Equity by Design – November 2021
Campus Team Training

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Agenda

• Introduction, Opening, & Updates
• Working with Data & Breakout Session
• Assessment & Data Orientation
• Breakout Activity & Reflection
• Commonly Encountered Conversations
• Using the Data Facilitation Toolkit
• Closing & Next Steps
Reflection
Equity by Design Updates

• Expanding focus – facets beyond the classroom
• Partnership with the NED
  • Professional Development
  • Grant Opportunities
Data Literacy & Equity Webinar – A Recap

• Importance of Data for Improving Equity
• Foundational Elements & Stage Setting for Leveraging Data
• Data & Equity Related Apprehensions, Resistances, & Deflections
Working with Data:
Considerations for Building Rapport & Setting Expectations
Building Rapport & Addressing Challenges

- Major theme of EbD – “holding up the mirror to ourselves”
- Undertaking difficult conversations
- We must establish rapport & settings that are conducive to exchange
- No singular approach to establishing rapport
- Establishing rapport entails:
  - Common understanding of objectives
  - Shared language
  - Understanding of how data will be used
  - Consideration of current & past dynamics that shape trust
- This does not happen in over night or in one conversation – Several small steps
Setting the Stage

“There are those who believe that if we just had the right indicator and the right data, educators would be motivated to make the changes in policy and practice that will address their challenges and lead to improved student success. The problem with this paradigm is the belief that data, in and of itself, is enough to change behavior. This thinking does not take into account human nature.” (Phillip & Horowitz 2017)

“…feelings are a powerful influence on reason, that the brain systems required by the former are enmeshed in those needed by the latter…” (Damasio 1994)
Setting the Stage

• Emotional safety
• Framing
• Norms = guidelines for interpersonal interactions which address both process and content.
Norm Setting

- A shared commitment to action
- Being open to intentional collaboration
- Relentless focus on evidence
- Ground statements in evidence
- Take an inquiry stance
- Assume positive intentions
Understanding Workstyle

• Grab a piece of scratch paper
• Mark each statement in rank order of your preference, where “1” notes what matters most to you and “4” what matters least to you.
Understanding Workstyle

1. When performing a job, it is most important to me to
   a. _______ do it correctly, regardless of the time involved.
   b. _______ set deadlines and get it done.
   c. _______ work as a team, cooperatively with others.
   d. _______ demonstrate my talents and enthusiasm.

2. The most enjoyable part of working on a job is
   a. _______ the information you need to do it.
   b. _______ the results you achieve when it’s done.
   c. _______ the people you meet or work with.
   d. _______ seeing how the job contributes to progress.

Rank Order
1 = Matters Most
4 = Matters Least

Understanding Workstyle

3. When I have several ways to get a job done, I usually
   a. _____ review the pros and cons of each way and choose.
   b. _____ choose a way that I can begin to work immediately.
   c. _____ discuss ways with others and choose the one most favored.
   d. _____ review the ways and follow my “gut” sense about what will work the best.

4. In working on a long-term job, it is most important to me to
   a. _____ understand and complete each step before going to the next step.
   b. _____ seek a fast, efficient way to complete it.
   c. _____ work on it with others in a team.
   d. _____ keep the job stimulating and exciting.

5. I am willing to take a risky action if
   a. _____ there are facts to support my action.
   b. _____ it gets the job done.
   c. _____ it will not hurt others’ feelings.
   d. _____ it feels right for the situation.

Understanding Workstyle

1. A._____ B._____ C._____ D._______
2. A._____ B._____ C._____ D._______
3. A._____ B._____ C._____ D._______
4. A._____ B._____ C._____ D._______
5. A._____ B._____ C._____ D._______

TOTALS: A._____ B._____ C._____ D._______

A = Analytical
B = Driver
C = Amiable
D = Expressive

Your lowest score is your preferred or dominant working style.

Analytical
Gathers data prior to making decisions.
Values accuracy and details.
Expresses thoughts through tasks rather than through personal feelings.
“Need to do it right the first time”

Driver
Takes charge.
Wants solutions.
Seeks options and efficiency.
Processes information by evaluating facts and probability of success.
“Get the job done.”

Amiable
Values relationships.
Patient/peacemaker
Sensitive to others’ feelings.
“Let’s talk about how this will impact our people.”

Expressive
Energetic, creative, intuitive
Can appear loud/interrupts
Is happiest working with others
Shares ideas, feelings, stories.
“Show me the next big idea!”
Breakout Activity
Breakout Overview

• Share
  • Your workstyle
  • How this informs what ‘norms’ you’d need to be comfortable

• Discuss
  • the advantages/disadvantages of working with an alternate workstyle
  • How norms can be used to ensure a productive discussion
Data “Orientation”:
An Overview
Assessment – Do’s & Don’t’s

Do

• Establish understanding on a core set of terms
• Stay within scope
• Stay low on the ladder of inference
Assessment & Data Fluency

- Establish definition and meaning
- Sets common ground to facilitate understanding
- Not exhaustive
- Not recreating the dictionary
## Stay within Scope

<table>
<thead>
<tr>
<th>Outside Scope</th>
<th>Redirecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus shifts to issues over which the team has no control. (poverty, homelessness, mental health challenges, workload, etc)</td>
<td>We have no real control over [XYZ]. But given those challenges, what can we do to mitigate the impact of [XYZ] in your classroom?</td>
</tr>
<tr>
<td>Blaming students</td>
<td>What can we be doing that we’re not already doing?</td>
</tr>
<tr>
<td>Data conversation becomes micro-focused on one particular student or situation.</td>
<td>Do you think this is representative of all students? What does this mean for what we can do in the classroom?</td>
</tr>
<tr>
<td>Focus shifts to skills students should have acquired before enrolling in your course.</td>
<td>How can we support students who lack prerequisite skills? Where are the opportunities to embed support?</td>
</tr>
<tr>
<td>Focus shifts to sustained sentiments of helplessness and pessimism.</td>
<td>I can appreciate your frustration. This is a big, complicated problem. Do not try to tackle it in its entirety. We are here to focus on just what we can control.</td>
</tr>
</tbody>
</table>

Venables, Daniel R. 2014. How Teachers can Turn Data into Action. ASCD: Alexandria, VA.
Ladder of Inference

I take: actions (specific)

I draw: conclusions (general)

I add: interpretation (judgment)

I notice: the data
Assessment – Do’s & Don’t’s

Do Not

• Assume data/assessment fluency
• Assume a matching assessment vocabulary
• Take action on the basis of a single measure
• Look for the ‘silver bullet’
I Notice...I Wonder Protocol

I notice...
• Statements/Observations of the data
• No judgment
• No conclusion
• No actions
• No questions

I wonder...
• Questions that arise after looking at the data
• No judgment
• No conclusion
• No actions
• Stay within scope
• Leads to triangulation
• Leads to the priority question
Data Practice

• Hide the data
• Show only the
  • Title
  • Legend
  • Axes
• I notice.... I wonder...
• Reveal data
• I notice... I wonder...
Data Orientation

Headcount of Students and Employees by Race/Ethnicity

Amer Ind/Alaska Ntv
Asian
Black/Afr Amer
Ntv Hawaiian/PI
Hispanic of any race
White
Nonresident Alien
Two or more races
Unknown Race/Ethnicity

<table>
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<tr>
<th>Race/Ethnicity</th>
<th>Students</th>
<th>Employees</th>
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</thead>
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<td>58</td>
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<tr>
<td>Asian</td>
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<td></td>
</tr>
<tr>
<td>Black/Afr Amer</td>
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<tr>
<td>Ntv Hawaiian/PI</td>
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<td>24</td>
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<td>Hispanic of any race</td>
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<td>650</td>
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<tr>
<td>White</td>
<td>2730</td>
<td>700</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>10</td>
<td>223</td>
</tr>
<tr>
<td>Two or more races</td>
<td>15</td>
<td>448</td>
</tr>
<tr>
<td>Unknown Race/Ethnicity</td>
<td>0</td>
<td>203</td>
</tr>
</tbody>
</table>
Why is this necessary?

- Build confidence
- Build trust
- Encourage collaboration
- Narrow focus
- Make change manageable

Taking lots of intentional small steps together instead of taking (or avoiding) big leaps alone in the dark. (Boudett, City, and Murnane 2013)
Breakout Activity
Breakout Overview

• Follow the same steps as we did in a group
• I notice... I wonder...
• Reveal the data
• I notice... I wonder...
Discussion & Reflection

• Was it difficult to stay low on the ladder of inference?
• What do you recognize in your patterns/behaviors or in the patterns/behaviors of others?
• What questions arose?
• How can this be used to help engage colleagues in looking at data?
Data & Equity-related Observations & Tools
Realizing Major Changes & Goals

Big changes come from numerous small steps.
Common Responses & Apprehensions Encountered

1. **Student Deficit Explanations:** These gaps are due to students preparation.
   - Consider whether there are institutional factors and dynamics that shape disparities?
   - We cant change what happened/came before, what can we do impact their success.

2. **Gaps are due to “other” processes at the institution.**
   - Are there facets of classroom and outside of classroom student engagement that can impact equity gaps.
   - Consider how pedagogy, curriculum, processes, practices, policies inside and outside of the classroom can shape disparities in student success?
Common Responses & Apprehensions Encountered

3. I am being blamed for the gaps? Feelings of being judged.
   - *Competency Series time index 1:12*
   - When feeling judged, we become defensive, & have a hard time engaging in discussion

4. There is “not much I can do to fix this.”
   - *Competency Series time index 1:17*
   - As educators & higher education professionals you have “agency”
   - Growth & improvement in our profession and craft
Common Responses & Apprehensions Encountered

5. The gaps are because of socioeconomic status, not race.
   - Competency Series time index 43:00
   - Uncomfortable talking about race & ethnicity; “we shouldn't talk about race.”
   - Talking about race is recognizing the impact of racialization on people.
   - Long histories of racialized discrimination continue to impact experiences & outcomes that go beyond confines of socioeconomic status & financial resources.
   - Different groups, have different histories, circumstances, & barriers that impact their experiences & outcomes
   - Inequities stemming from historical sociocultural, political, legal, & economic dynamics circumstances: exclusionary practices, polices, and systems

6. There are too few students to really observe disparities - Small Counts (n’s).
   - Competency Series time index 1:15
   - Aggregating across time, sections, courses, and other levels
   - Bigger picture - can you see the patterns? What is the story in the data?
Tool Overview: Navigating & Engaging Data

- Audience
- Where to find the tool
- How/when to use the tool
- Evolving resource
Purpose & Use

• Useful to those leading Equity by Design & other data informed equity efforts

• No single, one size fits all approach, or starting point for pursuing data informed equity efforts

• Approach for data informed efforts must fit the context of your campus

• Recommend campus leaders & colleagues review this resource together, work through Steps 1 & 2 as a group
Tool Overview: Navigating & Engaging Data

- Purpose & Use
- Step 1: Considering Campus Context & Preparedness
- Step 2: Facilitator & Leader Preparation
- Step 3: Necessary Prerequisites & Groundwork
- Step 4: Acclimating & Easing into Data Conversations
- Step 5: Initial Engagement of Data
- Step 6: Advanced & Ongoing Data Examination
- Exercises
Step 1: Considering Campus Context & Preparedness for Equity by Design

- Ability of colleagues to discuss & engage equity data is greatly dependent on
- Institution’s context & circumstances,
- Stakeholders’ comfort & experiences with examining & discussing data
- Stakeholders’ comfort with discussing issues of racial inequity
- Campus’s data culture
- Capacity & infrastructure to access & analyze data
- **Recommend** campus leaders & colleagues leading EbD efforts review this resource (steps 1 & 2) together.
Step 1 Exercises & Tools

• Vignette of Campus Data Meeting - “Misstep of Starting an Equity Conversation at the Wrong Place: A Cautionary Tale”

• Appendix B: Assessment of Campus Context, Needs, and Starting Point for Engaging Stakeholders

• Resource to help inform assessment of campus preparedness

• Done as a team of campus leaders & stakeholder group leads

• Gauging Comfort & Willingness to Discuss Issues of Racial Equity & Disparities

• Gauging Institution’s Circumstances & Conditions for Leveraging Data
Gauging Comfort & Willingness to Discuss Issues of Racial Equity & Disparities

1. What is the comfort level of faculty, staff, administrators, and students in discussing difficult topics?

- Among staff?
  - Rather uncomfortable: 0
  - Slightly comfortable: 1
  - Quite comfortable: 2
  - Very comfortable: 3

- Among faculty?
  - Rather uncomfortable: 0
  - Slightly comfortable: 1
  - Quite comfortable: 2
  - Very comfortable: 3

- Among administrators?
  - Rather uncomfortable: 0
  - Slightly comfortable: 1
  - Quite comfortable: 2
  - Very comfortable: 3

- Among students?
  - Rather uncomfortable: 0
  - Slightly comfortable: 1
  - Quite comfortable: 2
  - Very comfortable: 3

- For yourself?
  - Rather uncomfortable: 0
  - Slightly comfortable: 1
  - Quite comfortable: 2
  - Very comfortable: 3
Step 2: Facilitator & Leader Preparation for Implementing EbD

Teams leading equity efforts need to:

- Understanding fundamental precepts of undertaking
- Establish common & shared language
- Avoid “Solution-itis”
- Recognizing enthusiasms & motivations of stakeholders
- Navigating resistance, objections, and deflections
Step 3: Necessary Team Prerequisites & Groundwork Before Engaging Data

EbD Leads working with the campus team, need to have the team:

- Acknowledge realities & considerations of the work
- Establish understanding of motivations/reasons for pursuing equity work
- Developing shared language
- Understanding the EbD foundational elements
- Understanding excitement & apprehensions
Step 3 Exercises & Tools

- Appendix C: Equity by Design – Assessment of Preparedness & Comfort Exercises

- 3 Parts: Gauging activities & group discussion questions
  - Activity 1: Gauging Comfort & Willingness to Engage Difficult Topics
  - Activity 2: Gauging Comfort & Willingness to Look at Student Success Data
  - Activity 3: Gauging Comfort with Data Literacy & Fluency
Activity 1: Gauging Comfort & Willingness to Engage Difficult Topics

For the various following topics, using the scales, consider how comfortable and willing are you and your colleagues with meaningfully engaging and discussing a given topic. Based on your perspective, please mark on the scales below where you and others would fall.

1. What is the comfort level between faculty, staff, & administrators in discussing difficult topics?

<table>
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<tr>
<th></th>
<th>Rather Uncomfortable</th>
<th>Slightly Comfortable</th>
<th>Pretty Comfortable</th>
<th>Very Comfortable</th>
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<td>Of colleagues in your</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
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<tr>
<td>unit/area?</td>
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<tr>
<td>Of colleagues outside</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
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<tr>
<td>your unit/area?</td>
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<tr>
<td>Of yourself?</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
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</table>
Step 4: Acclimating & Easing into Data Conversations

- Depending on outcome of assessment activities, need to engage audiences at the appropriate starting point
- Using broad level of aggregate data – Institution level
- Using mock data
- Acclimating audience to equity data
- Example tables with mock data are provided to help facilitate your training & acclimating of campus audiences/teams
Step 5: Initial Engagement of EbD Data

• Further acclimation to discussing equity using EbD equity gap analysis
• Equity gap demonstrations / training tables provided – mock data
• Considerations for determining “focus areas”: Programs, subjects, courses.
• Exercises & Tools: Appendix F: Equity Data Group Exercise – Equity Gap Calculation & Analysis
Step 6: Advanced & Ongoing EbD Data Examination

• Preceding 5 steps have helped acclimate your colleagues to examining & discussing disparities in student outcomes

• Campus EbD team & colleagues will need to consider:
  • Expanding focus areas
  • Determining additional data needed to facilitate EbD efforts
  • Additional data literacy/fluency training needs
  • How to facilitate conversations between faculty & deans/administrators or faculty-to-faculty conversations
  • How to pursue equity-minded inquiry (e.g. learning communities)
Closing & Other Opportunities
Upcoming Dates & Training Opportunities

Network for Educational Development: Webinars

Designing Your Course for Student Learning
Register: August 27 @ 9:00 - 10:00 AM

Manage Course Dates on a Single Screen
Register: September 8 @ 10:00 - 11:00 AM

Encouraging Student/Teacher Communication with Private Discussions
Register: September 8 @ 11:00 AM - 12:00 PM

Securing Your Online Zoom Session
Register: September 9 @ 12:30 - 2:30 PM

Leveraging the Groups tool for greater student interaction
Register: September 14 @ 1:00 - 2:00 PM

Create Rubrics to Evaluate Student Work
Register: September 15 @ 1:00 - 2:00 PM

Open Education Network Webinar
Register: September 15 @ 2:30 - 4:00 PM

Using Existing Rubrics to Save Time Evaluating Student Work
Register: September 21 @ 11:00 AM - 12:00 PM

Conversations with Colleagues: September
Register: September 21 @ 12:00 - 1:00 PM

Is time an issue? Finding Accessible Materials
Register: September 28 @ 10:00 - 11:00 AM

Designing Your Course for Student Learning
Register: September 28 @ 10:00 - 11:00 AM

Creating an Inviting Digital Learning Space with Zoom
Register: September 28 @ 2:00 - 3:00 PM

Universal Design for Learning: Quick tips to Enhance Learning Experiences
Register: October 12 @ 10:00 - 11:00 AM

OER Community Conversations: October
Register: October 12 @ 2:00 - 3:00 PM

Conversations with Colleagues: October
Register: October 19 @ 1:00 - 2:00 PM

Universal Design for Learning: Quick tips to Enhance Learning Experiences
Register: October 26 @ 1:00 PM - 2:00 PM

Working in Pressbooks: Adding OER Materials
Register: November 8 @ 1:00 - 2:00 PM

Open Education Network Webinar
Register: November 15 @ 2:00 - 4:00 PM

Conversations with Colleagues: November
Register: November 15 @ 12:00 - 1:00 PM

OER FAQ: November
Register: November 22 @ 11:00 AM - 12:00 PM

OER Community Conversations: December
Register: December 1 @ 3:00 - 4:00 PM

Network for Educational Development: Spring 2022 Short Courses

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<tr>
<th>DATES</th>
<th>SHORT COURSES</th>
<th>THEME</th>
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<tr>
<td>1/10 - 1/30</td>
<td>Equity 101 for Deans</td>
<td>Academic Equity</td>
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<td>1/24 - 2/13</td>
<td>Aligning Instructional Strategies with Kaltura MediaSpace</td>
<td>Academic Technologies</td>
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<td>1/31 - 2/20</td>
<td>Grade Smarter Not Harder</td>
<td>Special Topics</td>
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<td>D2L: Improving Student-to-Content Interaction</td>
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<td>Hacking Your Course Assessments</td>
<td>Foundations</td>
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<td>Empathy by Design</td>
<td>Foundations</td>
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<td>3/21 - 4/10</td>
<td>Using Pressbooks to Enhance OER Delivery</td>
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<td>Classroom Reflection to Classroom Inquiry</td>
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<td>4/11 - 5/1</td>
<td>Anti-Racist Pedagogy</td>
<td>Academic Equity</td>
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