 2022, 88% of Cohort 2 answered “yes” and 70% of Cohort 1 answered “yes”.

A brief, semester end survey was shared with both Cohort members during July, 2022. The chart below summarizes the high level of participant satisfaction with EGC program features.

Chart 30: EGC participant satisfaction levels, Summer 2022, Cohort 1 and 2
n = 26



%=Strongly Agree and Agree

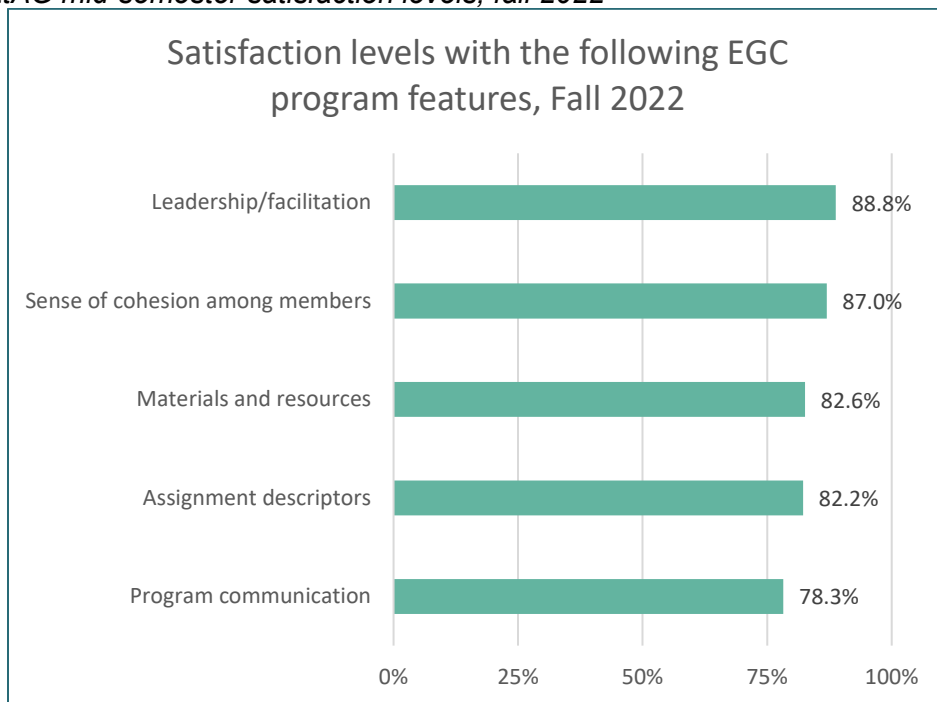
The overall satisfaction levels reported by EGC participants were 44% “very satisfied” and 48% “satisfied.” The remaining participants reported being “dissatisfied” (4%) or “very dissatisfied” (4%).

Cohort 1 and 2 EtAG feedback, fall 2022

n=46

In late October, 2022, all EtAG participants (Cohort 1 and Cohort 2, including Equity Coaches) were given the chance to provide, via online survey, feedback on their EtAG experiences. The majority were satisfied or very satisfied with meeting logistics as shown in the chart below. In addition, 91% remarked that they felt they were progressing well through their EtAG Phase Experience.

Chart 31: EtAG mid-semester satisfaction levels, fall 2022



Participants were also asked to reflect on how their EGC duties were managed alongside their other work/life duties. The majority (80%) indicated that their workload was manageable in general and 85% found they were able to obtain a work/life balance with EGC duties.

Chart 32: Management of EGC duties, fall 2022

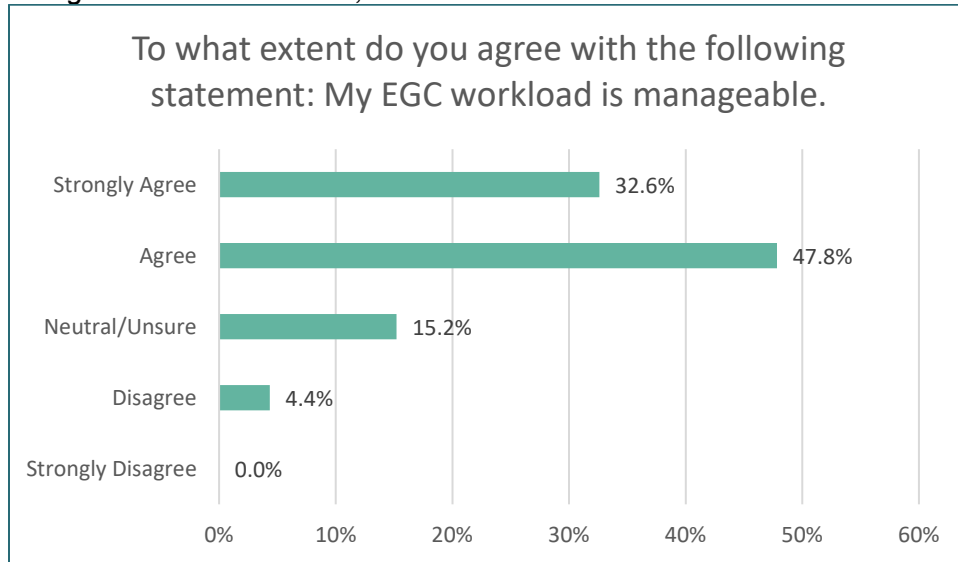
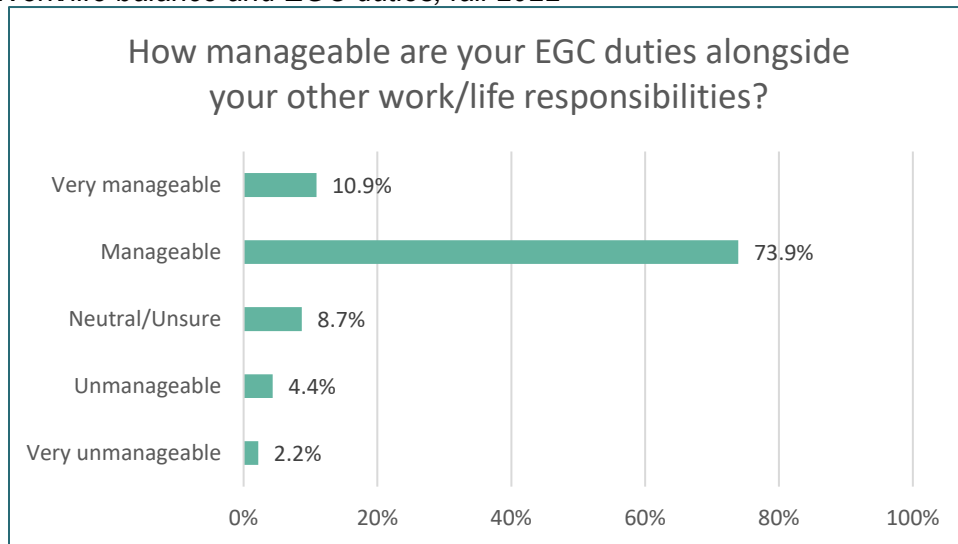


Chart 33: Work/life balance and EGC duties, fall 2022



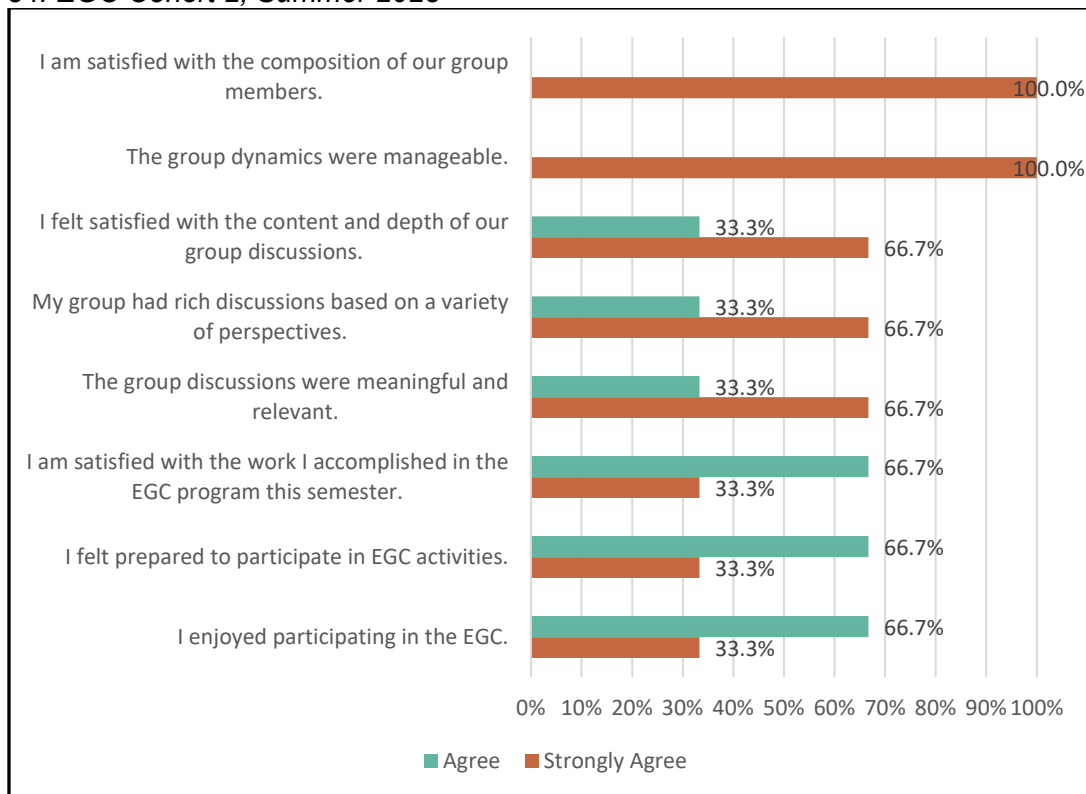
The majority of participants (78.26%) reported that they planned to continue within the EGC program into spring, 2023.

Cohort 2 survey, summer, 2023

n=3

A brief, semester end survey was shared with Cohort 2 members during June, 2023, however it only yielded 3 responses. The chart below summarizes their high level of participant satisfaction with EGC program features.

Chart 34: EGC Cohort 2, Summer 2023



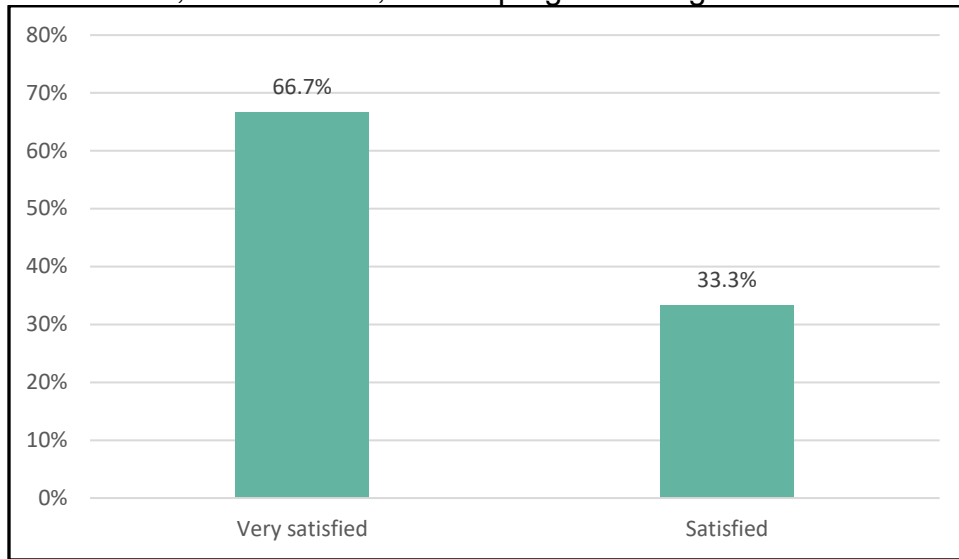
%='strongly agree' and 'agree'

Two of the three survey participants indicated that they intended to continue in the program the following semester (fall, 2023).

When asked for overall program feedback, one participant wrote the following:

- Needed clearer directions on what was required. Felt when work was submitted there were a few instances where there wasn't a way to upload the data.

Chart 35: EGC Cohort 2, Summer 2023, overall program rating



All participants rated high levels of satisfaction with the program as shown in the chart above. Participants were asked to share any details or suggestions based on their program rating.

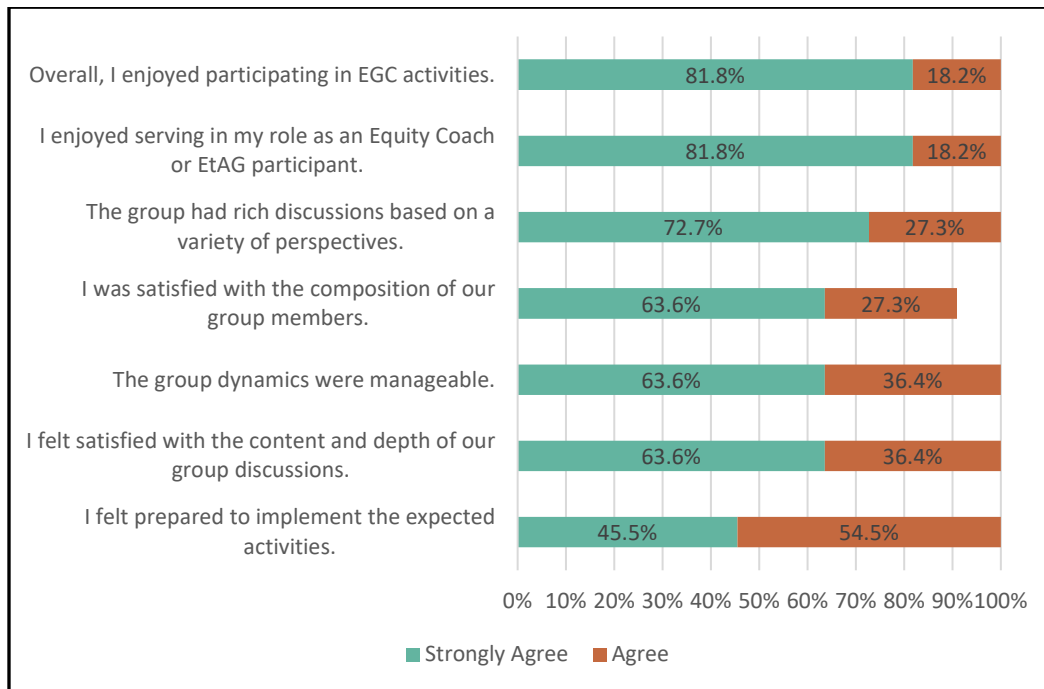
- The program is great. It's just such a HUGE area of work that it is easy to get lost in the abyss of it all. I'm trying TJ take it step by step but I always feel I could be doing so much more.
- Would have like to have seen a way that the sessions could be recorded thereby shared with any participants who may have missed the sessions.

One concern listed by a participant was to "Include upload info so work can be easily uploaded."

Cohort 1 exit survey, Fall 2023

Cohort 1 participants officially ended their program activities by June, 2023. The evaluator provided a short completion survey and the results of the Cohort 1 survey indicate a successful program implementation as shown by the charts and comments below:

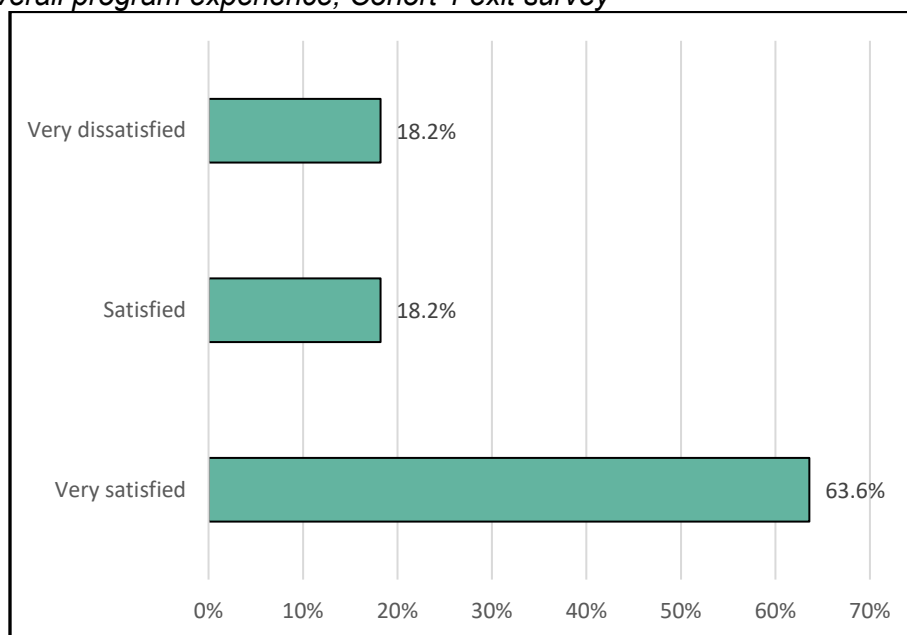
Chart 36: Cohort 1 Completion survey responses
n=13



Overall comments about program participation included the following:

- Allow time for implementing. Assistance and specific guidance would be nice. Like one on one, or office hours.
- I wish our group could still meet.
- i was so disappointed that in our department, nearly all participants were our adjunct faculty. Our adjuncts are incredible and we all learned so much however our full time faculty were the folks who needed to learn and they did not participate.

Chart 37: Overall program experience, Cohort 1 exit survey



The majority of participants (82%) shared high levels of satisfaction with the program as shown in the chart above.

Participants were asked to share in what ways they intended to either continue with EGC or continue implementing equity work at SMC. All surveyed faculty related plans for continuing their classroom EGC practices or continuing in EGC programming.

Verbatim responses are included below:

- I plan to conduct regular equity assessments by performing comprehensive assessments to identify areas where I need to improve my curriculum and class management for any existing gaps in equity. This can involve analyzing data on student demographics, retention rates, graduation rates, and faculty diversity to pinpoint areas that need attention. Additionally, develop inclusive policies and practices: Review existing policies, procedures, and practices to ensure they align with principles of equity and inclusivity. This includes examining curriculum development, and creating policies that promote diversity and prevent discrimination. Suggest these practices with new hires in my discipline and committees I am involved with on campus.
- I will continue implementing my equity work.
- I'm going to keep trying to improve my communication with the students and equitize my class teaching.
- I plan to use the community created in our EtAG moving forward as I change my pedagogical approaches in all my classes, I know what faculty in my department will be supportive of discussions and new ideas.
- Our EtAG groups decided to continue meeting monthly, as an ongoing support group. We'll invite department colleagues. I'll continue to attend equity oriented

professional development and campus programs and work hard to keep improving my courses. I'd love to be part of a reading group.

- I was very surprised on how equitable my assignments were by default, and I will continue to consistently reevaluate the way I present things, and ensure that I include all ethnicities this was a very rewarding
- I will use what I learned in the EGC, along with the what I've learned in other workshops and classes, to experiment in my classes, seeking more equitable outcomes.
- I am planning to build on the ideas to help students get more out of Math 54 by further developing projects based on opportunityatlas.org and bls.gov
- Continue to work on my classes with what I learned

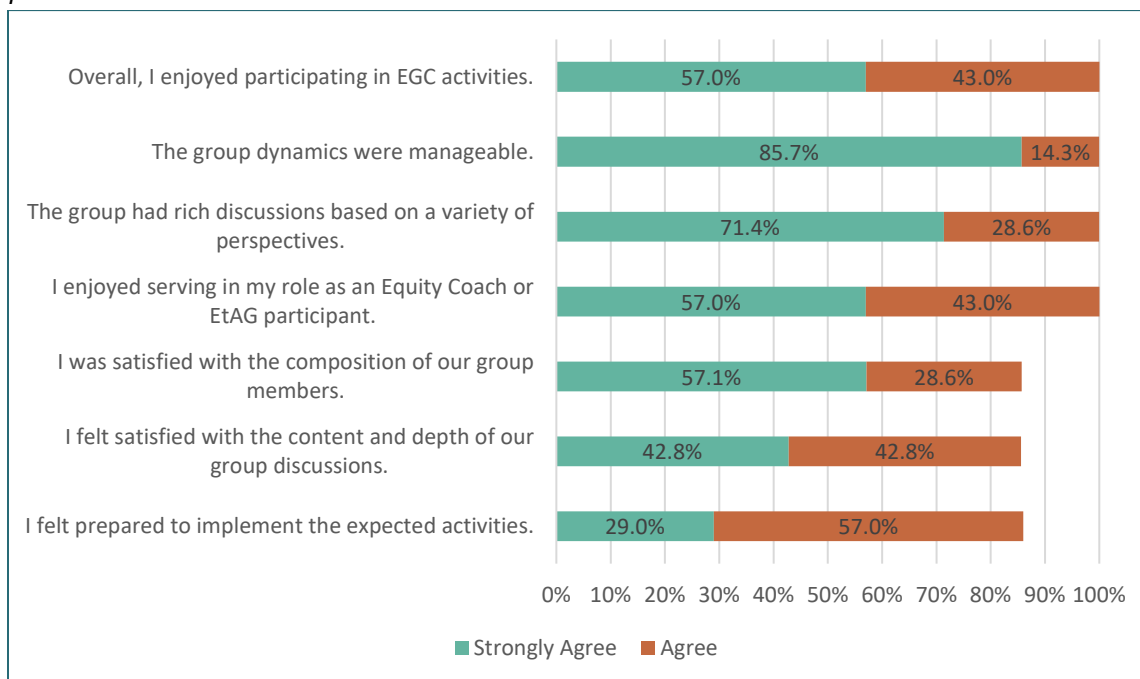
Additional program comments from the survey included the following:

- I hope this will be an ongoing practice at SMC and that every faculty will be inspired to participate and compensated for their efforts in many our campus know for our best practices around DEI.
- Assistance and specific guidance would be nice. Like one on one, or office hours.
- I realize this was a huge undertaking and I am so impressed by the program and the coordinators, THANK YOU!
- I'd love to see components of the Open for Anti-Racism program implemented at SMC: active anti-racism, open pedagogy, liquid syllabus and more. I'd love to see colleagues working together in SMC's organic learning garden - it's a healing place.
- Something I wish the EGC would offer more of is examples of practical changes one can make in the classroom and in one's work. I value what I've learned at the EGC, and the materials gave me much food for thought, but I have yearned for examples of how to apply that. For instance, two other lengthy workshops I've been involved in included examples of practical changes one could make in coursework: surveys, of reflection assignments, etc.

Cohort 2 exit survey, Spring, 2024

Cohort 2 participants officially ended their program activities by December, 2023. The evaluator provided a short completion survey and the results of the Cohort 2 survey indicate a successful program implementation as shown by the charts and comments below:

Chart 38: Cohort 2 exit survey, March 2024
n=11



Overall comments about program participation included the following:

- I loved my EGC group. It was real, raw, and honest, from the conversations, strategies, implementation, and work load. I don't think I could have completed it without the group.
- I am glad to have participated. Think it would have been better for participants not to be grouped by department/discipline, as it would have created a safer environment to be authentic.

All surveyed Cohort 2 participants (100%) stated that they were either “satisfied” or “very satisfied” with their overall EGC program.

Cohort 2 participants were asked to share in what ways they intended to either continue with EGC or continue implementing equity work at SMC. All surveyed faculty related plans for continuing their classroom EGC practices or continuing in EGC programming. Verbatim responses are included below:

- I plan to continue to monitor my equity gaps to help make informed decisions on my pedagogy. EGC also emphasized the importance of working with my colleagues in my department to share our best practices.

- I will use the strategies that I learned from EGC in my courses. And I'm no longer afraid to pivot and implement new tools within the semester. Things workout and things don't, but it's better to know.
- Plan to continue advocating for best practices shared via EGC and seeking to continually improve my courses as well as live and actively support SMC's DEIB-oriented culture.
- If nothing more, participating in EGC has caused me to be much more sensitive to and mindful of student experiences and the things I need to do to support student success.
- I will continue to seek out training opportunities and advocacy within my field and department.
- Continue critical self-reflection; work with my EtAG partners on other projects; attend EGC sponsored PD/Training events.

Additional program comments from the survey included the following:

- Thank you so much for this program. It was so intentional and thoughtfully planned out. Thanks again!
- Prior to EGC my courses already incorporated most of the best practices advocated for via this program. Learning about the student performance outcome tools was helpful as well as making tone of communications (i.e., course syllabus, online instruction) more friendly by shifting from third-person to first-person and emphasizing "community".
- I could've benefited from support in semester 4.

Attrition survey

One participant provided feedback on a Cohort 1 attrition. Their position was as an EtAG participant, and they rated their satisfaction with the overall EGC program as "satisfied". Their qualitative feedback included that they were an adjunct and felt that their employment status was "precarious". They added this final comment, "While I am dedicated to my students and equity... how can we help our students if we're not fixing equity in our own departments' hiring and class assignment?" Two EGC participants responded to the survey request by sharing their reasons for exiting the program. One stated that she signed up but never attended because of a family issue. Another wrote to say she discontinued due to the workload in her PhD program.

EtAG and Coach feedback (interviews)

Over the course of the program, 2021-2023, EtAG faculty and Equity Coaches were invited to participate in a short, virtual interview about program experiences. This section provides an overview of EGC participant feedback by semester.

Cohort 1 and 2 interviews, summer, 2022

At the end of the spring 2022 semester, the external evaluator conducted individual interviews with nine EtAG members and coaches. The goal was to obtain qualitative feedback on their spring 2022 experiences. The interview participants were from varied departments including Math, Cosmetology, Kinesiology, and English among others.

Motivation to join

When asked what motivated them to join EGC in this first place, many said they were motivated by noticing inequitable outcomes for their students and the sense that they could do better. Many said they were pleased to have a structured opportunity to increase their skills. Illustrative comments include the following.

- *Ever since my first teaching experience at the university as a TA, I've noticed the gaps in student's learning from the very beginning. As a first-year instructor, it blew my mind because I had the expectation that everybody would be here, starting here.*
- *Yeah, because I have numbers in my classes that I'm not happy with when I look at my Black and Brown students, my Black students especially 'cause I have so few of them.*
- *I don't wanna become pretty set in my ways as an instructor. I've been teaching at SMC for almost 21 years, and I don't wanna become completely complacent and set in my ways I was really interested 'cause I'm always looking for ways to help my students improve their performance*

One faculty cited the state and institutional mandates toward equity as a motivation for joining.

- *Well, equity has been the push by the state in recent years, and one of the important aspects of this is, first and foremost, student success for Black and Latinx students. Any initiative that is presented to us that we can take advantage of, learn from, grow from, make us better educators, any opportunities like that that come our way I really try and take advantage of them*

Program highlights

When asked to describe a highlight from the spring semester, faculty mentioned a variety of factors including access to resources, gaining a new perspective, being able to self-reflect, participating in discussions, and developing a sense of community within the EtAGs. Illustrative comments include the following:

- *I think the best for me is really finding some different ways of looking at these issues for me.*
- *I loved getting different tools, I loved hearing some of the ways that history has affected what has happened in education in the past, and we continue to see it every day.*
- *When I redid my syllabus, I'm like, "Wow, this is a really good task." I'm redoing all my classes, getting them ready for the fall and trying to figure out a way to make it even more accessible. That's a very, very good exercise.*

I liked our biweekly discussions really. I felt like we all **learned a lot** in those, uncomfortable or not or whatever. It was so good **hearing other people's perspectives**, getting other people's thoughts and feedback.



- *Both in the module and then in group when we dealt with the data, individual faculty data analysis process, it was a stunning experience, I think I can say, for all of us. That disaggregated data evaluation process was fabulously informative, provocative, and the number 10 has become a magic number for me I will continue to learn about that as I learn more about the disaggregation data process. That was a huge. If I had no other moment to speak of, that would be it.*
- *For me, the best part was actually hearing some professor colleagues talk about what they do with their classes, not necessarily in my department. I know that they're trying to discourage plug and play but it was also just—if you think about all of us professors as a team, it's very inspiring to see some of the work that my teammates are doing, and so that I really liked about it.*
- *I feel like I have an advocate, like I can call on those full-time faculty members with questions and concerns just outside of the EGCG, which I have. I feel like we've made a strong connection, which I think is helpful for our own sense of belonging 'cause as part-time faculty, we never feel like we belong.*

The program leads and the institution were also cited as highlights for some participants.

- *When we get together, we get an opportunity to clarify some stuff, and Tiffany and Chante do an excellent job. They're very calm and patient, and they have this sense that, oh, you guys will be fine because we have a lot of faith in you. That means a lot because I'm new to all of this.*
- *Overall, it's been a wonderful experience. It's been great, and I love Chante. I love Tiffany, and I love this work that we're doing. I'm gonna continue to do it for the next however many years I'm at the school*
- *. I think that the leads of the program have done a great job. The training was excellent.*

Program concerns

When asked to describe any concerns or barriers they faced during the work in spring 2022, most faculty pointed to having limited time to fully engage. This was due, in part, to rich discussions that ran longer than the allotted time, or more frequently busy work schedules with competing demands.


Some other faculty suggested their EtAG discussion group was dysfunctional. Others expressed some frustration over the amount of work.

Specific feedback on group dynamics is provided below.

- *We had some analytical people and business people tend to be that way, so I'm gonna generalize a little bit. That was probably the most challenging piece, because everybody wanted to run back to what the students are not doing, but to be able to say, "What do you do, and what can we do?"*
- *It was my own time management. That was a challenge. I had a lot on my plate. That's not the fault of anybody here. I wasn't as attentive as I would've liked to have been with the material. That's why I'm gonna be using this summer to delve deep. I'm glad again that they keep our canvas courses open so that we can continue looking at the material and applying that information and study to our classes.*

- *Within our group, some people felt attacked when people were sharing and that wasn't the case. I had to remind people that this is supposed to be a safe space, and*

Another challenge I find is because **I wear many, many hats** at school. One **challenge** that I have is just trying to keep up with everything. There is a considerable amount of reading and videos that need to be done, in addition to me preparing my meeting and making my presentation for members of my cohort. That **takes a lot out of me**. It really does. I get a little **anxious** sometimes because of the overwhelming nature of that.



and two, this isn't about you. It's not about any of us individually. It's about how we are—what tools are out there and available to make us better instructors.

One participant, in particular, related having a very negative ETAG experience during the fall and spring semesters. The cause seemed to be an ineffective Coach and a team member who, she perceived as a bully as shown in the direct quote below.

- *We're just listening to one person pontificate for a long time. The person tends to use language that sounds—I don't think he intends it that way, but sounds*

accusatory like, "You do this. You do that in your classroom. You need to know". It's almost condescending. He acts as though he's in a higher role. Those of us who are Caucasian feel reluctant to say something. His diatribes are often condescending and fairly accusatory and never interrupted by the facilitator.

The impact, the participant shared, is that she checked out and stopped paying attention in the group. She mentioned that another white female faculty spoke up and said she felt criticized, but was told that *"It's a white fragility thing. Your response is a white fragility thing."* The interviewed participant stated, *"I thought that was a message for me to shut up, not to say anything."* She said she did not feel safe in speaking up about feeling discontented and that *"it's not okay for the white person to come in and criticize."*

In addition, the coach for that ETAG, she reported, was not very on top of requirements and would often assign work on the Friday before a Monday meeting.

Two other White participants commented on race and their work within the EGC. One reported she felt that the program materials have opened her mind and she is now grappling with how to respond as shown in the direct quote below.

- *I'm neurologically working with the—if you wanna say struggling with all of the ideas. It is the fact that I'm a Caucasian female college teacher. What does that mean to me, and how do I manage that in the best possible way for education, for humanity, for talking to a student, for passing somebody on the street? There's a whole me here, but when it shows up, what is my response?*

A White Equity Coach also reported feeling unsure about her role in leading the EtAG group because of her race as shown in her quote below:

- *In this work, as a white woman, I'm not sure about my place. When I should say something, when I shouldn't say something. I don't know if cautious is right word, or I just I worry about talking too much or then not saying anything. I just sometimes feel—particularly, I'm talking about around race work, I feel like I'm not really sure always how to handle certain conversations or when to step back, or when to step up. I just didn't know sometimes how to handle the conversations, and that's true with my own classes and my students too. It's just hard.*

Another concern of a few faculty recorded during the interviews were excluded faculty, subgroups, and content area focus. Specifically, some faculty thought that those who needed the training were not within the group. One faculty member wondered why Jews were not included as a subgroup and two STEM faculty felt they needed more support. Illustrative responses for these three comments are included below:

- *We know there are professors who could really benefit from the training who are not gonna sign up. I always feel bad about the students who take those classes, and I don't know how to fix that. It's not that the professors aren't caring, but they*

don't understand this. They don't know how to do this kinda work. They're not signing up for the training, and so that's always in the back of my mind, a little bit frustrating.

- *The one area of intersectionality or discussion that I think hasn't been included, or even in the speakers, they'll shout out every other group that's been targeted by hate in the United States lately. They never talk about antisemitism. There's a lot of antisemitic sentiment in the United States right now, both on the far right and on the far left, and I feel like it does get left out of these conversations when they're shouting out all of the groups that have faced prejudice or discrimination in the culture.*
- *We don't have a STEM presenter coming saying, "Well, in your math class, this is how you can present a culturally relevant thing," and so, that's where there's a little bit—where it feels discouraging 'cause it's like you're telling us to do something that we've never—that sounds great in theory, but you're not giving us an example of how plays out.*

Program recommendations

Participants were asked to share any recommendations for program improvement. One recommendation was related to having different tracks for the EtAG based on prior training and levels of awareness. Specific comments for this recommendation are shared below.

- *I feel like there are just—people are in different places, and so, if there were some way to differentiate for people who [laughter] don't need the basic identity work that happens at the beginning 'cause they've done that throughout their lives.*
- *In (our department) I think people feel like not there's ever an end to this work as of course, it's an ongoing learning process, but I do think some people feel like they need to have the advanced course [laughter], whereas there's others that need an introduction to equitable teaching. Yeah, there's just a big range.*
- *I think some differentiation for different people is probably in order.*

Another recommendation, as discussed under challenges, is the ability to better tie equitable practices to STEM courses as shown in the direct quote below.

- *I think we're at that point right now where we would appreciate if there were some sort of, for lack of a better term, an expert, or some sort of support for STEM, for mathematics and sciences because that's a completely different beast than history, psychology and English. We find it very, very difficult to apply these ideas as the speakers, the approach that they all come from is from a social*

science point of view... We have general guidance, which we are incorporating, but there's more. We're realizing there needs to be more.

Other recommendations were to have more time, less material to cover, and better organizing of the Canvas shell which as called "a little bit confusing." The one participant who reported having a negative EtAG experience also suggested the Equity Coaches receive additional training:

- *..."make sure, if you're gonna get new coaches, that those are coaches who've already been through the program and understand the material."*

All interviewed participants said they would be returning in the fall. Some mentioned their colleagues who did not return and suggested reasons such as being busy and adjuncts not having a course that semester and choosing not to continue.

Cohort 1 and 2 interviews, spring, 2023

At the end of the spring semester 2023, the external evaluator requested individual interviews with EtAG members. The goal was to obtain qualitative feedback on their spring 2023 experiences. One participant (Cohort 2) shared feedback after the spring semester. She explained their current work as a continuation of the fall semester. *"I think we were really extending and continuing the pattern that we had established in the first semester, where we looked at data. I consider that just a pivotal moment in this entire process, where we analyzed our own data, and it set a perspective for us. ...Our group-think was definitely to examine our courses and to really-carefully review our syllabus for sure. This semester we looked at modules, and we had peer evaluations."*

The ETAG groups were another continued function for the EGC participant, and a very positive one based on her reflections: *"...Sometimes, our meetings—especially with the ETAG group—we would meet for an hour and a half. We trended a little bit longer than that because we would really discuss things that were ongoing among us.... I find helpful words very much from the other ETAG people that I'm with. It has been a really-good journey with them."*

When asked to point out a primary program highlight, the participant stated that it was about self-growth and awareness. *"... I'm embarrassed at how much I've grown. [Laughter] I never understood that I could grow that much, or that I might need to grow that much. I just completely, completely relaxed back on that idea, and it's still a wonderment to me and a surprise, and as I said almost embarrassing."*

Peer observations

During the fall, 2022, Cohort 1 faculty were focused on classroom implementation of equity practices. A group of trained peer observers were asked to each observe five EGC participants implementing their classroom lesson during the fall semester. Overall, interviewed participants rated the experience as worthwhile. Notable feedback on the process highlighted the difficulty of scheduling and completing that number of observations in one semester. Additional feedback on the observation sessions are provided below.

Based on participant suggestions, the EGC planning team revised the spring 2023 implementation by grouping faculty into triads that would observe and support one another.

In both semesters, the observations were conducted outside of the faculty members' home department. The instrument used for the classroom observation were faculty notes, the ESAT instruments, observation, and feedback notes.

Based on feedback from fall 2022 peer observers, highlights of the experience included being able to see another faculty implement equity practices, providing feedback and support, and furthering the mission of the EGC program. Verbatim comments on the best part of the experience are provided below.

Highlights

1. Seeing others

- *Of course, the fact that you take the time to go into another person's class and see how they do things, offer your opinion, I think it's helpful, not just for me, the observer, because I'm looking at a colleague. I'm seeing how they set up their stuff. I'm getting ideas on how I can improve my own class or classes. I think that give and take there is really positive just in that alone, that I'm in these other faculty's classes and even though they're teaching something completely different, there's something I can take or borrow to help improve my instruction capabilities.*
- *Visiting the other departments. For me it was enlightening to me personally. My department is very large and to be able to go to a cosmetology class or a math class, or a music class... That was really enlightening for me and made me think, what would I say if someone asked me what I need help with? What would I actually need?*

2. Being of help/collegiality

- *Most of the colleagues I knew, and so it was fine. They liked the feedback. They liked the idea of somebody just being in their class and giving suggestions. Often, as educators, we're in these spaces all alone with our students, and to get feedback from another educator in a way that's not like I'm evaluating you for*

tenure, right... That feels a little punitive as opposed to these observations felt more like, okay, how can I be a better instructor? How can I make sure that I'm in alignment with our campus goals of becoming a more equitable institution and closing our equity gaps.

- *And then the conversations afterward. I really like to listen. Listening to how they view their practice. People were really open and vulnerable. Having people be open, we need that vulnerability to do this work. So I was able to validate their feelings and help walk them through what to do next time and/or give another perspective. For me, that's the EGC in a nutshell.*

3.) Equity for students

- *...a huge part of my focus in the last probably year and a half has been ensuring that students have equitable environments to learn in and that curriculum is equitized and decolonized. For me, that was one of the reasons why I became an equity coach in the first place. Doing peer observations just seemed like a natural progression.*

As mentioned earlier, one of the main challenges during the fall 2022 peer observations was scheduling and time. Faculty commented that making arrangements for the observations, both for themselves and for the person being observed, could take an inordinate amount of time. The only other major challenge they observed was using the ESAT as an observation tool. Verbatim comments on the challenging parts of the experience, as well as a few recommendations, are provided below.

Challenges/Recommendations

Observation Instrument

- *It's not that this isn't structured. It is, but in terms of clearly defining for an instructor how they can improve the equity outcomes in their classes and be more clear on what they are supposed to be doing. You know direct connect study support. What does that mean? Is that it has to be in your syllabus? Collaborative learning, right. This was an online class so it wasn't directly observable 'cause everybody was doing their own individual thing. For the data-informed practices, I didn't observe those things, right, because how could I observe that information?*
- *I did have some questions about the form when I first saw it, but I was like, let me just get comfortable going through it first. Let me go back into Canvas and double check some things. But the form was more clinical than typical observations are. It's not personable enough. I might have observed some of it in a classroom but I probably wouldn't know this completely unless I had really direct questions to ask them when we met afterward. It was hard to make a strong judgement on each of the items because there wasn't a narrative attached to it or having an example of what that looked like in an observation, or like a model of the observation. The narrative sections were helpful though to inform. In filling out the digital form that*

we had to fill out after the observations were done, there was never a situation where I found that I didn't have the answers to the questions that were being asked of me.

Scheduling issues

- I have not been peer-reviewed yet. I think something happened with the person who was supposed to do my peer-review, but that was the last thing that was supposed to happen. I think other people have been peer-reviewed.*
- I was assigned eight (8) people and it was interesting! In my mind, I thought oh yes I can do this. It's easy! But I didn't think of the sheer number of people. Eight is a lot. I ended up only seeing six.... But it was an interesting process.*
- Be more structured with the assignees. I had this great list but some people were online, some were on ground, some had classes at the exact same time I do. It's not easy to match up schedules, but it could be something to think about. It'd be great to have a heads up, so that I could prepare. Mid-semester deadlines might help people to stay on track. One person had an 8 week class. Stagger dates and give people a little bit more flexibility.*
- I did have one particular faculty member that I was observing who was a bit difficult to contact initially and then was also a bit difficult to nail down when it came to having the follow-up meetings. He had an online course. I asked him to get me access to that. I had to ask, I think, three or four times. When he finally gave me access to it, he only gave me access for like three days, and so I'm glad that the first time I went there, I kind of looked at a bunch of stuff. I went to go there again right before our meeting just to make sure that I had everything in my head, and I didn't have access anymore. I was like, "Okay, all right. Well..." He missed our meeting!*

A few of the observers mentioned that they'd wish they themselves had had a chance to be observed. There was also some misunderstanding by the observers about how to approach the faculty as shown in the opposing comments below about the observations from two separate faculty members.

- 1.) I think it might be helpful if before you do the observation, if you were able to get some insight from the actual faculty that you're observing, right? What are the things that they want to work on? I think just giving the observer some context going in might be more beneficial, not just for the observer, but also for the faculty being observed.... We get their syllabus. If it's an online class, we get access to their entire Canvas core shell. That's kind of it. It's not a ton of context to be going into this type of observation. Because if we're looking at it from an equity standpoint, there are certain things that I would have liked to have known. Like, what did you change?*
- 2.) I sent an email out in advance about their time at SMC, what classes they taught... and asked if there was anything they wanted us to observe in particular or anything they wanted us to discuss in particular around equity issues. I read that email thoroughly! I wanted to make sure I got it right! Overall, I've observed*

between 12-15 people this semester so I needed to know what I was asking about. We had limited time.

One faculty observer from spring 2023 provided some insight on how the new, triad approach worked. She said they were from three distinct departments and initially met to introduce themselves and what they were hoping to get out of the experience. Each faculty member then made a note of what the other two wanted to have particularly reviewed in their classroom.

The requested focus for the interviewed faculty was on group interactions as shown in her comments below.

- *“At that point, I was worried about my group interactions because it is a health class. I’ve been afraid to use that group concept in the modules because of fear. The HIPPA law and FERPA,, and I feel like whammied by those. I have to be really careful that students don’t feel intimidated into saying something that they don’t wanna say, and so I have been reluctant. “*

The faculty member felt that a positive result of the peer observation is that the other faculty validated her practices. *“What I was encouraged with by the reviews that I got were that my discussions actually helped cover that “deficit: in my course. I have discussions [in] almost every module and students do really well.”*

The faculty mentioned that the requested observation points for the other two peer observers were inclusivity of world cultures in one course and the language within a course text in the other course. As a result of the textbook question and observation, the faculty mentioned that part of the review was to find supporting resources using their protocol and she was able to suggest a number of resources including those from USC which is “integrated” into much of SMC.

The faculty mentioned the triad developed their own protocol between themselves for use, but the overall evaluation instrument was the ESAT. Their second protocol was based on recommendations from the EGC prep materials which suggested *“that it was important when you’re establishing a peer observation that you listen carefully first to the person who’s being observed. That you establish an agreed-upon protocol, and that’s the approach we took. Our observations were based on what does this instructor feel needs to be observed, and then we integrated that with what was the more limited and more staid...formal-evaluation protocol, which was more limited.”*

Like the fall observers, the spring team felt that the ESAT was limited and *“only asks very-specific questions ... and it was more limited in how we might express what we actually learn.”*

She stated that the overall experience of working with other faculty on their courses was “useful” and “valuable”. She felt that they were a successful group and they met frequently. She commented *“That was a very-interesting experience... when we*

stepped out of our own department to interact with across-the-campus colleagues... I honestly think it's all about that COVID interval in our national life. The disconnects that occurred were significant, and there was both direct angst as a result of it and also an underlying subtlety of disconnect in general."

ESAT results

At least once per academic year, the EGC participants were asked to self-rate their levels of knowledge and skills using the ESAT assessment. The ESAT stands for Equity Self-Assessment Tool and was developed by the EGC planning team members to encourage SMC to self-reflect on their instructional practices and awareness.

The charts below provide a comparative review of self-report data from faculty based on their ESAT results. Cohort 1 and Cohort 2's pre-post survey data is provided:

Chart 39: ESAT Knowledge and Skills_1, Cohort 1

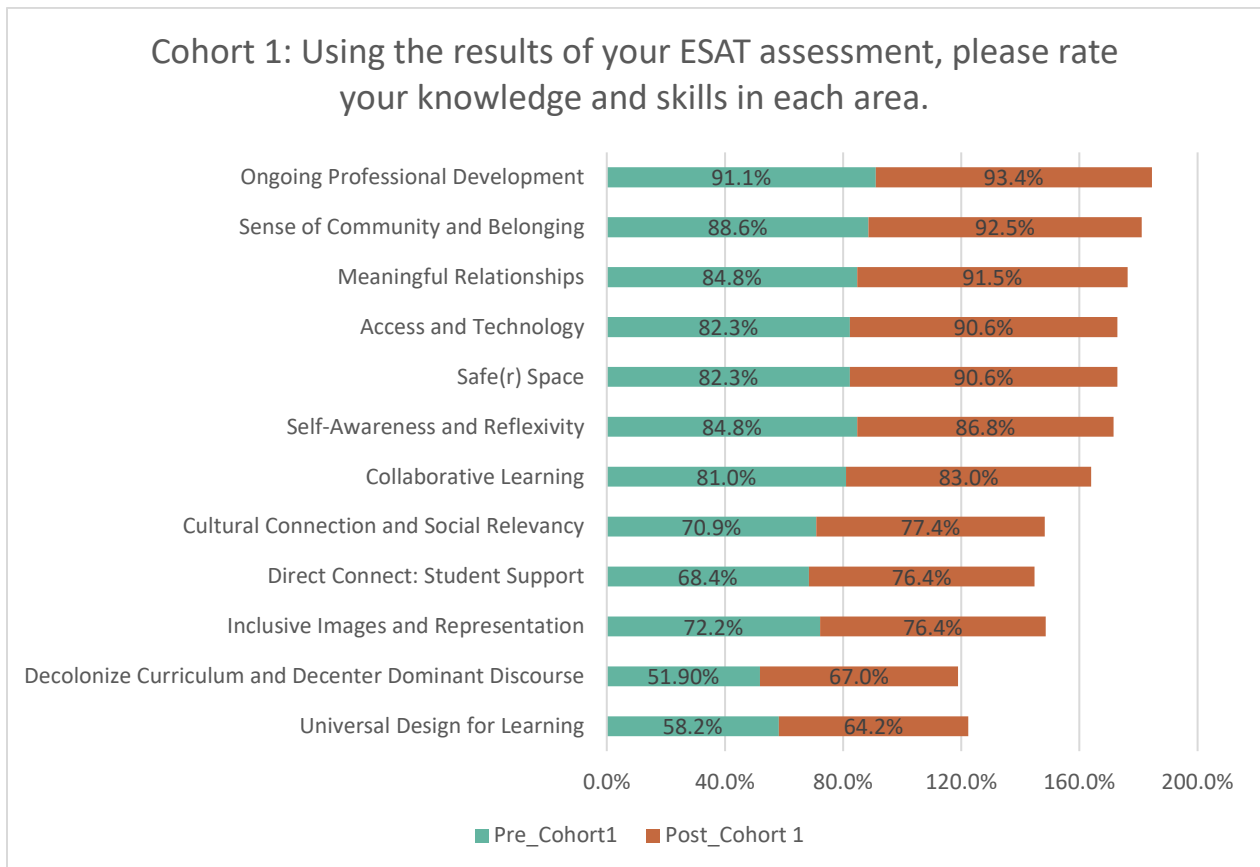
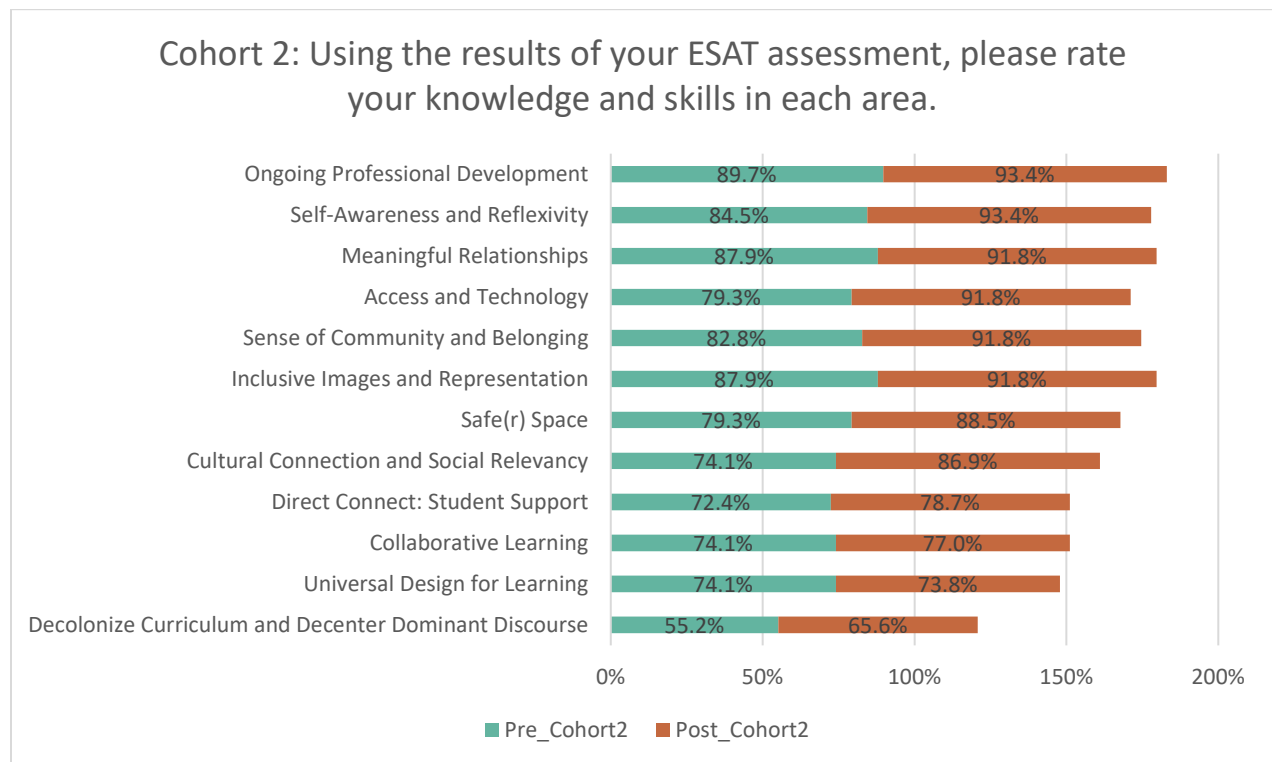


Chart 40: ESAT Knowledge and Skills_1, Cohort 2



As can be seen in the charts above, Cohort 1 and 2 had similar results in that the majority rated their skills in “acquiring ongoing professional development” and in “fostering meaningful relationships” as high. Lower rated items were also similar including “decolonize curriculum and decenter dominant discourse” as well as “universal design for learning”. Participants were then asked to identify specific practices they would employ to improve their skill sets. Common responses include the following:

- Continue learning and discussions/Learn more
- Decentralize power in the classroom
- Exploring new ways to self-improve and Become more self-aware
- Course revisions such as more group work, adjusting the curriculum, adding more active learning activities, ensuring better access to technology, etc.

Related and illustrative comments of changes they anticipated creating include the following:

- Create an open classroom environment in which diverse views based on cultural or personal differences are respected and welcomed.
- I would like to improve on creating stronger student engagement and culturally responsive (CR) assignments and discussion spaces for all my courses
- I am adjusting my grading policy for equity.

- I want to participate in more PD to continue to educate myself on equitable teaching practices.
- Allowing more time for students to complete the assignments. Providing additional samples of assignments for students.
- Humbly listening to students, actively employing a resistance to deficient mindedness thinking
- Revise my course syllabi with focus on decolonizing the curriculum.
- Modify course materials in a way that increases the students' sense of community and belonging.
- I also plan to rebrand my office hours as "drop in hours" and specifically mention what students can do during "drop in hours" as many students are unsure about what goes on in office hours.
- I will engage students in discussions about important social issues even more and include more modern references in the course material and conversations.
- I am going to use more inclusive images in my course to have more representation so that students see themselves reflected in the course. I also want to revise some assignments so that students can bring in more of their personal experience to the class.
- For a sense of community and belonging I will have community building assignments in class, and online.
- I specifically want to focus on decentering dominant patterns in the ballet classroom to and develop a cooperative and progressive approach. This includes looking at teacher/student spacing in the classroom (have students face one another more rather than teacher/mirror), have students work with material to create part of the midterm and final, and include students in a self assessment evaluation. I also am considering how peer mentorship might be more intentionally woven into my classroom.

Barriers listed

Over both semesters, faculty commonly identified the following barriers to implementing their equity-centered practices: Resources; Personal limitations (introversion, motivation, etc.); Time; Funding; and Professional Development.

Common responses include the following:

- The biggest barrier will be time, having enough time and support from colleagues to do this work in a meaningful way.
- Need examples of best practice/resources
- Support needed and accountability
- Online learning constraints
- Overwhelm (self or students)
- Better understanding through research and training
- SMC Administration

Illustrative, verbatim comments include the following:

- Biggest barrier is online classes - students have a hard time to bond with one another.
- Barriers include lack of creativity. Often, I cannot imagine a way in which to make the sciences more relevant or address cultural inclusivity.
- Simply put, I need to dedicate time in my lesson plans for this building. I can also create specific activities that help facilitate strengthen these areas.
- The barrier to the third practice is departmental or institutional, as certain outcomes are required by the College and specific content is mandated by the ESL Department.
- One barrier could be burn out, so I really want to be vigilant in practicing self-care and personal reflection.
- I need accountability. I need to work with others and not feel like I am working autonomously. I need someone to look over my work and I would love to work in a team to create this.
- My biggest barriers are all internal. I fear that experimenting or changing things that are working "OK" with the hope of them improving may jeopardize the quality of my classes for my students.
- I need support and encouragement on how to be inclusive, and encouraging
- I'm not sure how to have inclusive imaging in technical drawings.
- I feel like I need more training when it comes to managing student behavior and classroom issues.
- The main barriers I have are not knowing of workshops/conferences about Decolonizing Curriculum and Decenter Dominant Discourse that emphasizes this practice in mathematics. It sounds great in theory, but in application.
- Potential barriers might include resistance from students who feel small or want to remain invisible.
- Professional developments (PD) specifically tailored to math and statistics!
- For someone who is knowledgeable about equity to review my 'game plan' with me to point out where my weaknesses are for improvement.
- One barrier using the same models and paradigms to solve the old problem. I will need time to think creatively about re-centering the course.
- I would like to see how other classrooms are implementing the ideas of decolonizing curriculum.
- I have been teaching exclusively online and that is a challenge to keep the students engaged and not feel isolated. I need to get better at making personal videos so they not only hear from me via emails but also see me on the videos.

ESAT Knowledge and Skills_2 (Data)

Faculty were next asked to self-rate their skills in relation to data-informed equity practices. As can be seen in the second chart, by the spring semester, more faculty rated themselves as being highly effective at incorporating student surveys than in the fall semester.

As can be seen in the charts below, the majority of participants felt highly effective in skill areas such as “accessing course success data”, and least effective in “interpreting equity gaps” and “using data to inform teaching practices”.

Chart 41: ESAT Knowledge and Skills2 (Data), Cohort 1

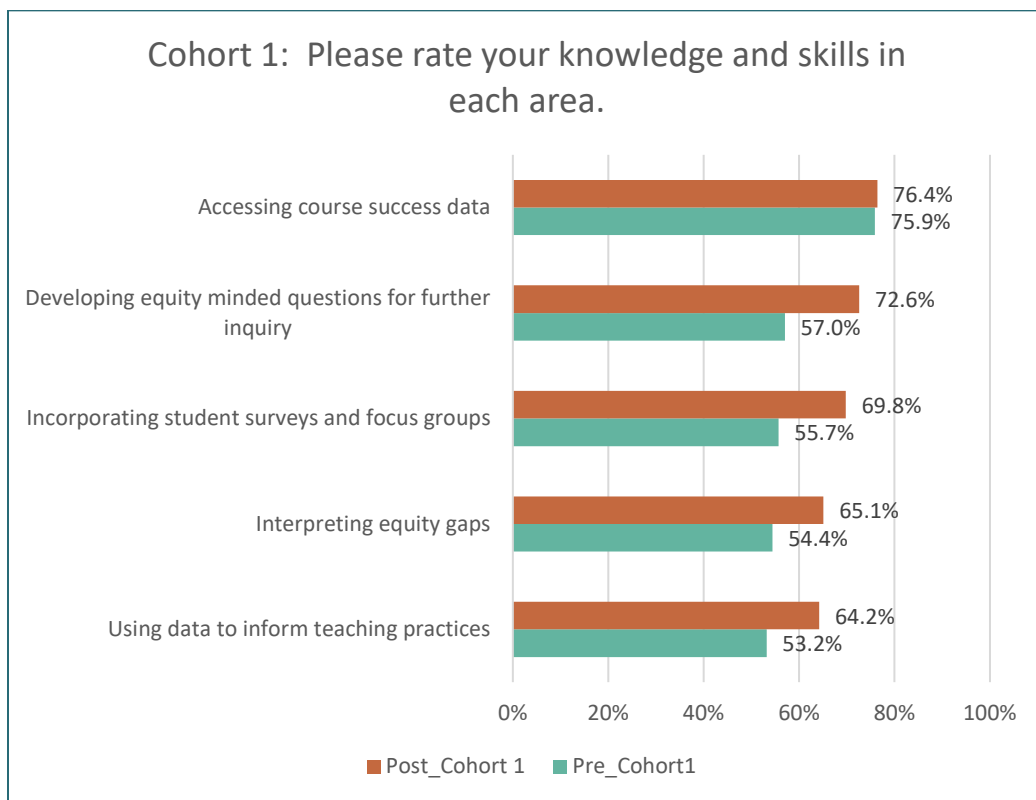
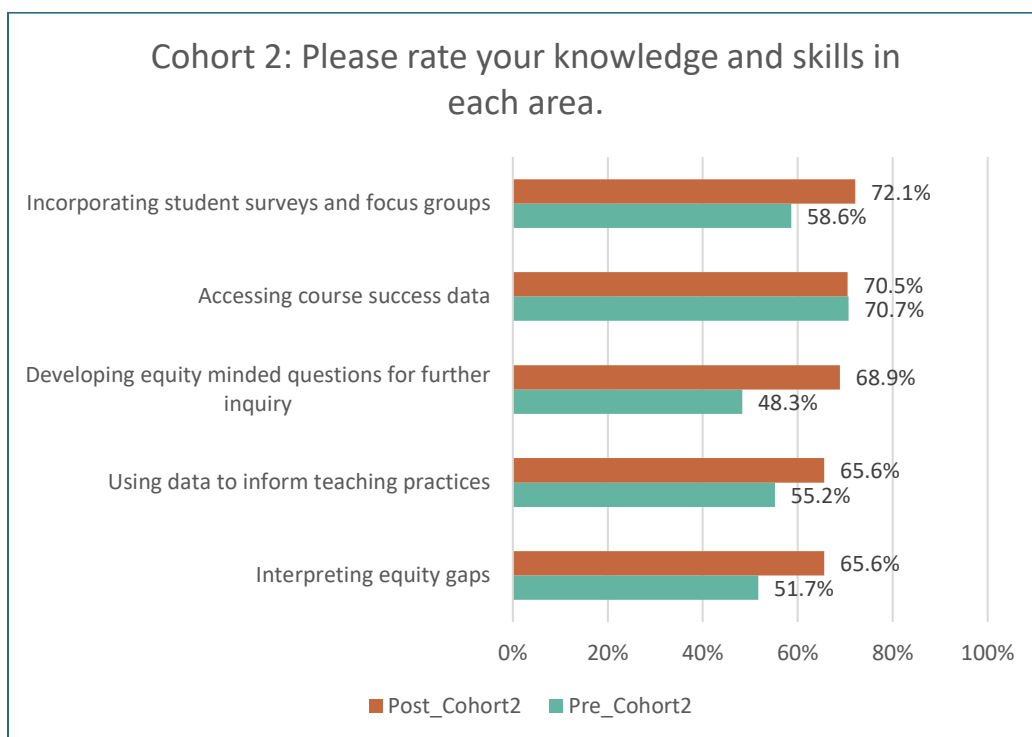


Chart 42: ESAT Knowledge and Skills2 (Data), Cohort 2



When asked to identify related practices they'd implement, faculty shared the following:

- Student input and feedback
- Review of course data
- Identifying and sharing student supports
- Course evaluation activities
- Student design and input;
- research/ data review, pedagogy, self-reflection, and survey creation/revision.

Illustrative, verbatim comments include the following:

- In my specific classroom environments, I plan on implementing more questionnaires and focus groups in order for students to have more opportunities to self-assess and assess my teaching and their learning experience.
- I think it is important for faculty to provide space for students to share their social and academic experience in the classroom.
- After using more culturally relevant data, for example, I will look at any changes to my equity gaps and class retention rates (similar to my observations after implementing more community and group-based learning in my classroom a few years ago - happy to see it made a difference).
- Recruit more Black and Latinx students to my computer courses by talking to other departments like business and inform them about our courses. I will be able

to see the effectiveness of these practices with the increase of Black and Latinx students in my class.

- Access data collected by our college to try and evaluate student success based on race and ethnicity.
- I plan to use google forms to survey my class and as a method to check in with students. I would like to use the results to give them some creative agency in how we spend our class time.
- I will re-visit data for my classes present and past and revisit analyzing it again, with a more focused lens this time.
- I plan to also pull out the Precision Campus data to look at the equity gaps from Spring 2022.
- I am going to insist on attendance at office hours because students are not getting the help they need. I will evaluate this by how effective the meetings seem in helping the students improve their writing.
- I will employ more self-reflection and course reflection practices into my courses./
- The practices of data-informed and equity-minded that I continue to employ is the flipped classroom method. I will evaluate the effectiveness of this practice by comparing my retention and passing rates to my colleagues that are teaching the same courses.
- Show documentaries and current events in the media that are reflective of inclusivity topics. Communicate sensitivity and related to student interactions. Focus more on black and latino designers and brands. Incorporate considerations to inclusivity and diversity in all assignments. Conduct an equity survey week 5 and make any needed changes.
- Researching course retention in our data with the process we learned. Monitoring students success with deliverables, offering flexibility, reviewing grades and providing anonymous course surveys throughout the semester, accessing and analyzing data and adjusting methods to provide a better environment.
- Having student design a project for their community, connecting students to their neighborhoods to share with the class about themselves and the neighborhood needs with the intent to help create class community and understanding.

Participants were then asked to reflect on any perceived barriers for their work. Self-reported barriers are included below.

Barriers listed

- Data concerns
- Time
- Student discomfort
- Fear of trying something new
- Over both semesters, faculty commonly identified the following barriers to data-informed equity practices: Time; the need for external review; resources,

particularly for engagement; data analysis; technology, student issues, and examples.

Illustrative, verbatim comments include the following:

- The data available seems limited and I do not feel comfortable making the class identify themselves in any particular group. I prefer to use the general institutional data as a measure of demographic.
- The barrier to strengthening these practices always seems to be time in the classroom. I always get caught up trying to cover everything, but it is probably better to be intentional about my lessons and take time in the classroom to have these meaningful learning experiences.
- The barriers could be if the class is rather non verbal/non talkative. Or if the topic doesn't generate interest. A
- Linking a cause to the outcome: what if a certain semester I had a certain gap, then it went up the next year: How do I identify the reason for that? This is very challenging especially if the # of students is <10.
- Data is certainly helpful but it is not always conclusive because there are so many other factors that impact student success semester to semester.
- I think the main barrier connected to interpreting our equity data is the current lack of specificity in our system. Some courses have more students who drop than others, and the fact that students who drop or earn a "W" are in the same category as students who finished the course earning an "F" further complicates interpreting our equity data.
- Finding appropriate sources
- The numbers on the data sheets are for a single class and may be difficult to interpret. The Report for Spring of 2021 showed classes from 2016 through 2021, so the cumulative numbers can provide a bit more clarity.
- Barriers to what I identified above again are time and support from colleagues to make sure these practices are implemented in a thoughtful way to produce change and not harm my students.
- I am not experienced with writing survey questions and analyzing the results
- I'm not an expert in data analysis; training would be great
- I would be interested in questions asked by others in their surveys. Our group shared their questions for the first survey. It was a meaningful exchange.
- My biggest barrier are our small class sizes that don't give me a ton of data to work from. Also a lot of my classes I haven't taught that many times, so I don't have much equity data from SMC yet. That will just take time. I'm most interested in tracking and analysing the diversity of my enrollments and success rates.
- I had some difficulties to clarify the data I have seen. Most probably that was the reason I didn't use it much.
- I still don't have a lot of data from past classes to really gauge how I am doing. I am only 3 semesters in at SMC.
- I probably could use a data analysis course :) and of course just the time to do it.

- I do not always know why my Black and Latinx students have poor attendance, which is usually the cause of why they do poorly in the class.
- More IT assistance for students, particularly mobile WiFi. More support for students on campus with Basic Needs and Mental Health.
- In terms of resources, I think the Dance Department needs resources and policies on how to better serve students with physical or learning disabilities. It would also be helpful to have data on attrition and withdrawals in correlation to students' success or completion rates. Is there a way to track students' withdrawal history so we can prepare for specific challenges? We could also use information from academic counselors and administration to understand how students are being advised and mentored from step one of declaring their major to enrolling in the appropriate classes and sequencing. A handful of
- Teaching on Zoom/Canvas makes it difficult to collect data. It's also challenging to connect with students meaningfully and to evaluate improvements in our relationships. I will leave more time in class open for connections to form. Students identified "getting to know my classmates" as one thing they like best (ESL 913)-- classmates are resources, so I need to allow and encourage these relationships to develop.

ESAT: Best Practices

The following charts display the results of faculty responding to a prompt about the best practices they used for student engagement. Both Cohorts displayed growth in each area.

Chart 43: ESAT Best Practices, Cohort 1

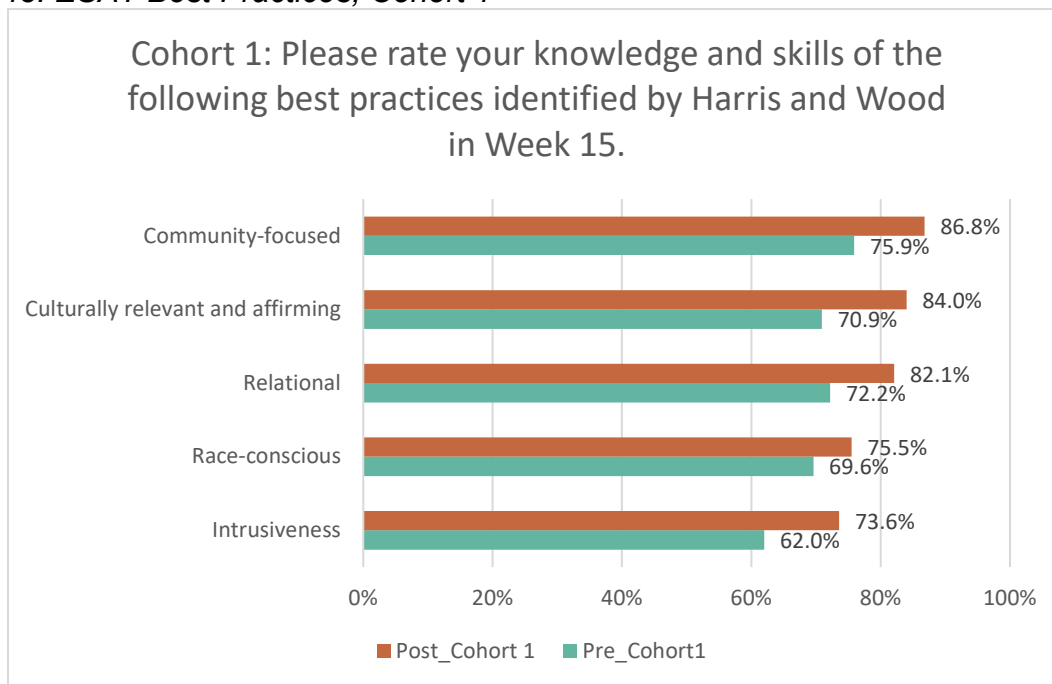
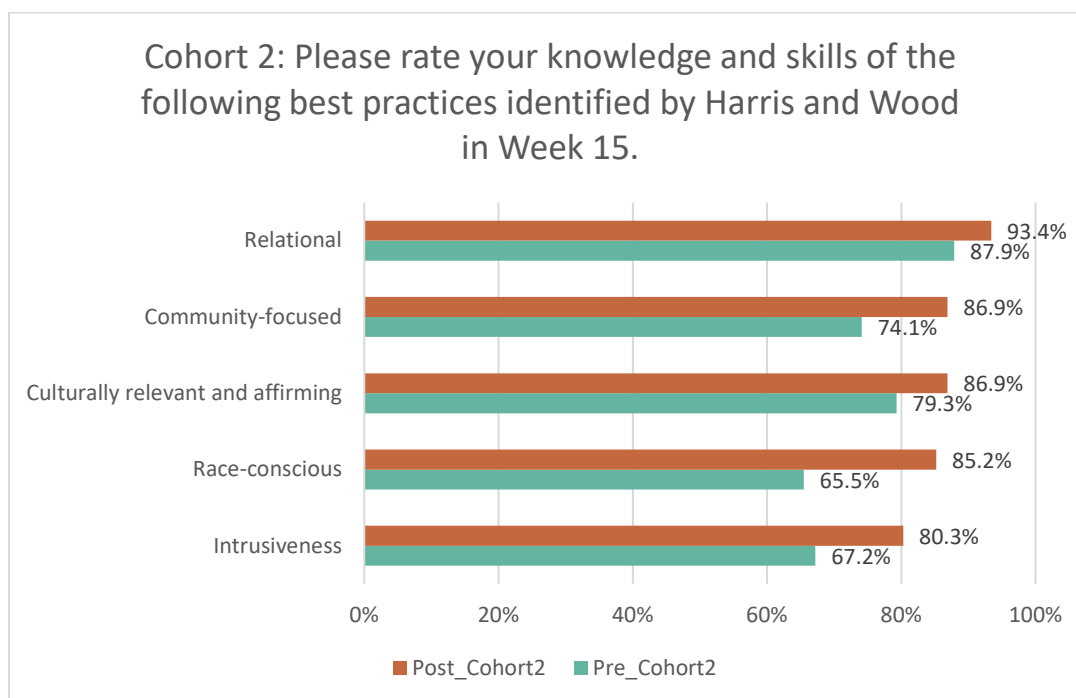


Chart 44: ESAT Best Practices, Cohort 2



Participants were asked to identify specific practices they planned to implement along with any perceived barriers for their work. Self-reported practices and perceived barriers are included below.

Current practices or will employ:

- Culturally affirming
- Relational (student supports and connections)
- Intrusive practices (more)
- Student outreach
- Over both semesters, faculty commonly identified the following practices: Student engagement practices (detailed); More discussions/communication; Intrusive practices (more); Equity-centered pedagogy; Course revisions; and Student outreach.

Illustrative, verbatim comments include the following:

- I would like to work on both connecting to students' communities and building community in our class.
- Revisiting classroom policies that encourage a more welcoming environment, including dress code.
- I want to work on being more active in discussion boards and providing opportunities for students to engage outside of class.

- Regarding race consciousness, I need to be more deliberate about monitoring discussions for racial microaggressions.
- Expand on race conscious casting rather the race blind casting.
- I think I need to practice being more intrusive and really stay on top of the students that are lagging in participation.
- In this area I see myself allowing for more student engagement by sharing their own cultural practices with the class and having them discuss how these relate to the cultures we are studying in the course.
- I want to implement a race-conscious approach by allowing students to volunteer information about their own cultural experiences that I can then use to incorporate into my lectures.
- I will continue to be intrusive with my students and will compare student success rates from fall 21 to fall 22. I will consistently email students each week to remind them what work needs to be completed and offer an individual check in or meeting to come up with a plan to get work completed. An additional practice I will implement is creating study groups for students on canvas so that they can check in with one another as well as me for help and for catching up.
- More opportunities for student voice during class by asking questions. Evaluate by asking about it on survey.
- Checking in even more with students when they miss a class or miss assignments. Encouraging them to show up. Following up on student interests/recommendations. To evaluate: surveying students at least twice during the semester to see if they feel a sense of belonging & being seen, and whether they want me to reach out (more).
- Pre-class music; post-class discussions. Evaluate with post-semester surveys
- Encourage more mixing of students in the class; integrate more addressing of cultural relevance
- More time for open discussions and collaborative exercises
- Ungrading. I plan to try ungrading several assignments in the future in order to help students better evaluate their own writing and to help motivate them toward the beginning of the semester (I'm assuming that it will be more motivational for students to evaluate themselves.)
- Cultivate an environment that promotes an active learning environment for student participation and individual reflection. In addition, make the course relevant and meaningful. by using real-world examples and connections.
- groups as either mixed or segregated.
- I will continue to offer options that make the work relevant, relational and community oriented: student field trips, student/facilitator gatherings. I will evaluate by class participation and responses to events in journals/survey.
- Bring more support services into the classroom.
- Community-focused. Invite SMC Mental Health Clinician to class.

Participants were then asked to reflect on any perceived barriers for their. Self-reported barriers are included below.

Barriers listed

- Time to self-reflect
- Administration support
- More resources, tools, and PD
- Institutional barriers
- Self-confidence
- Time
- Remote teaching/learning
- Over both semesters, faculty commonly identified the following barriers to student engagement: Need practice; Communicating with students; Self-confidence; External support; Finding "good" content; Time; Examples needed; Curricular standards/expectations; Remote teaching; and Evaluation.

Illustrative, verbatim comments include the following:

- It's difficult to feel like administration cares about "adjunct" faculty in any way, let alone any sense of equity. In that the "community" I foster is the classroom and the "community" of fellow humans on the planet. Institutional "community" is difficult.
- Barriers include access to technology or willingness to share. Online classes bring another layer that needs to be peeled back to allow for intrusiveness.
- I need help with the institutional limitations that are outside of my control such as the large class size.
- PD opportunities to collaborate with colleagues on student engagement practices.
- Time and energy. As a part time instructor, I have already committed to trying to develop relationships with each student, and sometimes I spend hours trying to come up with an assignment that they'll feel a connection with.
- The main barrier that I foresee is related to my own understanding of racial discourse and microaggressions. I don't have confidence that I can identify microaggressions and I don't have confidence that I would be able to address them if/when they come up. Also, I'm not sure how to discuss race in terms of the international student in the U.S.
- It would probably help me to take some of the professional development programs that were mentioned at the end of the Harris/Wood presentation.
- The barriers are student resistance to racial topics and uncomfortableness in discussing them.
- The only barrier that I want to get training in this area. The resources that I may need is to have free access to these types of training to get ideas on how I can apply to my courses.
- I don't have experience with creating effective active learning activities.

- In this case, I would love more examples of how to create a classroom that centers multiple perspectives. It is important to me to create a class that feels authentic. What I don't want to students to feel is that I am simply checking boxes. I want them to understand that I value these voices.
- I am not from a sociology background, so I find it difficult to process and analyze the results from sociology research
- Time.
- Barriers include access to technology or willingness to share. Online classes bring another layer that needs to be peeled back to allow for intrusiveness. A colleague uses video introductions and allows students to connect that way.
- Barrier = my own issues. I need to overcome any fear of getting involved and go for it!
- Technology is the barrier... I need to learn more tools that I can use to help students interact with each other - Offer more engaging tools.
- As always, time is the scarce resource that we always need more of. Other than that, I feel equipped to undertake all of the above practices.
- I think it is difficult to find the data that you are asking about right now. For instance week 15 Harris and Wood discussion. I doubt any of us are organized enough to find that file. I probably have it somewhere, but I need the date. Maybe you can put the date of week 15 because a lot of my files have a date on them, so I would be able to find the word document and answer these questions with the notes that I took from that day.
- I will need additional study tools or successful strategies for study stats. there is a book link Erin shared with me.
- I feel the most needed resource is professional development and equitable conferences that relate to STEM fields. I just feel that discussion of these ideas are great in theory but I would love to have a speaker come to our school who teaches math, has incorporated equitable practices, measured them and has clear findings as to their effectiveness. Also STEM need more specific best practices.
- More workshops and lessons.
- The hardest part is trying to support someone whose lived experience is so different than my own that I may not be able to fully understand or adapt appropriately.
- The barrier is the ability to draw boundaries.
- One barrier is that some students can be difficult to read because they might seem unsatisfied since they do not respond as much but privately through emails they are actually very happy with everything.
- A barrier is the interpretation of data and subjective student feedback.
- I don't see any barriers to implementing these practices. I will continue to access EGC material and notes taken in class in order to improve this area.

In the final section of the ESAT, EGC faculty were asked to reflect on any other areas for growth that they might need. The sample of verbatim comments show a common need for classroom practice, resources, supports including continued trainings. A summary of their input includes the following:

- Continued support and examples
- Personal growth and risks
- Institutional supports
- Self-awareness
- Faculty diversity
- Remote learning
- Resources and examples

Illustrative, verbatim comments include the following:

- Continued support and specific examples of best practices in the classroom and for class materials.
- To do this intense equity centered interventions, I need the institution to reduce our teaching workload.
- I need a human resource - I need a cohort or a colleague that I am developing the work with and who is reviewing my design.
- Honestly, this is an elephant in the room but being an adjunct makes all of this much more difficult. I have my own financial concerns and cannot trust that I will always get classes at SMC. As much as I adore SMC and its students, I do feel disconnected sometimes and anxiety about the lack of stability in my life and career makes it difficult to encourage students to pursue goals in academia.
- I need to gather more data (even qualitative) about my students, especially because their backgrounds differ widely, and from semester to semester.
- I need to be self-aware about my own lingering (cultural?) tendency towards a meritocracy-based pedagogy, and perhaps shift to an approach that encourages students to ask for the support (in any area) that they need, even if I may judge them to be without "merit."
- In our group, we discussed different ways to address racism in the classroom. MORE TRAINING ON THIS.
- Identifying institutional barriers to student learning.
- need to improve on how to group students, and how to be more flexible.
- Developing culturally relevant examples/problems.
- I want to take the Grading for Equity Course and continue to learn about internal vs external motivation, and how giving extra credit is unequitable.
- I really would like SMC and EGC connect us with a specialist for culturally relevant content for mathematics. Discussions on how mathematics problems can be developed/approached to be culturally relevant and race-conscious. Examples, examples, examples. I think the more examples we can work through the better.

- I would love to have a session on how to have difficult race conversations with students, especially considering that I am white woman. Growing up, we were taught to not talk about race outside of our home. It's kind of a taboo thing.
- I get tired. Emotionally drained. This work is heavy. Attending conferences like NCORE is rejuvenating for me. Being around a community of like-minded folks is healing.
- More awareness related to case studies in examples of classroom with good practices and content specific issues in fashion design and merchandising
- Access to database of resources connected to EGC Spotlights.
- Beside attending ETAG meetings, unfortunately, they're not recorded. I wish that we can find the topic on YOUTUBE or on our canvas to see how others apply. please create a chance to have asynchronously.
- I can use ideas for student engagement.
- Overall, I need to work on creating more assignments that help students feel more engaged and included in the topics being discussed. I am slowing coming up with more ways to do this, but I need the time to successfully implement these aspects.
- If we could have chance to see other team's work, that would be helpful.
- I need to more effectively use technology, and be more on top of the resources and apps that students are using. I still work mostly with pencil and paper, however that is not how all our students learn obviously.
- Being informed about new learning theories and practices is essential for every instructor's success in helping their students. We're living in a time where our role as instructors, goes beyond teaching a curriculum, to preparing healthy, well-informed future leaders of this nation.
- Over the past few semesters, all these sessions has brought to light the need to be as aware and responsive to our students needs.
- I feel like a reading group would be very helpful. There is so much literature on this subject as well as Ethnic Studies pedagogy that I would really like to read with guidance and peers.
- EtAG discussion have also been extremely motivating and something I've looked forward to for the past year. I wish they didn't have to end ever.
- More understanding of how Zoom works including dual on-ground and zoom simultaneously in working with the students. The lack of being able to connect to the students is the challenge.
- I'd like to see detailed examples of successful practice-- for example an entire course including how professors lecture, subject material, assignments, evaluation, etc. and hear how long it took them to get there in terms of confidence/competence and what types of things created breakthroughs.
- Better understanding of accessing student data provided by the school itself. More training on that.
- I think my biggest area of growth is identifying equity centered materials in economics specifically.

- I could use support in the areas of decolonization and decentering the dominant discourse
- Engagement with the wider college community. Basically there's so much day-to-day details to attend to that deeper engagement gives way to the practical.
- I would like to investigate "un grading" as a possible tool.
- I would really appreciate more discussions surrounding AI and how that technological advancement relates to, and challenges, equity.
- One area of continuous growth and reflection is the need to balance outcomes, job preparedness and flexibility.
- More technology integration and addressing the pros and cons of the impact of artificial intelligence
- Work on having group (limited time) sessions to encourage class participation. And somehow have students turn cameras on while participating in these group meetings with purpose of discussion and preparing for quizzes.

Impacts

The evaluation plan includes a section dedicated to examining EGC project impact. The main questions related to impact include the following:

- What impact did the training have on faculty teaching practices?
- What other data suggests impact as a result of program participation?

Data used to review impact includes institutional data related to student success (passing course grades) and retention rates by department. The Institutional Research Office provided the data below to serve as an impact analysis for participating EGC departments. The baseline year is 2018-2019 (two years before EGC implementation) and it is compared to the final year of Cohort 1 participation (2022-2023).

As can be seen in the charts below, in terms of success rates, the largest increases, pre to post for departments with EGC participants included Psychology (12.2%), History (11.1%), Health Sciences (3.8%), and Kinesiology (3.9%). The largest increases, pre to post, in retention rates for departments with EGC participants were in Psychology (10.9%), History (10.1%), Dance (6.6%), and Kinesiology (6.5%).

Chart 46: SMC Success Rate, pre-post EGC

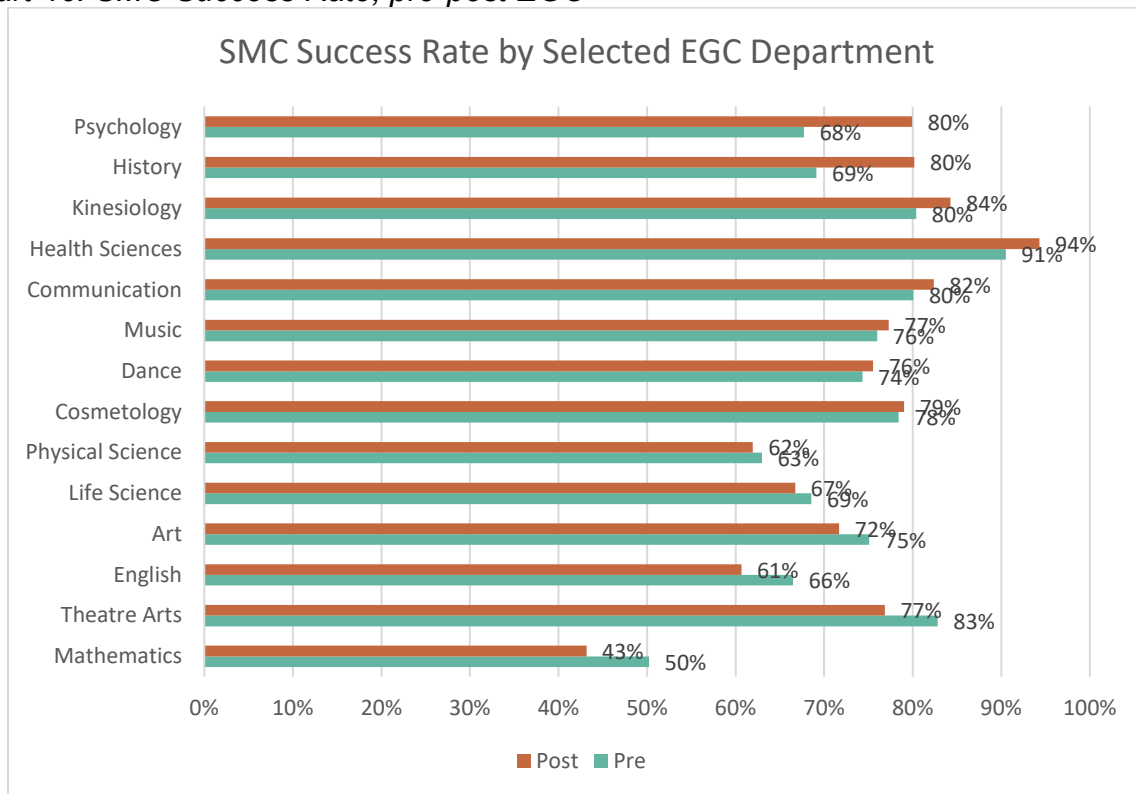


Chart 47: SMC Retention Rate, pre-post EGC

