

Here's My IDEA: Co-mentorship For Inclusion, Diversity, Equity, Access

**TESOL Convention
Panel Session (75 min.)**

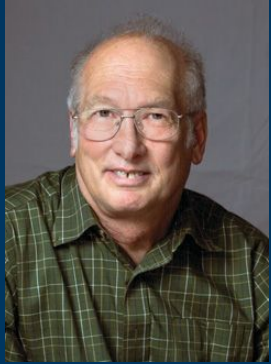
Long Beach, CA March 2025



Ingrid Bowman, Katie Baillargeon, Christopher Dean, Anna Krokhmal,
Briana Westmacott, Karyn Kessler

How would you describe the best mentors or co-mentors?

Who comes to mind and what is one adjective you would use to describe them?



Chris
Dean

Mentor:
Tom Newkirk

Direct



Katie
Baillargeon

Mentor:
Rick Restivo

Eclectic

Briana
Westmacott

Co-Mentor:
Ingrid Bowman

Dedicated



Anna Krokmal

Mentor:
John Kotnarowski

Caring



Ingrid Bowman

Mentor:
Bonnie Mennell

Experiential



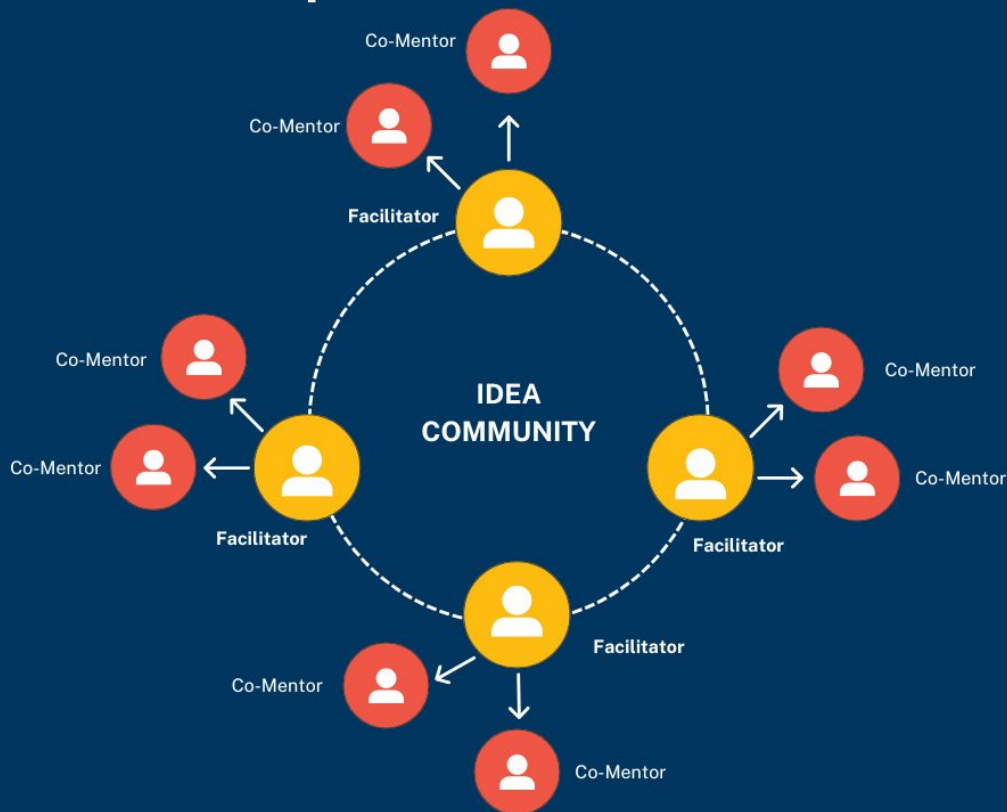
Karyn
Kessler

Mentor:
Nicole Harris

Passionate

Visualization

Co-Mentorship



Co-Mentorship–Katie

Katie - UCSB - Senior Continuing Lecturer - Writing Program

IDEA Question: How can I design a grammar course to be as culturally responsive as possible, for a 10-week class, while still attending to the course's import for the editing minor?

Bay- UCM - Continuing Lecturer - Merritt Writing Program

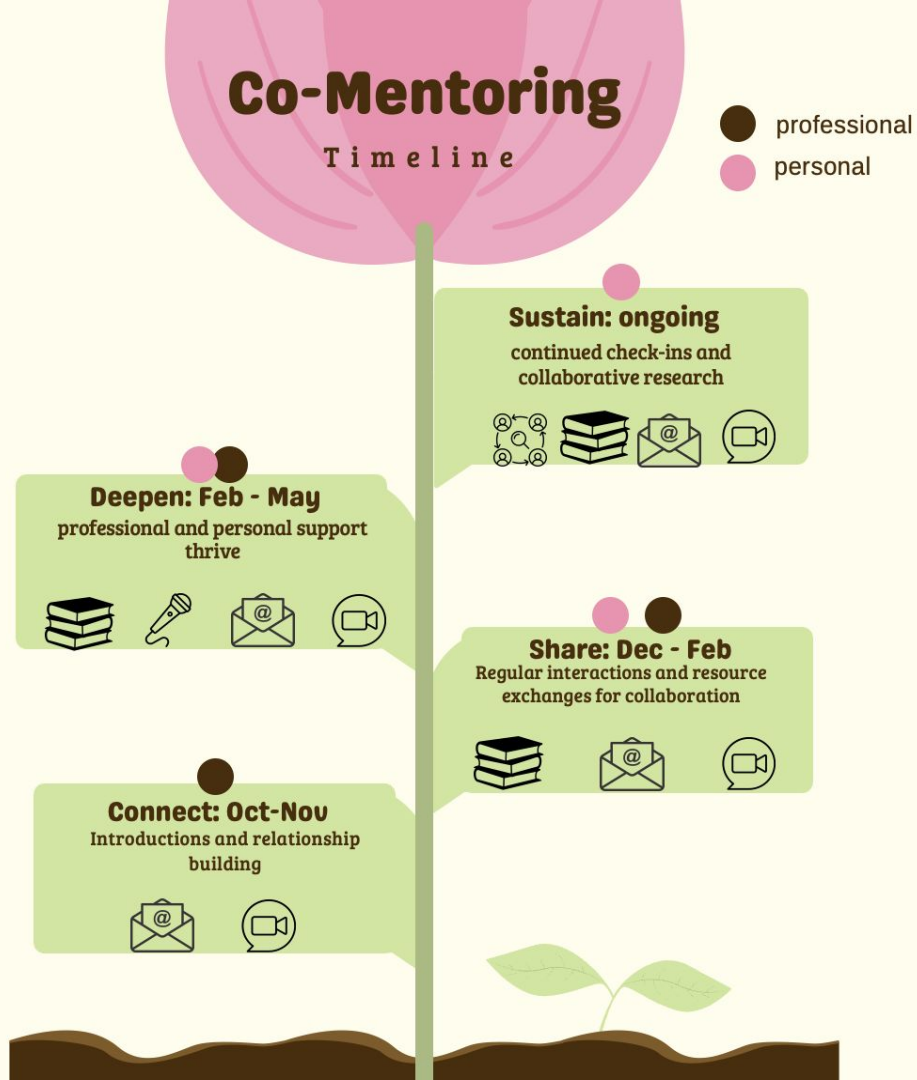
IDEA Question: How can I better incorporate universal design principles into my courses this semester?



Katie

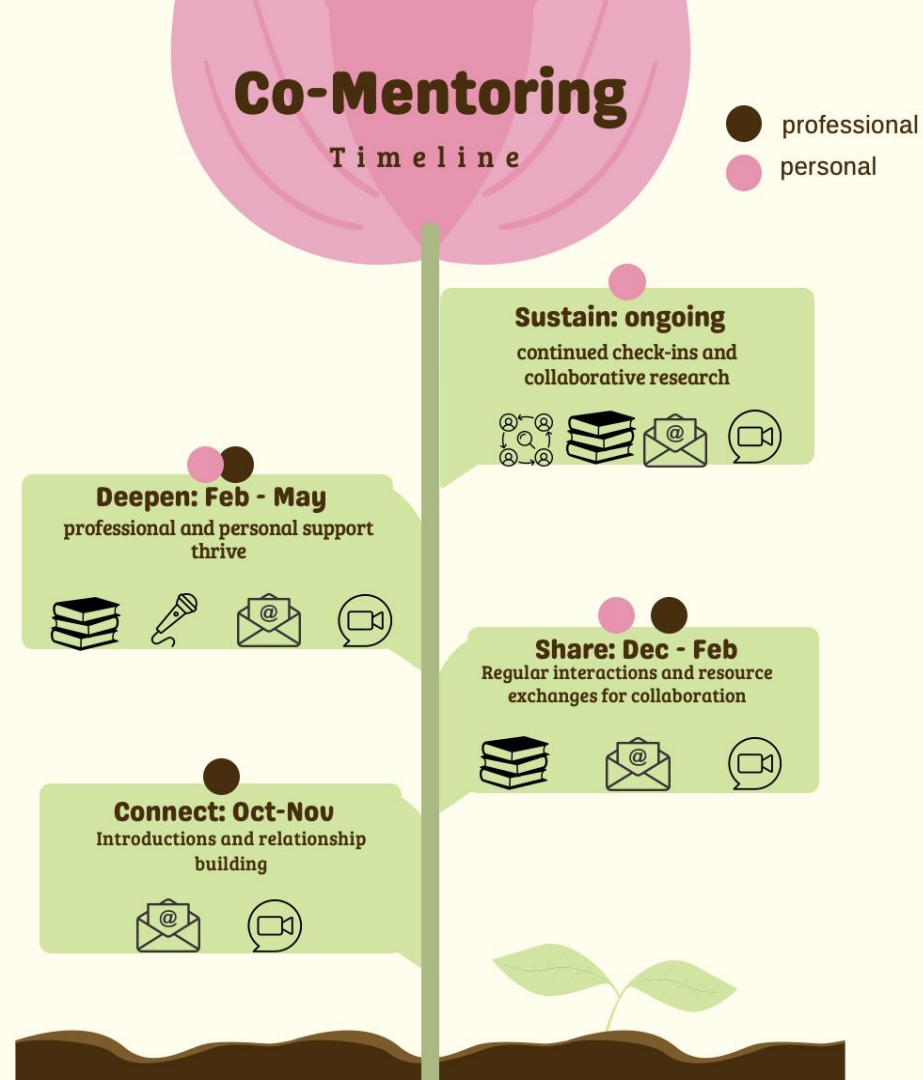
What made for effective co-mentoring?

- **Grounded theory:** 17 email strings (559 segments)
- **Meeting coordination and scheduling**
 - prioritize, structure, and value collab time.
- **Blending of personal and professional lives**
 - Establish, maintain, or purposefully dissolve boundaries
- **Collaborative project work and support**
 - distribute responsibilities and leverage each other's strengths
- **Communication style and relationship building**
 - How choices shape the development and maintenance of the relationship



What made for effective co-mentoring?

- Ecosystem of interactions: relational ecology
- **Reciprocity.** Practices that went beyond traditional mentorship to become creative and collaborative
- Shaped the co-mentorship into a safe space of relational co-creation where equity-driven teaching practices could be imagined, reflected upon, and sustained



Co-Mentorship—Chris

Chris - Senior Continuing Lecturer

Writing Program

Question: How can I move from an accounting of what I want to do to a structured way, particularly in upper-division writing courses in multimedia production, of enacting better practices that focus on inclusion for folks who suffer, as I do, from visual disabilities?

Matt - Continuing Lecturer

Merritt Writing Program, UC Merced

Question: How can I keep structure and accountability as cornerstone elements of the student experience in my student-centered, punitive-policy-free writing courses?



Chris

Accessible Class Design



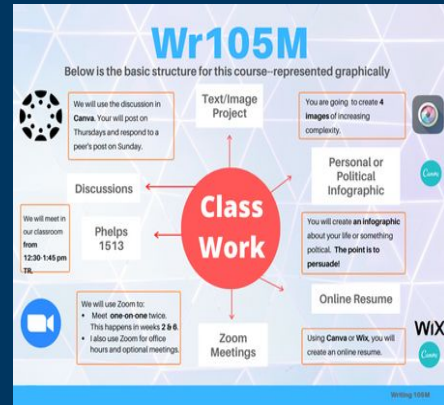
Key Principles of Universal Design (All Seven can be seen at the [Center for Excellence in Universal Design](#))

- Equitable Use: All users can use
- Flexibility in Use: Multiple ways to use
- Simple and Intuitive Use: Design of documents shouldn't be cluttered
- Perceptible Information: Present key information in various ways (using things like "alt text," screen readers, and information hierarchies)

Chris

Accessible Class Design

- Teach Accessibility: I do this in an infographic assignment with a reading titled, Access Ability
- Create an Accessible Syllabus: My syllabus is in Canvas and arranged via headings and visual hierarchies
- Create Accessible Overheads: My lesson plans use headings, white space, and other techniques to make things easy to read
- Create a Visual Syllabus: Inspired by my idea peer Matthew Snyder, I made sure to go back to a visual syllabus of the class to present the course in two ways.



Co-Mentorship–Anna

Anna - UC Santa Barbara - Lecturer

English for Multilingual Students Program

Question: How can I create a more inclusive and supportive environment for my (first-year) international students who are still adapting to the life in the US?

Danielle - UC Merced - Continuing Lecturer

Merritt Writing Program

Question: What new engaging group-activities can I develop that also reflect inclusion, equity, diversity, and accessibility?



Anna GoReact

How it works



Sort by: Newest ▾

Group Discussion Debrief...
Anna Krokmal

Individual Work Debrief_1
Anna Krokmal

Group Work Debrief_1
Anna Krokmal


[View Instructions](#) **INVITE** **START ACTIVITY**

Record Upload YouTube Zoom

Anna GoReact

Teaching self-assessment





04:44 / 13:37

Comments

Details

Transcript

Analytics

Comments Filter by: All Markers: All

5:03 **Anna Krokhmal**
NC Explains new concept
Good use of the whiteboard to clarify grammar structures

5:52 **Anna Krokhmal**
ER Elicits responses
Provides answer options BUT only active students are engaging

Anna Krokhmal Jan 23, 2025 9:23 PM
Not calling on quiet students

Anna Krokhmal Jan 23, 2025 9:27 PM
Need to pause more to check for clarity / more encouragement to ask questions or share that they don't understand

IW GW EQ AE NC SC LC PB BR RQ WT ER

Add a comment...

BR	Builds on a response
RQ	Rephrases a question
WT	Gives wait time
ER	Elicits responses

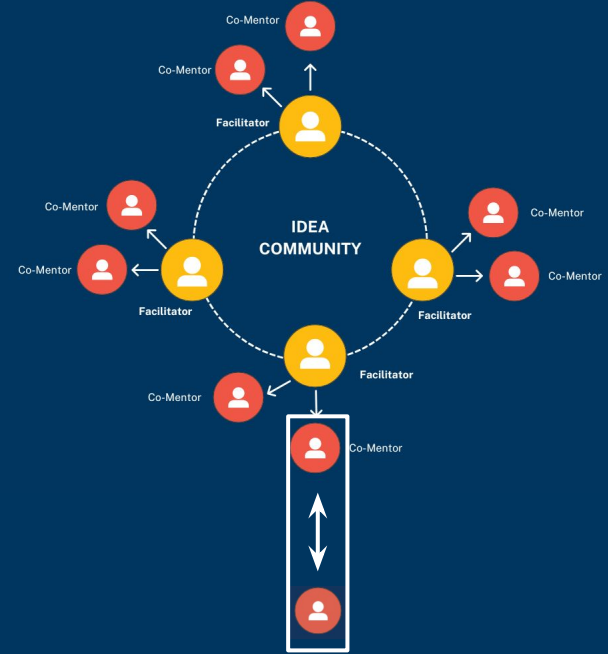
GoReact

Relationship to self

- reflecting in a low-stakes setting
- setting personal goals for a course/quarter/year
- experimenting with new strategies

Future implementation

- teaching portfolio supplement
- preparation for a classroom observation
- feedback from colleagues



Model Co-Mentorship

Three Tiers:

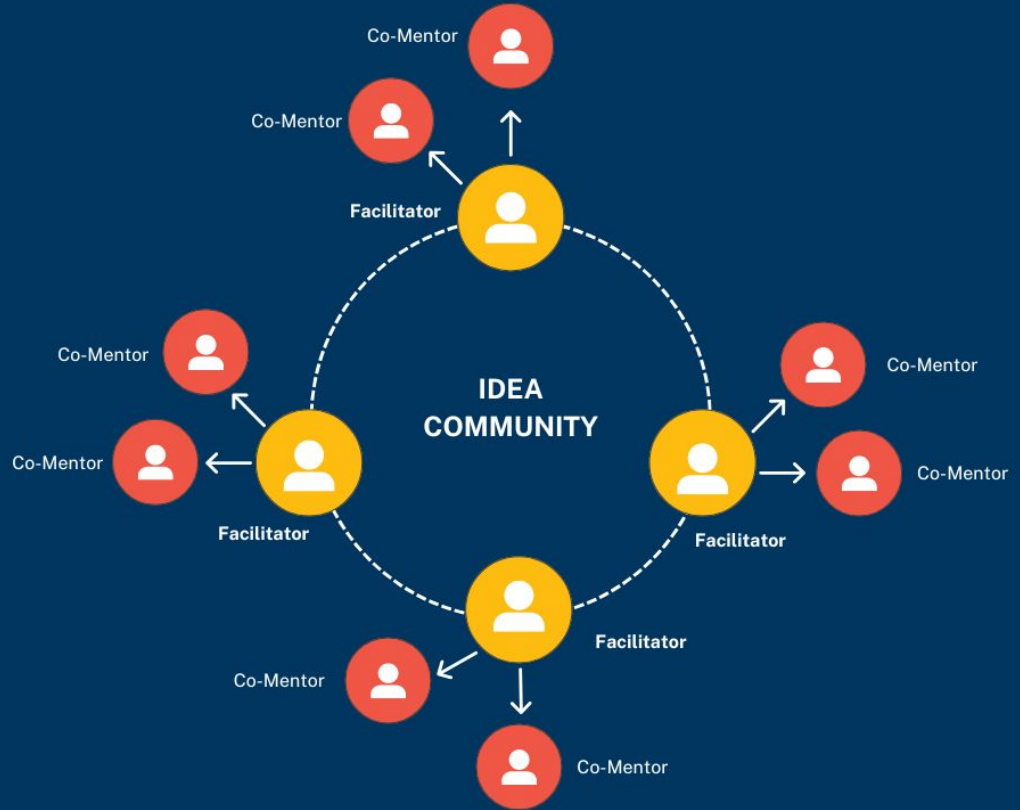
- *Co-mentors

- *Faculty Facilitators

- *Cohorts

One goal:

Putting IDEA pedagogy into practice in a supportive way



By the end of this academic year, we aim to be able to:

As co-mentors: reflect on our co-mentorship experience, and utilize GoReact software for documentation, in order to showcase specific pedagogical changes that have made their way into our teaching in the context of our IDEA-related question.

As cohorts: understand and outline a range of paths for effective online mentoring that include goal setting, dialogue, theme focus areas, mutual support, site visits and reflection; understand definitions of IDEA concepts in ways that align with UC definitions of these same concepts;

As a community: a) engage in an iterative, inquiry-driven mentorship experience; b) offer tips to ensure the success of future mentorship cycles which may eventually include more than 3 campuses.

Peer Coaching Versus Our Mentoring Model

- Direct suggestions
- Critique
- Focus on deliverables
- Stress on deadlines

✓ Incremental professional growth

- ✓ Reflect & share our own insights
- ✓ Support co-mentor while they examine & critique their own practices
- ✓ View co-mentor as a great educator
- ✓ Engage in deep, fruitful conversations in a safe space

Journal for Five Minutes

Thinking of your last meeting with your co-mentor, what are 1-3 things you could improve on?

1. Did I listen or talk more?
2. What feedback was requested of me?
3. How was I descriptive and objective?
4. Did we stay on topic? Did we discuss big picture issues or details?

5. Was my feedback value-free and non-judgmental?

6. Did I comment mainly on aspects which my co-mentor can control?

7. How am I building mutual respect and trust?

(Then we'll share briefly with a 3 people in each breakout room for 10 minutes)

Some Symposium Sessions

Christopher Ramirez (UCM) & Peter Huk (UCSB), **Nurturing Voices: A More Equitable Classroom Approach** for Students to Maintain Agency in Creative Writing and Academic Inquiry

Amir Effat (UCB) & Kelsey White (UCSB), **Fostering participation** from diverse learners in foreign language classes

Danny Tsai (UCSB), **Breaking the Stigma** By Starting the Conversation

Iris Ruiz (UCM), **Decolonizing Pedagogy in Advanced Writing**

Karina Palau (UCB), **From Grade-centered to Growth-centered**

Bay Van Wagenen (UCM) & Katie Baillargeon (UCSB), **Constructive Work Relationships: Building Supportive Cross-Campus Connections**

Natalia Goshylyk (UCB) & Andreea Corona (UCSB), **Bridging Identities: Integrating Personal Experiences with Course Topics/Readings**

FIVE Underlying Values Driving Project Design

1. **Pedagogical** focus (*Unit 18 Lecturers; individual compass; reciprocity; IDEA in practice; optional capstone visits*)
2. **Compassionate community-building** (*T-to-T learning; peer mentorship - not coaching; iterative growth*)
3. **Flexible structure** (*online modules; choices; regular meetings; pedagogical; self-paced commitments*)

FIVE Underlying Values Driving Project Design

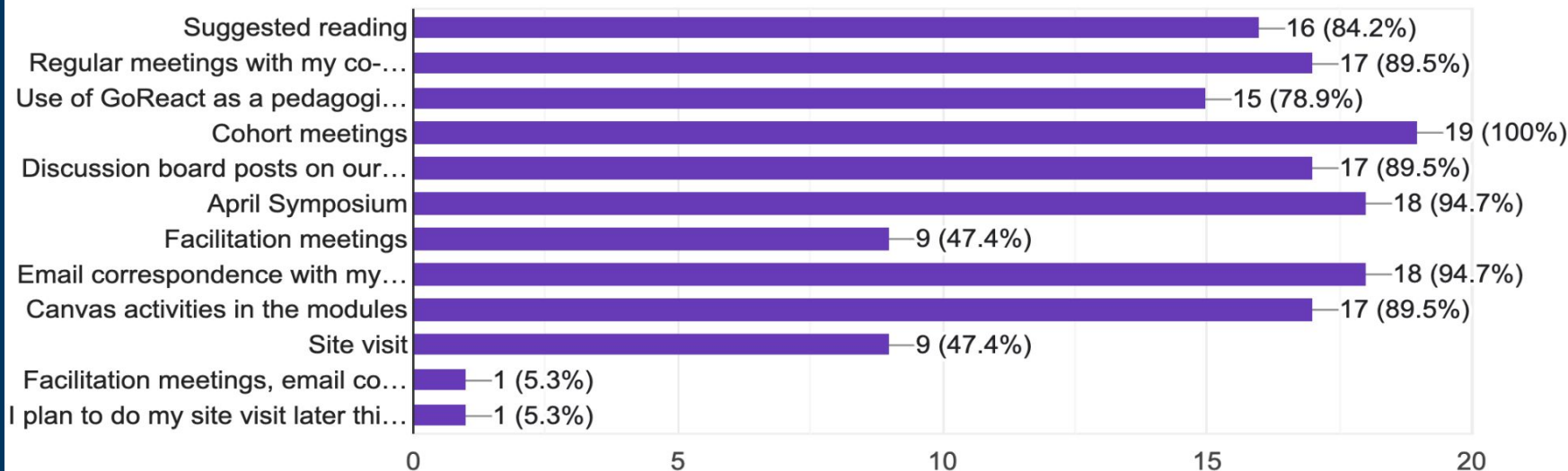
4. **Reflective spaces** (*intentional communication; interactive cohort meetings; GoReact software; inspiring readings, community discussion board; low-stakes symposium*)
5. **Equity** (*transparent communication; frequent faculty facilitator meetings; inclusive program modifications & participant-driven*)

Big-picture Learnings

End-of-Program Survey showed that participants valued having multiple tiers (comentor, cohort, whole group) and modes of engagement (Canvas, email, site visits)

What aspects of professional development in this program did you engage in? (Check as many as apply)

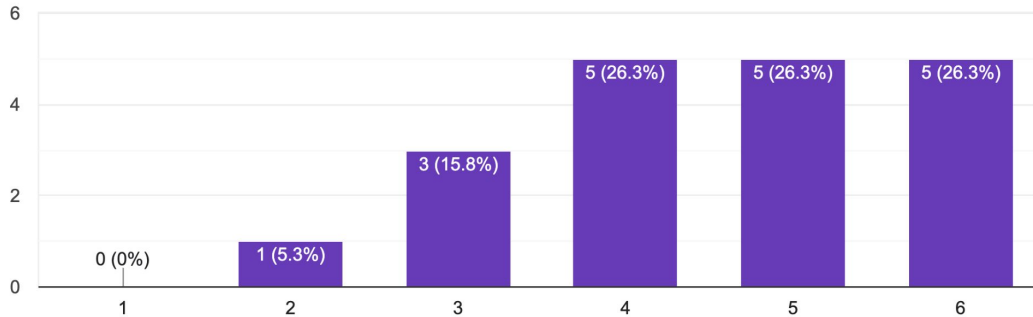
19 responses



End-of-Program Survey showed that participants valued invitations to “play” with technology (Go React) and reflect on implications for pedagogy

How satisfied are you with your experience using GoReact (video recordings) as a reflective pedagogical tool?

19 responses



*I like the possibility of conducting a self-observation at any time. This could be a great way to **reflect on pedagogy** without having to arrange physical meetings with others.*

*It's definitely time-consuming but nevertheless **rewarding and very useful**.*

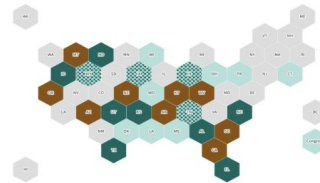
*The weakness is that **it is capturing** a moment in time and **doesn't reflect** the larger teaching practice, much like observing a colleague for one class day.*

*I am probably old fashion in this regard. I enjoy **in person observations from colleagues and post-discussion** as I see this approach more intimate and professional.*

As we exited the mentorship program and entered a time when principles of DEIA are under attack, we feel positively about the care put into making our language and writing classrooms intentionally grounded in the values of diversity, inclusion, equity and access.

We see no downsides and only upsides to our efforts in this direction.

Track the latest DEI Legislation and its affect on college campuses



DEI Legislation Tracker

By *Chronicle Staff* | January 31, 2025

Legislators want to get rid of diversity, equity, and inclusion offices, end diversity trainings, banish diversity statements, and censor how professors talk about race, gender, and sexuality in mandatory courses.



Tracking Higher Ed's Dismantling of DEI

By *Erin Gretzinger, Maggie Hicks, Christa Dutton, and others* | January 31, 2025

We've documented actions taken on dozens of campuses to alter or eliminate jobs, offices, hiring practices, and programs amid mounting political pressure to end identity-conscious recruitment and retention of minority staff and students.

End-of-Program Survey showed that participants valued
a variety of on-ramps and resources for IDEA-in-practice

Diversity

- ***Creating a sense of belonging for everyone***
- ***Diversity*** encompasses the variety of backgrounds, experiences, perspectives, and identities present within a learning environment. In the context of my course redesign, diversity includes the diverse range of students' personal interests, experiences, opinions, and questions related to the broader theme of identity as was explored through our course topics and readings.

Participant Engagement Preferences

Offering a variety of on-ramps and resources for IDEAs-in-practice was valued

Inclusion

- *Decentering any one person's role or power in order to facilitate learning as a community goal*
- ***Inclusion** involves creating a learning environment where all students feel valued, respected, and supported, regardless of their backgrounds or identities. In my course, inclusion became increasingly more evident through the intentional design of instructional strategies that foster engagement, promote dialogue, and encourage active participation among students. This includes opportunities for students to connect course topics to their personal experiences.*

Participant Engagement Preferences

Offering a variety of on-ramps and resources for IDEEA-in-practice was valued

Equity

- ***Giving students what they need to succeed***
- ***Equity**, in my teaching, refers to creating avenues for growth, empowerment, and the mastery of material without relying on prior knowledge or test-taking abilities, but opening various avenues for participation, for meaning-making, for classroom connections, and for the understanding of new concepts/material.*

Participant Engagement Preferences

Offering a variety of on-ramps and resources for IDEA-in-practice was valued

Access

- *Ensuring the ability of all students to fully participate in the learning process, regardless of any barriers they may face*
- *Access"signifies to me availability and transparency, so that students can function seamlessly in my classroom with regard to understanding materials, engaging in activities, and feeling comfortable while challenged by coursework.*

Questions
Comments
Discussion
Ideas
Feedback

Thank you!



What is one question
you are curious to
explore in your
classroom with the
support of a peer
mentor? (on notecard)

