

THE EQUITY & INCLUSION SCHOLARS PROGRAM

INTERVENTIONS TOWARD INCLUSIVE
TEACHING

Celebrate Learning Week
May 11th, 2022



THE E&I SCHOLARS PROGRAM

Objective: To build capacity for transformative teaching and learning through the integration of equity, diversity, and inclusion (EDI) in teaching-related practice and scholarship.

Committed to: Inclusive teaching involves deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel valued and supported in their learning.





NETWORK

Connect

Enhance opportunities for expanding conversations related to EDI in T&L at UBC

Recognize

Create mechanisms for recognizing and rewarding EDI work in teaching and learning



SCHOLARS

Learn & Inquire

Facilitate opportunities for faculty to develop expertise in EDI in T&L

Implement

Facilitate opportunities for faculty to critically apply an EDI lens in their teaching & learning

The Equity & Inclusion Scholars Program builds faculty capacity and inspires transformative teaching and learning in equity, diversity, and inclusion through opportunities to develop expertise, teaching practice and scholarship.



THE MODEL

Six projects and a total of 24 researchers selected

Two years of funding (2019-2021)

Diversity across ranks, disciplines, outputs, and facets of equity and inclusion

Faculty Learning Community:

“[A]ctive, collaborative, year-long program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building” (Cox, 2004, p. 8).



The Projects

Community Building through and in the Disciplines: Sociology & Anthropology	Neil Armitage, Lecturer, Sociology
The Community as a Teacher: Addressing Issues of Sexual Diversity, Drug Use and Addiction within the Undergraduate Dental and Dental Hygiene Curricula	Mario Brondani, Associate Professor, Oral Health Sciences Leeann Donnelly, Oral Health and Biomedical Sciences
Enhancing Equity across Active-learning Introductory Science Courses	Christine Goedhart, Science Educational Specialist, Botany & Skylight: Science Centre for Learning and Teaching; Karen Smith, Lecturer, Microbiology and Immunology; Jaclyn Stewart, Associate Professor of Teaching, Chemistry
Increasing Accessibility and Equity in Health and Human Service Educational Programs – What are the Best Instructional Practices in Clinical Education?	Tal Jarus, Professor, Occupational Science and Occupational Therapy Shahbabo Zaman Occupational Science and Occupational Therapy
Embedding Equity and Community Engagement in Asian Canadian Studies Curriculum	Chris Lee, Associate Professor, English/Asian Canadian and Asian Migration Studies
Learning from Strangers: Building Institutional Capacities for Inclusion and Intercultural Communication in UBC Classrooms	Janice Stewart, Senior Instructor, Institute for Gender, Race, Sexuality & Social Justice



**COMMUNITY BUILDING THROUGH AND IN THE
DISCIPLINES: SOCIOLOGY & THE ARTS**



PROJECT TEAM

- Dr. Neil Armitage, Lecturer, Sociology
- Nashwa Khedr, Research Assistant, Education



PROJECT OVERVIEW

- **Aim & Rationale:**
 - a) Adapt and embed existing Community Building Education (CBE) within first year Arts courses.
 - a) Evaluate and disseminate the impact of this on community building and student learning in first year Arts courses.



- **Deliverables:**

- a1) CBE adapted for discussion groups in 1st year Arts courses

- 3 x 50 minute sessions. Canvas module for in-person / online delivery with assignments that can be used either formative or summative.

- a2) CBE delivered in-person and online to @ 150 first year students.

- **Evaluation:**

- b1) 68% 'strongly agree' CBE helped build community in the course.

- b2) 58% 'strongly agree' CBE facilitated their learning of course material.

- b3) 59% 'strongly agree' CBE helped their understanding on the significance of the land acknowledgement at UBC.



KEY HIGHLIGHTS I

- Integrating a Land Acknowledgement Walk in CBE using Belkin Art Gallery's Musqueam House Posts tour by Jordan Wilson.

'The biggest change was that prior to this class, I stopped paying attention to the land acknowledgment, and didn't really understand its importance. Discussion and exploration in class completely changed my perspective.'

'I felt I came to understand the Musqueam community better through the CBE. I was able to reflect on the material representations of their culture on campus and what that meant to the UBC community.'



KEY HIGHLIGHTS II

- Community building by elevating historically marginalized voices

‘ that although UBC has done a lot to ensure that everyone feels included in the community, there is still much more to be done.’

‘... It was really nice to have ideas validated as a non-binary person - this obviously wouldn't happen for everyone and in every situation, but I was blessed with groupmates who were considerate and kind in regards to the ideas I had or personal experiences I could share, and they brought good ideas to the table themselves about gender inclusivity on campus.’



IMPLICATIONS FOR INCLUSIVITY AND ACCESSIBILITY

1. CBE opens up the **space** for students to unpack and discuss their frames of reference (positionality) safely.
 2. CBE at the start of a course, with sufficient **time** allocated to it, centres inclusivity and enhances community and learning.
 3. CBE's impact is elevated when it meshes with course content and concepts – through and in a **discipline**.
-
1. CBE is scalable to other first year Arts courses if implications 1-3 are fully accounted for: **space**, **time** and **discipline**.



CONTACT

Please follow up with us with any questions or feedback!

- Neil Armitage
- Email neil.armitage@ubc.ca





**THE COMMUNITY AS A TEACHER:
ADDRESSING ISSUES OF SEXUAL
DIVERSITY, DRUG USE AND
ADDICTION WITHIN THE
UNDERGRADUATE DENTAL AND
DENTAL HYGIENE CURRICULA**



PROJECT TEAM

Project Lead	Mario Brondani, Associate Professor, Oral Health Sciences. Doctor of Dental Medicine. Faculty of Dentistry
Co-applicants	Olivier Ferlatte, Post-doctoral Fellow, Faculty of Nursing. Leeann Donnelly, Associate Professor, Oral Biological and Medical Sciences. Dental Hygiene Degree Program. Faculty of Dentistry
Community partners	Megaphone Speakers Bureau Kinnon Ross, RN, VCH Dr Randy Paterson, Changeways Clinic Rus Maynard, PHS



PROJECT OVERVIEW

Aim & Rationale:

In response to a call:

“to teach cultural diversity” broadly within dental and dental hygiene education to foster practice that is inclusive, sensitive to diversity, equitable, and without prejudice.

Approach:

Develop a collaborative and interdisciplinary research project that engages the community as a teacher in addressing issues of sexual diversity, and substance use within the undergraduate dental and dental hygiene curricula.



PROJECT OVERVIEW

- **Deliverables:** Community consultations/meetings, sessions' development and delivery (pre and post session activities) with community as a teacher in 3 sessions: 'Queer health', Substance use' & 'Social responsibility/justice'.
- **Evaluation:** Community engagement feedback (session debrief and focus groups), student participant (non-elective) feedback – reflections and focus groups.
- **Implementation:** 2019/20 (snow day), 2020/21 and 2021/22 (pandemic years).



What would you like to learn from the January 8 session 'Addiction Medicine' and substance use?

I would like to know more about how I can initiate a conversation to promote healthy change and discussion with clients regarding substance use and addiction.

I want to learn more about overdose prevention.

How to approach/discuss addiction in culturally safe and sensitive manner.

What type of medicine that we prescribe are used by the addicts

I would like to learn about the real world stories that people have and has they grappled with addiction and what steps did they take to get out of it

How effective is addiction medicine in the long term?

How substance misuse has affected the broader healthcare system and the public, if there has been any impact?

What drugs/substances are more commonly used? What drugs/substances are at a higher risk for addiction? What can you do if your client has an addiction?

Because most health care professionals have not lived through their own experiences of addiction. Do those who seek help often feel that those treating them have a poor understanding of their situation?

REFLECTIONS:

How does inclusive teaching facilitate wellbeing?

I felt privileged. Privileged for having higher education, for having a stable family, for having opportunities. But I also felt privileged for having had this session.

One part that stood up for me was when the presenter mentioned that he has a choice of using drugs now given that all the other choices somebody made from him. I would never consider the implications of that. We need choices and when we are denied to have them, despair and negativity sink in. somebody made from him. I would never consider the implications of that. We need choices and when we are denied to have despair and negativity sink in.

It was an emotional session, really. Kris' life trajectory helped me to perhaps understand the impact of trauma on somebody's life. Even the 'same' trauma can cause a very different reaction on people: some get over with, some need help to bounce back. And it was clear that addiction is not a choice as much as it is a coping mechanism. It was an emotional session, really. Kris' life trajectory helped me to perhaps understand the impact of trauma on somebody's life. Even the 'same' trauma can cause a very different reaction on people: some get over with, some need help to bounce back. And it was clear that addiction is not a choice as much as it is a coping mechanism.

use (sexual diversity online only) and having the community and those impacted by it as teachers, acceptance and tolerance is developed among students and community partners feel empowered through sharing their knowledge.”

KEY HIGHLIGHTS

- 3 sessions delivered annually by/with the community;
- Hiring of an undergraduate student to work on the project;
- Pedagogy presented at the 2019 CBRC Summit;
- Lit review presented as a poster at the 2020 Research Day at the UBC Dentistry by the student;
- 2 members left the team for new jobs outside BC.

PLOS ONE

advanced search

 OPEN ACCESS

PEER-REVIEWED

RESEARCH ARTICLE

Community as the teacher on issues of social responsibility, substance use, and queer health in dental education

Mario Brondani , Maxine Harjani, Michael Siarkowski, Abiola Adeniyi, Krista Butler, Sekani Dakelth, Russell Maynard, Kinnon Ross, Cormac O'Dwyer, Leeann Donnelly

Published: August 14, 2020 • <https://doi.org/10.1371/journal.pone.0237327>

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IMPLICATIONS FOR INCLUSIVITY AND ACCESSIBILITY

- These topics are part of the ongoing curricula (Dental Public Health under development).
- But... unknown the impact on upcoming students, and upon graduation.
- But DEI office created in 2020 to address some of these issues.



CONTACT

Please follow up with us with any questions or feedback!

- Mario Brondani: brondani@dentistry.ubc.ca
- Leeann Donnelly: ldonnelly@dentistry.ubc.ca



Enhancing Equity Across Active-learning Introductory Science Courses



PROJECT TEAM

- Bec Chan, Undergraduate Research Assistant, CHEM
- Zarah Chaudhary, SoTL Specialist, Education graduate student
- Yulia Egorova, Graduate Research Assistant, EOAS
- Christine Goedhart, Science Education Specialist, Skylight/BOTA
- Joss Ives, Faculty, PHAS
- Shivani Mehta, Undergraduate Research Assistant, Biology
- Amelia Meredith, Undergraduate Research Assistant, GRSJ/Biology
- Karen Smith, Faculty, MBIM
- Jared Stang, Faculty, Physics (University of Calgary)
- Jaclyn Stewart, Faculty, CHEM
- Zakir Suleman, Graduate Research Assistant, School of Information
- Ashley Welsh, CTLT, Faculty of Science Liaison
- Taylor Wright, Graduate Research Assistant, CHEM



PROJECT OVERVIEW - Aim & Rationale:

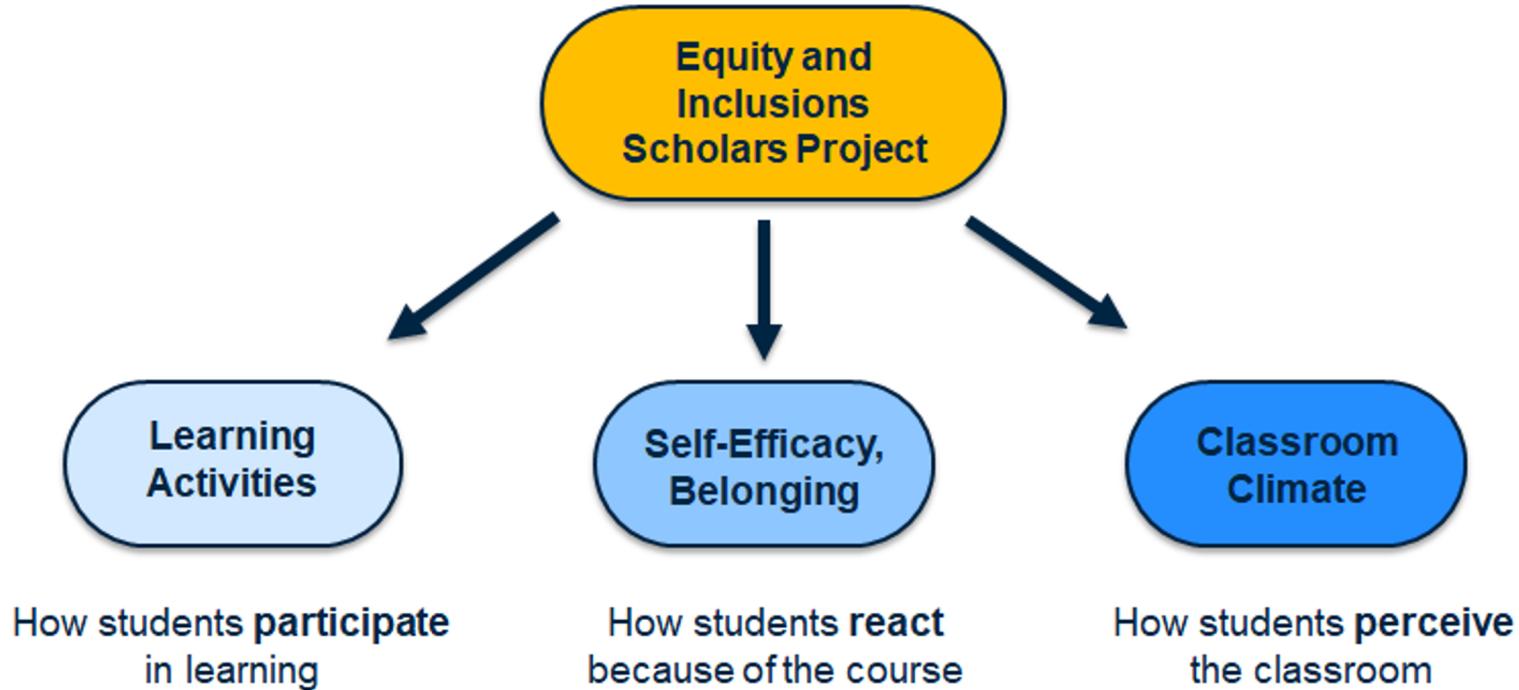
There is a need for STEM educators at UBC to:

- Understand their student populations with respect to academic identities
- Explore how EDI practices in the literature might translate into inclusive practices in their classrooms

Using the tools and suggested best practices for learning activities produced by this project, other educators will be able to better understand and respond to the diverse needs of students in their specific disciplinary contexts.



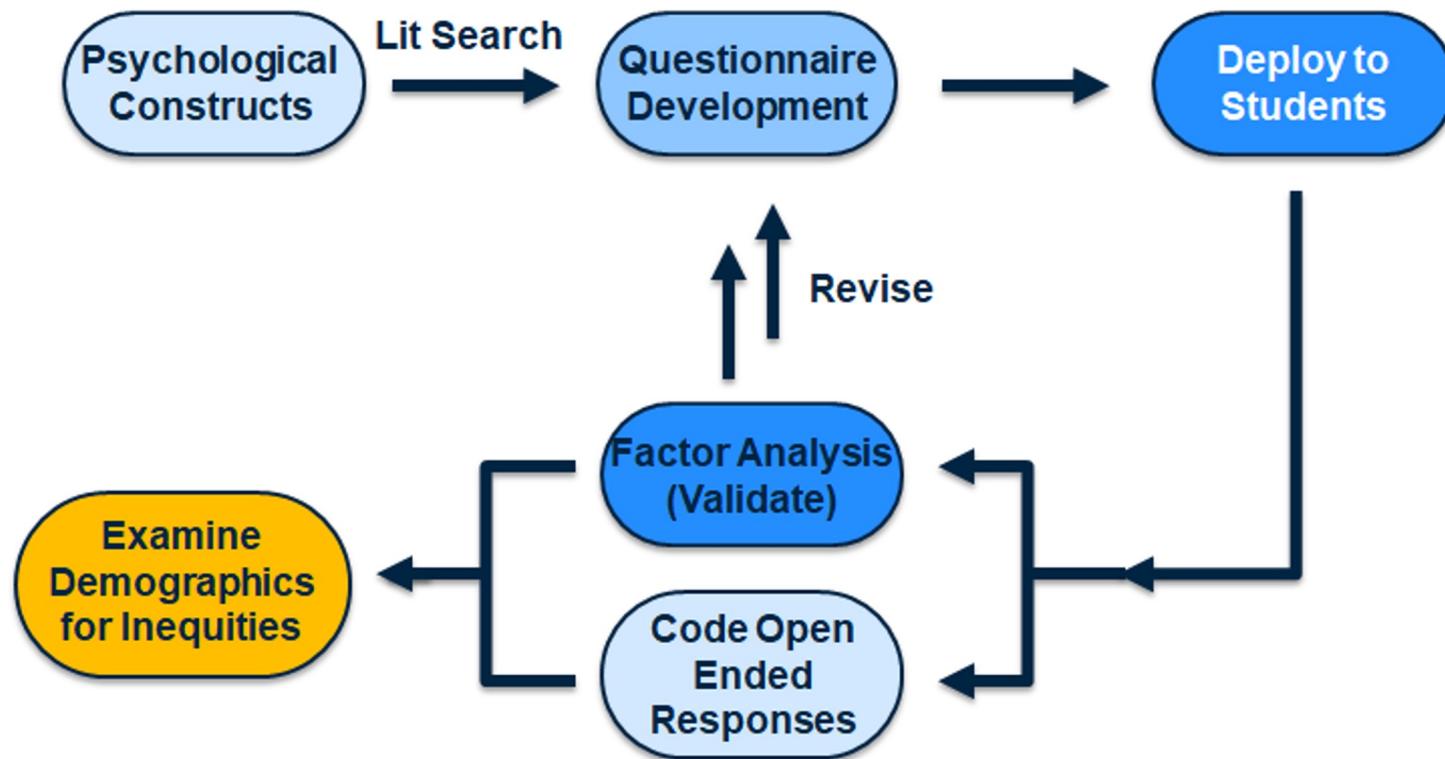
PROJECT OVERVIEW



Probe for demographic inequities across these three topics



Research Workflow



KEY HIGHLIGHTS - Outputs/Accomplishments

As of September 2021, the EISP team has:

- Constructed 9 different/revised surveys
- Deployed surveys across 5 unique course codes over 3 departments
- Deployed in > 40 sections across three years
- Collected > 9000 student responses
- For every survey, collected 11 unique points of demographic data
- Mentored 3 graduate students and 3 undergraduate student research assistants
- We have presented project work at multiple conferences (X-DBER, Pacificchem) and local events (Science Education Open House, STEM Education Research Exchange, Chemistry Dept. Seminar)



KEY HIGHLIGHTS - Challenges/Pivots

- Pandemic required courses to drastically change, which dramatically changed our research context.
- A team member moved to another institution, which opened up possibilities for expanding the project to multiple institutions.
- We lack a consistent baseline for student academic preparation that we can use for our models.
- Student demographic data mostly not available; we had to collect this ourselves as part of the project -> this is not ideal



IMPLICATIONS FOR INCLUSIVITY AND ACCESSIBILITY

- The research team now has experience with working with student demographic data they can carry to other projects.
- Engaging with the literature has helped the research team move from a “deficit model” to focus on structural inequities.
- Doing this type of analysis has started conversations and has helped people to better understand the problem and guide change efforts.
- Tools can be used to help faculty get to know their students and to inform changes to teaching practices.



WHAT'S NEXT?

Canadian Consortium of Science Equity Scholars

University of British Columbia

University of Calgary

University of Toronto Scarborough

York University

Biology, Chemistry, and Physics



Conseil de recherches en
sciences humaines du Canada

Social Sciences and Humanities
Research Council of Canada

Canada 



CONTACT

Please follow up with us with any questions or feedback!



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**INCREASING ACCESSIBILITY AND EQUITY IN
HEALTH AND HUMAN SERVICE EDUCATIONAL
PROGRAMS – WHAT ARE THE BEST
INSTRUCTIONAL PRACTICES IN CLINICAL
EDUCATION?**



PROJECT TEAM

- Donna Drynan, OSOT
- Laura Yvonne Bulk, CfA
- Earllene Roberts, DRC, UBCO
- Stephanie Chen, OSOT
- Margot Young, Law
- Karen Sauve, PT
- Bette Shippam, Teacher Ed.
- Kathy L. O'Flynn-Magee, Nursing
- Shahbano Zaman, OSOT, UBC
- Yael Mayer, OSOT, UBC
- Tal Jarus, OSOT, UBC



PROJECT OVERVIEW: AIM & RATIONALE:



Studies have lack of knowledge, clear procedures and policies for students requiring accommodations and those supporting them, in fieldwork (FW) contexts in health education.



Additionally, systemic ableism and biases persist within institutions, healthcare organizations and beyond.



PROJECT OVERVIEW:

Phase 1:

“What are the strengths and limitations of current practices?”

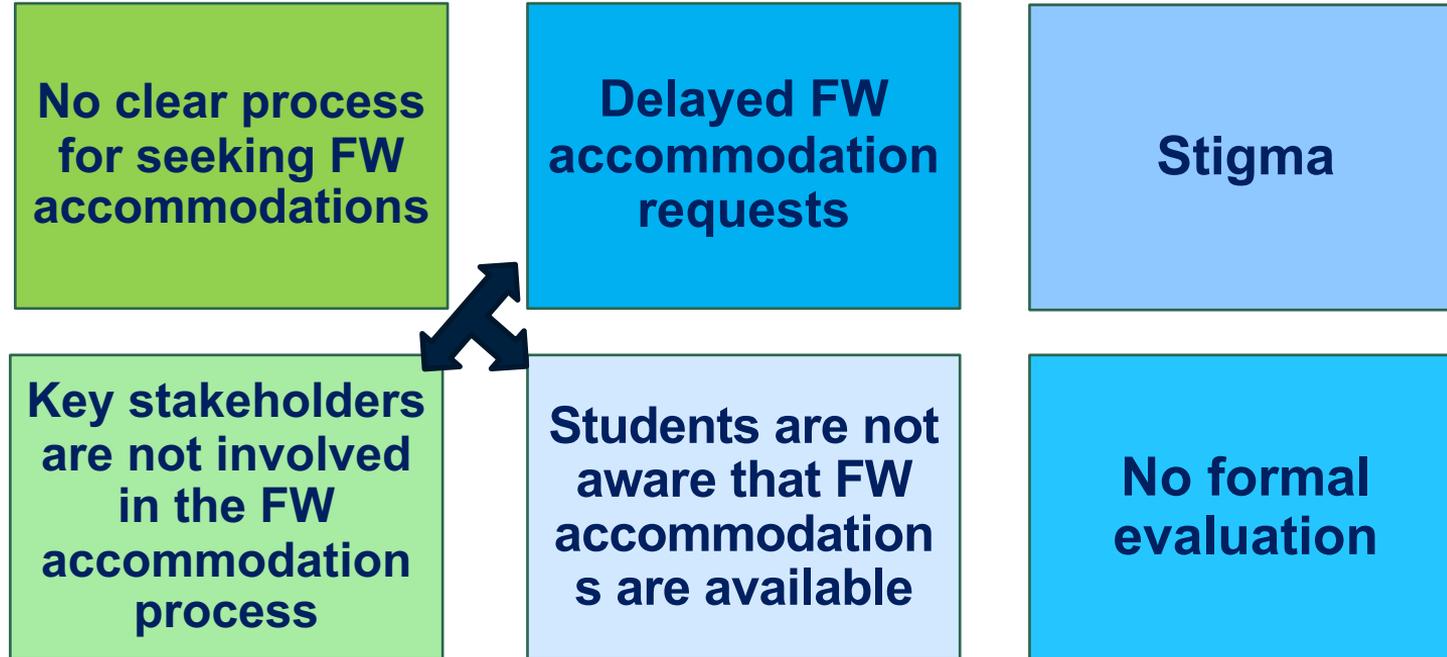
Surveys, interviews and focus groups:

- Students requiring accommodations (SRA) in FW,
- Academic Fieldwork Coordinators (AC)
- Fieldwork Educators/Instructors (FE)



PROJECT OVERVIEW:

PROBLEMS IDENTIFIED IN PHASE 1



PROJECT OVERVIEW: OUR PROPOSED SOLUTION

Phase 2: Developing best practices for the process of implementing FW accommodations for health professions students

Flowchart

Checklists

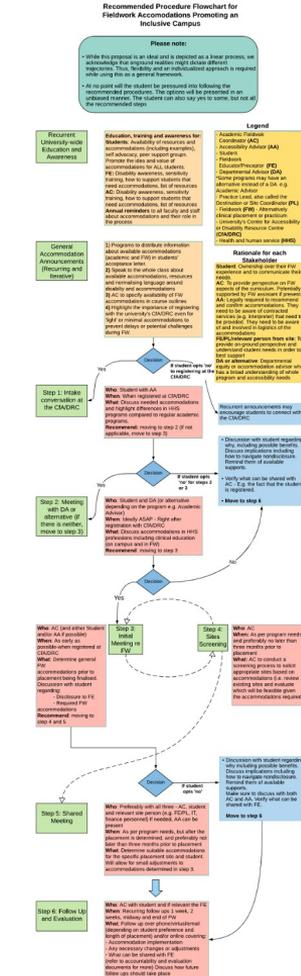
Evaluation



PROJECT OVERVIEW: Phase 2

RECOMMENDED PROCEDURE FLOWCHART FOR FIELDWORK ACCOMMODATIONS PROMOTING AN INCLUSIVE CAMPUS

Objective: We are testing the flowchart's efficacy on an interdisciplinary level in one university and are presently testing it at a national level within Occupational Therapy



Problem: Stigma

Solution:

University-wide education, training and awareness

Problem: Students are not aware that FW accommodations are available

Solution:

Recurring, announcements through multiple channels

Recommended Procedure Flowchart for Fieldwork Accommodations Promoting an Inclusive Campus

Please note:

- While this proposal is an ideal and is depicted as a linear process, we acknowledge that onground realities might dictate different trajectories. Thus, flexibility and an individualized approach is required while using this as a general framework.
- At no point will the student be pressured into following the recommended procedures. The options will be presented in an unbiased manner. The student can also say yes to some, but not all the recommended steps

Recurrent University-wide Education and Awareness

Education, training and awareness for:
Students: Availability of resources and accommodations (including examples), self advocacy, peer support groups. Promote the idea and value of accommodations for ALL students.
FE: Disability awareness, sensitivity training, how to support students that need accommodations, list of resources
AC: Disability awareness, sensitivity training, how to support students that need accommodations, list of resources
Annual reminders to all faculty and staff about accommodations and their role in the process

General Accommodation Announcements (Recurring and Iterative)

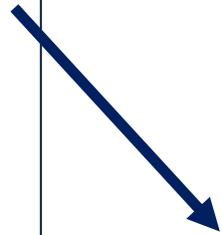
- 1) Programs to distribute information about available accommodations (academic and FW) in students' acceptance letter.
- 2) Speak to the whole class about available accommodations, resources and normalising language around disability and accommodations
- 3) AC to specify availability of FW accommodations in course outlines
- 4) Highlight the importance of registering with the university's CfA/DRC even for 'light' or minimal accommodations to prevent delays or potential challenges during FW.

Legend

- Academic Fieldwork Coordinator (**AC**)
- Accessibility Advisor (**AA**)
- Student
- Fieldwork Educator/Preceptor (**FE**)
- Departmental Advisor (**DA**)
- *Some programs may have an alternative instead of a DA e.g. Academic Advisor
- Practice Lead, also called the Destination or Site Coordinator (**PL**)
- Fieldwork (**FW**) - Alternatively clinical placement or practicum
- University's Centre for Accessibility or Disability Resource Centre (**CfA/DRC**)
- Health and human service (**HHS**)

Rationale for each Stakeholder

Student: Ownership over their FW experience and to communicate their needs.
AC: To provide perspective on FW aspects of the curriculum. Potentially supported by FW assistant if present.
AA: Legally required to recommend and confirm accommodations. They need to be aware of contracted services (e.g. interpreter) that need to be provided. They need to be aware of and involved in logistics of the accommodations
FE/PL/relevant person from site: To provide on-ground perspective and understand student needs in order to best support
DA or alternative: Departmental equity or accommodation advisor who has a broad understanding of whole program and accessibility needs



PROJECT OVERVIEW:

- The flowchart was developed in consultation with a broad group of stakeholders
- Includes details regarding “what”, “when” and “who” is involved and a checklist for each step of the process.
- All HHS programs at UBC have been invited to implement the newly developed recommended procedures



IMPLICATIONS FOR INCLUSIVITY AND ACCESSIBILITY

The flowchart is an informed best practices resource that will improve the experience of students requiring accommodations and those who support them.





THANK YOU



Contact us: inclusive.campus@ubc.ca

Learn more about us: <https://inclusive-campus.osot.ubc.ca/>

EMBEDDING EQUITY AND COMMUNITY ENGAGEMENT IN ASIAN CANADIAN STUDIES CURRICULUM



PROJECT TEAM

- Chris Lee, Director, Asian Canadian & Asian Migration Studies, Department of English Language and Literatures
- JP Catungal, Interim Director, Asian Canadian & Asian Migration Studies, Institute for Gender, Race, Sexuality, and Social Justice
- Henry Yu, Principal, St. John's College, Department of History
- Susan Grossman, Director, Centre for Community Engaged Learning



PROJECT OVERVIEW

- **Aim & Rationale:** To enable the Asian Canadian and Asian Migration Studies Program (ACAM) to build an interdisciplinary undergraduate curriculum that embeds and integrates equity and inclusion and community-engagement at all levels
- **Deliverables:** Building faculty capacity, supporting individual faculty and courses, support community-engaged teaching and research, organize public events, support strategic planning process
- **Evaluation:** While the pandemic completely sidetracked our original evaluation plans, the results and effectiveness of the Equity Scholars program can be seen in the growth of ACAM during the course of the project.



KEY HIGHLIGHTS

- Consultation process with ACAM faculty on curriculum design and strategic development
- Student community building through ACAM Dialogues
- Support for community-engaged courses
- Surge of anti-Asian racism during pandemic
- National Forum on Anti-Asian Racism (June 2021)
- Centre for Asian Canadian Research and Engagement



IMPLICATIONS FOR INCLUSIVITY AND ACCESSIBILITY

- Integrating anti-racism and community engagement at all levels of curriculum design and pedagogy
- Fostering faculty and student community to sustain such efforts across the curriculum
- Adapting program to meet urgent needs of students and communities
- Instituting best practices and workflows
- Building UBC's capacity in Asian Canadian research, teaching, and engagement for the future



CONTACT

Please follow up with us with any questions or feedback!

- Chris Lee, Director, Asian Canadian and Asian Migration Studies Program, acam.program@ubc.ca



LEARNING FROM STRANGERS



PROJECT TEAM

Dr. Janice Stewart
Co-Lead
Arts

Dr. Annette Henry
Co-Lead
Education

Dr. Desiree de Jesus: Interviewer & Editor
Eric Sanderson: Videographer
Music: Epidemic Sound

THE INSTITUTE
FOR GENDER,
RACE, SEXUALITY,
SOCIAL JUSTICE



PROJECT OVERVIEW

- **Aim & Rationale:** Making visible what is most challenging about social justice teaching at UBC for both faculty and students will support faculty and administrators in their trajectory towards a professional and culturally competent approach to working with difficult cross-cultural and politically divisive issues across varied classroom settings.
- **Deliverables:** Development or integration of open educational resources that are intended to be used in a course, multiple courses within a program, or across several programs.
- **Evaluation:** Helping faculty to think through affective pedagogy, we learned a bit more about the emotional components of groups and specifically groups in the classroom and how complicated it is to both teach and learn in systemically racist spaces and places



SOME HIGHLIGHTS

- Videotaped interviews from faculty and students reflecting on their experiences of these situations have been used to develop teaching and learning resources to encourage a more professional approach to working with difficult cross-cultural and politically divisive issues.
- **Intracultural understandings** are, in principle, a way of thinking about how we might acknowledge different groups on campus. How we might set up the conditions both in pedagogical policy and in practice to allow groups to come together and learn from one another.
- **The creation of learning spaces that prioritize difference** at the very heart of curriculum.





LEARNING FROM STRANGERS DURING A PANDEMIC

- Fewer Interviews
 - quality over quantity worked
- Confirmation of the importance of projects like this
 - heightened precarity of marginalized groups and minority stress
 - expand the scope of the project to include trans, Two Spirit, and gender diverse people
- Commitment to understanding challenges and sensitivities is worthwhile
 - UBC, the classroom, the department—are microcosms reflecting larger social issues which can be replicated or interrupted



IMPLICATIONS FOR INCLUSIVITY AND ACCESSIBILITY

- Supporting inclusion in classrooms gets to the heart of what is most challenging about social justice teaching for both faculty and students; namely, the myriad and inevitable misunderstandings, conflicts, successes, silences, and the various impacts of exclusion or discrimination that result, for minority students and faculty, from a lifelong history of navigating institutional pedagogical settings.
- Currently centred within the faculties of Arts and Education, this current iteration could very easily serve as inspiration, foundation, and template for any number of faculties to take up similar resource creation at UBC.
- Minority stress and stressors have dramatically increased during the pandemic, making resources like this even more important to support faculty and students.



CONTACT

Please follow up with us with any questions or feedback!



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Intracultural understandings are, in principle, a way of thinking about how we might acknowledge different groups on campus and work towards inclusion. We are here dedicated to the knowledge formation project which can only be enhanced by deeply considering what is at stake in the voice of the other.



KEY LEARNINGS FROM PROGRAM EVALUATION

Findings in two key areas:

1. The Faculty Learning Community
 - Facilitated effective collaboration amongst the project teams
 - Structural and scheduling challenges were unavoidable
2. Resourcing and Support
 - Backbone support for the program was key
 - Provision of easy access to funds for scholars that require small amounts of funding to meet project needs.

“The E&I Scholars program offered support and a safe space to meet with like-minded faculty in order to plan, deliver and evaluate our project.”

- E&I Scholars Project Team Member

Panel Discussion

Questions?



Thank you!

