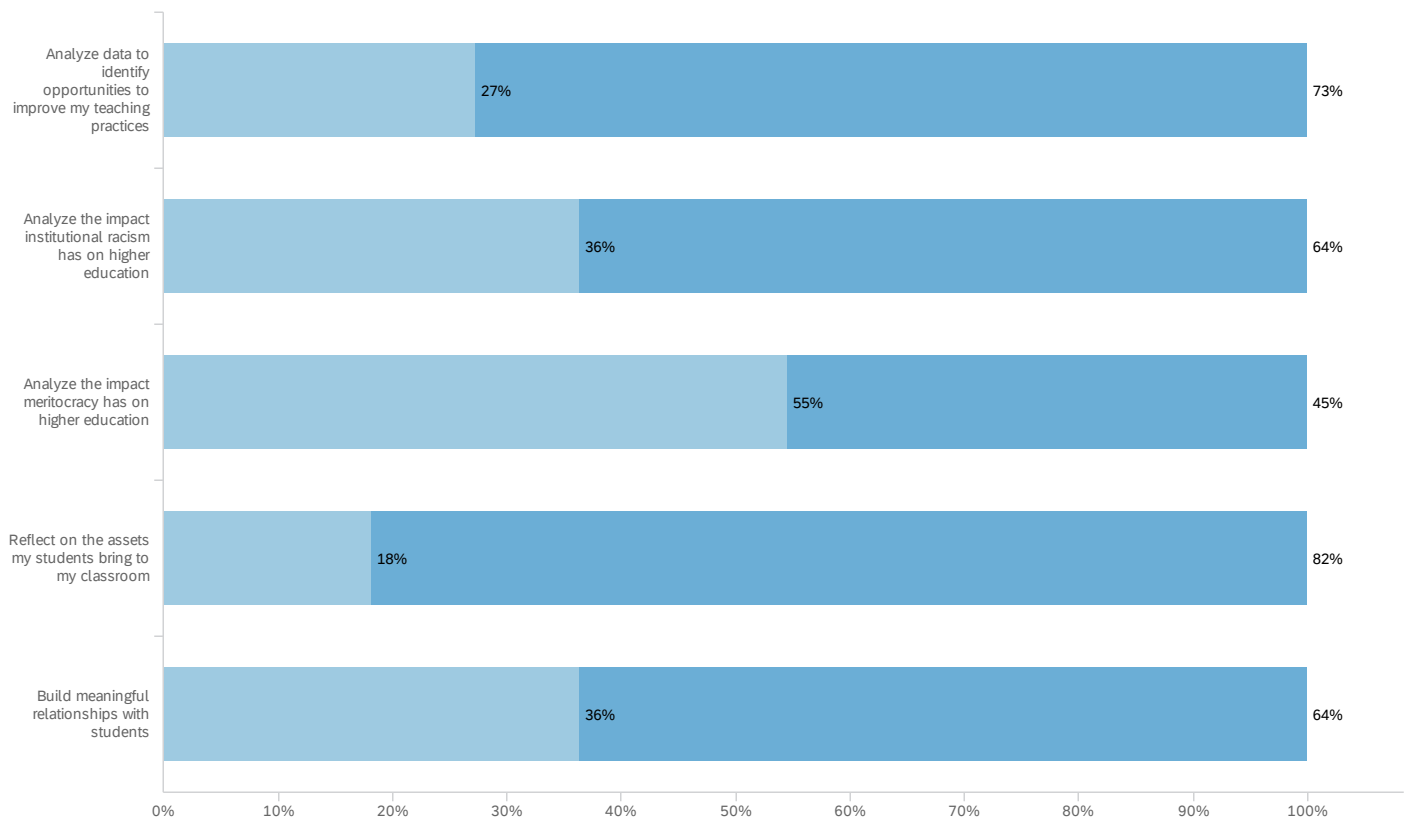# Cuyamaca College's Equity-Minded Teaching & Learning Institute (EMTLI) 2022-2023
Post-Survey Results

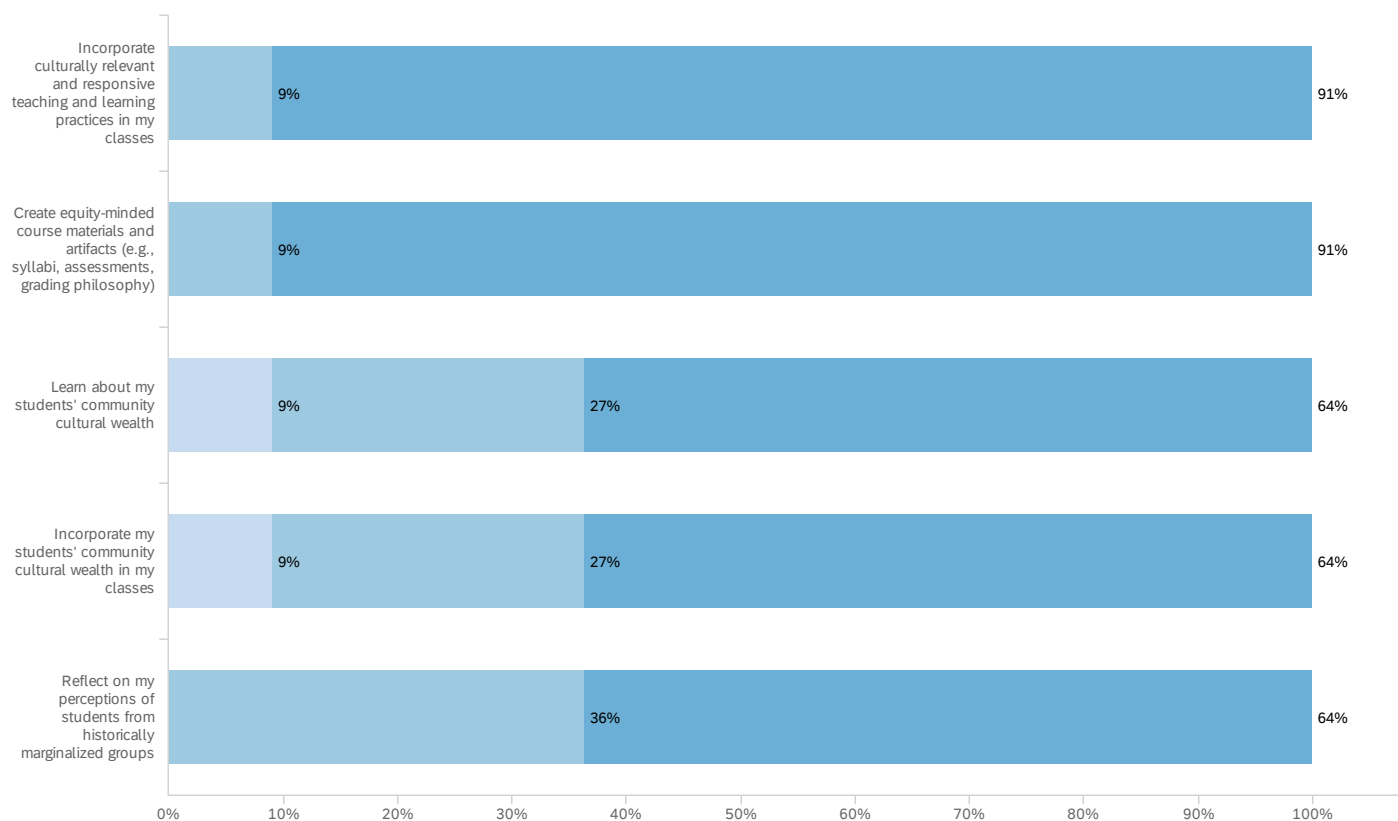Please rate how much **participating in the EMTLI** improved your ability to do the following:

■ Did not improve at all   ■ Improved very little   ■ Improved somewhat   ■ Improved a lot

	Did not improve at all	Improved very little	Improved somewhat	Improved a lot	Total
Analyze data to identify opportunities to improve my teaching practices	0% 0	0% 0	27% 3	73% 8	11
Analyze the impact institutional racism has on higher education	0% 0	0% 0	36% 4	64% 7	11
Analyze the impact meritocracy has on higher education	0% 0	0% 0	55% 6	45% 5	11
Reflect on the assets my students bring to my classroom	0% 0	0% 0	18% 2	82% 9	11
Build meaningful relationships with students	0% 0	0% 0	36% 4	64% 7	11

Please rate how much **participating in the EMTLI** improved your ability to do the following:
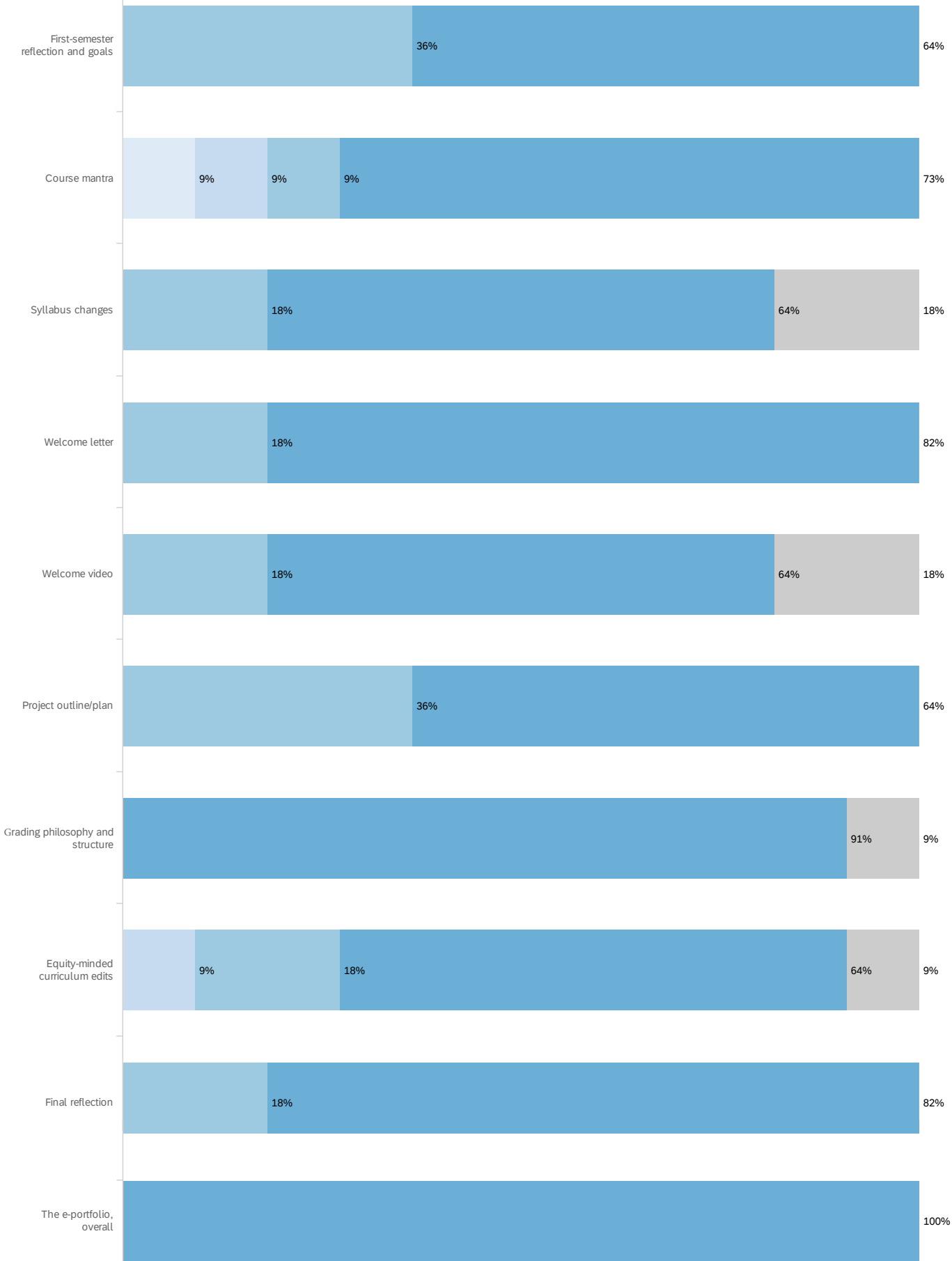
Legend: Did not improve at all | Improved very little | Improved somewhat | Improved a lot

	Did not improve at all	Improved very little	Improved somewhat	Improved a lot	Total
Incorporate culturally relevant and responsive teaching and learning practices in my classes	0% 0	0% 0	9% 1	91% 10	11
Create equity-minded course materials and artifacts (e.g., syllabi, assessments, grading philosophy)	0% 0	0% 0	9% 1	91% 10	11
Learn about my students' community cultural wealth	0% 0	9% 1	27% 3	64% 7	11
Incorporate my students' community cultural wealth in my classes	0% 0	9% 1	27% 3	64% 7	11
Reflect on my perceptions of students from historically marginalized groups	0% 0	0% 0	36% 4	64% 7	11

Please rate how much **creating the following materials/artifacts** helped you continue to become an equity-minded practitioner

Legend: ▪ Did not help at all ▪ Helped very little ▪ Helped somewhat ▪ Helped a lot ▪ N/A - I did not create this material/artifact

Material/Artifact	Helped somewhat	Helped a lot	N/A
First-semester reflection and goals	36%	64%	
Course mantra	9% / 9% / 9%	73%	
Syllabus changes	18%	64%	18%
Welcome letter	18%	82%	
Welcome video	18%	64%	18%
Project outline/plan	36%	64%	
Grading philosophy and structure		91%	9%
Equity-minded curriculum edits	9% / 18%	64%	9%
Final reflection	18%	82%	
The e-portfolio, overall		100%	

	Did not help at all		Helped very little		Helped somewhat		Helped a lot		N/A - I did not create this material/artifact		Total
First-semester reflection and goals	0%	0	0%	0	36%	4	64%	7	0%	0	11
Course mantra	9%	1	9%	1	9%	1	73%	8	0%	0	11
Syllabus changes	0%	0	0%	0	18%	2	64%	7	18%	2	11
Welcome letter	0%	0	0%	0	18%	2	82%	9	0%	0	11
Welcome video	0%	0	0%	0	18%	2	64%	7	18%	2	11
Project outline/plan	0%	0	0%	0	36%	4	64%	7	0%	0	11
Grading philosophy and structure	0%	0	0%	0	0%	0	91%	10	9%	1	11
Equity-minded curriculum edits	0%	0	9%	1	18%	2	64%	7	9%	1	11
Final reflection	0%	0	0%	0	18%	2	82%	9	0%	0	11
The e-portfolio, overall	0%	0	0%	0	0%	0	100%	11	0%	0	11

What **insights** did you gain during the EMTLI?

A better understanding of inclusive teaching practices to help close equity gaps.

During EMTLI, I found that a number of things that could be potential barriers to success in the classroom. Identifying these aspects of class from through EMTLI was huge, and I feel the need to continue to work on my course between semesters to reduce or break down these barriers.

Strategies to help me incorporate more equity minded learning and teaching methods into my courses. Also learned in more depth the reason behind some of the learning gaps, which aren't often analyzed very deeply (in other words, we can see what disparities exist, but don't have in-depth discussions- about why the disparities are there and what we can do to close them. this course helped bridge that gap). New grading strategies, new tools to humanize both in person and online courses. I learned a lot from the facilitators and EMTLI, and ALSO learned from my peers, which was really neato!

I learned a lot from the guest speakers and instructors as they shared their experience and knowledge, and learned to recognize my own privilege and biases and to be more open to comments for improvement. All this will help me a lot in future with my coming classes

I learned a lot in these sessions. Some material was very good, some highlighted the fragmented nature of American education. Our kids need tools to transition from high school to higher education and jobs. Our fragmented educational system funds efforts like EMTLI but we need a unified effort from pre-school on. It's very nice to welcome community college students and nurture them, but we need to reach kids much sooner.

I still have time to grow and learn

o I enjoyed building community and learning a little bit from everyone. In this EMTLI cohort, we all have different backgrounds, not just professionally but personally, I feel like that really strengthened this experience for me. It gave me hope and energy to see that we may all not agree on everything, but everyone was respectful and shared their perspective from a good place in their heart. No one shut anyone down when sharing their point of view because I think we all understand that we are here to become better professionals and better people. The final e-portfolio also really helped to put everything we've done this academic year into perspective.

Connect before learning can occur.

Please rate your agreement with the following statement:
I would encourage other instructors to participate in the EMTLI.
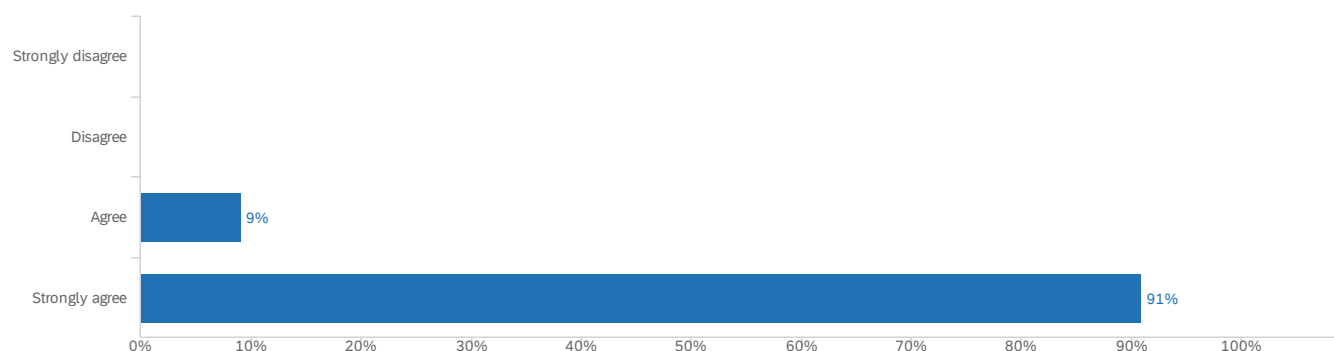
	Choice Count
Strongly disagree	0% 0
Disagree	0% 0
Agree	9% 1
Strongly agree	91% 10
	11

Please explain your response to the item above:

As an instructor, you would learn a lot and improve the way you teach.

I believe every educator needs to know about EMTLI. This experience will raise awareness, fairness and understanding on creating a well rounded courses/classes that revolve around equity and equality.

EMTLI is a safe space intended for growth of all instructors at all stages of their development toward equitable classes. I highly recommend EMTLI to my colleagues and will continue to advocate for this fantastic program. Please keep EMTLI going!

It was good to have an entire year to reflect on the material as opposed to rushing though the concepts during various PD weeks.

EMTLI provides critical skills that catapult the instructor and/or staff member into equity-minded thinking. For many, many years in my teaching career, these topics weren't being discussed. Just in the last five years I'm becoming exposed to discussions, discourse, articles, research, and learning opportunities (like EMTLI) that require one to reflect on some deeply important topics. EMTLI is the most in-depth course of its kind that I have seen in the last five years. It includes a BROAD range of curriculum including, but not limited to: equity gaps in learning at Cuyamaca at the course level, historical reasons contributing to disparities in learning, changing mindsets regarding how teaching and learning should take place, and perhaps most importantly, provision of tools that will help faculty/staff create a more equity-minded college course/experience for students.

I really think that EMTLI should be a required part of the tenure process. All faculty should have to go through it and re-up every few years.

Absolutely, I will tell my coworkers- faculty to enroll in EMTLI and incorporate the information we learned to improve our teaching practices in our courses and in our college

It's a good experience with opportunities to meet colleagues and be inspired by them.

Great opportunity to engage in meaningful conversations

o I think that our role in the classroom is crucial in closing equity gaps for historically racially marginalized communities. We see and interact with students every week (sometimes almost every day), the way that we connect, interact, and communicate with them has a long-lasting impact on their college experience. One interaction, whether it is good or bad, has the potential to make or break someone's dream of attending college. Therefore, not only should we talk the talk (equity, diversity, inclusion, etc.) but we should also walk the walk to make sure this is all happening in our classrooms to the best of our knowledge and abilities.

Due to the nature of my discipline and my experience as an equity minded practitioner even before EMTLI, I didn't think I had much to learn from the process. That couldn't be further from the truth. I was humbled and I learned so much about myself and how to improve in my equity practices.

Thank you for creating this impactful learning opportunity.

At Cuyamaca College, African American/Black students, Latino/a/x students, Native American students, Pacific Islander students, and students who identify with two or more races/ethnicities experience sizable equity gaps in course success rates.

Why do you think these groups successfully complete our courses at lower rates than other student groups?

Because they face more hardship and they are not always treated fairly.

I believe it's due to past experiences, assumptions, fears and doubts where these groups struggled and suffered. This, encouraging and welcoming them with more of equity language and practices will definitely raise enrollment and engagement rates.

I think there are many factors. But these students are largely underrepresented in the content (I teach STEM) they are studying, which reduces buy in. There's no social incentive to learn concepts in college courses if they don't connect with the content or what they are learning. I believe that by creating culturally relevant content and celebrating the work from diverse researchers, we enable our students to engage with the content in a more meaningful way.

Myriad reasons are at play. One may be hesitancy to enroll for college especially if the enrollee is the first of his/her generation to do so. Two may be lack of financial resources. Three may be perceived or actual institutional racism experienced at some point which served as a deterrent. Four may be spatial entrapment - no vehicle to get to campus - although this is changing - Covid caused a lot more online sections than ever before. Lack of internet access could be another.

I strongly believe that the diversity play a big role and help a lot to provide a healthy study environment
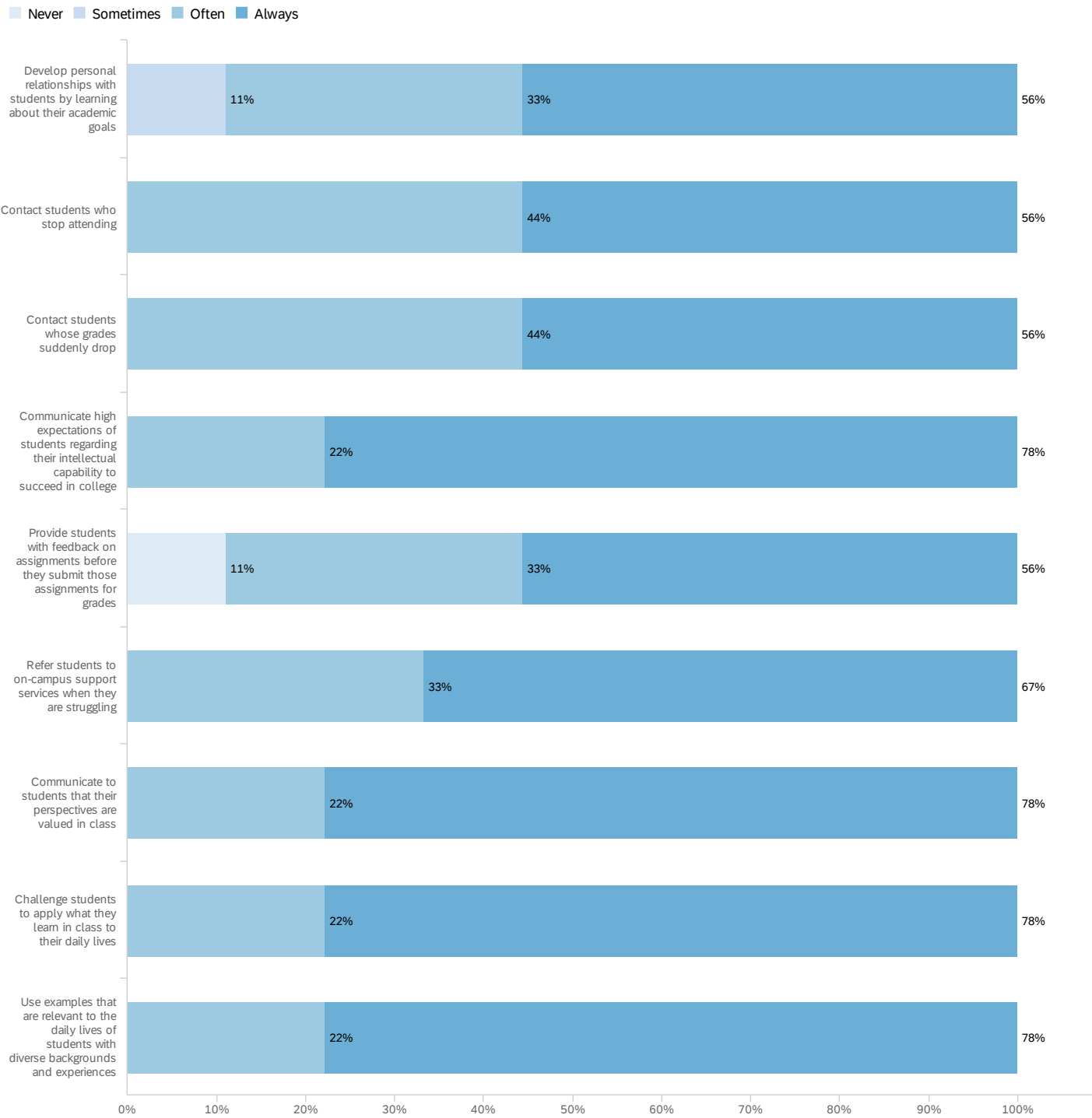
Poverty - can't afford tuition, books, internet, gas. Family obligations. Lack of confidence.

Oppressive systems in our nation and socially

Multiple factors can play into the reason(s) why this is the case, however, I think the lack of representation of faculty of color that students can relate to is important. As well as the knowledge, resources, and multicultural understanding that the current faculty can (or cannot) provide.
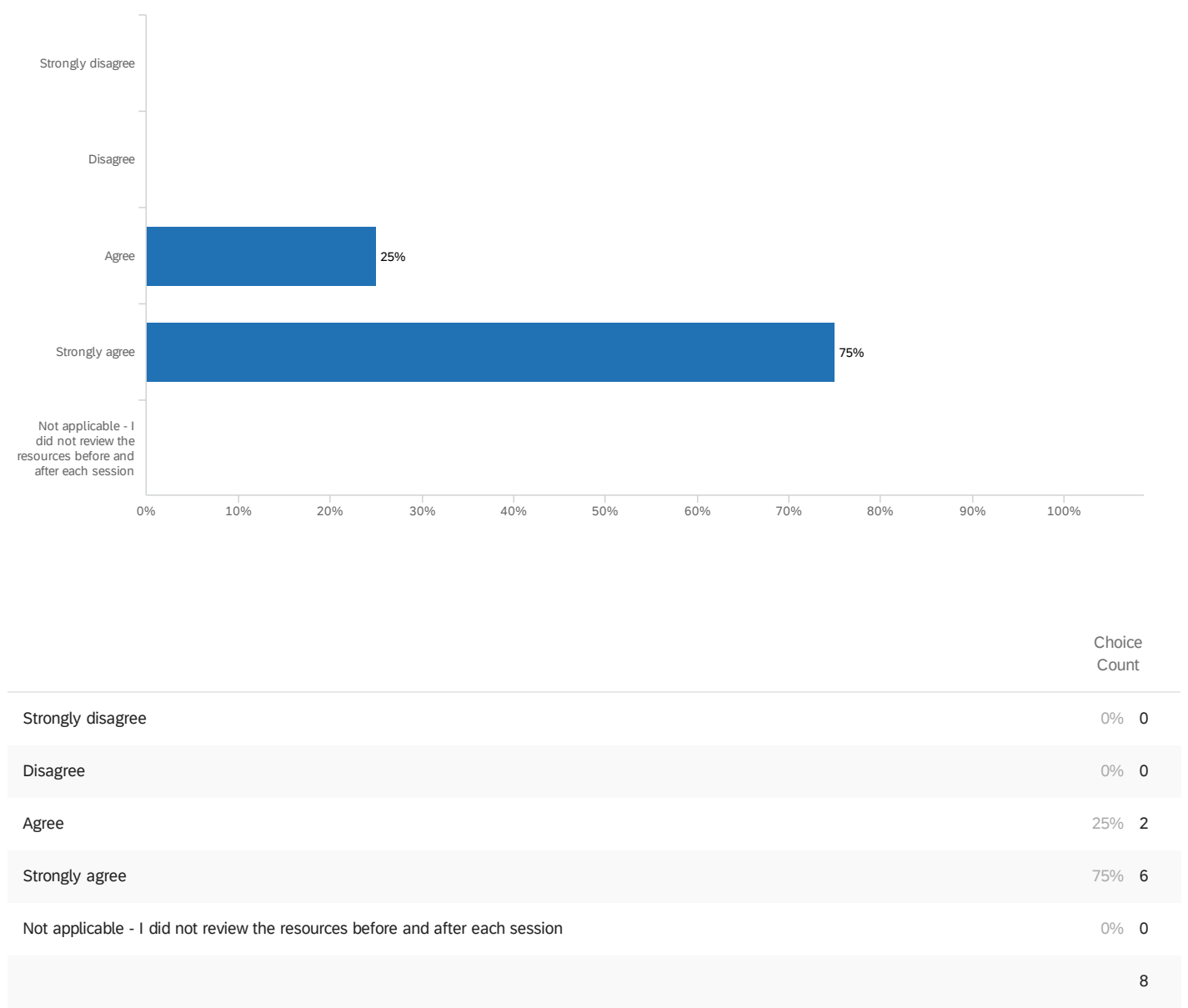
I think these student groups need a sense of belonging first. I stated earlier in the survey, "Connect before the learning can occur."

How often do you plan to do each of the following in your course(s) next semester?

Legend: Never | Sometimes | Often | Always

Statement	Never	Sometimes	Often	Always
Develop personal relationships with students by learning about their academic goals	11%		33%	56%
Contact students who stop attending			44%	56%
Contact students whose grades suddenly drop			44%	56%
Communicate high expectations of students regarding their intellectual capability to succeed in college			22%	78%
Provide students with feedback on assignments before they submit those assignments for grades	11%		33%	56%
Refer students to on-campus support services when they are struggling			33%	67%
Communicate to students that their perspectives are valued in class			22%	78%
Challenge students to apply what they learn in class to their daily lives			22%	78%
Use examples that are relevant to the daily lives of students with diverse backgrounds and experiences			22%	78%

	Never	Sometimes	Often	Always	Total
Develop personal relationships with students by learning about their academic goals	0% 0	11% 1	33% 3	56% 5	9
Contact students who stop attending	0% 0	0% 0	44% 4	56% 5	9
Contact students whose grades suddenly drop	0% 0	0% 0	44% 4	56% 5	9
Communicate high expectations of students regarding their intellectual capability to succeed in college	0% 0	0% 0	22% 2	78% 7	9
Provide students with feedback on assignments before they submit those assignments for grades	11% 1	0% 0	33% 3	56% 5	9
Refer students to on-campus support services when they are struggling	0% 0	0% 0	33% 3	67% 6	9
Communicate to students that their perspectives are valued in class	0% 0	0% 0	22% 2	78% 7	9
Challenge students to apply what they learn in class to their daily lives	0% 0	0% 0	22% 2	78% 7	9
Use examples that are relevant to the daily lives of students with diverse backgrounds and experiences	0% 0	0% 0	22% 2	78% 7	9

Please rate your agreement with the following statement:
The resources provided before and after each session helped strengthen my understanding of the topics covered during each session.

	Choice Count	
Strongly disagree	0%	0
Disagree	0%	0
Agree	25%	2
Strongly agree	75%	6
Not applicable - I did not review the resources before and after each session	0%	0
		8

What **types of preparatory/supplemental resources** would you have preferred before/after each session? Please select all that apply.
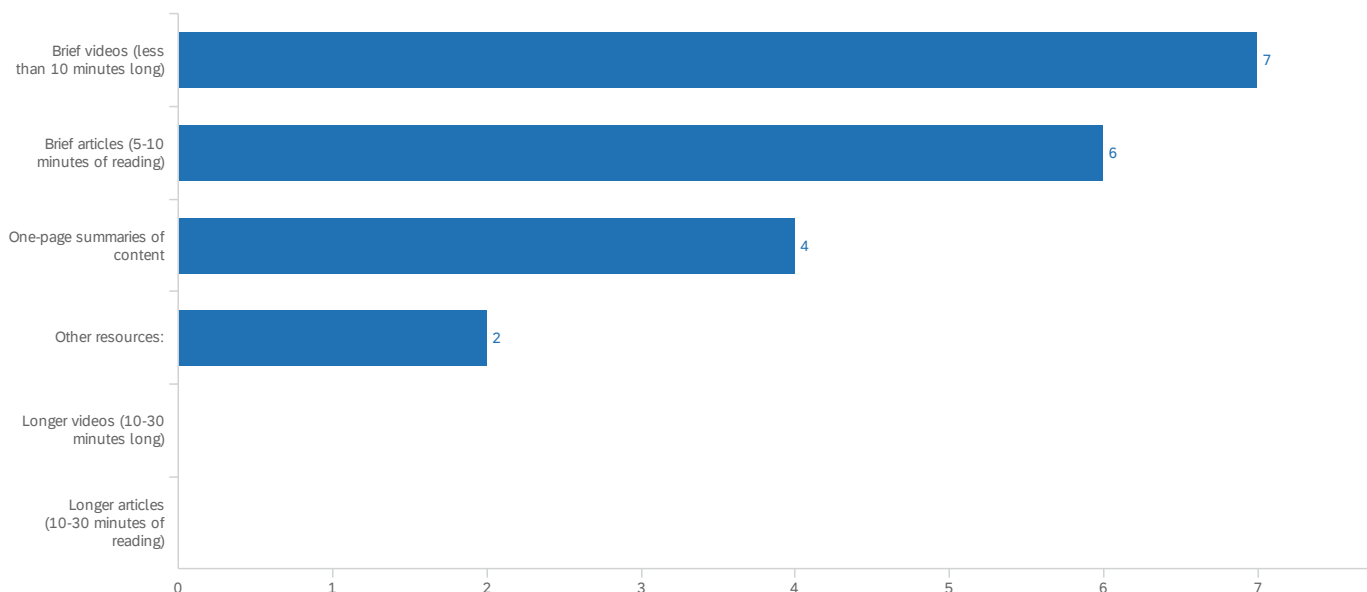
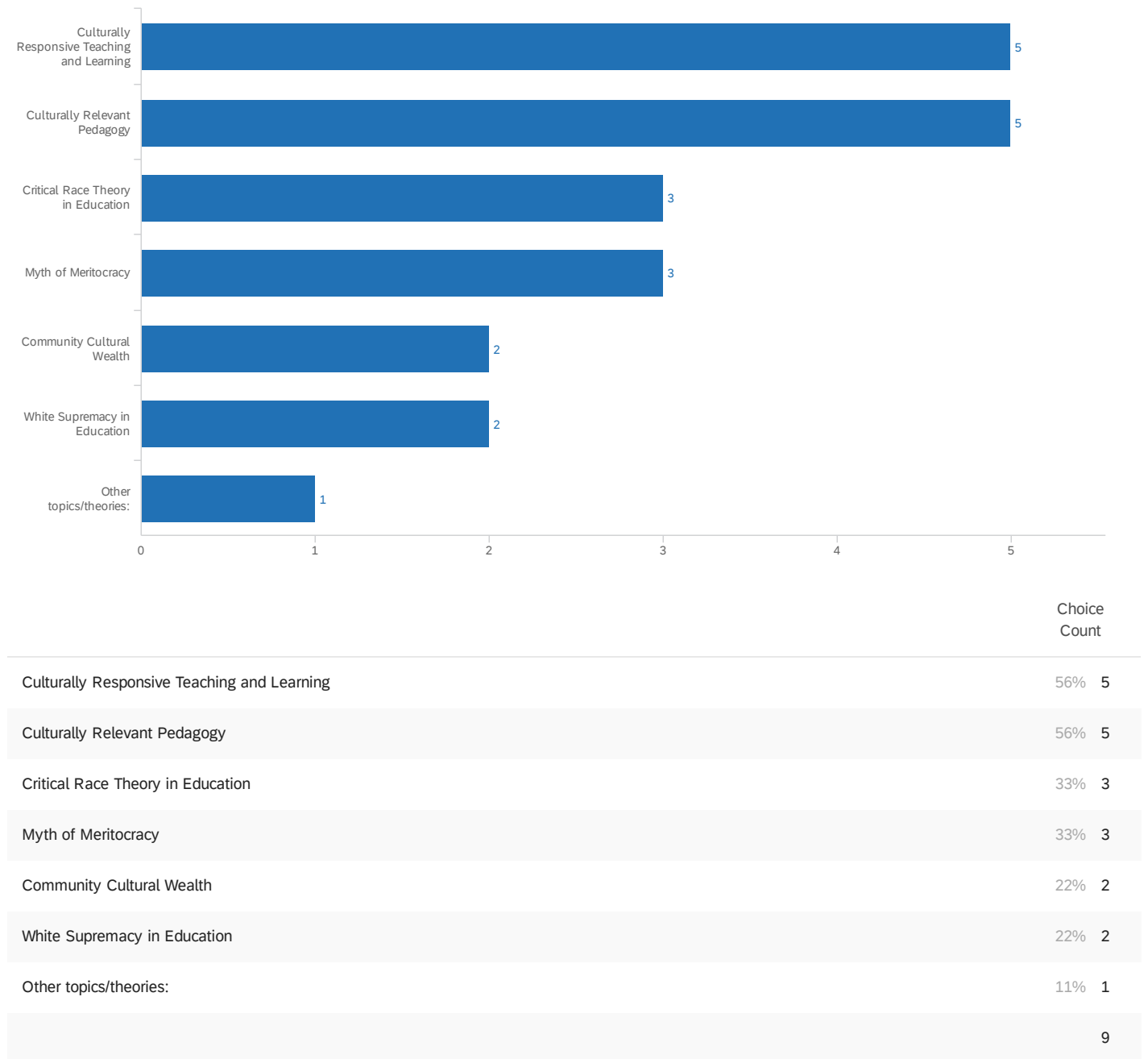|	Choice Count	
Brief videos (less than 10 minutes long)	78%	7
Brief articles (5-10 minutes of reading)	67%	6
One-page summaries of content	44%	4
Other resources:	22%	2
Longer videos (10-30 minutes long)	0%	0
Longer articles (10-30 minutes of reading)	0%	0
		9

Other resources:

Posting the stuff in canvas and letting us look at it was good enough for me!

Audio

Which **topics/theories** should have been discussed more during the EMTLI? Please check all that apply.

	Choice Count	
Culturally Responsive Teaching and Learning	56%	5
Culturally Relevant Pedagogy	56%	5
Critical Race Theory in Education	33%	3
Myth of Meritocracy	33%	3
Community Cultural Wealth	22%	2
White Supremacy in Education	22%	2
Other topics/theories:	11%	1
		9

Other topics/theories:

I don't remember meritocracy - so I guess that one.

Please provide suggestions about how we can improve the EMTLI for future participants:

I would say to please also include resources and examples for non-teaching instructors.

I loved EMTLI, keep up the great work!

I thought the course was awesome. I am actually pretty bummed that it's over. I would have been game to do the final presentation in person in the classroom! Also, participation in the discussions were weak at times. An additional reminder in Canvas (also by email - which was great) to participate - or an additional reminder during weeks when a discussion post or assignment was due) would be helpful.
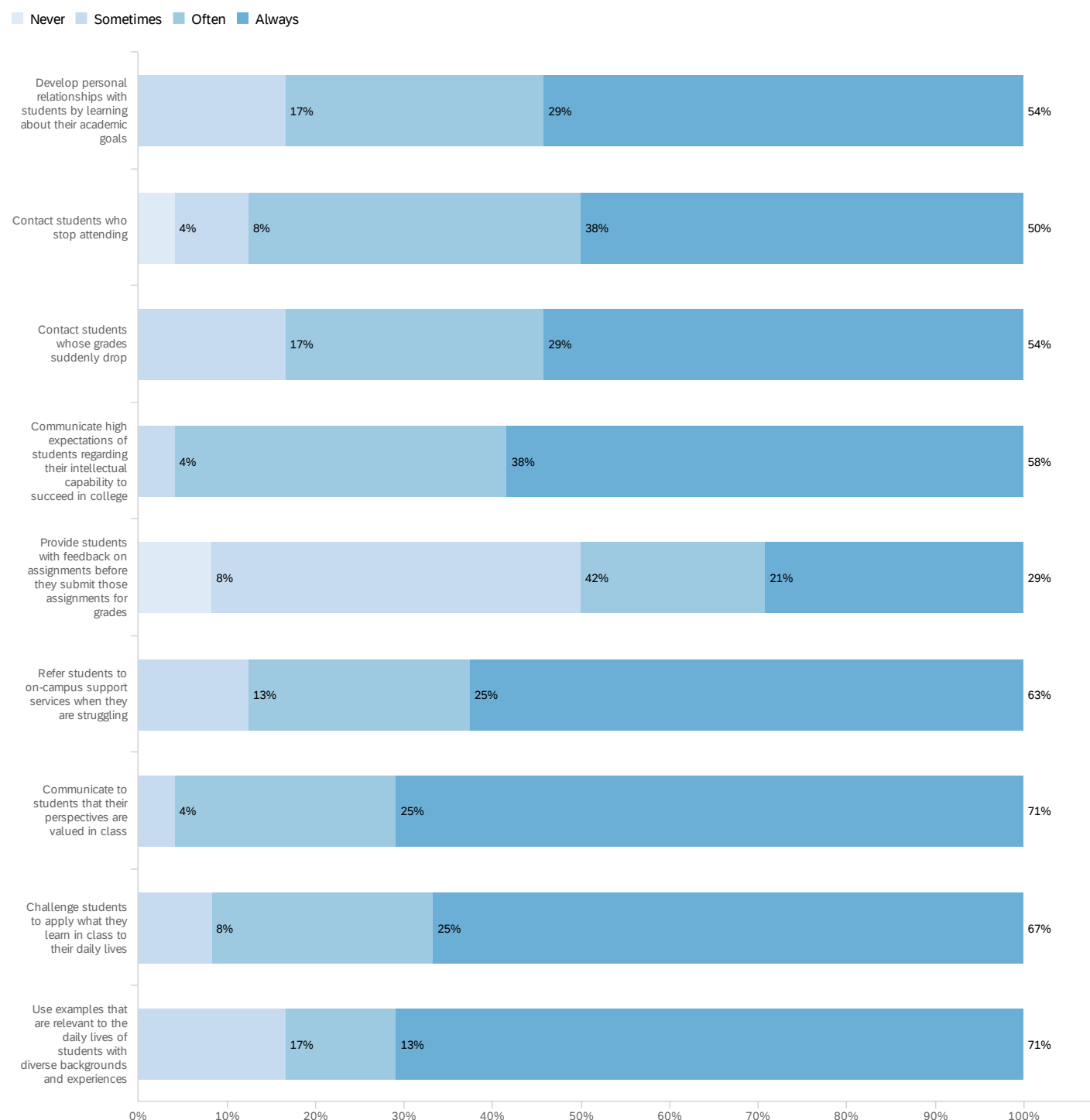
N/A

Hybrid meetings. Some in-person some virtual.

Require one in-person meeting to connect with our groups to further build community with other faculty across disciplines.

Cuyamaca College's Equity-Minded Teaching & Learning Institute (EMTLI) 2022-2023
Pre-Survey Results

How often do you do each of the following in your course(s)?

Never　Sometimes　Often　Always

Develop personal relationships with students by learning about their academic goals	17%	29%	54%
Contact students who stop attending	4% / 8%	38%	50%
Contact students whose grades suddenly drop	17%	29%	54%
Communicate high expectations of students regarding their intellectual capability to succeed in college	4%	38%	58%
Provide students with feedback on assignments before they submit those assignments for grades	8%	42%	21% / 29%
Refer students to on-campus support services when they are struggling	13%	25%	63%
Communicate to students that their perspectives are valued in class	4%	25%	71%
Challenge students to apply what they learn in class to their daily lives	8%	25%	67%
Use examples that are relevant to the daily lives of students with diverse backgrounds and experiences	17%	13%	71%

	Never	Sometimes	Often	Always	Total
Develop personal relationships with students by learning about their academic goals	0% 0	17% 4	29% 7	54% 13	24
Contact students who stop attending	4% 1	8% 2	38% 9	50% 12	24
Contact students whose grades suddenly drop	0% 0	17% 4	29% 7	54% 13	24
Communicate high expectations of students regarding their intellectual capability to succeed in college	0% 0	4% 1	38% 9	58% 14	24
Provide students with feedback on assignments before they submit those assignments for grades	8% 2	42% 10	21% 5	29% 7	24
Refer students to on-campus support services when they are struggling	0% 0	13% 3	25% 6	63% 15	24
Communicate to students that their perspectives are valued in class	0% 0	4% 1	25% 6	71% 17	24
Challenge students to apply what they learn in class to their daily lives	0% 0	8% 2	25% 6	67% 16	24
Use examples that are relevant to the daily lives of students with diverse backgrounds and experiences	0% 0	17% 4	13% 3	71% 17	24

At Cuyamaca College, African American/Black students, Latino/a/x students, Native American students, Pacific Islander students, and students who identify with two or more races/ethnicities experience sizable equity gaps in course retention rates.

Why do you think these groups are retained at lower rates than other student groups?

There are likely more than a single factor at play. One of the reason quoted in a research study (which I hadn't heard previously) stated that members of the groups listed above often need to earn an income to help support family members and that school is one of the first things to take a back seat. There is often a correlation between this and income (or lack of an income thus compelling some to work more or longer hours or work in lieu of going to school).

The higher educational system was created by white men, for white men. And the racially segregated systems persist today. The lower retention rates for these groups of students is a combination of a racist system and the implicit bias/microaggressions that happen in their daily lives.

Systemic racism and faculty/staff upholding it through: their interactions, lack of support, bootstrap mentality, and overwhelming lack of understanding between the difference of "equality" and "equity." ...Cuyamaca's geographic location: an area that's historically been known as unsafe and unwelcoming for BIPOC and especially violent towards the Black community. These student groups have a completely different set of challenges: higher stress, disproportionately impacted by COVID, not seeing themselves reflected in faculty and text books, presence of the sherrif's dept, ICE, etc.

Students from underrepresented, marginalized groups do not see themselves reflected in the composition of the faculty and staff. The campus environment is unwelcoming. The process for enrollment in courses is cumbersome to navigate. Inside the classroom, the course materials lack the inclusive voices of researchers/authors of color. There are assumptions made about the ability of these student groups. The student's lived experiences are not fostered in the classroom.

Social, cultural, economic and racist systems that students of color have to navigate on top of being a student. Hence, systems of oppression continue to impacts students success causing them to drop out, unable to communicate effectively, and or take longer than their counterparts.

Not sure, maybe teachers regard them in a different manner?

Lack of knowledge is a key reason why these groups are retained at lower rates. I believe most of these groups are not aware and well-informed about their rights as students and how to advocate for themselves. Especially if they are the first generation who get admitted to a community college and none of their parents are educated to guide them through and lend them their experience to succeed in their academic journey.

Lack of fundamental support and belonging provided in the academic institution and the classroom. White supremacy and racism is weaved and baked into the very fabric of higher education, manifesting in both overt shapes (e.g., monolingual English-language and Western pedagogical approaches, socioeconomic burdens on students) and covert forms (e.g., colorblind logic, negative/surface-level appearance of institutional support for BIPOC students)

I'm not sure. I would suspect systemic biases are influencing success rates and that students from these groups may be more likely to be balancing additional factors which can impede success with inflexible faculty (eg, childcare, multiple jobs, long commutes, caring for family members, etc).

I think there many factors that affect these group retention such as socioeconomic disparities between white and these group families, language barriers, changing majors, and low academic achievements

I think they may feel that they are not included and welcomed in the classroom and that they will not succeed.

I imagine it's because of a wide range of reasons, but primarily because these groups of people may not see their cultures and personal interests, or even others of their own ethnic background, represented in higher education spaces in the U.S. Higher education has not historically been a space that integrated people of these backgrounds, so there's also a negative idea of higher ed among these groups. Issues of access, inclusion, etc.

I feel that they don't have enough support in the classroom and on campus. They don't have people advocating for their causes and they fall through the cracks.

I don't know and would like to learn more so I can help retain them.

I don't know

Historical, structural, and institutional racism.

Due to the persistence of a lack of equity.

Because we don't provide validating experiences or acknowledge cultural wealth we don't check our own bias regarding the expected performance in class and place moral judgments on their behaviors (lazy, unmotivated, etc)- we blame the students rather than reflecting on our behaviors, we are too busy lecturing at them to listen to them or give them a space to have a voice, we make assumptions about their life experiences and access to resources that could be alienating don't provide role models or mentors that have lived shared experiences.

Because community colleges, and higher education in general, were not set up to support students of color. And we have done little to change the structure of the institution to change that. Our curriculum is still very much centered on dominant groups' experiences.

BIPOC students enter our courses have likely experienced intersecting and compounding layers of systemic racism. Education was first designed for wealthy, Protestant, White males, and the rules and structures that education was built upon have not changed despite our drastic change in student demographic. As such, BIPOC students are more likely to experience microaggressions from their instructors or peers, more likely to be suspended from school, more likely to have distrust of their teachers, and simply do not benefit from a system that wasn't designed with them in mind. Add to that that many faculty do not use culturally celebratory materials or make efforts to foster inclusion and safety in the classroom--BIPOC students may not feel as though they belong or that they can see themselves in the curriculum being taught. Additionally, many BIPOC students have to navigate more compounding responsibilities and barriers. For example, more BIPOC than White students do not have their basic needs met. Well-intentioned faculty may also be doing harm because they are not implementing equity-minded practices with care or doing so authentically. A well-intentioned, but uninformed equity intervention can also be harmful.

As this is my first term teaching, I cannot comment on the college itself or difficulties facing students. From my own experiences and perceptions, I would credit the discrepancy in retention to socioeconomic hardships and the imposition of additional hardships to persons of color. Also, if a student is already feeling out of place or overwhelmed by life, micro aggressions and implicit biases tend to have a higher impact which would likely influence a student's decision.

- Typically 1st generation college students; therefore, lack of support and guidance from family and friends that have already gone through the college experience here in America. - Imposter syndrome. It doesn't help that these marginalized students don't often see faculty that look like themselves. - Lack of student engagement in the college community due to structural and procedural barriers that the college has in place.

At Cuyamaca College, African American/Black students, Latino/a/x students, Native American students, Pacific Islander students, and students who identify with two or more races/ethnicities experience sizable equity gaps in course success rates.

Why do you think these groups successfully complete our courses at lower rates than other student groups?

Similar to my response for the first question, I would suspect we have systemic biases which hinder the ability of these students to succeed.

First of all, I don't believe there are many of these groups enrolled on our campus. Second, I believe they have other challenges on a socio-economic level that is not apparent to the instructors and perhaps they are hesitant to reach out for help.

Because of the same reason I mentioned previously but I'm not sure.

- Typically 1st generation college students; therefore, lack of support and guidance from family and friends that have already gone through the college experience here in America. - Imposter syndrome. It doesn't help that these marginalized students don't often see faculty that look like themselves. - Lack of student engagement in the college community due to structural and procedural barriers that the college has in place.

Institution: The institution as a whole has not strategically focused on improving services for these students population. Despite submitting an Equity Plan to the State Chancellor's office, the noted strategies geared to improve the overall outcomes for these student groups are performative. Support is generalized and laser-focused on the students. Faculty of color then bear the brunt of providing support when the institution should invest the resources. Faculty Class designs are not scaffolded. Lack of flexibility-minimal attention is given to support students with daily life stressors/challenges. Colleagues expect grace but fail to extend the same to students of color. Students of color are 'othered' in textbooks. Many textbooks are exclusive with a snippet display of the contributions of people of color in the creation of knowledge. They are courses within certain departments that serve as gatekeepers to programs with a moderate livable wage (i.e., health sciences).

I think it is because the classroom environment does not give the students the feeling that they belong to this environment. We need to work on the modification of our syllabus and assignment to meet their needs, and to create more welcoming environment.

For the same factors as stated previously - socioeconomic status, imposition of additional personal hardship and obligations, having more familial responsibility, and having to endure micro aggressions and implicit biases

Not seeing themselves and cultures reflected in faculty and text books. Faculty subscribing to equality rather than equity. Course materials and faculty teachings rooted in racism, imperialism, colonialism. Faculty refraining from meeting students where they are, checking in with students individually, following up, getting familiar with campus resources, sharing resources, acknowledging the barriers these student groups face, unjust grading system, low expectations of students, etc.. Students not feeling a sense of belonging: Lack of sense of community, resources, mentors, encouragement, etc.

See my last answer. if one is working, one has less time to study!

The college is not meeting these students where they need to be met. And instead assuming or expecting students to meet the college's needs.

See the previous answer, plus we have a model of student support (access office hours, tutoring, financial support, counseling, etc) that requires that students seek out services rather than bringing the services to them or making the services universally available in a manner that supports everyone. It fails to acknowledge that there may be cultural factors that motivate help-seeking behaviors and assumes a level of cultural capital and ableism.

In addition to my statement stated before. Many POC students aren't provided the resources to be supported; such as basic needs.

Not always

The lower completion rates for these groups of students is a combination of a racist system, lack of structural supports/funding/access, and the implicit bias/microaggressions that happen in their daily lives.

Lack of equity

Again no sure why they are different from any other group and would love to have everyone at the same rate.

Lack of self esteem and/or support from family members/communities? Lack of understanding on the part of the faculty members on how best to support their growth. These students may come into the college with larger gaps in their education due to issues of access prior to enrolling.

I don't know and would like to learn how to help them be successful.

Same as previous answer.

BIPOC students enter our courses have likely experienced intersecting and compounding layers of systemic racism. Education was first designed for wealthy, Protestant, White males, and the rules and structures that education was built upon have not changed despite our drastic change in student demographic. As such, BIPOC students are more likely to experience microaggressions from their instructors or peers, more likely to be suspended from school, more likely to have distrust of their teachers, and simply do not benefit from a system that wasn't designed with them in mind. Add to that that many faculty do not use culturally celebratory materials or make efforts to foster inclusion and safety in the classroom--BIPOC students may not feel as though they belong or that they can see themselves in the curriculum being taught. Additionally, many BIPOC students have to navigate more compounding responsibilities and barriers. For example, more BIPOC than White students do not have their basic needs met. Well-intentioned faculty may also be doing harm because they are not implementing equity-minded practices with care or doing so authentically. A well-intentioned, but uninformed equity intervention can also be harmful.

Please provide at least **one question you have about equity-minded teaching and learning** that you would like answered during the Equity-Minded Teaching and Learning Institute (EMTLI):

How best can we create a learning environment where each student has the same ability to succeed?

How can we make our syllabus more equity-minded without appearing to favor a specific group.

How to inform students from the groups mentioned previously to come forward and to learn about their rights and how to succeed in their academic journey in general?

How I can apply these Equity-Minded teaching and learning practices into my one-on-one student counseling sessions.

What tools and strategies will I learn to improve my overall student success and retention rates? The data reviewed was discouraging.

How can encourage students from different ethnicity to join our disciplines?

What are the most effective methods to recognize and address implicit biases a professor may have? How do you communicate to students that you want to keep communication open?

Based on the equity gaps found in our data, what policies can be put in place to close those gaps? What is the process for rolling out those policies? Are the processes themselves barriers? And how can our institution remove those barriers to make way for change?

What are the most basic strategies that students are looking for in their college classes that promote equity and inclusion? both in F2F and in online settings.

Is it possible to achieve 100% equitable practices in a system of higher education that seems more like a business model than a college/university and is extremely politicized?

what are some pragmatic steps we can take to retain and support our historically marginalized students? What are steps that we can take to encourage student perspectives?

How is love being implemented

N/A

How can we hold faculty accountable for the equity work they are/are not doing?

What does an ideal equity-minded class and lesson plan look like?

What does an equity minded classroom look like?

How best can we allow for the classroom to be informed by the diverse student body (in terms of content, learning style, etc.) while still maintaining somewhat "standardized" content and expectations. Or, at least, what sort of balance can be acquired? I tend to prefer a healthy flow of collaboration, and allow the students to guide progress in many ways, but I often feel like I'm disadvantaging folks who are there to learn Western classical musical forms and techniques (the assumed default at a music school).

How to maintain what I was brought up with to be a "normal" high standard, while also realizing I come from a place of privilege and may need to reframe my ideas around my standards.

Just more ideas on how to chip away at the structural barriers.

What does it look like in practice to have an inclusive and culturally-celebratory classroom? What does that look like online? What are some tangible interventions faculty can take? How do we push back or intervene when our colleagues say inequitable things in meetings or who implement harmful practices?