

## Social Science Division DEI Training

### SSB 107

Monday, Sept. 24<sup>th</sup> 10am-noon

#### Section I

10am **Introduction**, Leanne

- I am a PhD candidate in the Department of Anth, and also the graduate professionalization coordinator for our department this year.
- Surveyed TAs in the department of anthropology and responses stressed the importance of knowing the context that the DEI requirement emerged from, helpful for those teaching and also for students to know about their campus
- Another response was that TAs found dealing with classroom climate was one of the things they found most challenging
- Finally, DEI courses represent an important site where the Social Sciences can contribute to the education of students on campus most broadly, and for many as you teach in the future it will become an important part of your expected service to the academic institutions where you might work. Great opportunity since the audience for the courses is much broader than those who might just enroll in specialty social science classes.
- The purpose of this training is to:
  - o Provide some institutional history and background for the DEI requirement
  - o To highlight and address some of the concerns and experiences of previous TAs in these courses
  - o To introduce some of the resources (text, web, people, centers) that are available

Have people sign in

10:10 Tamara Rhodes, “**Tell us how UC it**” living archive at Geisel

- Tamara introduces the archive, participants go around and look at the physical banners, have the opportunity to respond by writing on post-its
- Tamara shares a little bit about other student responses re: their experience of the campus climate

10:40 Introduce two **classroom scenarios**

**Scenario 1:** You are giving a brief history of migration patterns across the southern US border to begin your discussion section. One particular student regularly sits at the front of the class, raises her hand every time you pose a question, and also each time you move to the next slide on your PowerPoint presentation. Sometimes her questions help you to clarify aspects of the topic, but other of her comments feel more like a challenge to your knowledge of the subject. The interventions are so regular that the rest of the class begins to disengage, and you wonder if you’ll be able to get to your main point before running out of time.

**Scenario 2:** During grading for the first assignment, you come across a response paper in which a student expresses intense anger about the educational accommodations that other students on campus receive. The student uses derogatory language to refer to those students receiving accommodations. When you've discussed similar issues in class the student has never participated.

**Scenario 3:** During a section in which you are discussing structural inequalities in education and employment, "a student rolls her eyes and looks away when a man tries to challenge her belief in the fairness of affirmative action programs." *Teaching for Diversity and Social Justice: A Source Book*. P. 80

**Scenario 4:** You are assigned to teach a course on feminist literature. At the first discussion section, you run an 'ice breaker' activity, and introduce some major course themes. After section ends, a male student approaches you and says that he wants to swap to another section. He is taking the course as a requirement to complete his degree and says that it will be an academic disadvantage for him to be in a section in which he is the only male student and which is taught by a female TA.

In the scenarios: As the TA in this situation, how might you respond? What could you do to facilitate a productive conversation?

10:45 Pass out paper and writing utensils. In pairs or threes, participants discuss possible approaches to the scenario, tools/responses/ways forward. They record any questions that arise in discussion or disagreements/challenges in addressing the scenarios.

10:55 Group response/discussion with ideas about how to address the scenarios.

Section II:

**Panel:** Cami West, Omar Padilla, Alexia Arani, *possible: Dredge Kang, Roshanak Kheshti*

11:05 Leanne introduces panelists

11:10 Ask each panelist to respond:

What was a moment that shaped your approach to teaching?

11:20 Open the floor to anyone who wants to comment on the scenarios. (ask people to say their names)

Let panelists respond

If no comments or questions forthcoming from audience, then use questions or comments from TA survey.

11:55 Remind people of available resources- advertise the Center for Engaged Teaching

Workshops, one on one meetings at the CET, Another University is Possible volume, TA meetings, Campus Cultural Center, CAPS.

Goals of training workshop:

- To provide some institutional history and background for the DEI requirement
- To offer some insights for preparing your first few sections
- To highlight a few of the concerns and experiences of previous TAs in these courses
- To introduce some of the resources (text, web, people, centers) that are available