

EXCELLENCE IN EQUITABLE TEACHING AND LEARNING

Lead and support ongoing development and improvement of equitable innovative and responsive learning environments for students and employees

Strategic Indicators Spring 2023 Update

Quality of student learning experience as measured by student engagement surveys.



The EETL team developed a set of elements for Excellence in Equitable Teaching and Learning which will be used for instructor professional development. These were presented to faculty (full- and Associate) for feedback over the course of three listening sessions during spring 2023 term. These elements will also be shared at the 6/2/23 College Council meeting.

In addition, the EETL team will be hosting orientation sessions in the near future (including fall 2023 term), which will include administrators, administrative assistants, and other people who will be involved in supporting use of the elements in the future.

The adopted elements may evolve over time—and the version that is adopted for current use will be used as a foundation for questions that are included in the fall 2023 Student Engagement Survey. These questions will assess students' experiences with these elements and this information will be used to set a baseline and establish thresholds for improvement. Implementation team members have begun initial meetings with Institutional Research staff to identify existing EYES questions that may be meaningful for this baseline assessment—with additions to come as needed.

The implementation team is actively engaged with members of the DEI Hustle Huddle to do more collaborative planning—to ensure that professional development from our respective teams forms a cohesive whole.

Teaching and learning survey results indicate positive progress regarding implementation of equitable best practices.



The elements that define these equitable best practices will be adopted by the end of spring 2023 term. Next steps will include deliberation among members of the EETL team (and with CCC faculty overall) to identify best ways to use these elements as foundation for professional development. Establishing these elements will serve as a foundation for more comprehensive action planning for the EETL group, spanning the next several years of this strategic plan.

Co-chairs of the EETL group will be meeting with Institutional Research staff in the coming months to develop pre- and post-year surveys, to measure progress regarding implementation of equitable best practices. The results of the first administered survey will be used to set a baseline and establish thresholds for improvement.

Employees report understanding and confidence in supporting student learning and feel they have the necessary tools to enact their role effectively.



The elements described above will serve as a foundation for new and enhanced professional development activities, in cooperation with the Center of Teaching and Learning (beginning in AY23-24). These will complement existing offerings organized by the Center for Teaching and Learning, and other internal/external providers of faculty professional development (e.g. Diversity, Equity, and Inclusion training related to Detour Spotting, offerings from the Online Learning & Educational Technology team).

We are in the process of researching the components to be included in future professional development offerings. The success of this implementation will be assessed through faculty ongoing surveys. The results of the first administered survey will be used to set a baseline and establish thresholds for improvement.


On Track


**Progress Made,
Assistance Needed**


At Risk