Co-creating Inclusion, Equity and Agency at UCC

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Thursday, September 28th, 2023   11am-12pm
ORB Room 244

Introduction

- Facilitators
  - Dr. Anna Santucci
  - Dr. Bonnie Mullinix
  - Dr. Sharon Ultsch – Online-Teams-Owl recording support

- Each other – Speed Round the Room
  - Name
  - Discipline/unit OR
  - One word – what brings you here?

- Seminar Session ... Next Slides ➡

Seminar Theme, Context & Goal

Theme and Context: Prong Two of CIRTL's Co-Creating Inclusion and Equity in Teaching and Learning Initiative is **Developing Inclusive, Equity-minded Change Agency** (DIECA). This project's research and activities inform this first session and the last in this semester's CIRTL Seminar Series.

Goal: To co-define terms and co-imagine Continued Professional Development (CPD) opportunities that support educator agency and vision for a more inclusive and equitable teaching and learning ecosystem at UCC.

Seminar Outcomes

By the end of this session, drawing on your vantage point as UCC staff, you will:

1. Experience being a participant in a reflective focus group.

2. Interrogate existing definitions and help define inclusive learning, equity-minded teaching and change agency.

3. Engage in collaborative dialogue to identify how characteristics (identities, experiences, values and perspectives) inform UCC staff's understanding of change agency.

4. Share your insights regarding existing CIRTL CPD offerings and imagine new types of CPD that might be offered and of interest to promote change agency towards inclusive learning and equity-minded teaching.

5. Consider whether and how to share your personal insights with this action-oriented research and continue to guide and inform increased understanding and CPD development around these critical concepts.

Seminar Overview

Time	Focus: Activities Description	Materials/Reference
5 min	**Introduction** – to facilitators, seminar context, goal & outcomes, each other (name, dept + one word)	Seminar PowerPoint Interactive Handout
	Entering the Focus Group Experience	
5 min Small Groups	**Digging into Definitions –** Individual Review of assigned definitions – 1- inclusive learning, 2 - equity-minded teaching or 3 - change agency)	Interactive Handout Qs 1, 2 & 3
15-20 min	**Dialoguing Definitions** – Critiquing and Contextualising Definitions for UCC, best words/phrases; least relevant words/phrases	Interactive Handout Qs 1, 2 & 3 & whiteboards
20 min	**Informing Change Agency & A Plan for Supportive CPD** – characteristics informing development as change agents, Co-imagining current and future CPD support for change agency towards an increasingly inclusive and equitable UCC.	Interactive Handout Qs 4, 5 a/b & 6 & whiteboards
	Out of the Focus Group and into the Study	
10 min	**Taking the Contributions beyond the Room** – Research Study Contributions, Consent and Next Steps	Interactive Handout Participant Information Sheet, Consent Forms

Getting Ready to Start

- **Using this Reflective, Interactive Handout:** We are providing this handout to you for two primary purposes:
  1. To allow you to more easily read, reflect on, and interact with the definitions and questions (highlight, underline, circle, cross out…).
  2. To allow you to contribute your ideas by sharing these completed forms back with us at the end, should you so decide.

- **Online Participants + OWL = Recording on Teams**
  - **This will help us gather and remember all the ideas we generate today**
  - *Do we have your permission?*

Entering the Focus Group Experience
Digging into Definitions – Grouped Individual Reflection

3 Groups for 3 Definitions

1. Inclusive Learning   2. Equity-minded Teaching   3. Change Agency

Everyone assigned to 1 Definition Group

3-5 min of individual reflection to focus on your assigned Definition and identify:
a.   What are the **words and phrases you believe best capture** your understanding? Why?
b.   What are the **words and phrases you believe are least relevant** to your understanding? Why?

Highlight, underline, circle words and phrases and add to your notes on your handout

Be ready to:
- lead the 5 min large group discussion on your definition.
- jump into/add onto the discussion on the other definitions.

Dialoguing Definitions – *Inclusive Learning*

"Inclusive learning is when all of our students have full access to learning, and the tools they need to do so successfully and meaningfully. Inclusive learning is when all of our students feel welcomed, supported, and valued as they learn." (Gannon, 2018)

Inclusive learning involves "... a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences." (Buckley & Quinlivan , 2023)

Inclusive learning happens when teachers design "... the learning environment to be meaningful, relevant, and accessible for every student in your course/ program..." (Center for New Designs in Learning and Scholarship, n.d)

Dialoguing Definitions – *Inclusive Learning*

Best words/ phrases

Least relevant words/phrases

1- INCL LEARNING

EQUITABLE
OVERCOMING } BARRIERS
REMOVING }

FEELING WELCOMED

JUST

ACCESS

PARTICIPATORY

COLLABORATION

CHARITABLE vs DEFAULT

LEAST:
SYSTEM REFORM
MODIFICATION

FAIRNESS PRINC

# Dialoguing Definitions – *Equity-minded Teaching*

Equity-focused teaching "... recognizes that systemic inequities shape all students' individual and group-based experiences of social identity and produce vastly different relationships of power in and outside of the classroom, which impact students' learning and success." (Center for Research on Learning and Teaching, n.d)

"Equity-Minded Teaching refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, take personal and institutional responsibility for the success of their students, and critically reassess their own practices." (USC Center for Urban Education, n.d)

Equity minded teaching is …"accounting for differences in individual attributes and experiences for the purposes of achieving equal outcomes." (Bensimon, E. et al.,2016)

Dialoguing Definitions – *Equity-minded Teaching*

Best words/
phrases
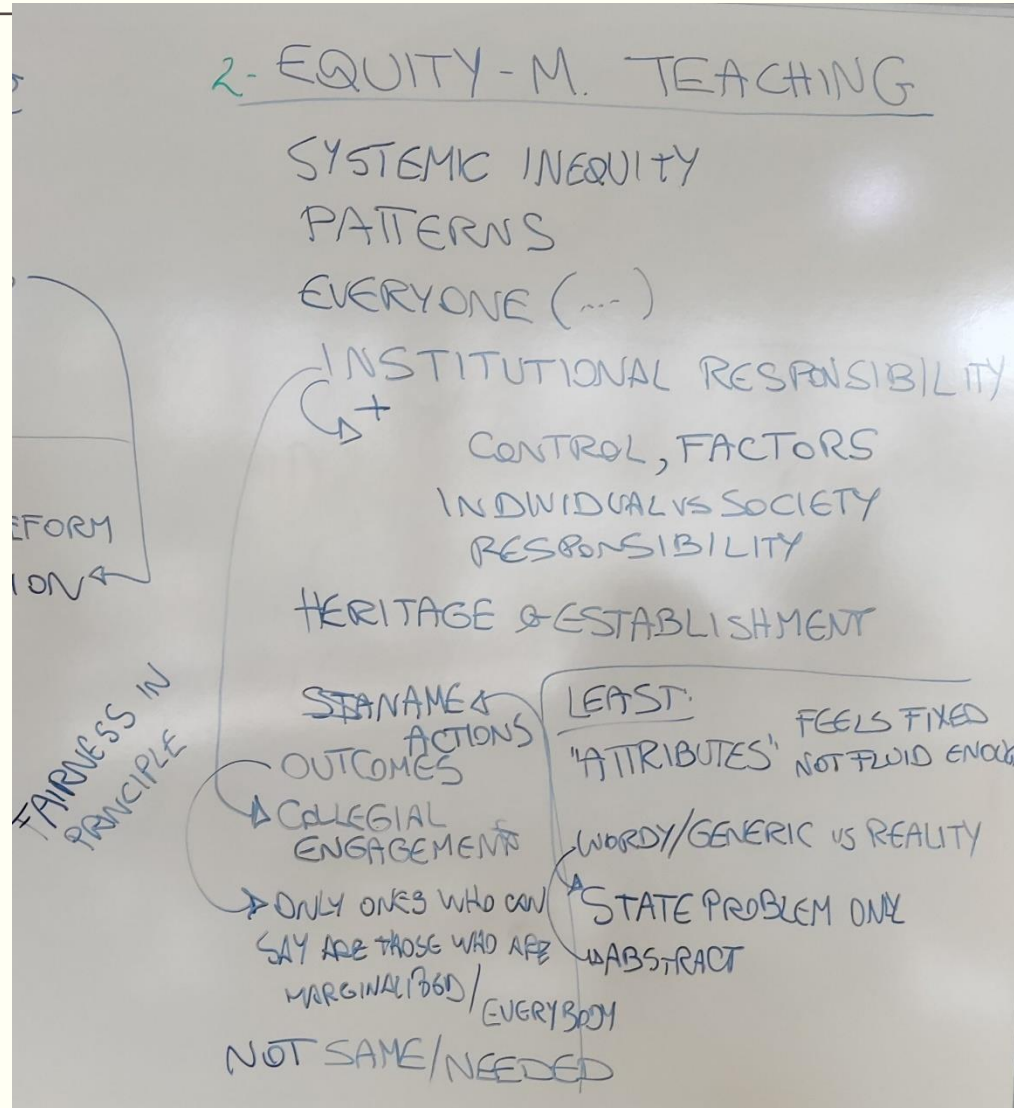
Least relevant
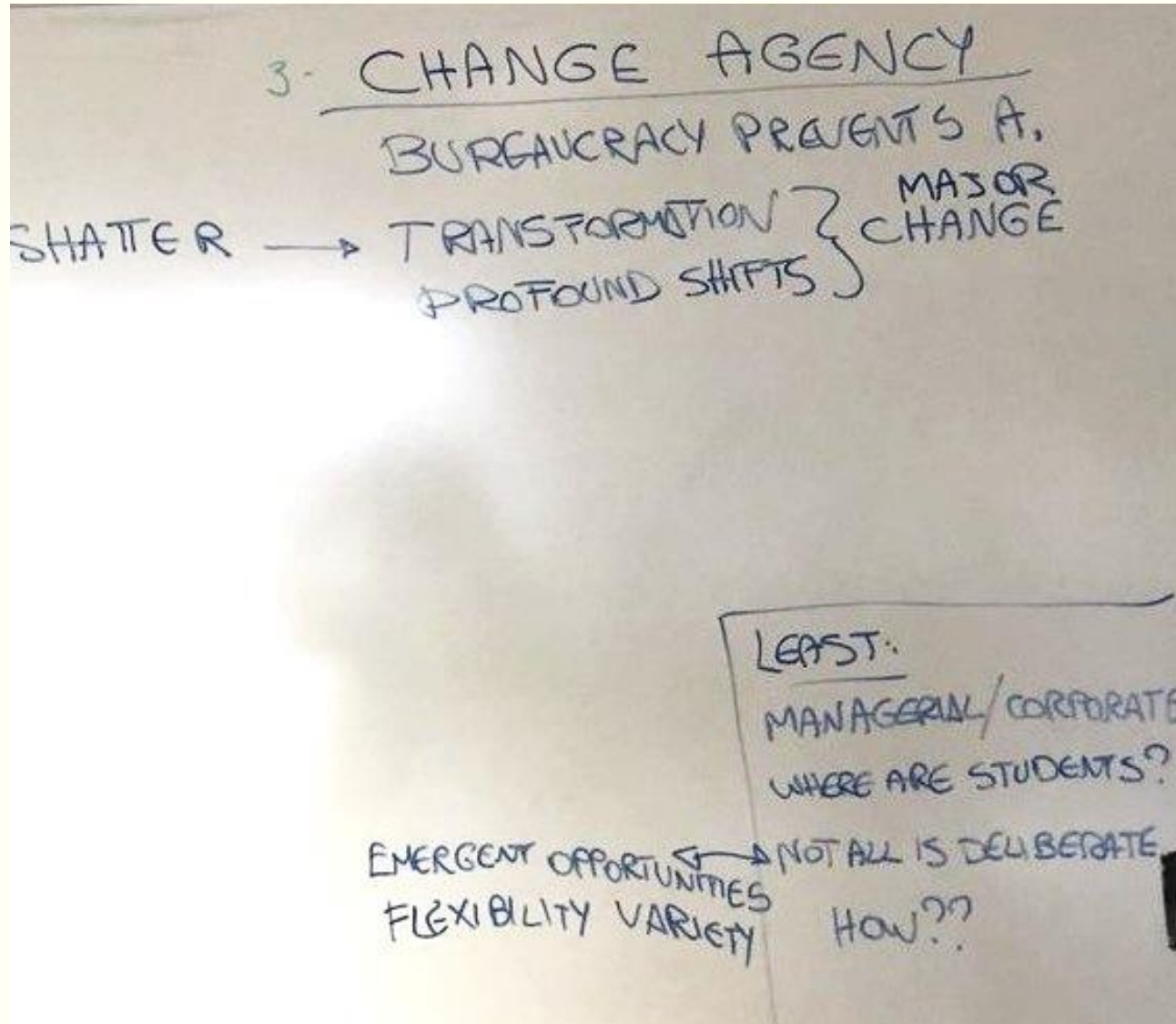words/phrases

Dialoguing Definitions – *Change Agency*

Change agency in higher education refers to the deliberate actions taken by individuals or groups within academic institutions to initiate and guide significant organizational and cultural transformations, with the ultimate goal of enhancing institutional effectiveness and responsiveness to the evolving demands of society

Change agents in higher education are individuals or teams within academic institutions who actively engage in planning, implementing, and managing strategic changes, fostering innovation, and leading efforts to adapt to emerging challenges and opportunities, thereby contributing to the institution's long-term sustainability and relevance.

Higher education transformation, as driven by change agency, denotes the collective and organized endeavors by academic leaders, faculty, and staff to effect profound shifts in institutional structures, curricula, pedagogical approaches, and administrative processes, aligning them with the evolving needs of a dynamic global knowledge economy.

Dialoguing Definitions – *Change Agency*

Best words/ phrases

Least relevant words/phrases

3. CHANGE AGENCY

BUREAUCRACY PREVENTS A.

SHATTER → TRANSFORMATION } MAJOR CHANGE

PROFOUND SHIFTS

LEAST:

MANAGERIAL/CORPORATE

WHERE ARE STUDENTS?

EMERGENT OPPORTUNITIES ← → NOT ALL IS DELIBERATE

FLEXIBILITY VARIETY   HOW??

Informing Change Agency – Survey Contributions on Identity, Experience, Values and Perspectives

- *I am extremely privileged and should use that privilege to effect change, particularly in terms of social mobility.*
- *I put myself in my students' shoes and listen.*
- *Seeks new ways of working … Prefers piloting innovation compared to status quo … Rights based principles Working with inclusion in mind*
- *It depends on what you are referring to with identity? Identity as a teacher/academic? social identity? gender identity?*
- *By respecting the opinion of everybody else, there is always the opportunity to agree to disagree.*
- *I tend to champion the term acceptance and how we accept difference in classrooms as the norm …*
- *I think of myself as a learner and a teacher, my family's socio-economic background and the opportunities/challenges that I faced growing up have greatly shaped how I see the world more broadly, and the education system. It informs my duty of care towards students […] with regards to equity and inclusion.*

Informing Change Agency

4. Can you share and compare your personal insights and thoughts about **how characteristics of academic/teaching staff** (identities, experiences, values and perspectives) **might inform their development as change agents** for TLHE.

   a) any additional details you might share about what this means for you specifically in your current role, and/or has meant for your own professional trajectory?

Informing Change Agency – Responses Shared

CHARACTERISTICS (OUR)

4 - Informing Change Agency
Staff - who is "we"
Academic/Teaching
↳ + Professional Staff

SHATT

Gender
Caring Responsibility
ex: Id + Project ~ mostly women
Who are Change Agents?

Changing Identities
~ significant networks
~ differing conversations

Opportunities / Exclusion from
~ or not   Conversations

Precarious nature of Contracts
& impact on voice
Limited Time

Pressure - Publishing, results, grants

Quant-focus rather than Qualitative Change

Unvalued work

Co-creating A Plan for Supportive CPD

5. What suggestions do you have for how CIRTL might support UCC staff to explore, understand and take action towards contributing to inclusive learning and equity-minded teaching at UCC?

   a. **What kind of CPD opportunities does CIRTL currently offer** to support UCC staff in **becoming change agents** for inclusive learning and equity-minded teaching at UCC?

   b. What **types of CPD , reflection/sharing opportunities, or informal gatherings can you imagine or suggest for furthering** awareness, discussion and action around **inclusive learning and equity-minded teaching at UCC**?

Co-creating A Plan for Supportive CPD

6. Based on the ideas generated in the previous question, **which activities or events do you think would be of greatest interest to UCC academic/teaching staff**? and Why?

Co-creating A Plan for Supportive CPD

5- Informing A Plan for CPD

a) **Opportunities** CIRTL Offers

CIRTL Partners Project

Inclusive UCC Project

INFORMALITY

PEOPLE

SAY WHAT YOU ARE DOING

6. Which would you attend

What Else.?

b) Imagining Forward
   Outreach

Do we even need Badges, microcredits, offerings certificates

How can we recognize efforts (action, not exchange)

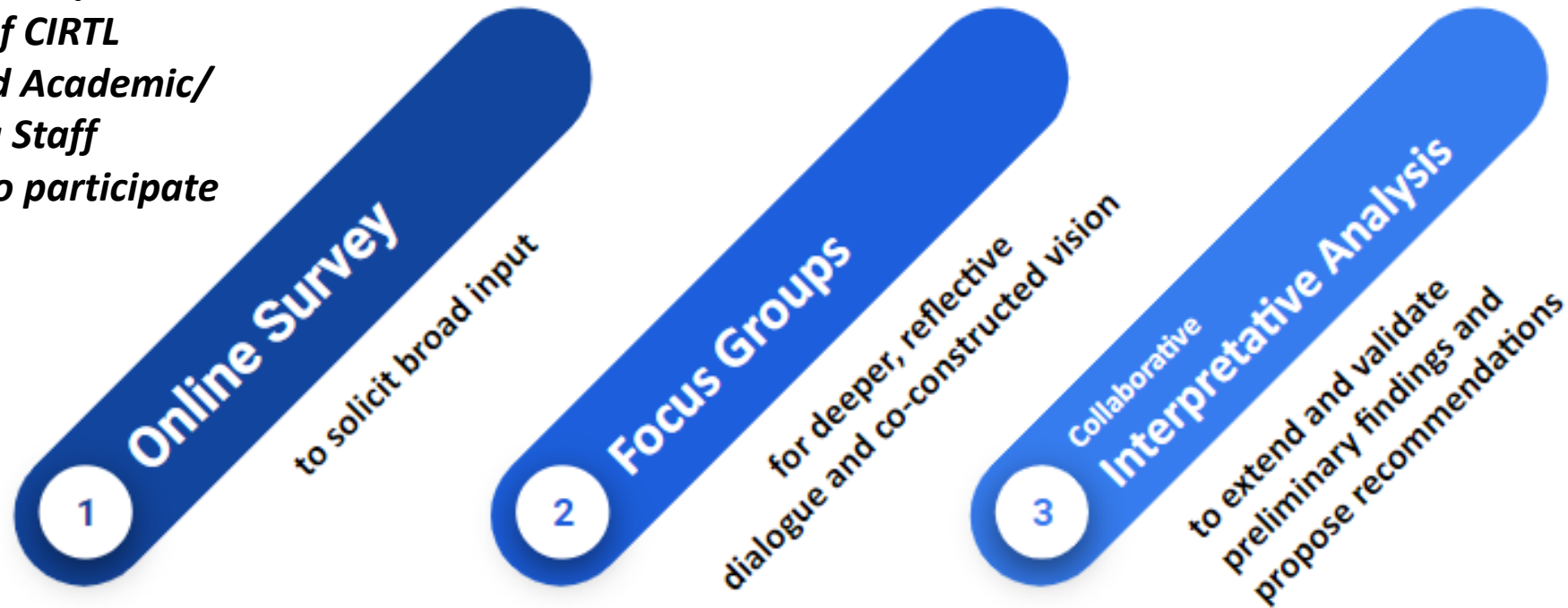How to increase awareness and share practices that work

How to support/ where to go to talk.. with someone about students w/ disibilities

Where is Communities of Practice — making them visible

Informal Sharing

Out of the Focus Group and into the Study

*371 from11 special groups of CIRTL Affiliated Academic/ Teaching Staff Invited to participate*

1 Online Survey — to solicit broad input

2 Focus Groups — for deeper, reflective dialogue and co-constructed vision

3 Collaborative Interpretative Analysis — to extend and validate preliminary findings and propose recommendations

Survey (https://forms.office.com/e/xcJjEpd9VU)

4 Focus Groups

3 Interactive Analysis Sessions

Out of the Focus Group and into the Study

DIECA Focus Groups

1. Thursday, 28 September, 11 am - 12 pm (CIRTL Seminar, ORB 244)
2. Tuesday, 3 October, 2 - 3 pm (HUB 401, Lucy Smith)
3. Thursday, 12 October, 3:30 - 4:30 pm (HUB 401, Lucy Smith)
4. Monday, 16 October, 10 am - 11 am (NW Tower 2)
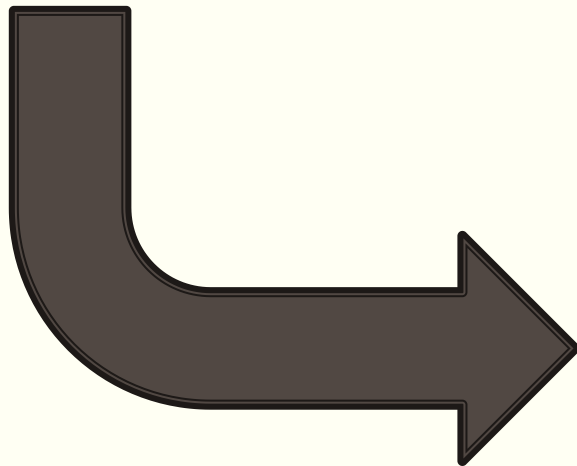
Interpretive Analysis Sessions

1. Thursday 7 Dec
2. Tuesday, 12 Dec, (CIRTL Seminar)
3. Wednesday 20 Dec

Out of the Focus Group and into the Study

- **Participant Information Sheet** – Developing Inclusive, Equity-Minded Change Agency

- **Informed Consent Form** for Focus Group and/or Interpretive Analysis Session Participation

- **Consent to Contribute Focus Group Notes**
  - ☐ Yes   ☐ No
  - ☐ receive a copy

  contributions selected as quotes/paraphrased ideas:
    - ☐ remain anonymous
    - ☐ be acknowledged by college/department only
    - ☐ be acknowledged by name

Complete consent forms and leave on the table by the door as you choose **& take a copy with you**
(note: for Focus Group Handout, take the shorter conversation Guide available on the table… or ask us for a digital version of anything)

Participant Information Sheet - Developing Inclusive, Equity-minded Change Agency
https://t.ly/nA4HH

Co-creating A Plan for Supportive CPD

Thank you for:

- Spending time with us today to reflect, share and co-create.

- Helping us to delve deeper into a collective understanding of:
    - what we mean by inclusive learning and equity-minded teaching.
    - what it means to be a change agent at UCC.
    - what CPT offerings (existing/experienced and imagined/future) best address.

- With your insights we are one step closer to developing a responsive and appropriate plan for how to create and support change towards an increasingly inclusive and equitable learning experience at UCC.

Let's Keep the Reflective Conversation Going

➢ Trade your completed interactive handout for a Conversation Guide version.

➢ Complete our **Survey** (https://forms.office.com/e/xcJjEpd9VU– if you haven't already).

➢ Join us for an Interactive Analysis session in December to see and help determine where all your work and contributions from today ends up.

➢ Reach out any time!

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Link to view this Ppt

References

Bensimon, E. M., Dowd, A. C., & Witham, K. (2016). Five principles for enacting equity by design. *Diversity and Democracy*, *19*(1), 1-8. https://www.aacu.org/diversitydemocracy/2016/winter/bensimon

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