

# WELCOME! BEFORE WE GET STARTED...

**Bandwidth:** Please keep your video off and microphone muted in the main room to help with any bandwidth issues. We invite participants to turn on video and microphone in the breakout room.

**Captions:** Auto captioning is available. Click “Live Transcript” from the Zoom control bar, then select “Show Subtitle.”

**Slides:** We will share a link to our slides in the chat.

**Attendance:** Please ensure that your display name is accurate for those who would like the ED Institute Certificate.

**To change your display name:**

- Click “Participants” from the Zoom control bar.
- Next to your name, click “More >.”
- Select “Rename” and enter the name you wish to display.

**Alternatively, if you do not want to display your name,** send a private message to Matthew Dunleavy in the chat introducing yourself.



# EQUITY, DIVERSITY, INCLUSION & **EDUCATIONAL DEVELOPMENT**

ED Institute 2022 - Week 4

Wednesday, June 1st | 1:00-2:30 PM EST | 11:00 AM-12:30 PM MST

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# WHO WE ARE



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# ACCESS CHECK\*

We understand access to be a shared responsibility between everyone in this space. We are striving to create an accessible space that reduces the need for you to disclose a disability or impairment to obtain an accommodation. In doing this together, we welcome disability, and the changes it brings, into our space.

\*Adapted from the University of Toronto's Centre for Teaching Support & Innovation, 2020.

Is there anything about the setup that we should address now?


Are there any other access needs that might affect your participation in the session that we could also address?

**Please let us know** in the chat or send a private message to the host or co-hosts.

# LAND **ACKNOWLEDGEMENT**

Although we are gathered together virtually, we acknowledge the diverse lands from which we are participating, which have long served as sites of meeting and exchange amongst Indigenous peoples. We acknowledge and thank the diverse Indigenous peoples whose presence marks this space.

# LET'S TAKE A MOMENT TO **REFLECT...**



What practices or approaches to land acknowledgements does your teaching and learning centre (TLC) or institution have in place?

**Please feel free** to list any and all practices that your TLC or institution have in place regarding the practice of conducting land acknowledgements. You are also welcome to list any practices that you individually engage in.

Due to time constraints, we will not take this up in detail but will leave the Jamboard open as a living resource.

# SESSION OUTCOMES

01

Introduce several salient components of EDI

03

Reflect on the complexities of supporting EDI-oriented pedagogy with instructors

02

Discuss how EDI can pertain to us directly as educational developers

04

Identify pathways through which to navigate these complexities

# TODAY'S ROADMAP

## PART 1 - EDI & Educational Development

- Let's Check Out the Padlet!
- Introduction to EDI and Educational Development
- Activity #1: EDI for Educational Developers
- Reflection/Debrief

## PART 2 - Supporting Faculty with EDI

- Activity #2: Supporting Faculty with EDI
- Reflection/Debrief
- Concluding Thoughts and Questions
- Closing and Thank Yous!



# A NOTE ON **ACRONYMS**

- **EDI** = Equity, Diversity, and Inclusion
- **ED** = Educational Development or Educational Developer
- **EDS** = Educational Developers
- **TLC** = Teaching and Learning Centre(s)



INTRODUCTION  
TO EDI &  
**EDUCATIONAL  
DEVELOPMENT**

**PART**

**01**

# LET'S CHECK OUT THE PADLET!

**What does EDI look like in educational development?**

Angela Lyrette 4d  
I like how people are starting to add an A for **Accessibility to EDI**, to make it **IDEA**. I think every ED interaction should have one question that asks "how will this activity/assessment/idea impact your learners/participants from an EDI perspective?"

Anonymous 2d  
**Anonymous**  
Yes, add an "A"!!!

Anonymous 1d  
EDI is open-mindedness, mental

**In your role, what does EDI work currently look like for you?**

Anonymous 19h  
**What does EDI look like?**  
I am not certain EDI looks like a specific thing or set of things. I don't know but I wonder if it might be better considered as a process and a perspective (or, even set of perspectives and processes). Right now, to me, it involves a significant measure of self education -- at least for me -- and an effort to be supportive of equity seeking individuals or groups but in a way that they find useful and appropriate. There is more but I don't want to take up too much space.

Anonymous 1d  
EDI is the promise of finally being heard after a lifetime of being "invisible" while also allowing oneself to listen to the whispers of

**What is one idea, thought, or quote that stood out to you from this workshop's pre-reading materials?**

Angela Lyrette 4d  
**I tried one of the IAT tests (Implicit Association Test /Project Implicit 2011) mentioned in Angela Campbell's paper (p.52). The results were surprisingly poor considering I frequently deliver our organization's Ethical Upstander I&D training. All feedback is information I can use.**

Anonymous 2d  
**Anonymous**  
How might EDers provide leadership in EDI when their institutions are not leading on EDI?

Anonymous 1d  
EDI should include "class" because universities (and the broader culture) is yet to acknowledge the persistence of a system that creates class hierarchy via the divide between tenured faculty and precariat faculty.

Anonymous 2d  
**Anonymous**  
Quote (Little, Green & Felten, 2021, p. 15): "how and when I find myself speaking with—or

**What is one issue, challenge, or question you wish to explore related to EDI in educational development?**

Anonymous 1d  
EDI should include "class" because universities (and the broader culture) is yet to acknowledge the persistence of a system that creates class hierarchy via the divide between tenured faculty and precariat faculty.

**Other comments**

Anonymous 19h  
**EDIA**  
I would love to see some sort of go-forward development with regard to EDIA, a community of practice or reading club for next year.

Angela Lyrette 1d

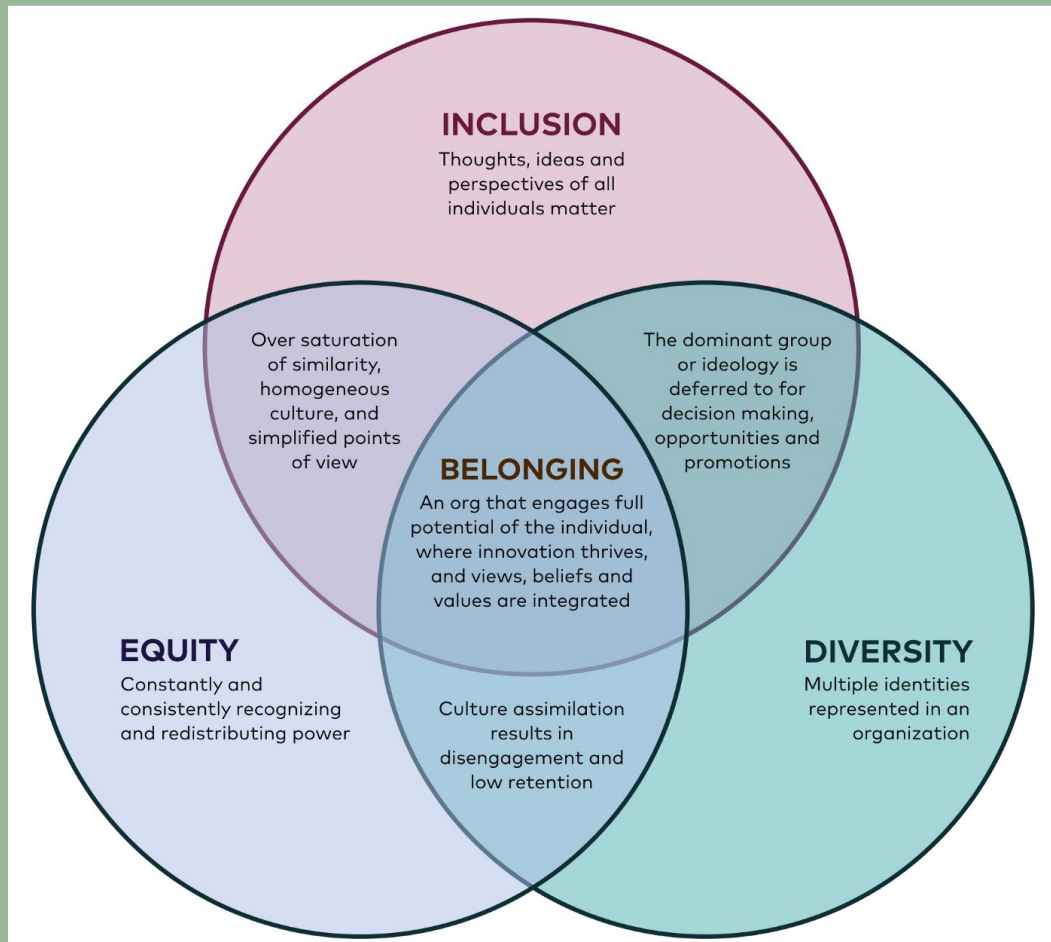
# AN INTRODUCTION TO **EDI**

- What is EDI?
- How is EDI connected to Educational Development?

# WHAT IS EDI?

- **Equity:** fair and just treatment of all individuals which acknowledges historical oppression, discrimination, disenfranchisement, and under-representation of equity deserving groups
- **Diversity:** difference and variance amongst people, groups, and identities
- **Inclusion:** intentional act of infusing equity and diversity

Source: Equity, Diversity, and Inclusion at Ryerson University [Toronto Metropolitan University]:  
<https://www.youtube.com/watch?v=quJ2KFdmyYU>



Source: Belonging - A Conversation about Equity, Diversity, and Inclusion

<https://medium.com/@krysburnette/its-2019-and-we-are-still-talking-about-equity-diversity-and-inclusion-dd00c9a66113>

# EDI IN ED **INVOLVES**

- Supporting faculty with equity-oriented pedagogies
- Enhancing EDI in your institution
- Promoting equitable internal practices within your TLC
- Receiving equitable supports in your role as an ED

... and more

# EDI IN EDUCATIONAL DEVELOPMENT

- Accessibility
- Allyship
- Anti-Oppression
- Care
- Cultural equity
- Decolonization
- Disability justice
- Gender and sexuality equity
- Racial justice
- Religious equity
- Indigenization
- Wellness

... and more



Now, that's a LOT!

## ... EDI is a Journey, not a Destination

- **Iterative:** it is a continuous process which requires constant (re)evaluation as EDI-related issues are constantly in flux
- **Contextual:** the nature of the work largely depends on the circumstantial factors pertaining to it
- **Personal:** EDI work for EDs will look very different depending on personal factors, experience, institutional support/resources, etc.
- **Systemic:** change often needs to happen at a macro level for micro level changes to have significant impact

... and more



ACTIVITY #1

**EDI FOR EDUCATIONAL  
DEVELOPMENT**

## ACTIVITY #1

Please answer **at least one** of the following...

- A.** What is one strength you have regarding supporting EDI in your role as an ED?
- B.** What is one question, challenge, or apprehension one might have regarding supporting EDI in ED?
- C.** What EDI-based supports might EDs need in their role?

# LET'S **DEBRIEF!**

What were some salient points that came out of your discussion?

# STRATEGIES TO SUPPORT **EDI AS AN ED**

- Familiarize yourself with EDI-related bodies and offices at your institution (e.g. accessibility services, equity office, etc.)
- Familiarize yourself with your institution's Equity Mission (or 'vision') and/or equity-focused policies and procedures
- Start with one element of EDI that you are most familiar with (in any way) and develop a question, challenge, and/or action
- Determine EDI-based supports that you will need to do your own job equitably
- Seek support from your institution and TLC



SUPPORTING  
**FACULTY WITH  
EDI**



**PART**

**02**



# SUPPORTING **FACULTY WITH EDI**

- Equity in course design
- Equity in assessment
- Equity in representation
- Accessibility

# SUPPORTING **FACULTY WITH EDI**

- Disciplinary distinctions (e.g. STEM vs Social Sciences)
- Departmental requirements
- Contextual factors: large/small classes, undergrad/grad
- Varying levels of experience: beginner, intermediate, advanced
- Challenging biases





ACTIVITY #2  
**SUPPORTING FACULTY  
WITH EDI**

## ACTIVITY #2

Please answer **at least one** of the following...

- A.** What is your experience in supporting faculty with equity-oriented pedagogy?
- B.** What challenges have you experienced in supporting faculty with EDI in their practices?
- C.** What strategies or practices have worked well for you in supporting faculty with EDI?

# LET'S **DEBRIEF!**

What were some salient points that came out of your discussion?

# STRATEGIES TO SUPPORT FACULTY

- Embrace a strengths-based approach (i.e. what are faculty members already engaged in that supports EDI?)
- Invite faculty members to reflect on identity and positionality (helpful resource: [The Safety Zone Project: Identity Signs](#))
- Invite faculty to reflect on implicit bias (we all have them!). Helpful resource: [Uncovering Your Implicit Biases Activity](#)
- Identify common challenges, strengths, and areas of curiosity
- Make it make sense: emphasize the importance of this work



# CONCLUDING THOUGHTS

WHERE DO WE GO FROM  
HERE?

# SO, WHERE DO I **START**?

- Reflect on what internal EDI measures are taken in your TLC. What does EDI look like in terms of staff support? Are you receiving the support you need?
- Identify your own areas of strengths and areas for growth
- Ensure you have enough ‘thinking time’, resources, and support to process and do the work
- Seek support in communities: Equity-focused Communities of Inquiry, Communities of Practice, Action Learning Sets

THANK  
YOU!

<https://edinstitute2022.opened.ca/>

