Detailed Timeline

The six framework modules of the 18 month initiative, outlined below, were further broken into two phases. Phase I was from October 2021 to August 2022 and phase II was from September 2022 to May 2023.

Months & Topic	Learning Outcomes for Participating Faculty
October 2021 - January 2022 Introduction	- Introduction to the course and facilitators - Defining "Evidence-based Teaching and Student-centered Instruction" and "Equitable and Inclusive Digital Learning at Scale" in the context of the course and transformative digital learning.
February - March 2022 Case Making	- Discuss data related to instructional challenges based on equity and access, student engagement and feedback - Identify obstacles to completion of Gateway courses for minoritized students - Clearly understand the positive impacts of digital learning on equitable course design - Describe how equitable and accessible teaching practices increase outcomes in gateway courses. Equitable teaching practices include:the implementation of digital tools in inclusive environments, and the infusion of equity-minded teaching strategies - Clearly define the value and differences between equity, inclusion, and access.
April - May 2022 Foundational Learning	- Build institutional capacity for student-centered instruction and equitable and inclusive teaching practices using digital learning. - Build institutional capacity for student-centered, evidence-based instructional practices to engage students supported by digital technology. - Build institutional capacity with evidence-based instructional strategies and assessment tools to mutually support student mastery. - Build institutional capacity by leveraging digital tools and student information systems to support data-informed decisions and student-centered learning for minoritized students. - Develop and integrate educational equity and inclusion strategies into your institution's digital coursework and structure.
June - August 2022	Choose the evidence-based instructional practices that put the needs of Black, Latinx, Indigenous, poverty-affected, and first-

Planning for Transformation	generation college students at the center of the learning experience and plan for the redesign of one or more courses using evidence-based teaching strategies. ● Select equity-minded teaching practices enabled by technology that are relevant to Black, Latinx, Indigenous, poverty-affected, and first-generation college students learning experiences and academic goals. ● Address digital equity by ensuring all students have equal access to media and technology as producers, users, and decision makers who can shape their own digital learning environments and experiences.
September - December 2022 Implementation	● Implement continuous improvement and plans to scale that align institutional, departmental, program, and course goals to increase instructor use of equity-minded teaching practices. Disaggregate course data by race and socioeconomic status to demonstrate the effect of equitable digital learning on academic outcomes.
January - May 2023 Iterating and Scaling	● Using experiential and impact data, consider what evidence-based teaching practices to continue, add, or replace. Using qualitative and quantitative data (both formative and summative), identify which equity-minded teaching practices to continue, add, or replace. ● Acknowledge the effort made to implement evidence-based instructional practices, equitable and inclusive teaching practices, and personalize learning for students. Promote the positive impact these efforts have on student success and professional satisfaction. ● Consider how teaching practice changes focused on equity, inclusion, and cultural responsiveness can be extended to similar courses and across the institution. ● Encourage faculty colleagues in the same or similar disciplines to use more evidence-based teaching practices and be sure to address the particular professional learning needs of part-time and adjunct instructors.