

A detailed botanical illustration serves as the background. It features various plants: a pink flower with a long stem and heart-shaped leaves in the top left; a large yellow flower with a dark red center in the bottom left; a branch with small white flowers and green leaves in the top right; a branch with small red flowers and green leaves in the bottom center; and a branch with a single yellow lemon and green leaves in the bottom right.

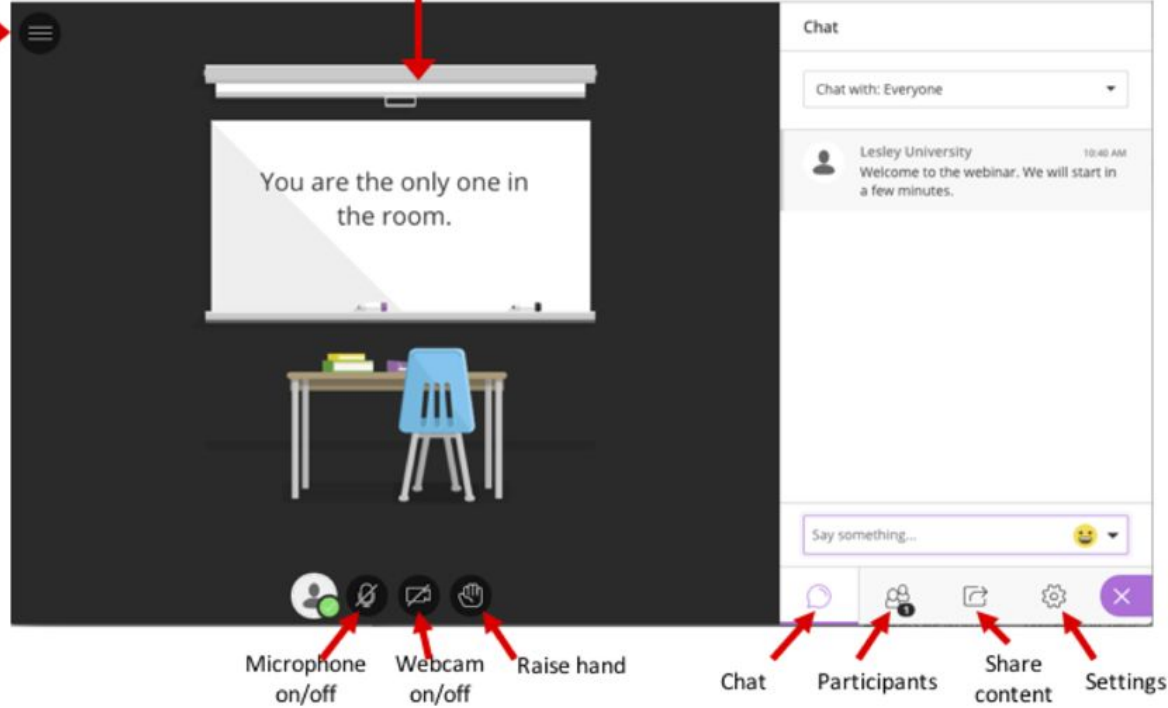
Welcome!
Grab a pen and paper!

Exploring Equity, Diversity and Inclusion work of TAs at UBC

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Equity and Inclusion Office
May 25, 2020**

Session Menu
(Recording, call in
by phone, get help)

Media Space
(Webcam, whiteboard, shared content)



A decorative border featuring various flowers and greenery. In the top left, there are pink morning glories with heart-shaped leaves. In the top right, there are small red flowers on a green vine. In the bottom left, there are small red flowers on a green vine. In the bottom right, there is a large red poppy and a white flower. The central text is enclosed in a thin black rectangular frame.

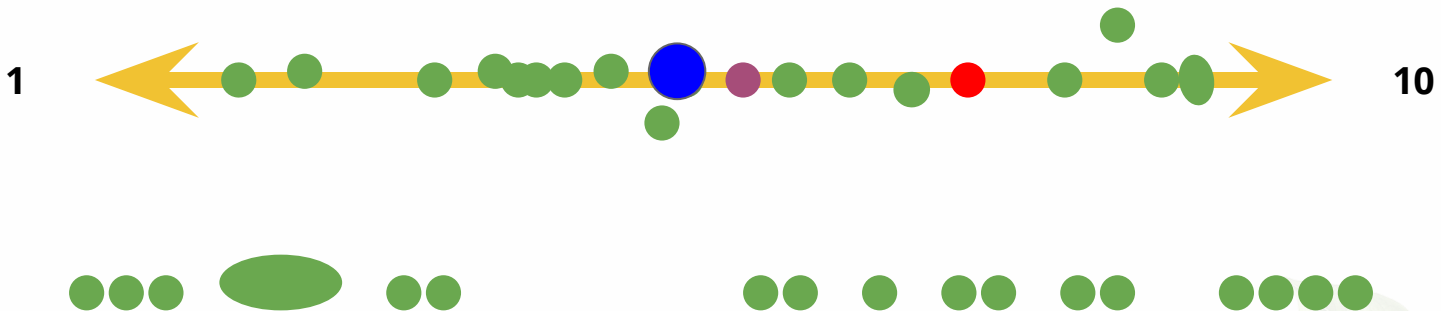
Breathing Exercise



Equity, Diversity, and Inclusion (EDI) is not just about the content that you teach. It is also about how the class is set-up and conducted, including:

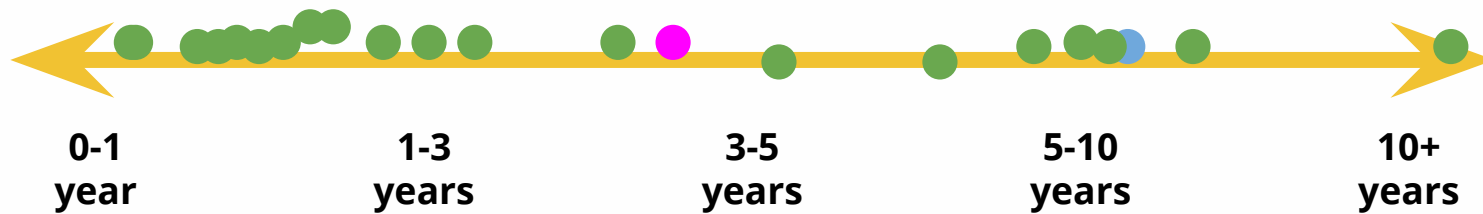
- how you teach it
- how students interact with each other
- how their learning is assessed





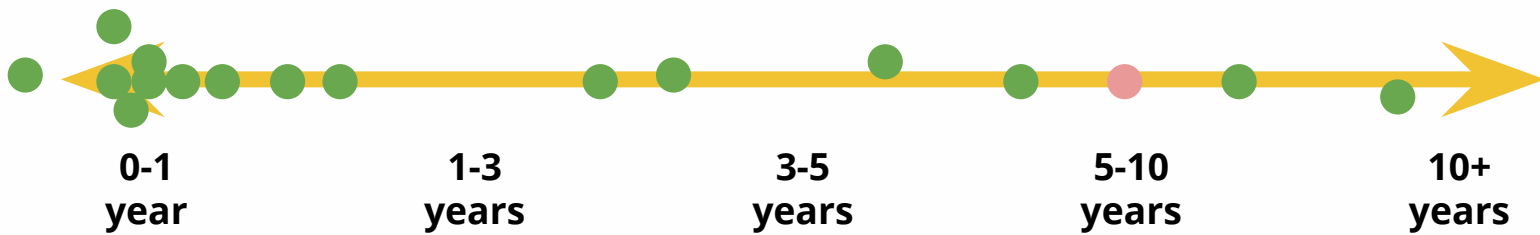
My energy levels today!





Time at UBC

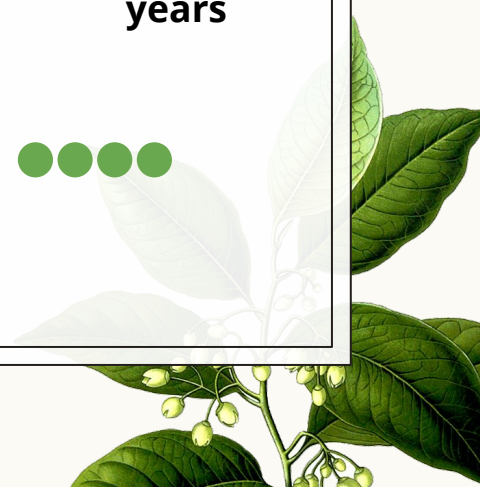


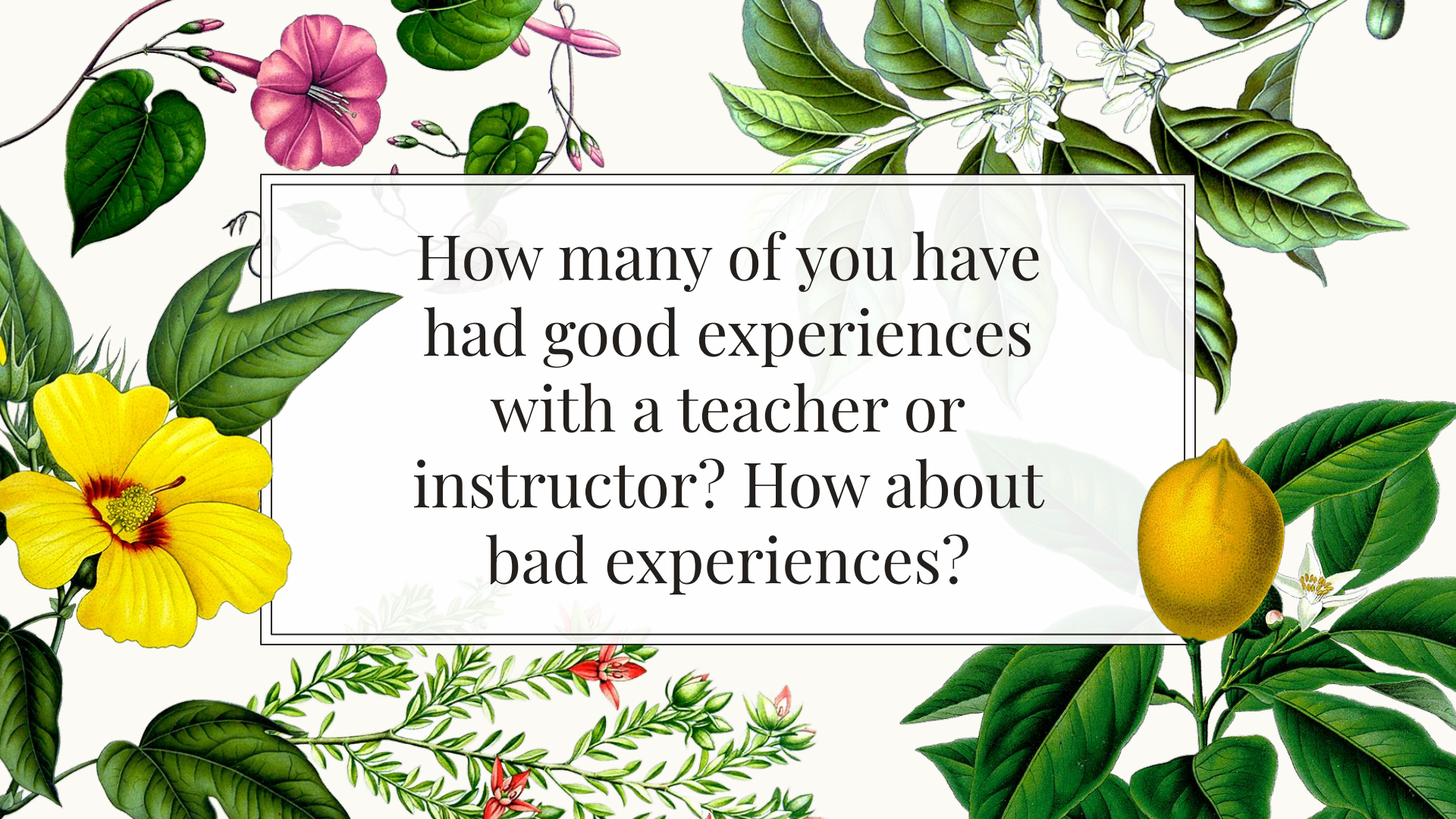


+




Time as a TA



A detailed botanical illustration serves as the background for the slide. It features a variety of plants: a large yellow hibiscus flower with a dark red center on the left; a pink morning glory flower at the top left; a branch with small white star-shaped flowers and green leaves at the top right; a branch with small red flowers and green leaves at the bottom left; and a branch with a single yellow lemon and small white flowers at the bottom right. The central text is enclosed in a white rectangular box with a thin black border.

How many of you have
had good experiences
with a teacher or
instructor? How about
bad experiences?

A detailed botanical illustration featuring a variety of plants and flowers. In the top left, there is a pink flower with a yellow center and green leaves. Below it is a large yellow flower with a dark red center. To the right, there are several green leaves and small red flowers. In the bottom right, there is a white flower with a pink center and green leaves. The background is white, and the plants are arranged in a way that they appear to be growing together.

What made the good
experiences, good? The
not-so-good ones,
not-so-great?

A detailed botanical illustration serves as the background for the slide. It features a variety of plants: a large yellow hibiscus flower with a dark red center on the left; a pink morning glory flower at the top left; a branch with small white star-shaped flowers at the top right; a branch with small red flowers at the bottom left; and a branch with a single yellow lemon and small white flowers at the bottom right. The leaves are depicted in various shades of green with detailed vein patterns. A central white rectangular box with a thin black border contains the title text.

Building Self-Reflection



Power & Privilege Brainstorm

Empathy	Whiteness	Abuse	Humility
Possible to coerce/abuse	age	authority	
		Language	
	Accent		
			Gender





Power & Privilege Brainstorm

gender	race	Money	Access
Respect	Conflict	Abuse	Humility
Unintended bias	Hierarchy	ethnicity	Socio Economic Status
Self-esteem	Cultural responsiveness	authority	identity
openness		imbalance	Relationships Experience
confidence	able-bodiedness	Socio-economics	Implicit bias
student/instructor power imbalance	humanity	hetero/ cis-normativity	Gender Intersectionality





A Couple Definitions

Implicit bias: broadly refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Microaggressions: are brief and often subtle actions, remarks, or visual cues in our everyday interactions that communicate negative ideas about a group of people, usually a socially marginalized group (Sue et al., 2007).





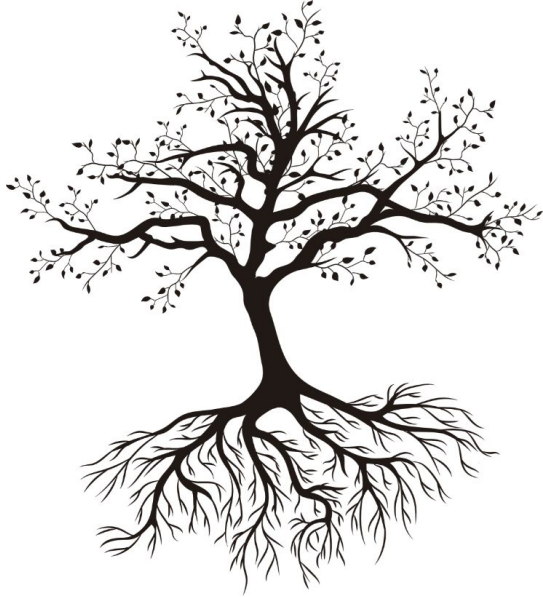
Leaves - Visible Outcomes

Trunk - Culture & Practices

Roots - Systems

Source: The Centre for Community Organizations:
The Oppression Tree





Leaves - Visible Outcomes

Poor grades
Mental Health Issues
Decreased involvement
in school-wide events
Quality of life

Dropout rates
Higher debt load
Non understanding
parents

Lower representation
creates minorities
Non-native language

Trunk - Culture & Practices

No models for social
conventions within the
institution--in
classrooms, interactions
w/ faculty, etc.

Self-fulfilling prophecy

Lack of religious places
of worship etc.

Roots - Systems

Elitism

Classism
Racism

Self esteem

Rural v Urban

A detailed botanical illustration serves as the background. It features a variety of plants: a pink flower with a long tube and stamens in the top left; a large yellow flower with a dark red center in the bottom left; a branch with small white flowers and green leaves in the top right; a branch with small red flowers and green leaves in the bottom left; and a branch with a single yellow fruit and small white flowers in the bottom right. The central text is framed by a white rectangle with a thin black border.

Setting Expectations



Drawing Together

Using lines, circles, squares, and triangles or any other shapes you need, draw out the relationships between the following:

- a. students
- b. the instructor
- c. yourself, and
- d. other TAs



**Equity &
Inclusion
Office**

Equity
Facilitator

Equity
Facilitator

Equity
Facilitator

Emily

Rachael



A detailed botanical illustration serves as the background. It features various types of green leaves, some with prominent veins, and several small white flowers with yellow centers. In the bottom left corner, there are small red flowers. The central text is enclosed in a white rectangular box with a thin black border.

**What does your drawing
tell you about your role
as a TA?**



What are **three expectations** that you have for each of these roles? Especially in the context of creating **an inclusive learning environment**.

1. Instructor(s)
2. Other TAs
3. Students





**Compare & contrast
your expectations**



Setting Expectations

1. What are some common themes? What are points of divergence?
2. How might this inform how TAs fulfill their role in and out of the classroom?
3. How do differences between expectations and defined roles impact the classroom environment?



Breakout Room 1

Common Themes	Divergent Themes
<p>Disparity in power dynamics (between instructor and students; between instructors and TAs, between students)</p> <ul style="list-style-type: none">- Willingness to acknowledge disparities in terms of positionality and acknowledge when they are wrong- Clear layout of expectations about how the classroom should be a professional environment (etiquette)- Respecting peoples' pronouns	<p>Differences in discipline: Chemistry involves safety procedures, but we should also be thinking about Content warnings for instance in literature courses (triggering content in English literature)</p>





Breakout Room 2

Common Themes	Divergent Themes
<p>Smaller Classrooms Respect: From students and instructors Freedom</p>	<p>Cultural background. Flexibility with rubrics. Listening. Not forcing rules.</p>





Breakout Room 3

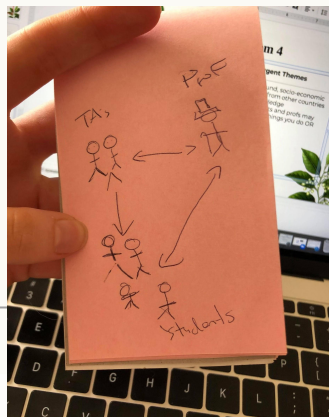
Common Themes	Divergent Themes
<p>Balance between getting involved in the class while having the freedom</p>	<p>As a TA, there is a less formal relationship with students than instructor-student, so students have different expectations for TA vs instructor.</p>



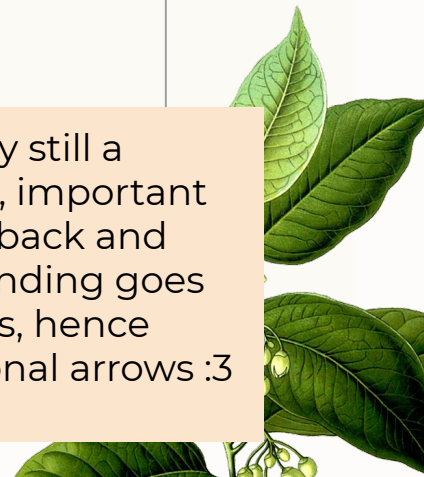


Breakout Room 4

Common Themes	Divergent Themes
<p>Humanity, love for growth, love for sharing knowledge</p> <p>Patience</p> <p>Passion for content (ability to convey)</p> <p>Sense of caring</p> <p>Unbiased behavior</p>	<p>Cultural background, socio-economic status, migration from other countries where education system is different</p> <p>Background knowledge (academic)-students and profs may assume you know things you do OR don't & vice versa</p> <p>"Final Say"</p> <p>(I'm not sure why I decided the prof needed a top hat)</p>



Ultimately still a hierarchy, important that feedback and understanding goes both ways, hence bidirectional arrows :3





Breakout Room 5

Common Themes	Divergent Themes
<p data-bbox="86 383 817 465">Student from TA: being responsive in a timely manner, fairness, to be heard</p> <p data-bbox="86 650 836 767">Other TAs: be responsible and on time share/experience lead discussion, mark and teach some stuff, be professional</p> <p data-bbox="86 820 807 901">Instructors: Guidance, Feedback, Trust TAs.</p>	<p data-bbox="888 383 1230 421">clear expectations</p>



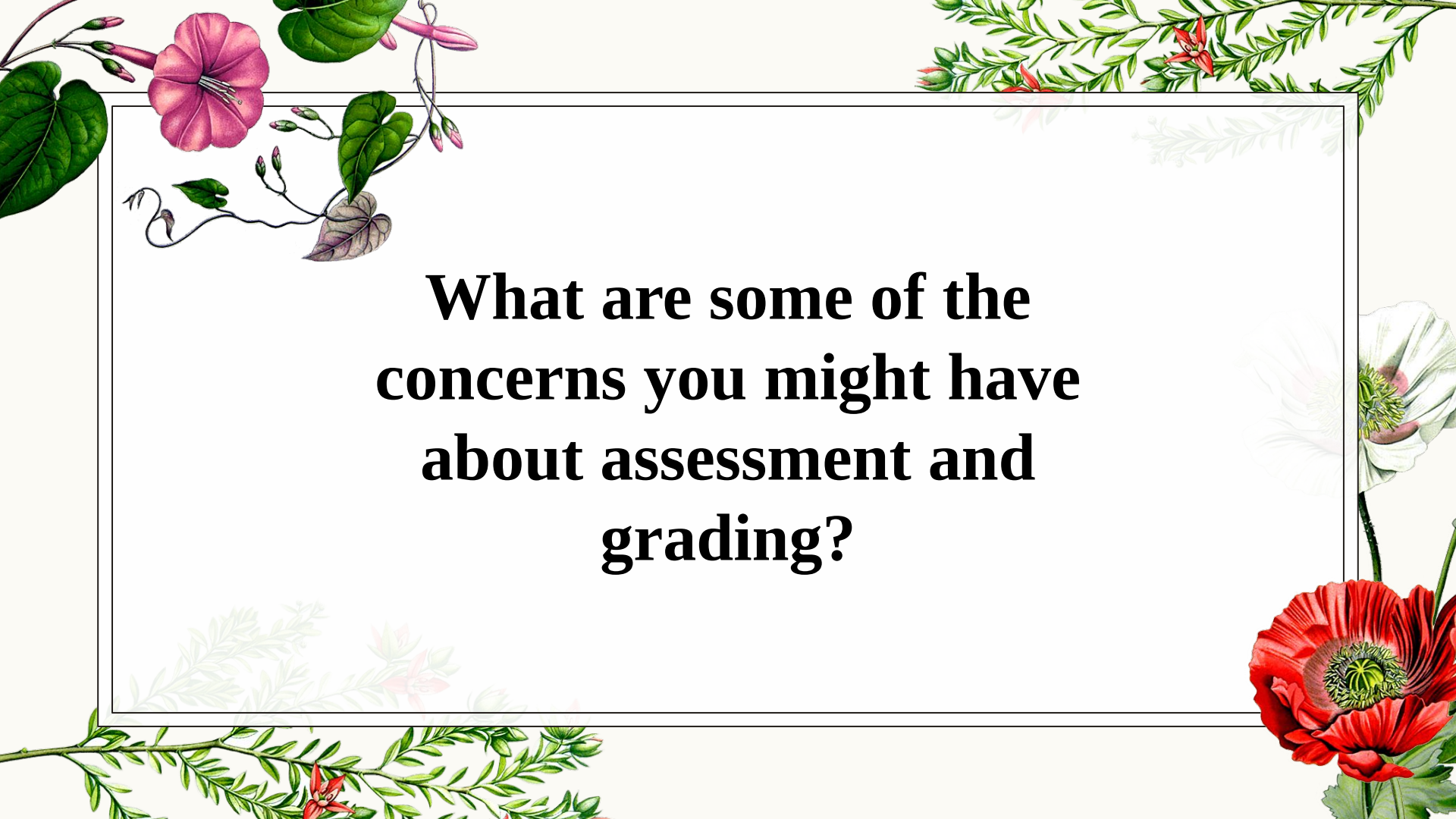
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Considerations for Assessment



Types of Assessment

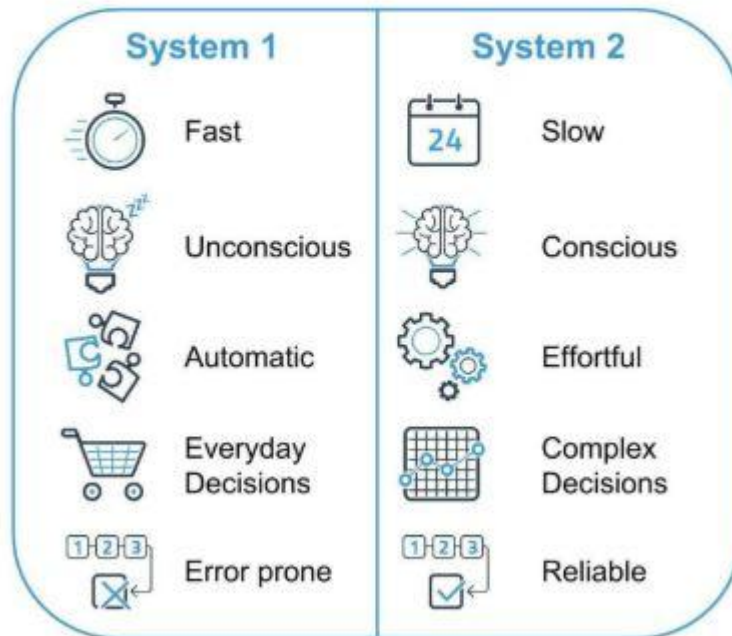
- Tests & Exams
- Papers
- Presentations

A decorative border featuring various flowers and greenery. In the top left, there are pink and purple flowers with large green leaves. In the top right, there are small red flowers on a green vine. In the bottom left, there are small red flowers on a green vine. In the bottom right, there is a large red poppy flower and a white flower with a pink center.

**What are some of the
concerns you might have
about assessment and
grading?**



Two Systems Thinking





Marking & Grading

- Marking with Integrity & Fairness
 - Mind Set & Setting
 - Using a Rubric
 - Working with Accommodations
 - Cheating & Plagiarism
- Responding to ‘grade grubbing’
 - 48 hours pause
 - Students to make the argument





Squares

Both instructors and students bring outside experience into the classroom

Being aware of biases when grading

Being considerate

Empathy

Being aware of my limitations

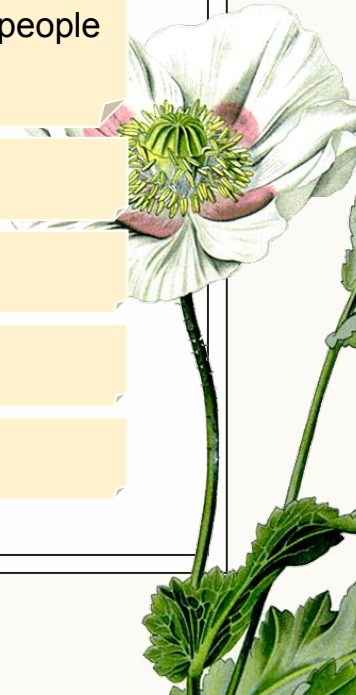
Collaboration is good + most people seek it

Thinking twice to avoid subconscious biases

Avoiding bias vs class activity in grading assignments

Grading and moods/anonymous grading

Being aware of temperatures impacting grading!





Circles

Grading where a student's pass/fail is close and depends on your assessment

limits on emotional labor for students with mental health issues

How to attend to/grade students with problematic political POVs

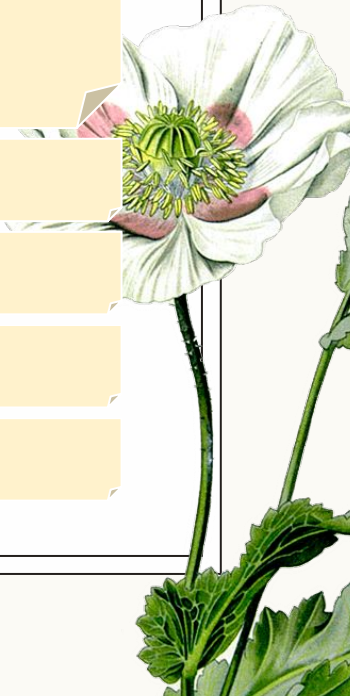
Investigating motivation behind academic misconduct

Digital Equity

Students who appear not to make effort/turn up and how to approach this

How to maintain a solution-focussed, equitable perspective on plagiarism without sacrificing academic standards.

Logistical Considerations





Thank you!

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