Navigating Dynamic Sectoral Change through Collaboration: An Independent Provider Perspective from CCT

Ruth Ní Bheoláin, Dean of Academic Affairs

Overview of session

- CCT- Who we are

- Leadership Priorities for Dynamic Change

- Conceptual model of distributed leadership

- Applying DL model to:

  - Sectoral Engagement and Collaboration

  - Collaborative HECA Initiatives

  - Examples of CCT Initiatives (Academic Integrity and EDI)

- Key Takeaways

- References

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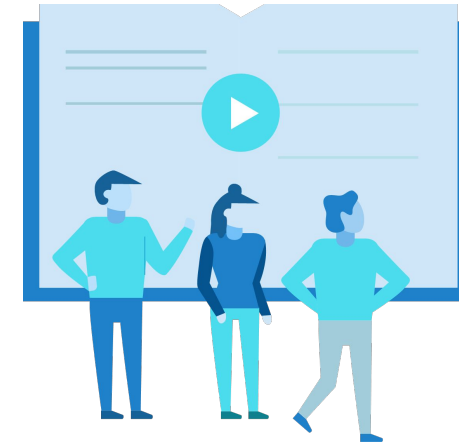
CCT College Dublin- Who we are

- Independent private higher education institution founded by College President Neil Gallagher in 2005.
- Approximately 1350 students.
- Offers QQI validated specialist programmes in business and ICT up to and including Level 9 of the NFQ, many of which provided under Springboard funding.
- Blended learning provider status awarded by QQI in 2020.
- Devolved authority awarded in 2023.
- CCT recognised as an Autism Friendly HEI, by Ireland's national autism charity – AsIAm on 1st October 2024.
- Member of the Higher Education Colleges Association (HECA) and various sectoral collaborations.
- CCT is a strategic partner of Microsoft Ireland.

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Leadership Priorities for Dynamic Change

Leadership Priorities for Dynamic Change

Educational Management

Involves *"carrying the responsibility for the proper functioning of a system in an educational institution in which others participate"* (Connolly, James and Fertig, 2019, p. 507).

Transformational Leadership

Transformational leaders (Marks and Printy, 2003, p. 375) *"motivate followers by raising their consciousness about the importance of organizational goals and by inspiring them to transcend their own self-interest for the sake of the organization"*.

Authentic Leadership

is linked to leaders' own moral values and beliefs, and how their actions are guided by these (Avolio et al., 2004). This behaviour is expected to promote trust, authenticity, well-being and sustained performance in their followers.

Ethical Leadership

Ethical leadership involves a leader that is an ethical influencer that focuses and infuses an organisation with ethical values that guide individuals' actions (Brown and Treviño, 2006).

Inclusive Leadership

To support the societies within which it operates towards greater equity, diversity and inclusion to transform both HEIs and society (Burkhardt, 2022; Lewis, 2016; Stefani & Blessinger, 2017).

Leadership Priorities for Dynamic Change

Distributed Leadership

Distributed leadership **empowers various** individuals to **participate** in organisational decision-making and development, focusing on decision-making processes and **collaboration** that is **inclusive** of internal stakeholders such as staff (Gumus et al., 2018) but also the **external drivers** such as government bodies and influential individuals (Croucher and Lacy, 2020).

Conceptual model of distributed leadership

Tenet 1: Engage with—activity(ies) that engage a broad range of leaders in positions of institutional authority (termed formal leaders), employees respected for their leadership but not in positions of institutional authority (termed informal leaders), experts in learning and teaching, and formal and informal leaders and experts from various functions,disciplines, groups and levels across the institution who contribute to learning and teaching.

Tenet 2: Enable through—the contextual and cultural dimension of respect for and trust in individual contributions to effect change through the nurturing of collaborative relationships.

Tenet 3: Enact via—the importance of a holistic process in which processes, support and systems are designed to encourage the involvement of people.

Tenet 4: Encourage with—the plethora of activities required to raise awareness and scaffold learning about a distributed leadership approach through professional development, mentoring, facilitation of networks, communities of practice, time, space and finance for collaboration, and recognition of, and reward for, contribution.

Tenet 5: Evaluate by—a suitable process needs to be designed to provide evidence of increased engagement in learning and teaching, collaboration, and growth in leadership capacity.

Tenet 6: Emergent through—distributed leadership engages people in a sustainable ongoing process through cycles of action research built on a participative action
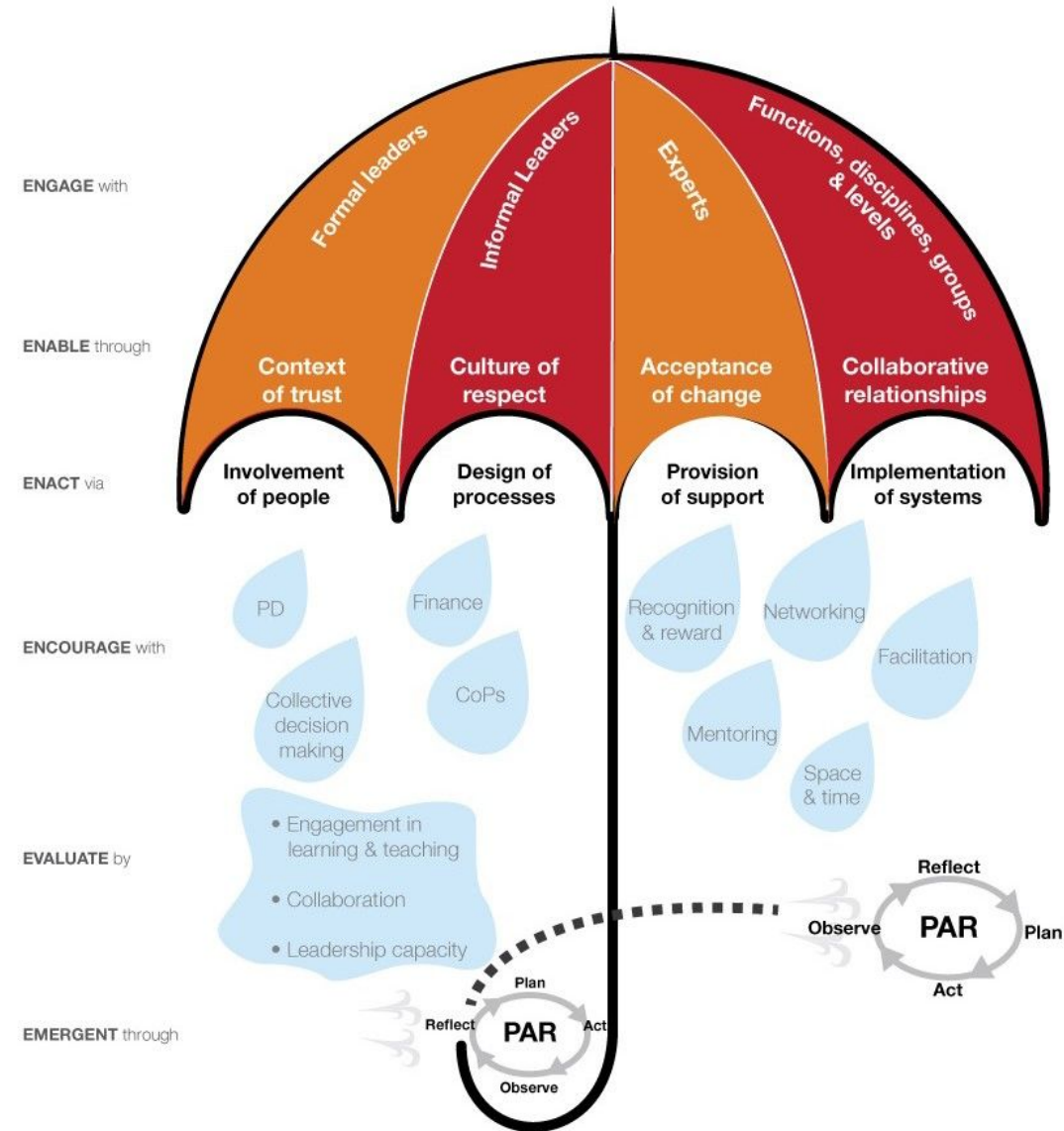
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Evidence-based benchmarking framework for a distributed leadership approach to capacity building in learning and teaching

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Leadership through Sectoral Engagement and Collaboration

Applying the 6Es to Sectoral Collaboration

Using NAIN as an example:

Engage: Involvement of institutional leaders, discipline experts, and diverse stakeholders through structured working groups producing outputs like guidelines and best practices.

Enable: A member-led network supported by sectoral facilitation to ensure buy-in, with knowledge sharing through plenary meetings, digital channels, newsletters, and responsive alignment with sectoral priorities (e.g., Gen-AI guidelines).

Enact: Members serve as ambassadors for academic integrity, sharing network practices and using this knowledge to adapt and develop practices locally.

Encourage: Supports sector-wide professional development through resources and training, facilitates communities of practice and peer-learning, and promotes visibility and recognition of contributions to academic integrity.

Evaluate: Conducts formal evaluations using quantitative and qualitative feedback to measure the impact of structures, resources and activities.

Emergent: Ongoing cycles of action and reflection, fostering a participatory process that adapts to new challenges and opportunities.
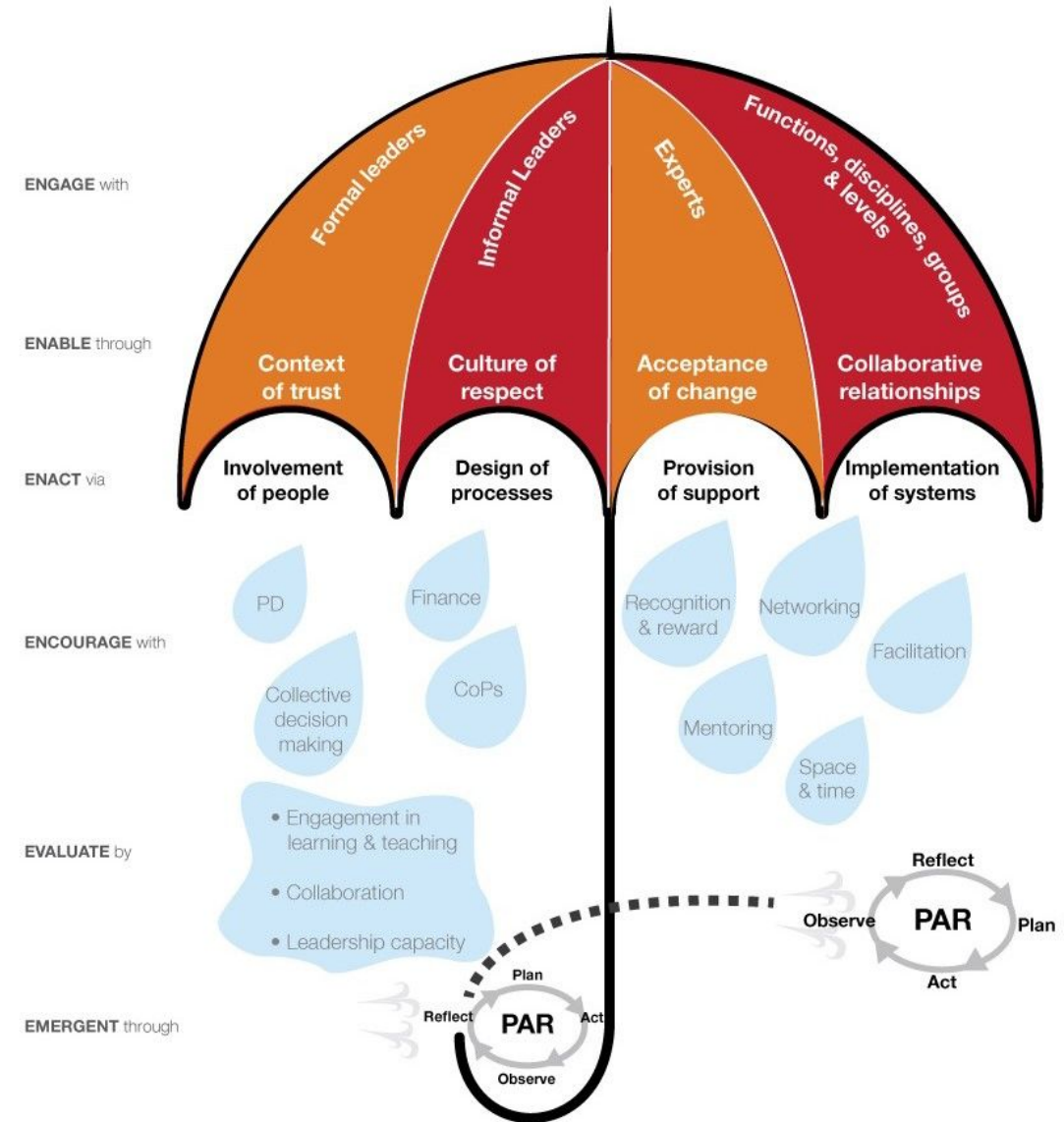
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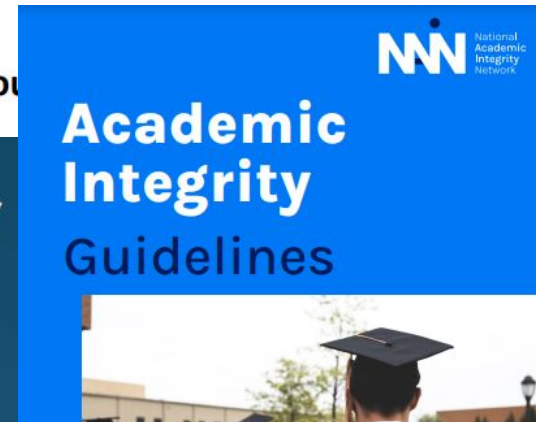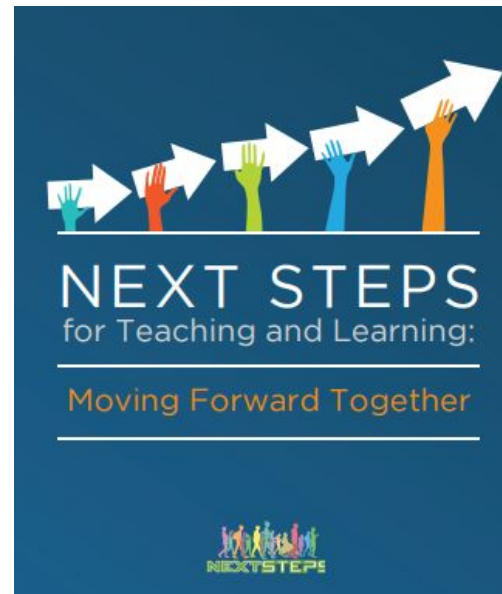# Sectoral Engagement and Collaboration

- Higher Education Colleges Association (HECA)
- National working groups e.g. NAIN
- Advisory groups e.g. NSTEP
- National projects e.g. Next Steps for Teaching and Learning
- Scholarship of Teaching and Learning e.g. conferences
- National professional development e.g. developing open courses

HECA- Subgroups and Collaborative Work

- National Forum Seminar Series
- Healthy Campus working group and conference
- National projects e.g. Connected Conversations
- Research Committee & conference
- HAQEF engagement with the National Professional Development Framework

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HECA- Ireland's Education Yearbook

A RECORD: An accessible and comprehensive data and information resource covering the major milestones in a particular year in education in Ireland

A THINK TANK: A source of insightful commentary and blue-sky thinking on the big issues of the year in education

A CATALYST FOR CONSTRUCTIVE ACTION

Teaching, Learning, and Assessment during Covid-19
Reflections from the frontline of higher education

Professional Development Planning
Bridging the gap between staff and institute needs

Assessment Choices Post-Covid-19
How Covid-19 challenged and changed assessment – perhaps permanently

Embedding Universal Design for Learning in HECA Colleges
An exploratory study

Continuing Conversations
Post-pandemic teaching, learning, and assessment policies and practices in HECA colleges

Developing Enabling QA Frameworks for Blended Learning

Distributed Leadership in CCT College Dublin

Introduction to Swiss Cheese Model

- Traditionally a health model of infection control and disease prevention.

- Useful framework for considering holistic approaches.
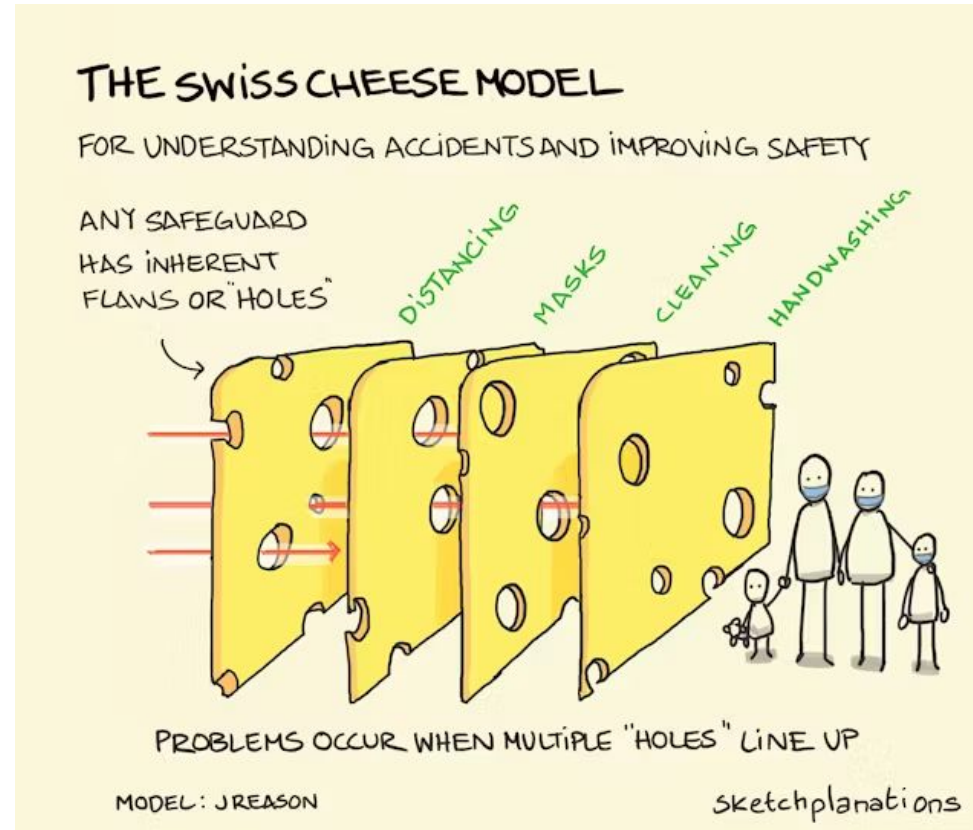
The Swiss Cheese Model for understanding accidents and improving safety. (@sketchplanations/J. Reason)

CCT Swiss Cheese Model

Important considerations:

- Multiple safeguards, 'cheese slices', reduce risk of problem occurring. Each slice in the swiss cheese model is a barrier to risk.
- All safeguards have flaws or 'holes' represented by holes in swiss cheese- No single method will stop academic misconduct.
- Problems occur when holes line up across layers, efficacy of each layer is important.
- Promoting an cultivating good practice
- Student-centred language
- Acknowledging our accountability as individual members of our institution
- Ensuring consistency and continuity across institution
- Equipping students to make good decisions
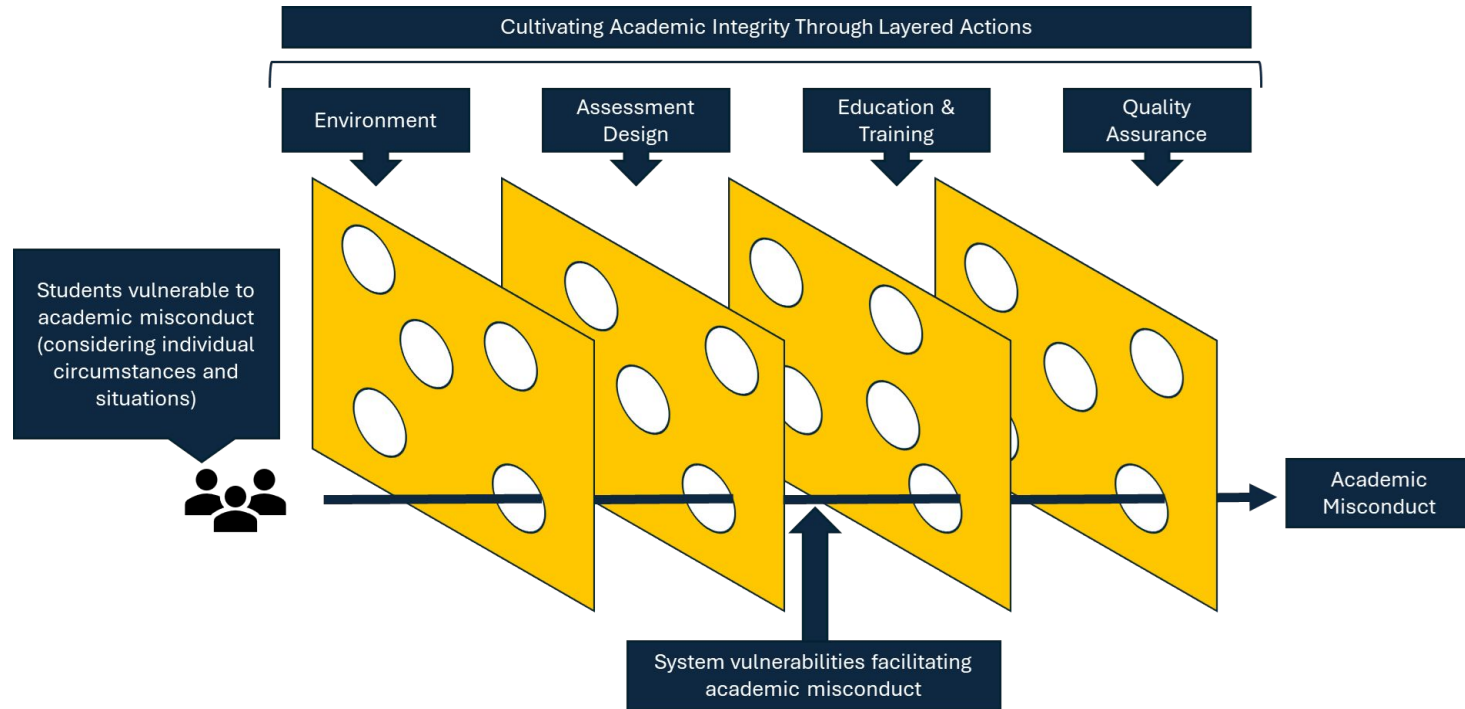
CCT Swiss Cheese Model Version 1 (adapted from Rundle et al 2020 as cited in UCL Designing assessment for academic integrity)

Layers of Action

- **Environment & Student Support:** creating a learning environment where students see examples of good practice and the culture promotes good conduct across all areas of College life.
- **Teaching, Learning and Assessment Design:** designing robust, diverse and authentic assessments that are focused on validity reduce the likelihood of misconduct, ongoing CPD schedule.
- **Education & Training:** ensuring staff and students have a shared understanding of what constitutes both academic good practice and academic misconduct, including College regulations.
- **Quality Assurance:** Reviewing and Implementing Quality Assurance policies and procedures, and using various tools to support detection.

Quality Assurance: CCT College Dublin Etiquette for Using Artificial Intelligence (AI) in Assessment

CCT College Dublin Etiquette for Using Artificial Intelligence (AI) in Assessment

The CCT College Dublin community is committed to reviewing assessment practices in the College in the context of Artificial Intelligence (AI), and embracing opportunities to enhance assessment practices leveraging the use of AI where appropriate.

Maintaining academic standards, promoting academic integrity and ensuring student engagement are at the forefront of all assessment activities, so that we can provide assurance to all stakeholders including students, staff, our regulators and students' future employers that all students who graduate with a CCT College Dublin qualification have authentically and fairly achieved the learning outcomes associated with their programme of study.

The area of AI and Academic Integrity is rapidly developing, and therefore the College is committed to providing high level statements of what is considered acceptable use of AI in assessment for both Academic Staff and students through the publication of this etiquette.
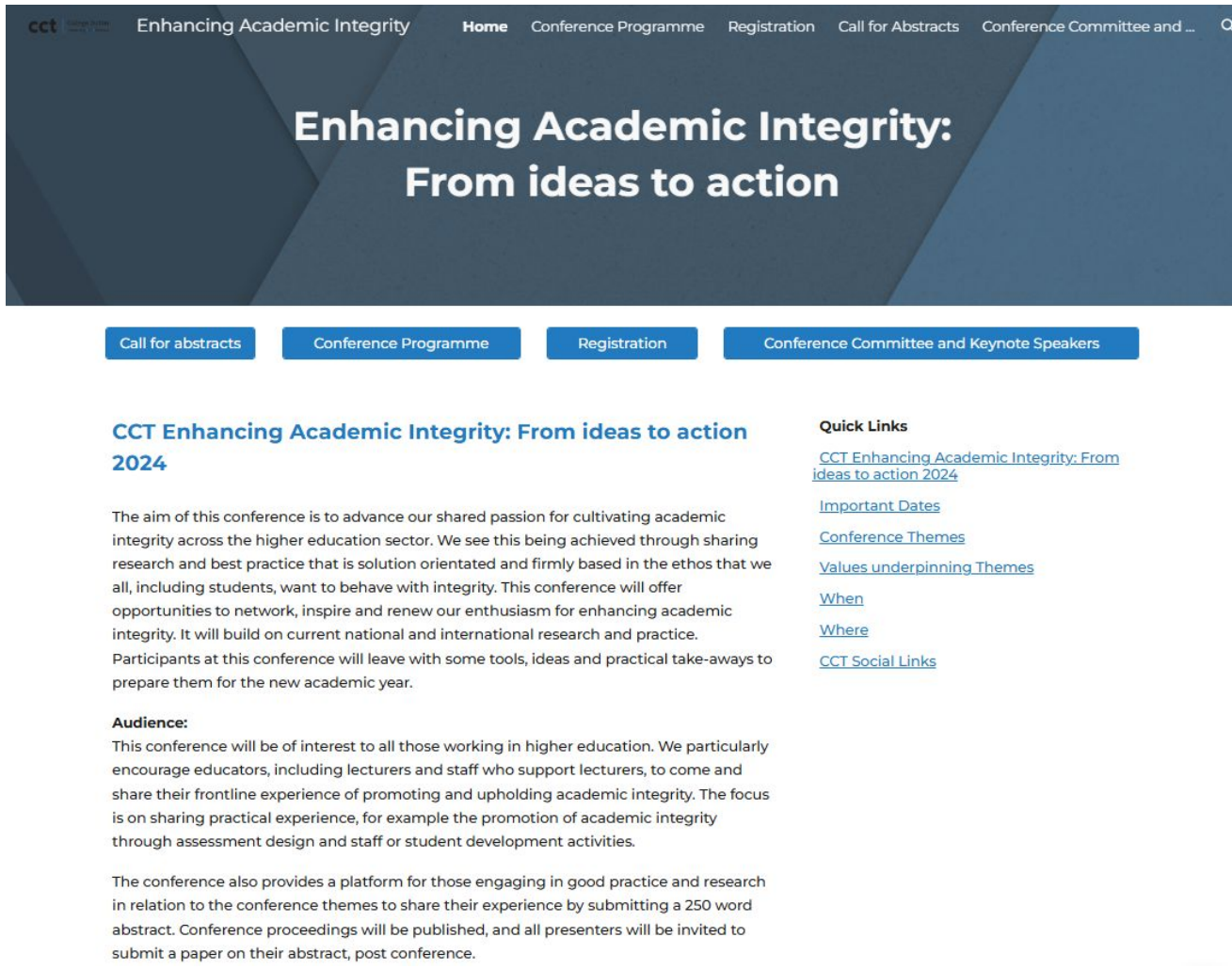
What We Will Do as a College Community	Expectations for Staff Using AI	Expectations for Students Using AI
Overarchingly, the CCT community commits that we will: ★ Never panic or ignore the threat imposed by AI on academic integrity. ★ Avoid reverting to traditional exams as a solution to designing-out the risk of AI. ★ Not use GenAI 'detection systems' under any circumstances. ★ Consider data privacy implications and data protection rights of our learners or staff when deploying new technology. ★ Consider matters of inclusivity, accessibility, and social considerations, e.g., digital divide and financial disadvantage, when deploying new technology. ★ Not use third party tools in the grading of student work unless it is explicitly authorised by the College. ★ Revisit the College's Academic Integrity Policy (CCTP511A) and contact the QA Office with any concerns around Academic Integrity.	Academic Staff are expected to: ★ Explore opportunities to introduce the use of Artificial Intelligence in their assessment and teaching. ★ Account for how decisions have been made for the use, or non use, of AI in their assessment. ★ Set clear expectations for students on the acceptable use of AI in their module and particularly assessment. ★ Implement initial risk mitigation measures as set out in the Quick Step Guide to Promoting Academic Integrity and Risk Mitigation. ★ Take account of ethical, inclusivity, accessibility, and social considerations e.g., digital divide and financial disadvantage, before endorsing the use of AI tools in students' work. ★ Complete a brief risk-based assessment before implementing the use of a specific AI tool in their own work or in students' work. ★ Collaborate and discuss assessment design with colleagues across the College.	Students are expected to: ★ Show evidence of their own learning and achievement of learning outcomes for their modules and overall programme of study through their assessment. ★ Demonstrate and commit to academic integrity and honesty in all their coursework. ★ Share details about how they use AI in their coursework, and make sure to follow lecturer instructions and when they can use AI and how to disclose it. ★ Seek clarification around the use of AI in their coursework when they aren't sure. ★ Engage in supplementary processes to assure the veracity of their coursework, e.g. a viva voce or interview with their lecturer, as required to demonstrate achievement of their learning outcomes. ★ Demonstrate good ethical and data protection practices, as well as adherence to the College's Quality Assurance manual.

Version 1- December 2023

All lecturers are asked to:

- Devote a brief in-class segment to use of GenAI in module assessment.
- Use Statements of Acceptable Use of AI in Assignment Briefs.
- Request students to include a 'declaration of use of GenAI' statement in assessment submission and use appropriate in-text referencing when applicable.
- Update assessment rubrics to focus on process over product.
- Design assessments that are scaffolded, authentic, and of value to students.
- Apply Academic Integrity checklist.
- Engage students as partners in TLA, particularly assessment design (see SaPiA).
- Use assessment briefs, exemplars and rubrics for class activity and discussion.
- Use GenAI during class as a teaching tool.

Enhancing Academic Integrity: From ideas to action

- Enhancing Academic Integrity conference organised by CCT in September 2024.
- Cross-sectoral collaboration and input.
- International speakers and presenters.
- Optimistic, action and future-focused.
- Conference resources available on the conference website and conference proceedings will be published in 2025.

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Applying the 6Es to the CCT Swiss Cheese Model

Engage with—conceptual model showing the diversity of stakeholders who play a role in in academic integrity in both academic and support roles.

Enable through— Governance and collaborative working activities promoting accountability. Dedicated Academic Integrity Committee, strategic importance.

Enact via—holistic and varied approaches as demonstrated through the layers of the model.

Encourage with—dedicated and facilitated space and time, CoPs (governance and TLA), collective decision-making through governance, financial resources (e.g. conference).

Evaluate by— ongoing evaluation through formal structures (e.g. evaluation by Academic Integrity Committee and reporting to Academic Council)

Emergent through—ongoing reflection on practice, incrementally enhancing each layer of the model, annual work plans.
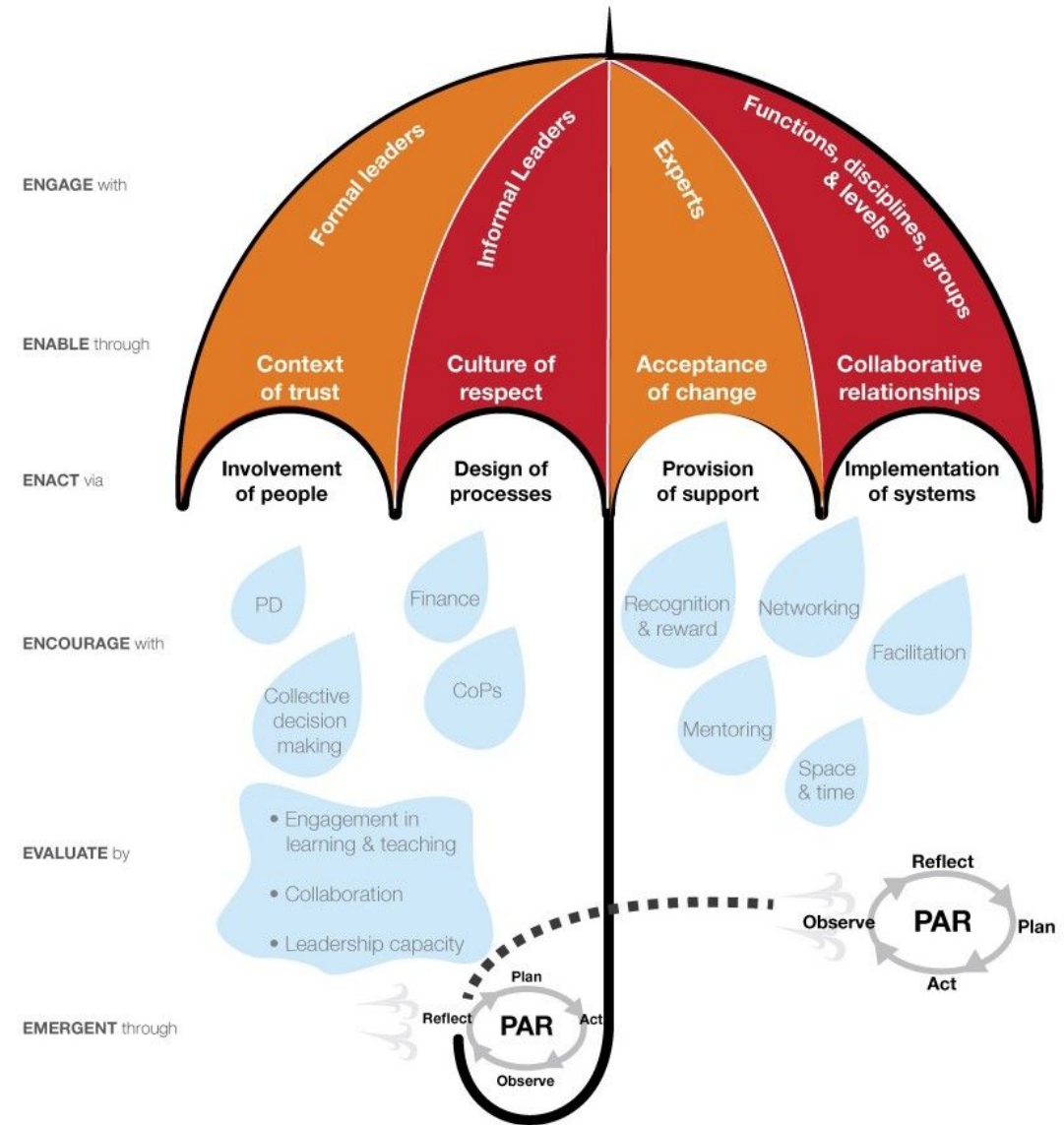
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Equality, Diversity and Inclusion

- **Dedicated point of contact:** EDI Officer
- **Student voice: Ongoing dialogue with**
- **Policy infrastructure:** Refined policies and processes to support students with diverse needs
- **Physical resources:**
  - A newly refurbished student lounge, incorporating silent study pods
  - Students have access to a recreational quiet lounge area called 'The Pump Room', and a sensory room, 'The Retreat'.
- **Digital resources, promotion & visibility:**
  - "CCT4All," an inclusive digital space within the Student Hub that provided students with resources, updates, and avenues for ongoing support.
  - Strong emphasis on promoting visibility and accessibility for EDI services, regularly updating resources, events, and supports on the Moodle Homepage and Student Hub
  - Moodle announcements
- **Staff training:**
  - Faculty and support staff engagement with UDL courses
  - Neurodiversity training

CCT recognised as an Autism Friendly HEI, by Ireland's national autism charity – AsIAm on 1st October 2024

"Our aim is to continuously work towards creating a college environment where neurodivergent students are accepted, understood, and celebrated. We believe that all further and higher education providers need to do what they can to improve their learning environments to enable greater accessibility, accommodation, inclusion, diversity and provide the same chance for autistic students. It is on us all as a society to do more to facilitate opportunities for our autistic community to access, engage with and excel in education and employment."

- **Neil Gallagher, President of CCT College Dublin**

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Applying the 6Es to the EDI in CCT

Engage with— involvement of formal institutional leaders (e.g. senior and middle managers) and informal leaders/experts (e.g. EDI Officer)

Enable through— institutional culture of trust and respect to develop this function through internal and external collaboration

Enact via—dedicated EDI function that is supported by systems, regular engagement with internal and external networks, governance system.

Encourage with—time and space and financial resources continuously invested to develop EDI function, CPD opportunities for all staff, involvement in external networks, external recognition.

Evaluate by—evaluation through governance system, annual reporting and workplans.

Emergent through—annual workplans and priorities actions for development.
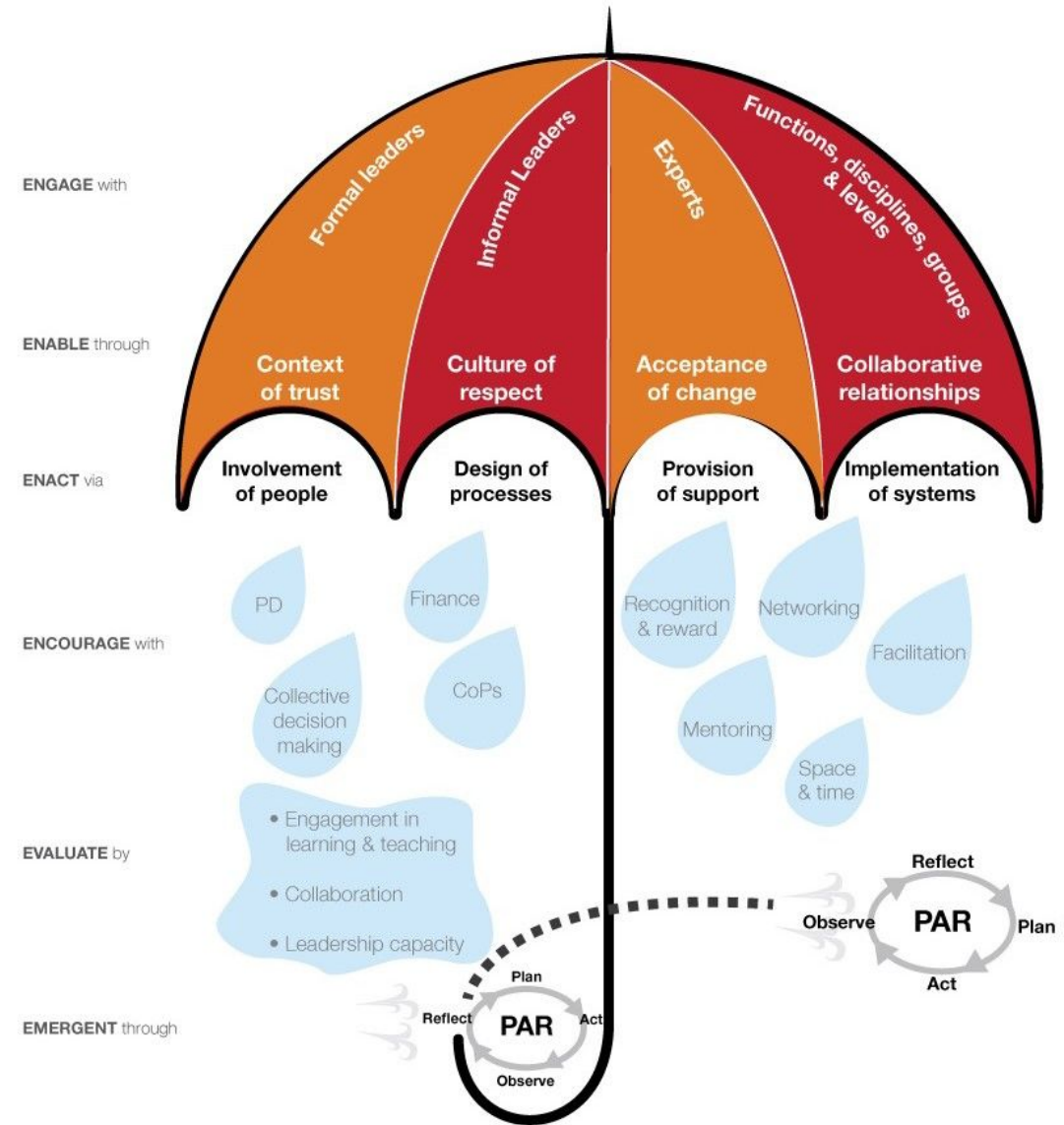
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Key Takeaways

- Leadership requirements are multifaceted and complex
- Leadership needs to include differents types of leaders
- 6E framework for leadership provides a framework to define how distributed leadership and collaboration can be effectively implemented
- Collaboration within and beyond our individual institutions towards shared objectives can help us keep pace with the demand of dynamic change.

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