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
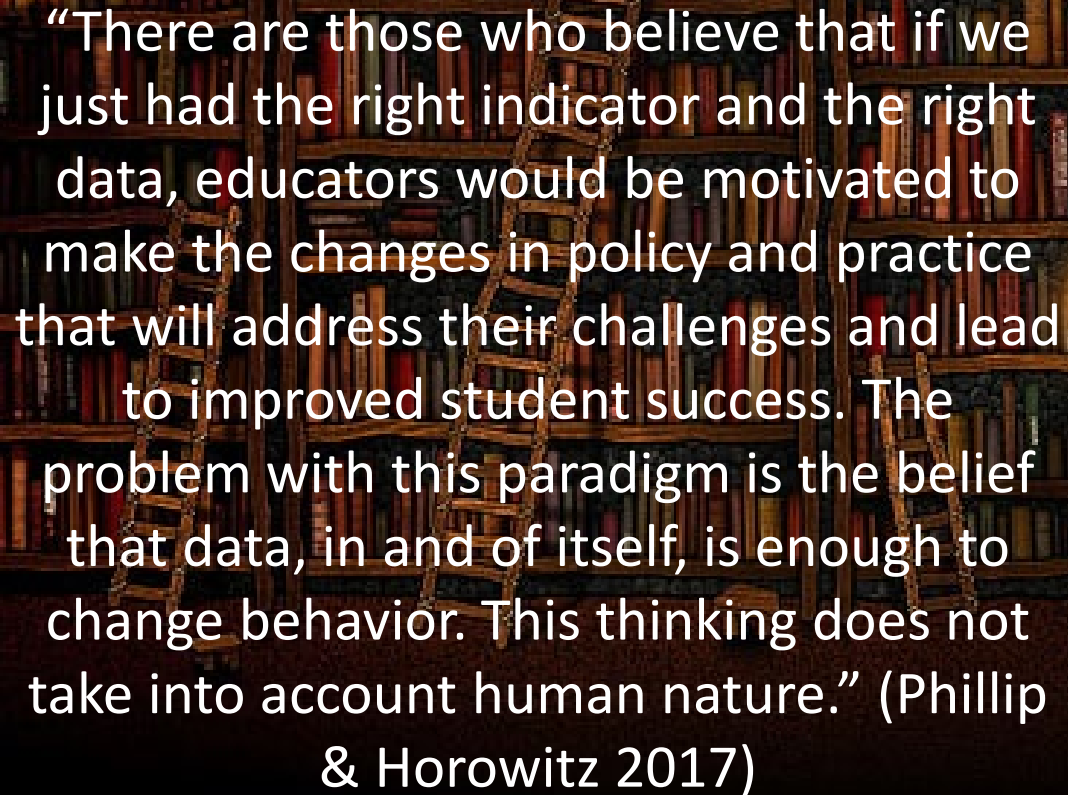
MINNESOTA STATE

Working with Data:
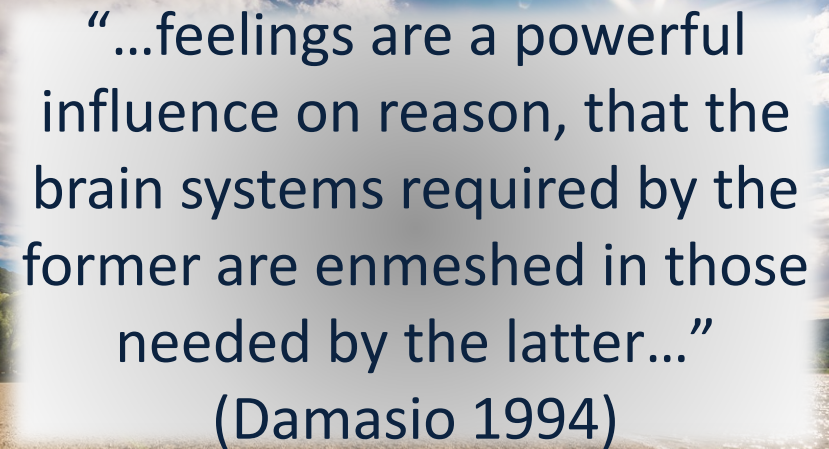## Considerations for Building Rapport & Setting Expectations

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.

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.

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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.

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A

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"

B

Driver

Takes charge.

Wants solutions.

Seeks options and efficiency.

Processes information by evaluating facts and probability of success.

"Get the job done."

Controls Emotion

Asks

Tells

Amiable

Values relationships.

Patient/peacemaker

Sensitive to others' feelings.

"Let's talk about how this will impact our people."

C

Expressive

Energetic, creative, intuitive

Can appear loud/interrupts

Is happiest working with others

Shares ideas, feelings, stories.

"Show me the next big idea!"

D

Emotes

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

| Outside Scope	Redirecting
Focus shifts to issues over which the team has no control. (poverty, homelessness, mental health challenges, workload, etc)	We have no real control over [XYZ]. But given those challenges, what can we do to mitigate the impact of [XYZ] in your classroom?
Blaming students	What can **we** be doing that we're not already doing?
Data conversation becomes micro-focused on one particular student or situation.	Do you think this is representative of all students? What does this mean for what we can do in the classroom?
Focus shifts to skills students should have acquired before enrolling in your course.	How can we support students who lack prerequisite skills? Where are the opportunities to embed support?
Focus shifts to sustained sentiments of helplessness and pessimism.	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.

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

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Ladder of Inference

I take: actions (specific)

I draw: conclusions (general)

I add: interpretation (judgment)

I notice: the data

All Data
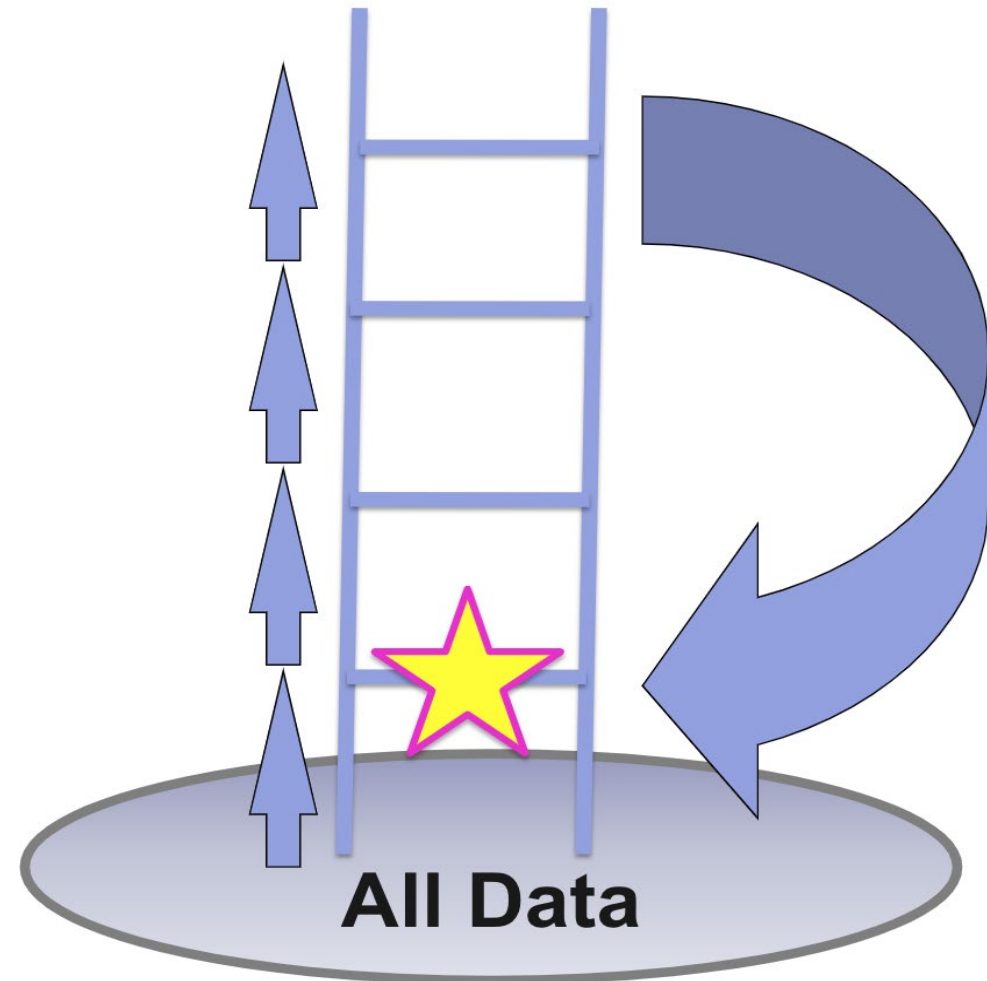
Assessment – Do's & Don't's

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'

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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
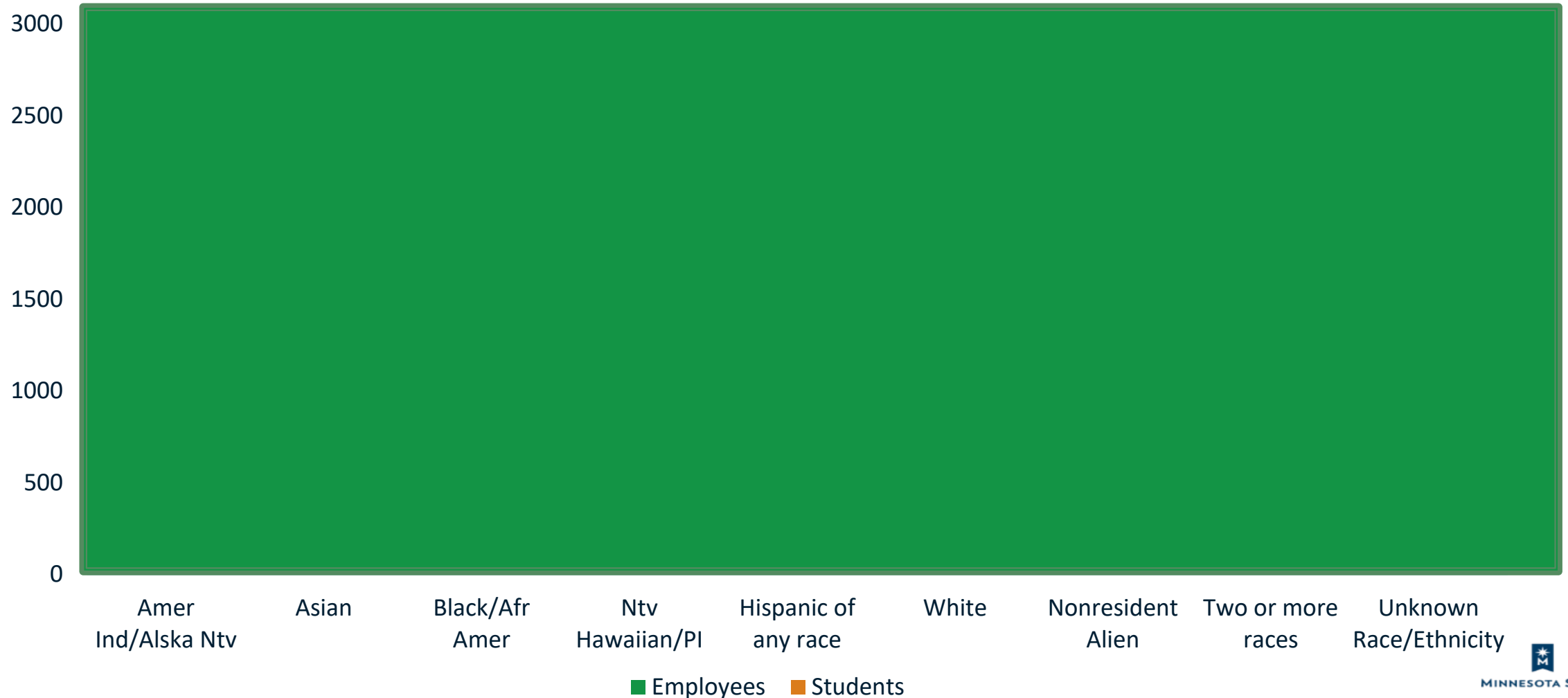- I notice…. I wonder…
- Reveal data
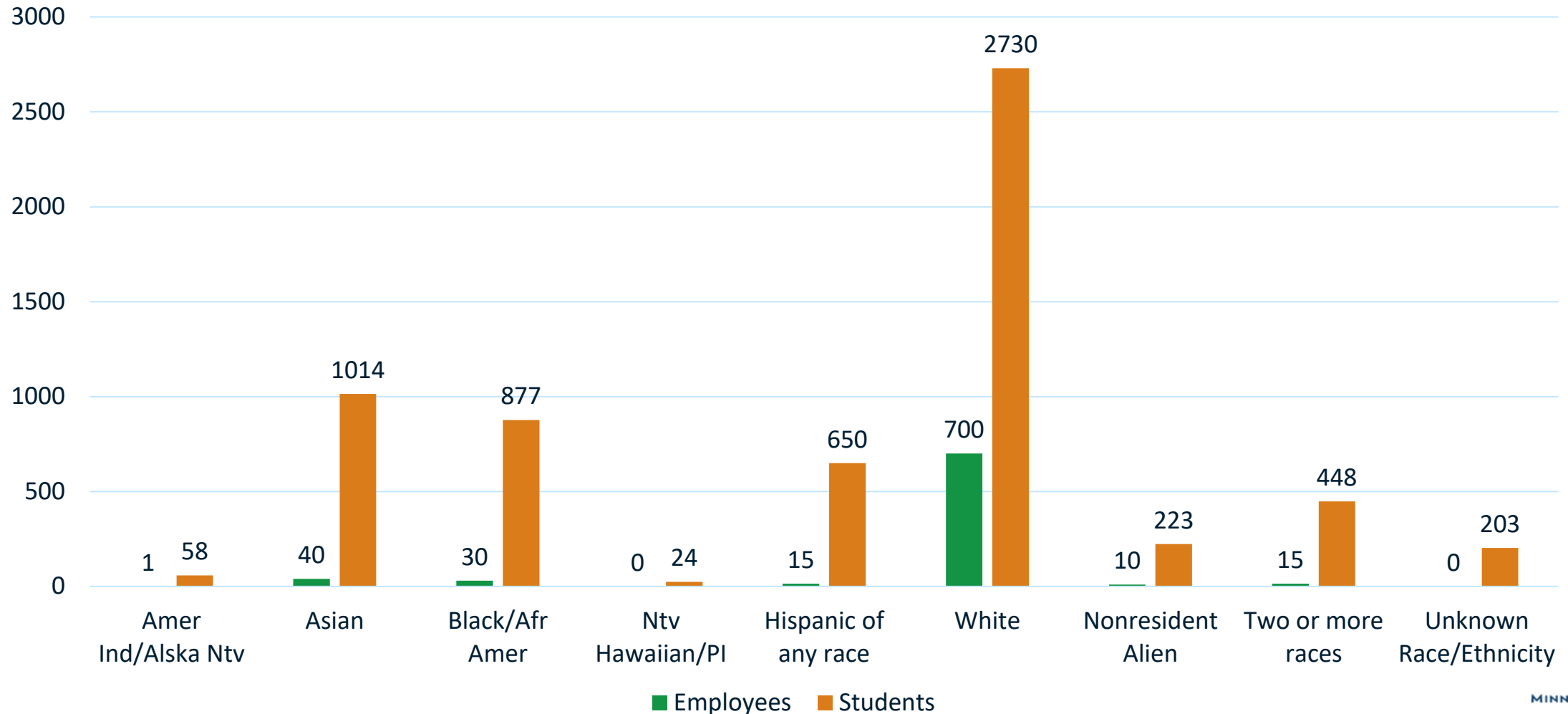- I notice… I wonder…

Data Orientation

Headcount of Students and Employees by Race/Ethnicity

Data Orientation

Headcount of Students and Employees by Race/Ethnicity

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...

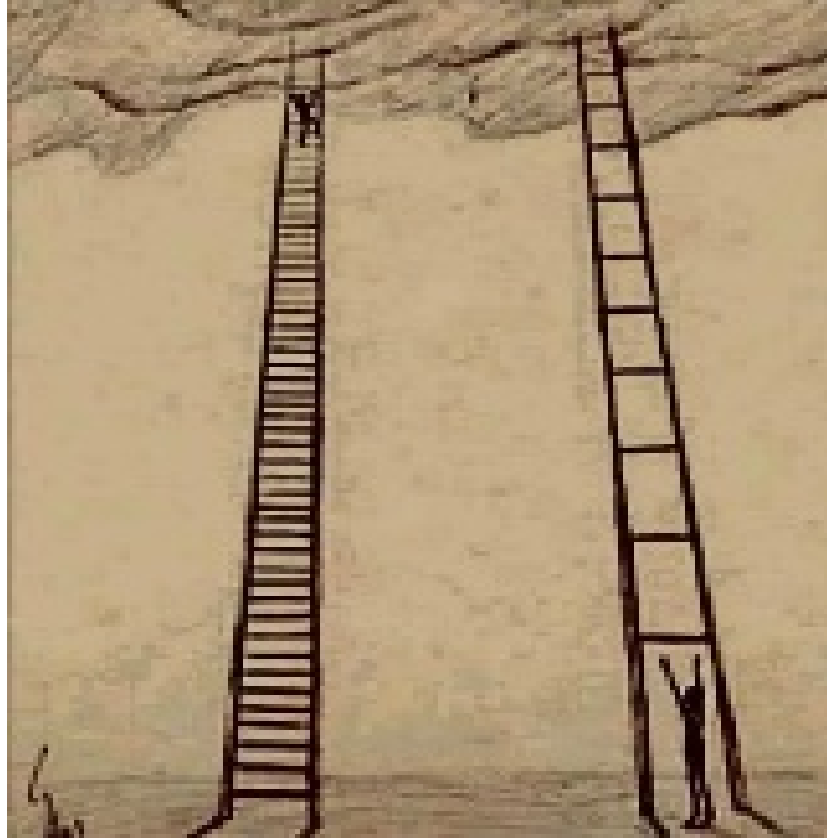- Reveal the data

- 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
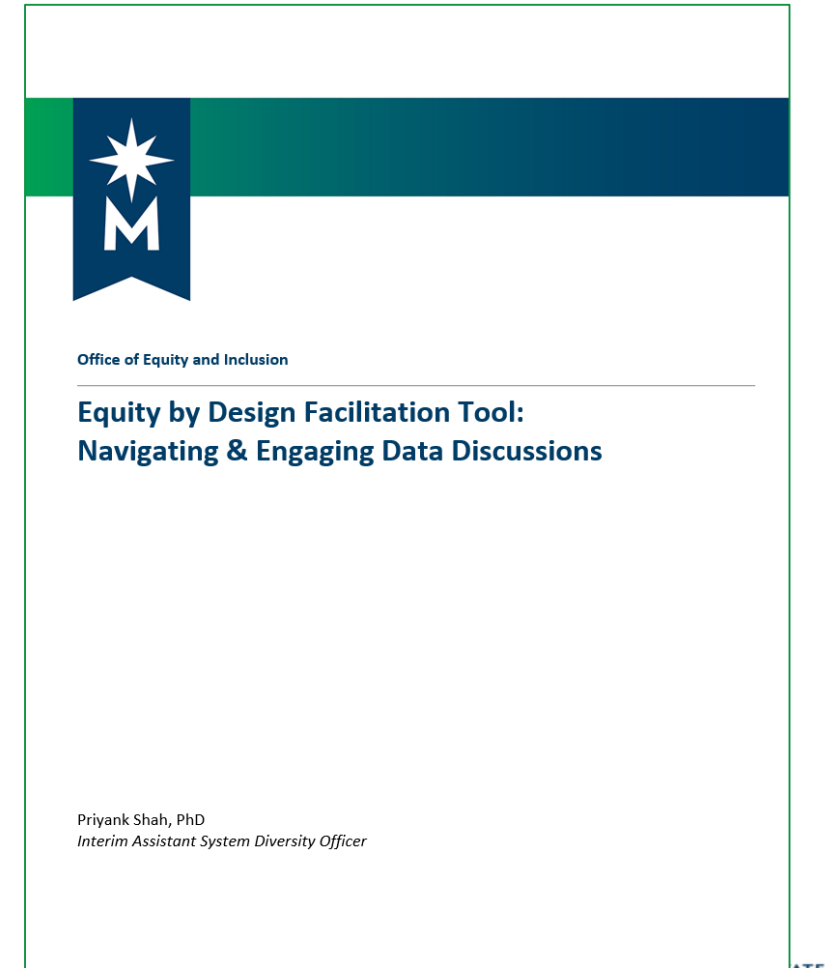
4. There is "not much I can do to fix this."

   - *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

Office of Equity and Inclusion

**Equity by Design Facilitation Tool:
Navigating & Engaging Data Discussions**

Priyank Shah, PhD
Interim Assistant System Diversity Officer

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

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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

- <u>Recommend</u> 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?**

	Rather uncomfortable	Slightly Comfortable	Quite Comfortable	Very comfortable	Notes & Considerations
Among staff?	0 1 2 3 4	5 6 7	8 9 10		
Among faculty?	0 1 2 3 4	5 6 7	8 9 10		
Among administrators?	0 1 2 3 4	5 6 7	8 9 10		
Among Students?	0 1 2 3 4	5 6 7	8 9 10		
For yourself?	0 1 2 3 4	5 6 7	8 9 10		

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

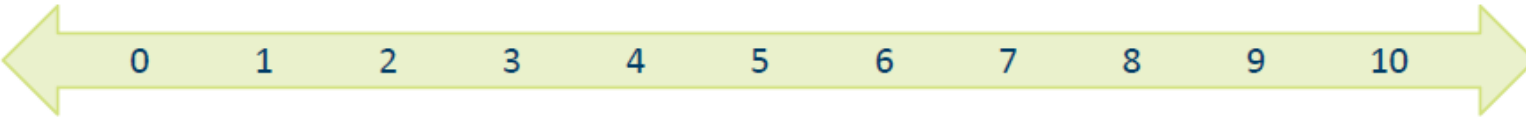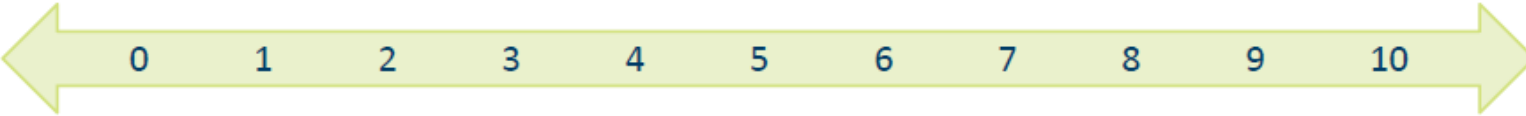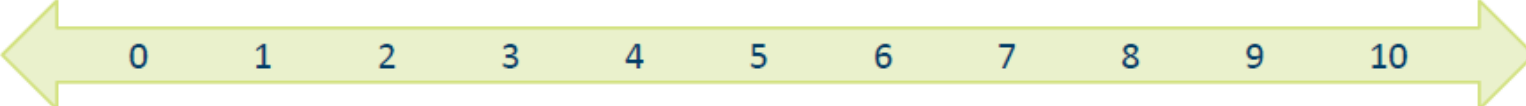- Understanding excitement & apprehensions

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?**

Rather Uncomfortable	Slightly Comfortable	Pretty Comfortable	Very Comfortable

Of colleagues in your unit/area?
0   1   2   3   4   5   6   7   8   9   10

Of colleagues outside your unit/area?
0   1   2   3   4   5   6   7   8   9   10

Of yourself?
0   1   2   3   4   5   6   7   8   9   10

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 & collegues 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

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Network for Educational Development

Fall 2021 NED Webinars

All webinars are free and are hosted by faculty and staff from across Minnesota State.
Webinars typically last 50-60 minutes. Registration required. Find recordings and resources from past 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 @ 2:30 - 3:20 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 @ 11:00 AM - 12:00 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 22 @ 10:00 - 11:00 AM

Designing Your Course for Student Learning
Register September 22 @ 10:00 - 11:00 AM

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

Creating an Inviting Digital Learning Space with Zoom
Register September 22 @ 2:30 - 3:20 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 13 @ 3:00 - 4:00 PM

Conversations with Colleagues: October
Register October 19 @ 12:00 - 1:00 PM

Universal Design for Learning: Quick Tips to Enhance Learning Experiences
Register October 26 @ 10:00 AM - 11:00 AM

Working in Pressbooks: Adding OER Materials
Register November 8 @ 10:00 - 11:00 AM

Open Education Network Webinar
Register November 15 @ 9:00 - 10:30 AM

Conversations with Colleagues: November
Register November 16 @ 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

asanewsletter.org/events

Browse the NED Event Calendar throughout the year to find additional webinar opportunities.

Network for Educational Development:
Spring 2022 Short Courses

DATES	SHORT COURSES	THEME
1/10 - 1/30	Equity 101 for Deans	Academic Equity
1/24 - 2/13	Aligning Instructional Strategies with Kaltura MediaSpace	Academic Technologies
1/31 - 2/20	Grade Smarter Not Harder	Special Topics
2/7 - 2/27	D2L: Improving Student-to-Content Interaction	Academic Technologies
2/7 - 2/27	Hacking Your Course Assessments	Foundations
2/14 - 3/6	Equity and Technology	Academic Equity
2/21 - 4/3	Equity 101	Academic Equity
3/21 - 4/10	Culturally Responsive Pedagogy	Academic Equity
3/21 - 4/10	Empathy by Design	Foundations
3/21 - 4/10	Using Pressbooks to Enhance OER Delivery	OER
3/28 - 4/17	Accessible Digital Media	Accessibility
4/4 - 4/24	Classroom Reflection to Classroom Inquiry	SoTL
4/11 - 5/1	Anti-Racist Pedagogy	Academic Equity

DATES	FACULTY LEARNING COMMUNITIES	THEME
1/31 - 4/24 Register by 11/30/21	Discipline-Specific Faculty Learning Communities Biology, Business, Marketing, Management, Psychology, Theater, and Performing Arts	Academic Equity
2/21 - 5/1 Applications due 1/21	OER Learning Circles / OER Learning Circle Leaders	OER
1/31 - 4/24	Culturally Responsive Pedagogy Learning Community	Academic Equity

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