

CELEBRATE LEARNING WEEK

Building Capacity for the
IBPOC Teaching and
Learning Community:
Celebrating Little
Transformations as a
Bridge Towards Large-
Scale Change

May 5, 2026



Land Acknowledgement

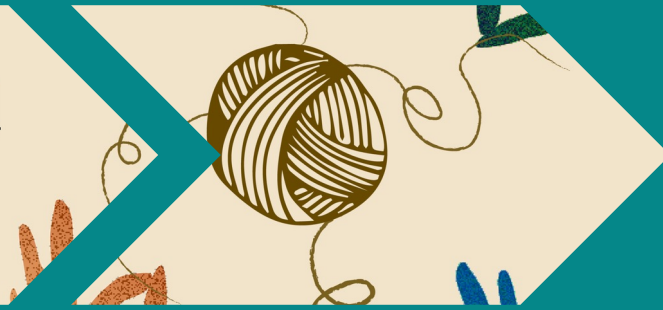


REDress Day



Anti-Racist Teaching and Learning

Weaving anti-racism with intention



What is A-RTL?

- Cohort Series Programming
- Educational Workshops
- Anti-Racism Ecomap
- Consultation



Agenda

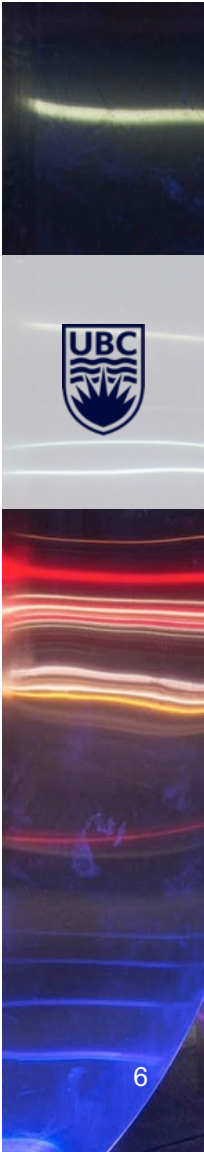
1. Explore strategies to stimulate cultural and systemic change across departments, faculties, and/or institutions for IBPOC students, staff and faculty
2. Connect and build a network with new and returning IBPOC faculty, lecturers, graduate students, and staff who are interested in anti-racist pedagogies and practices
3. Meet the A-RTL team at CTLT, and become familiar with resources, curated for the IBPOC teaching and learning community



Engagement Guidelines

- Take care of yourself
- Embrace the discomfort of learning
- Keep questions and comments relevant to the content of the session
- Do your best until you know better; when you know better, do better
- Speak for yourself, not others (even those you are close to)
- Ask clarifying questions rather than challenging lived experiences

Anything else we want to add to feel safe to learn alongside one another?



Resources for the IBPOC Community

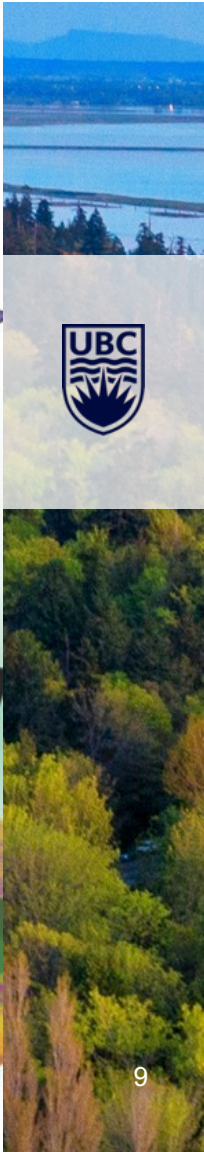




Revisited: From Silo's to Oppression Wars

A competition of investments, resources, space, time, voice for concerns of marginality, oppression and power

- Solipsism; single stories and single identity issues
- Rather than building solidarity, self-segregate
- Struggle "holding space" for multiple truths; instead, hyper focus/invest in one identity category
- "cherry pick" pedagogy



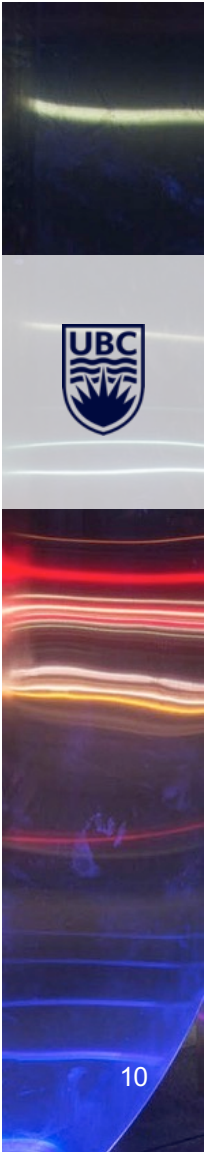
Institutional Apathy

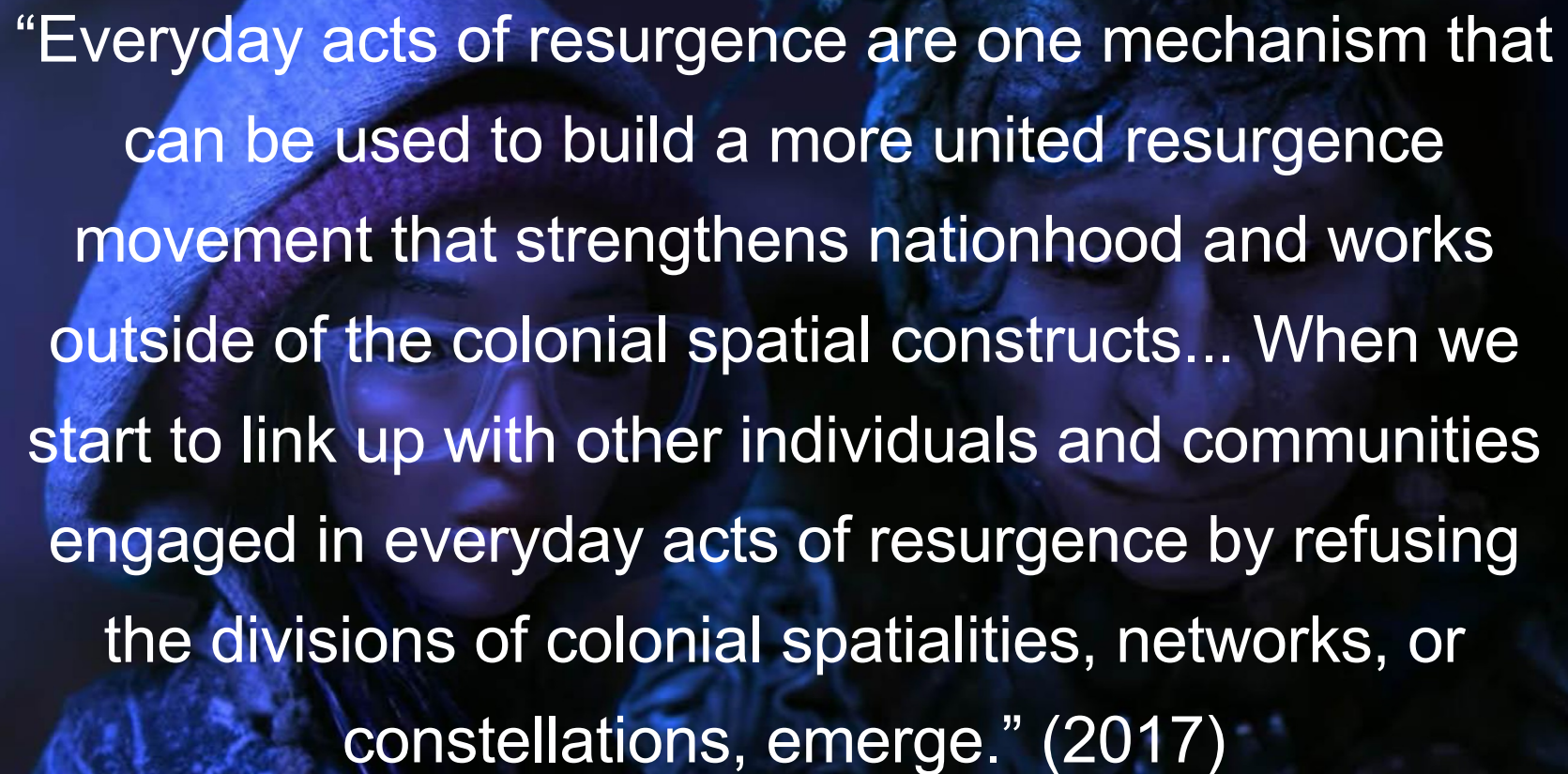
Very different from burnout; it's a collective attitude of no longer caring

- Apathy maintains its function

While ignoring/minimizing/giving up on resolving structural problems that cause a lack of student and staff support, various forms of harm, and poor leadership

Reading suggestion: Yang, Louise, "Navigating Institutional Apathy: Resisting the Co-optation of Decolonial and Liberatory Frameworks in Higher Education" (2025). Sociology Honors Projects. 82. https://digitalcommons.macalester.edu/soci_honors/82





“Everyday acts of resurgence are one mechanism that can be used to build a more united resurgence movement that strengthens nationhood and works outside of the colonial spatial constructs... When we start to link up with other individuals and communities engaged in everyday acts of resurgence by refusing the divisions of colonial spatialities, networks, or constellations, emerge.” (2017)

The Little's Sparkling's of Hope that lead to Transformation

Microrecognition	Microvalidations	Microtransformations	Microprotections
Leads the recipient to feel that their presence, identity, or experiences as a member of particular social identity group(s) or those of a group they belong to is made known, made visible, appreciated, or included.	Leads the recipient to feel that their thoughts, feelings, sensations, and behaviors associated with their social identity(ies) or those of a group they belong to are accepted, corroborated, legitimized, or given value.	Leads the recipient to feel that they, as a member of a particular social identity group(s), or the group they belong to are further integrated into the university; or that their capacity for success or some facet of social or academic life is enabled, enhanced, or increased because of an institutional process, policy, or initiative.	Leads the recipient to feel shielded or protected from harmful or derogatory behaviors, practices, and policies tied to their identity(ies). The recipient feels supported or feels advocacy on their behalf when they are experiencing duress related to their identity(ies).

Rolón-Dow, R., (2019) “Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate”, *Currents: Journal of Diversity Scholarship for Social Change* 1(1).

doi: <https://doi.org/10.3998/currents.17387731.0001.106>



The Story of Laurens Little Transformation

RE: **TLEF Submitted: Final Version & Budget**

DD

Dahl, Darren <darren.dahl@sauder.ubc.ca>

To: Casey, Lauren

☹ Fingers crossed!

Darren Dahl
Senior Associate Dean – Faculty, Director Robert H. Lee Graduate School
BC Innovate Professor, Sauder School of Business

University of British Columbia | Vancouver Campus | Musqueam Traditional Territory
2053 Main Mall | Vancouver, BC | Canada V6T 1Z2
phone 604.822.1890 | fax 604.822.8468
darren.dahl@sauder.ubc.ca | www.sauder.ubc.ca
[@UBCSauderSchool](https://www.facebook.com/sauderschool) | www.facebook.com/sauderschool

UBC SAUDER
SCHOOL OF BUSINESS

ROBERT H. LEE
GRADUATE SCHOOL

From: Casey, Lauren <lauren.casey@sauder.ubc.ca>
Sent: Thursday, October 10, 2019 1:40 PM
To: Lo, Kin <Kin.Lo@sauder.ubc.ca>; Dahl, Darren <darren.dahl@sauder.ubc.ca>
Cc: Nagarajan, Mahesh <mahesh.nagarajan@sauder.ubc.ca>
Subject: **TLEF Submitted: Final Version & Budget**

Hi Kin & Darren,

The **TLEF Proposal** has been submitted!

I wanted to send for your reference the final version that was submitted and the budget. Please find both documents attached. Thank you again for your support with this endeavor. Have a great long weekend!

Lauren

Thursda



THE UNIVERSITY OF BRITISH COLUMBIA

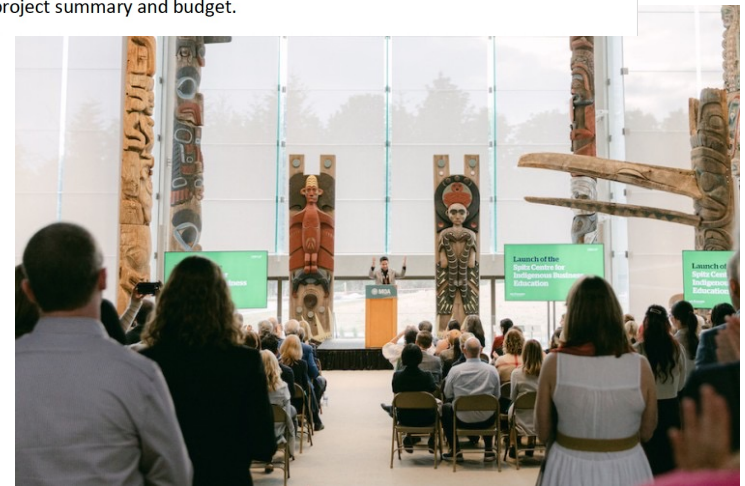
OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Walter C. Koerner Library
651 - 1958 Main Mall
Vancouver, BC Canada V6T 1Z2

Phone 604 822 1261
Fax 604 822 3134

To: Mahesh Nagarajan
From: Simon Bates
Associate Provost Teaching and Learning
Date: March 3, 2020
Re: **Ligaay gwii gina sk'aadGa 'Iáas ad Xaaydas gina Gan unsid:
Enhancing Business Education with Indigenous Knowledge**

It is my pleasure to advise you that the above Large TLEF Transformation project has been funded for 2020/21. The project scope and budget are as outlined in the attached project summary and budget.



The Story of Renata's Little Transformation



Learning in Colour

by Madison Brockbank and Renata Hall

Emerging from ongoing partnerships with United in Colour and a research project documenting and narrativizing racialized students' experiences in the classroom, Learning in Colour aims to consolidate information, resources and guidance for university community members regarding the cultivation of safer classroom and campus spaces informed by the experiences and narratives of Black, Indigenous, and racialized students. Explore the site and engage with its various mediums to enhance your understanding of how you can contribute to a safer learning environment for everyone!



All Rights Reserved



<https://ecampusontario.pressbooks.pub/learningincolour/>




Your Turn!
Share a story, an example, small or big, recent or past, newly imagined

Microrecognition	Microvalidations	Microtransformations	Microprotections
Leads the recipient to feel that their presence, identity, or experiences as a member of particular social identity group(s) or those of a group they belong to is made known, made visible, appreciated, or included.	Leads the recipient to feel that their thoughts, feelings, sensations, and behaviors associated with their social identity(ies) or those of a group they belong to are accepted, corroborated, legitimized, or given value.	Leads the recipient to feel that they, as a member of a particular social identity group(s), or the group they belong to are further integrated into the university; or that their capacity for success or some facet of social or academic life is enabled, enhanced, or increased because of an institutional process, policy, or initiative.	Leads the recipient to feel shielded or protected from harmful or derogatory behaviors, practices, and policies tied to their identity(ies). The recipient feels supported or feels advocacy on their behalf when they are experiencing duress related to their identity(ies).



Centering Linguistic Justice in Anti-Racist Teaching and Learning

 In-person

Series: [Anti-Racist Teaching and Learning](#), [Classroom Climate Series](#), [Indigenous Initiatives](#)

This year, [Anti-Racist Teaching and Learning](#) (A-RTL) has been collaborating across CTLT and faculties to develop intersectional content on combatting anti-racism, bias, and harm. This installment partners with both the [Indigenous Initiatives](#) Classroom Climate Series and with [Moberley Luger](#), an Associate Professor of Teaching in the Department of English Language and Literatures to showcase a workshop focused on the intersections of lingual diversity, bias, and pathways to inclusive pedagogy and classrooms.

This session is designed to raise awareness around linguistic injustice at UBC and to assist instructors in cultivating safe classroom spaces for diverse speakers of English. The session will share current experiences of UBC students around accent discrimination and other forms of linguistic injustice. It will invite conversation around how language intersects with identity and offer pathways for instructors wanting to create more equitable classrooms for speakers of all language backgrounds. In addition to sharing research around linguistic diversity, the value of multilingualism, and the oppressive harms of language standardization, the session will offer participants suggestions for activities and assessments that promote equity for all student speakers.

Location

**Irving K Barber Learning Centre, Peña
Room 301**

3rd floor

1961 East Mall, Vancouver, British Columbia,
Canada, V6T 1Z1

[Get Directions \(Map\)](#)

Website:

[http://www.maps.ubc.ca/PROD/index_detail.php?
locat1=516](http://www.maps.ubc.ca/PROD/index_detail.php?locat1=516)



Facilitator(s)



Thank you!

renata.hall@ubc.ca

lauren.casey@ubc.ca

