

# Diversity and Inclusion

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Heather Gunn, Sadie Novak, & Jieun Yeon  
TA Orientation 2023

As you come in, please go  
to [Menti.com](https://www.menti.com) and enter the

code: **45 64 57 0**

There is one question we'd  
love if you answered!

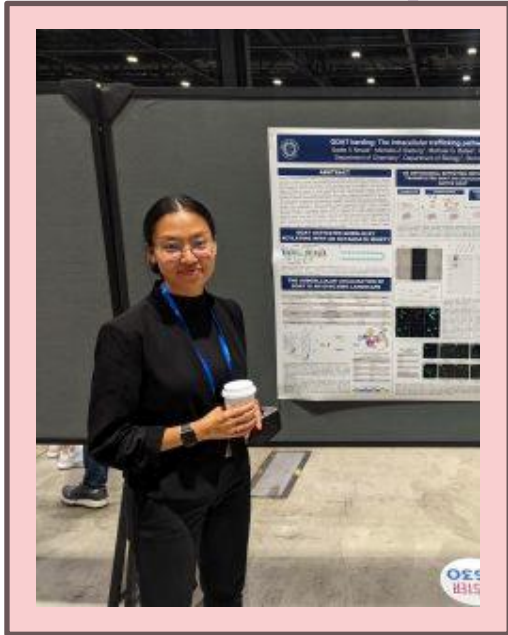


# Welcomes & Introductions





Heather Gunn  
3rd Year – Earth & Environmental  
Science (she/her)



Sadie Novak  
5th Year – Chemistry  
She/her



Jieun Yeon  
5th Year – Information Science  
She/her

# Land Acknowledgement

- The Onondaga have lived here since time immemorial. The present-day territory of the Onondaga Nation (“People of the Hills”) is approximately 7,300 acres just south of Syracuse near Nedrow, New York.
- Between 1788 and 1822, the Onondaga Nation lost possession of approximately 95% of its land through a series of illegal “takings” by the State of New York.




We acknowledge with respect the Onondaga Nation, firekeepers of the Haudenosaunee, the Indigenous people on whose ancestral lands Syracuse University now stands.



# Our Diversity Statement

We aim to provide information on the role of D&I here in the SU community and SU learning spaces. We acknowledge that everyone is coming into this workshop with varying levels of understanding of what diversity and inclusion (D&I) mean in the context of the teaching infrastructure. We also acknowledge that everyone is coming here with our own perceptions, perspectives and opinions – and **all are welcome!**

Diversity and inclusion is a broad concept, and there is so much to discuss! However, with our limited time today, we aim to provide information on the role of D&I here in the SU community and SU learning spaces. **We ask that you keep an open mind and are respectful of all opinions shared by us and your fellow colleagues.**



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# Part 1: Background & Context

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**01** SYRACUSE UNIVERSITY'S  
DEMOGRAPHICS

**02** SYRACUSE UNIVERSITY  
AS A PWI



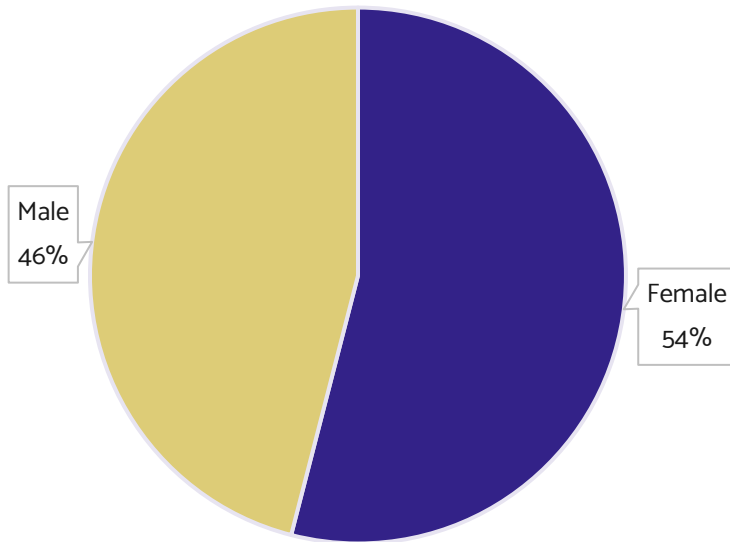
# Syracuse University Demographics

\*All demographic facts and figures are from Syracuse University's Office of Institutional Research,

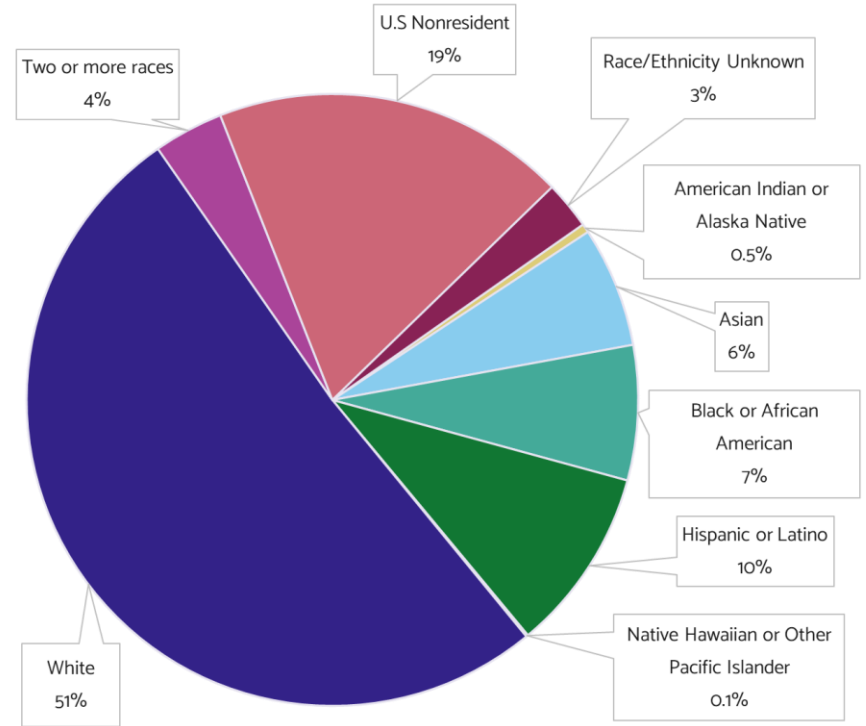
Fall 2022 Census: <https://institutionalresearch.syr.edu/facts-and-figures/>



# Gender and Race at Syracuse University



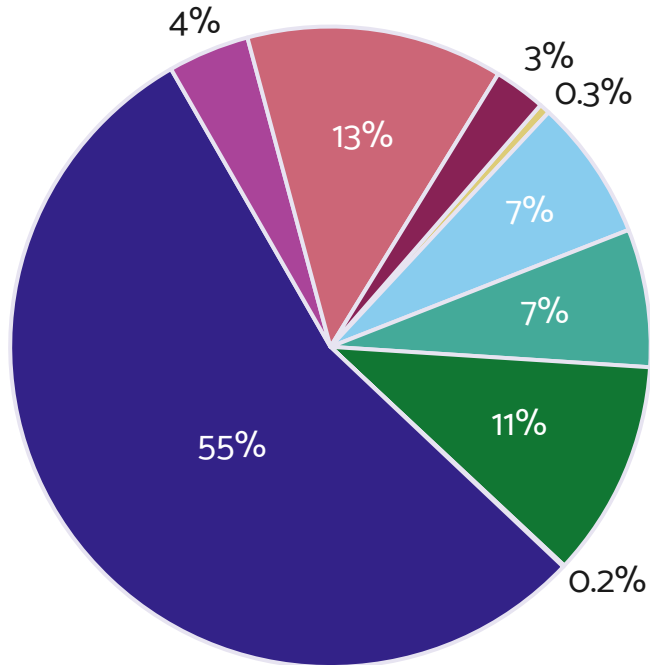
Gender Distribution at SU



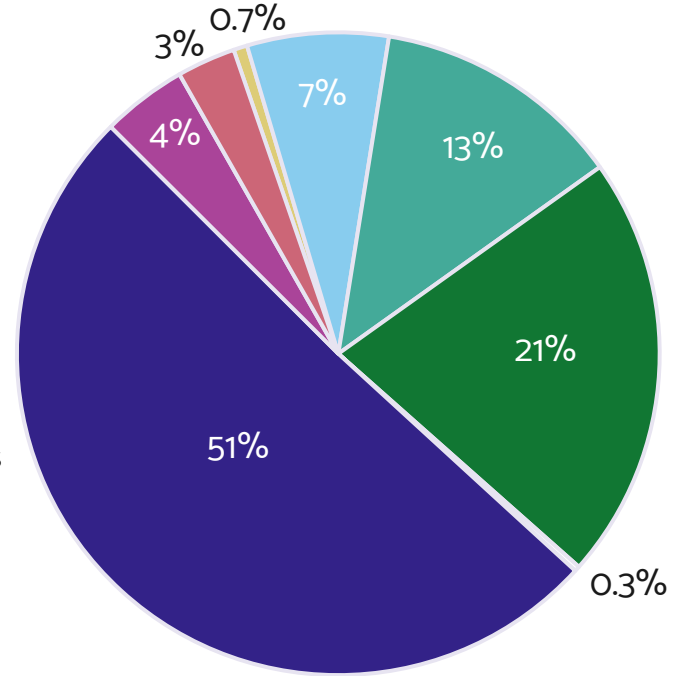
Race/Ethnicity Distribution at SU

# Undergraduate Race/Ethnicity at SU vs the National Average

Race/Ethnicity Distribution of Undergraduates at SU



Race/Ethnicity Distribution of Undergraduates in the USA



- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races
- U.S. Nonresident
- Race/Ethnicity Unknown

# Syracuse University is a PWI

- **Predominantly White Institution (PWI)** : Colleges and Universities where majority of students in attendance are white
- The histories, ideologies, systems and policies in place center and often **work in service of the white majority**



# Syracuse University is a PWI

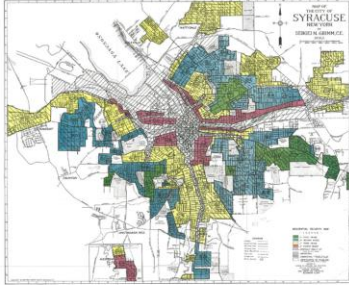
- Racial and ethnic minorities are marginalized, devalued, or overlooked in ways that the university doesn't anticipate or acknowledge
- Aspects of the university are not designed to accommodate the needs of minority populations both on campus and off campus



Opinion

## Hear how segregation, redlining shapes I-81 debate (Commentary)

Published: Sep. 13, 2019, 11:37 a.m.



A map of Syracuse, dated 1937, by the federal government's Home Owners' Loan Corp. assigned color-coded grades to neighborhoods reflecting their "mortgage security." Red neighborhoods were deemed "hazardous." (Source: Robert K. Nelson, LaDale Winling, Richard Marciano, Nathan Connolly, et al., "Mapping Inequality," American Panorama, ed. Robert K. Nelson and Edward L. Ayers, accessed Sept. 13, 2019.) University of Richmond Digital Scholarship Lab

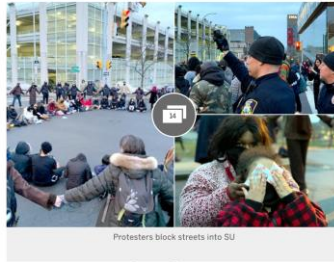
Cooper Sirwatka is director of policy and outreach at CNY Fair Housing. Wendy Rhodes is director of development and communications at Legal Services of Central New York.

Article by Cooper Sirwatka and Wendy Rhodes:  
<https://www.syracuse.com/opinion/2019/09/hear-how-segregation-redlining-shapes-i-81-debate-commentary.html>

Syracuse University News

## What do #NotAgainSU protesters want from Syracuse University? Here's full list of demands

Updated: Mar. 05, 2020, 6:30 p.m. | Published: Mar. 05, 2020, 2:14 p.m.



Protesters block streets into SU

1,225 shares

By Julie McMahon | [jmcmahon@syracuse.com](mailto:jmcmahon@syracuse.com)

A couple of dozen Syracuse University students [continue to sleep in an administrative building overnight](#) in protest of racism on campus.

Article by Julie McMahon:  
<https://www.syracuse.com/syracuse-university/2020/03/what-do-notagainsu-protesters-want-from-syracuse-university-heres-full-list-of-demands.html>

CAMPUS NEWS

## Hundreds join campus protest against rape culture

Students marched across the Syracuse University campus Tuesday night, chanting outside fraternities and the chancellor's house.

STORY BY THE NEWHOUSE STAFF | PHOTOS BY TJ SHAW AND BOND DEMETRI PHOTOS

Published: September 22, 2021 | Updated: October 6th, 2021 at 3:48 pm



Photo by TJ Shaw

Hundreds of students gathered Tuesday night to protest allegations of sexual misconduct by Syracuse University fraternities.

A historic protest that swelled to several hundred students Tuesday night took aim at what they see as a prevalent "rape culture" at Syracuse University. Protesters gathered outside the Phi Upsilon Ipsilon on SU's main campus around 9 p.m., directing chants at the fraternity members inside. The gathering was reportedly sparked by claims about Phi Upsilon that surfaced on social media app TikTok Tuesday night.

Article by Newhouse Staff: <https://www.thenewhouse.com/campus-news/rape-culture-protests-syracuse-university/>

# On Campus Resources at SU

## Office of Diversity and Inclusion

<https://diversity.syr.edu>

- ❑ Center for Disability Resources
- ❑ Center for International Services
- ❑ Disability Cultural Center
- ❑ Equal Opportunity, Inclusion, and Resolution Services
- ❑ The Office of University Ombuds
- ❑ Hendricks Chapel
- ❑ LGBTQ Resource Center
- ❑ Office of Community Engagement
- ❑ Office of Multicultural Advancement
- ❑ Office of Multicultural Affairs
- ❑ And more at <https://diversity.syr.edu/contact/>

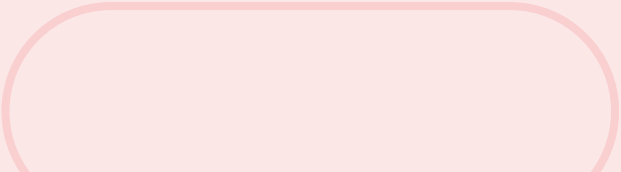


# Part 2: Terms & Definitions

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**01** DESCRIBE AND DEFINE  
DIVERSITY

**02** ADDRESS KEY TERMS  
IMPORTANT IN OUR  
DISCUSSION ON  
DIVERSITY





# What is Diversity?

- 1) Go to [Menti.com](https://www.menti.com)
- 2) Enter CODE: **6219 5548**
- 3) Answer the question!





“Diversity refers to all the ways in which people differ, and it encompasses **all the different characteristics** that make one individual or group different from another. It is **all-inclusive** and recognizes **everyone and every group as part of the diversity that should be valued**”

(Diversity and Social Justice Glossary)

## Diversity Defined

# Diversity Alone is not Enough

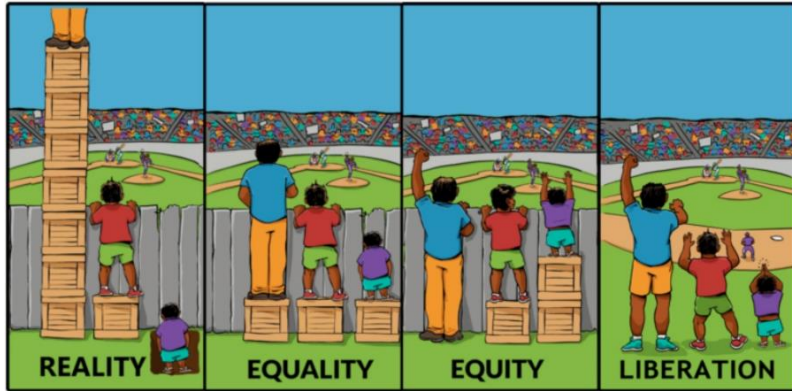
- Highly commodified and corporatized
- Tokenization
- Microaggressions

All create the need for **critical diversity**

“...openly **acknowledge[s] the relations of power** that determine which ‘diversity issues’ or ‘minority subjects’ are examined in the first place...While decades of research have advanced our understanding of the inter-relationships between gender, sexuality, race, ethnicity and disability in organizations...there remain **important disjunctures in how diversity and philosophy come together to affect practice** in thinking and doing diversity differently” (Pullen et al. 2012)

# Critical Diversity Defined

# Using *Critical* Diversity



© Interaction Institute for Social Change | Artist: Angus Maguire

- Power imbalances are considered!

Actions must be taken to **dismantle oppressive structures** and cultivate truly inclusive spaces

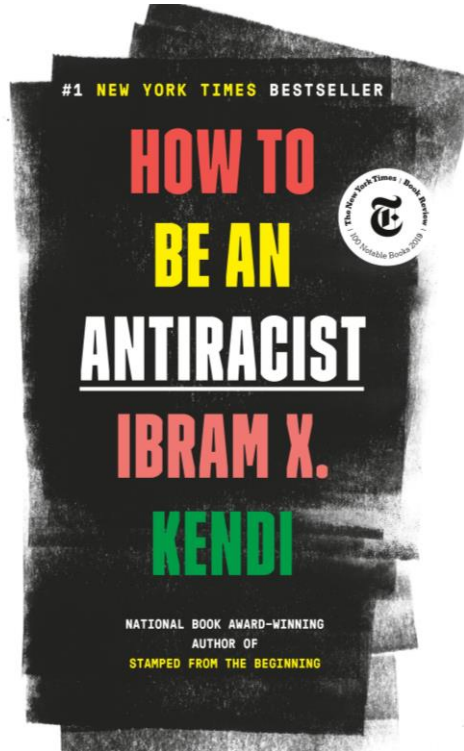
“One either believes problems are rooted in groups of people, as a racist, or **locates the roots of problems in power and policies**, as an anti-racist. One either allows racial inequalities to persevere, as a racist, or **confronts racial inequities, as an anti-racist**”  
(Ibram X. Kendi, How to Be an Anti-Racist, 2019)

Material from Syracuse University's Diversity and Inclusion Website, "Our Take: How to be an Anti-Racist" <https://diversity.syr.edu/anti-racism/>

# Anti-Racism

the active process of **identifying and eliminating racism by changing** systems, organizational structures, policies, practices, and attitudes.

# Anti-Racism



- About actively deconstructing **implicit biases**
- Racism is **systemic** and consequences extend beyond personal/individual interactions with others.
- Take **actions** needed to eliminate racist practices, policies, and institutions.

“A broad term for **action intended to create genuine equality**, fairness and respect among peoples.” (Diversity and Social Justice Glossary)

Social Justice Issue examples

- Gender pay gap
- Racism/Discrimination
- Climate Change

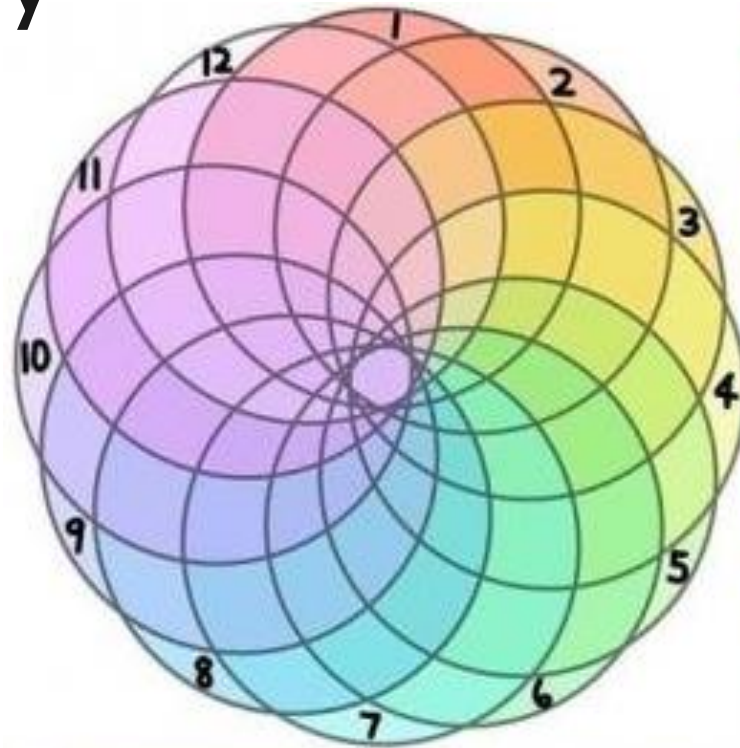
# Social Justice Defined



# Intersectionality

“...the critical insight that race, class, gender, sexuality, ethnicity, nation, ability, and age operate not as unitary, mutually exclusive entities, but rather as reciprocally constructing phenomena.”

Patricia Hill Collins, 2015



- 1 Race
- 2 Ethnicity
- 3 Gender identity
- 4 Class
- 5 Language
- 6 Religion
- 7 Ability
- 8 Sexuality
- 9 Mental health
- 10 Age
- 11 Education
- 12 Attractiveness  
(...and many more...)

Image from Shawn Major of  
the BASW, 2022



# Inclusion & Belonging

## Inclusion And Belonging Are About What People Do, Not How People Feel

Paolo Gaudiano Contributor @

*I explore the complexities of diversity & inclusion*

Follow

Mar 2, 2022, 11:13am EST

- “simply hiring people from underprivileged groups into an organization is insufficient... unless people feel that they are **included and that they belong** in the organization, they will be more likely to leave”  
from Paolo Gaudiano, 2022



# Part 3: Gaining Perspective

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**01** DESCRIBE AND DEFINE  
PRIVILEGE

**02** ADDRESS WHAT  
PRIVILEGE MEANS AS  
TAs AT SU



# PRIVILEGE

Refers to the systemic or structural advantages we have based on our social identities<sup>1</sup>

"The unearned social power accorded by the formal and informal institutions of society to all members of a dominant group."

1. Inclusion, n.2." *OED Online*. Oxford University Press, June 2021. Web. 29 June 2021

2. The University of Washington Tacoma's [Diversity and Social Justice Glossary](#)).

# When we talk about privilege:

It does not mean:

A person who has privilege has not experienced struggle

You did not work for the privilege you have

One's outcome is determined

It does mean:

We need to be aware, especially as TAs, that having privilege is an asset that makes it more likely that an individual with a privilege will have a positive outcome, more so than one who does not have the same privilege, regardless of their talent, ability, aspirations, etc.<sup>2</sup>

1. University of Denver's Diversity, Equity, & Inclusion 101 | [Office of Equity](#).

2. Green River College's Diversity, Equity, Inclusion, and Culturally Responsive Education: Privilege. [Holman library](#)

# Privilege is closely intertwined with intersectionality

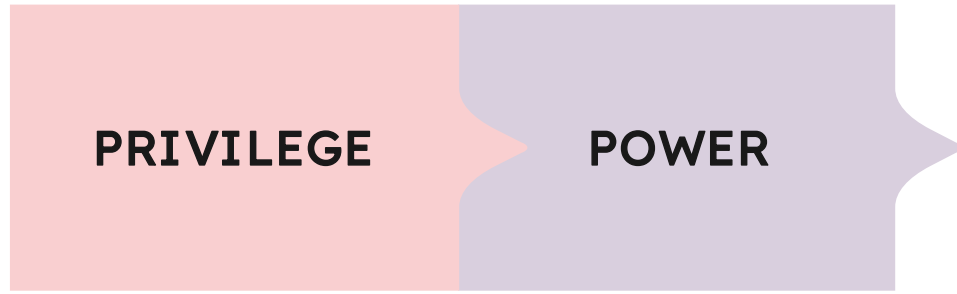
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When you hear the word privilege, what is one of the first things that comes to mind?



Privilege is **fluid and contextual** – The identities someone holds can change how privilege is conferred or deferred in different situations, environments, and through life.

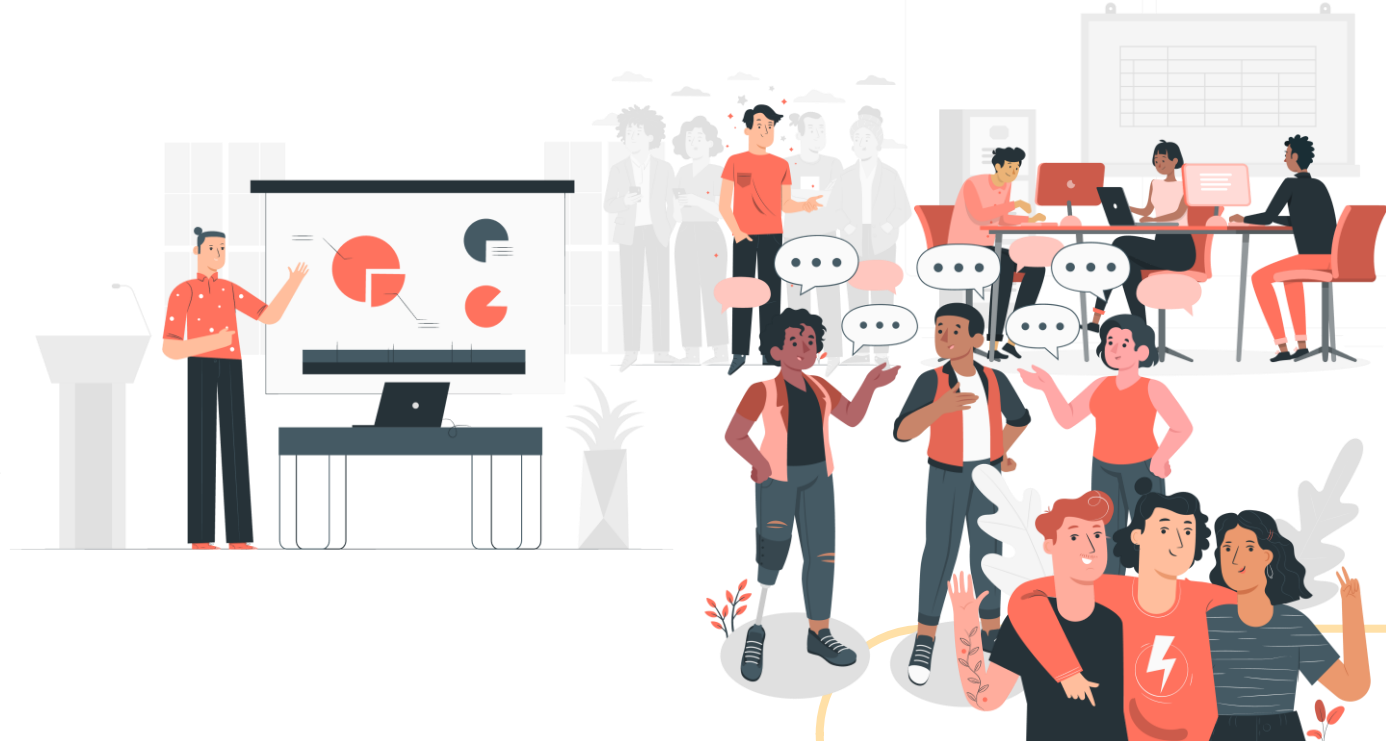
# How does privilege fit into our roles as TAs?



Power: Refers to the capacity to exercise control over others, deciding what is best for them, deciding who will have access or denial from resources



# As TAs we find ourselves within a complex set of power relations



# As TAs we find ourselves within a complex set of power relations

## As graduate students

We exist in relation to SU, our departments, PIs/supervisors, our colleagues and peers, and the invisible caretakers who maintain our libraries, labs, technologies, & classrooms.

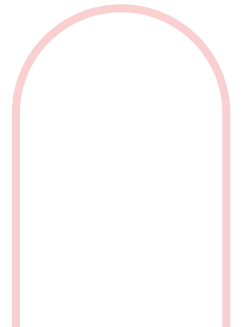
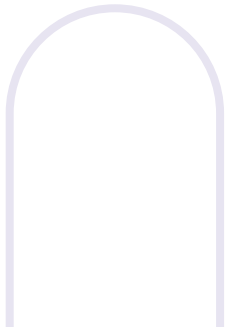
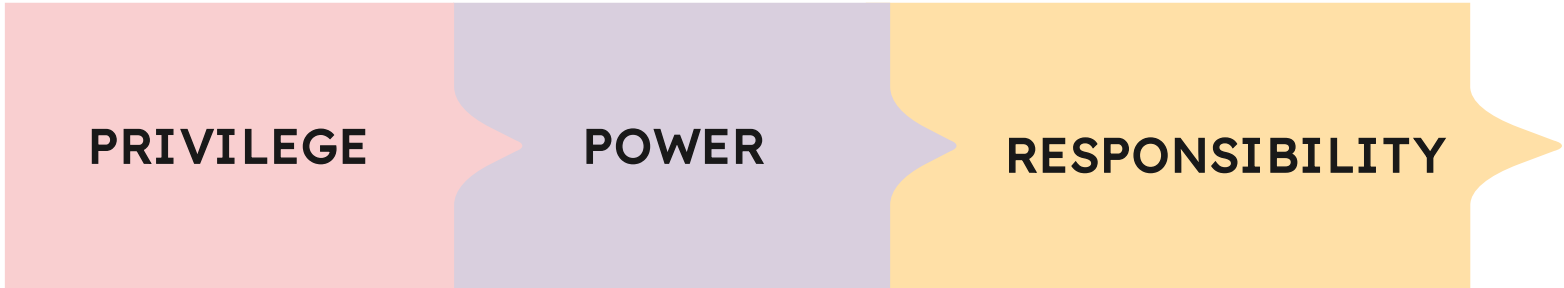
## As teaching assistants

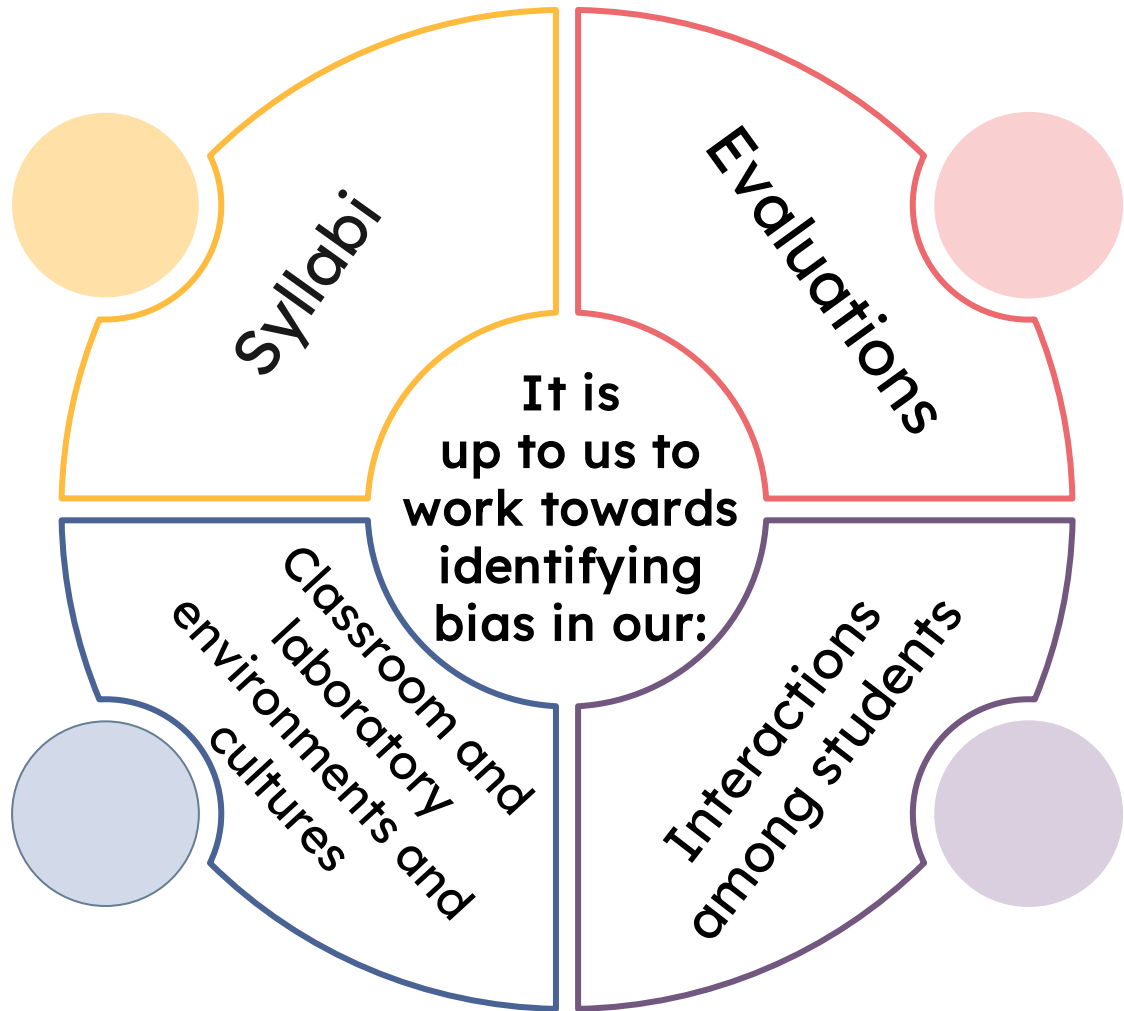
We exist in relation to SU, its teaching policies, the department to which we are appointed, our supervisors, our fellow TAs, and our students.

## Among our students

It is important to note that at the next level, our students will hold different levels of power amongst each other.

Within the teaching infrastructure, TAs are placed in positions of power over our students





# EXPLICIT & IMPLICIT BIAS

## EXPLICIT BIAS

A person is very clear about their feelings and attitudes, and related and resulting behaviors are conducted with intent.

## IMPLICIT BIAS

This type of bias operates outside of a person's awareness and can often be in direct contradiction of a what that person thinks they believe or value.

# EXAMPLES OF IMPLICIT BIAS IN THE CLASSROOM

Instructors may assume that students from certain backgrounds or social groups have differing intellectual abilities and/or ambitions.

Instructors might treat students with physical disabilities as if they may also have mental disabilities, and thus require more attention.

Students who are affiliated with a particular identity group may be treated as experts on issues related to that group.

Instructors may assume that students will best relate to the historical, contemporary, or fictional character who resembles them demographically.

Students of certain groups may be expected to have certain participation styles (quiet, argumentative, agenda-oriented).



# Part 4: Achieving Diversity & Inclusion

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**01** WHY DIVERSITY &  
INCLUSION MATTERS

**02** CHECKLIST FOR  
INCLUSIVE  
CLASSROOMS



# TAs' Role in Inclusive Classrooms



“When those who have the power to name and to socially construct reality choose not to see you or hear you...when someone with the **authority of a teacher**, say, describes the world and **you are not in it**, there is a moment of **psychic disequilibrium**, as if you looked in the mirror and saw nothing.”



# Why does diversity & inclusion matter in the classroom?

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## For students

- Foster a welcoming learning environment for all
- Support critical and creative thinking



## For TAs

- Build a safer classroom for yourself
- Protect yourself from microaggression

# Checklist for Inclusive Classroom

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## Before the semester

Reflect yourself  
& be prepared

## At the beginning of the semester

Learn about your students

## Throughout the semester

Incorporate  
critical diversity

## After the semester

Assess your semester

# Before the semester

- ❑ **How much do I know about diversity & inclusion in the learning space?**
- ❑ **What is my implicit bias and who am I?**
  - ✿ Project Implicit
  - ✿ How to Write a Positionality Statement?
- ❑ **Are my course materials inclusive?**
  - ✿ Social Justice Standard
  - ✿ How to Choose Diverse and Inclusive Photos
  - ✿ Inclusive, Affordable Teaching Materials Checklist



# At the Beginning of the semester



- ❑ **Which student requested what accommodations?**
  - ✿ Faculty/Staff Resources and Guidelines for Student Accommodations
- ❑ **Who are my students?**
  - ✿ How to make inclusive icebreakers
- ❑ **What are the preferred names and pronouns of my students?**
  - ✿ Pronouns FAQs

# Throughout the semester




## Lesson plan

- What participation opportunity will my students have during the session?
- What kind of examples am I going to use? Are they understandable to all?



## Feedback

- Feedback from my students
  -  Assessment Services for TAs
- Feedback from an outside perspective
  - Supervisor
  - Peer instructor



## Communication

- Am I approachable to my students?
- Am I giving personalized feedback to my students?

Throughout the semester

# In Social Science & Humanities...

- ❑ Provide a guideline for respectful class discussions

Everyone has a **right to share their beliefs and thoughts**

Keep an **open mind** even when you believe your beliefs are being challenged

Be **curious** about what others have to say

Have **empathy** for other people

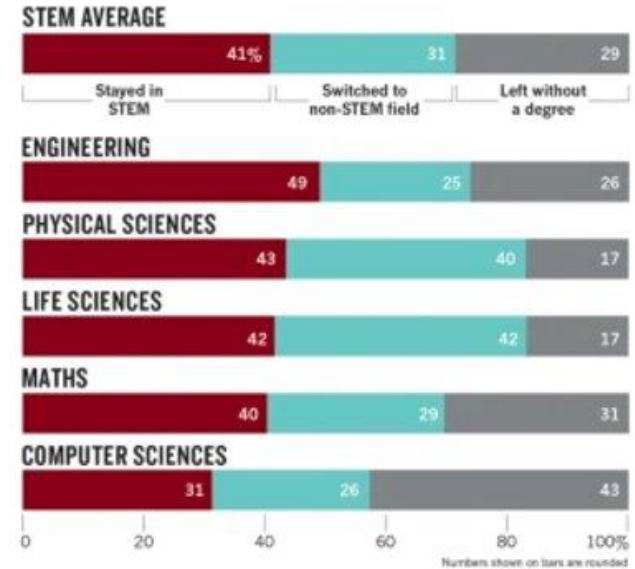
Recitations are opportunities for **discussion** (not debate)

# Throughout the semester In STEM...

- ❑ Share your STEM story with your students
  - tell them about your intersecting identities as a scientist, engineer, mathematician.
- ❑ Incorporate diverse scientists into your class materials!
- ❑ Recall your own experiences as an undergraduate in STEM
  - things that may seem intuitive to you now may not have always been so (this is called the expert blind spot).

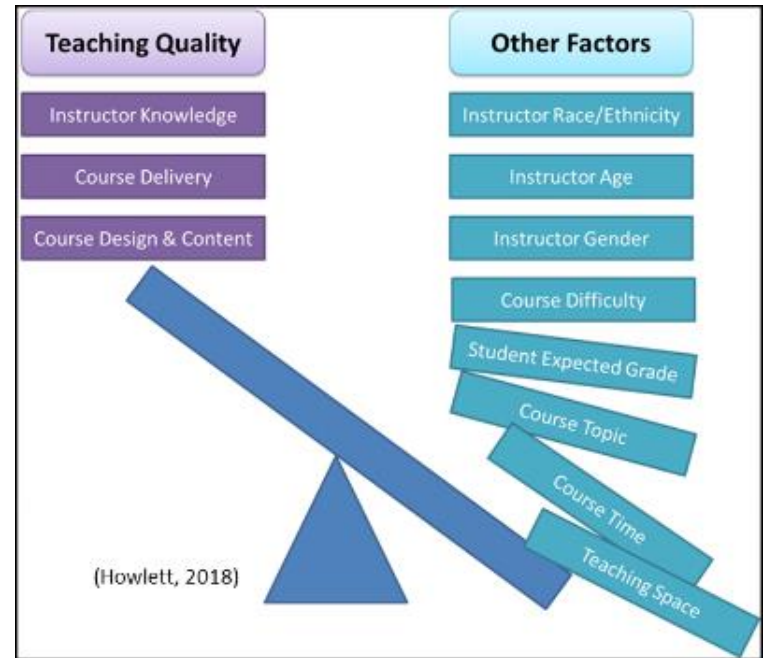
## A PERSISTENCE PROBLEM

A study tracking 17,000 post-secondary students in the United States and Puerto Rico found that only two-fifths of those who enrolled in a STEM discipline went on to obtain a degree in the field, or were still studying for one 6 years later.



# After the semester

- ❑ **What worked and what didn't throughout the semester?**
  - Course evaluations may indicate your performance, but they are often biased against instructors of color, women, and non-binary people
  - ✿ Calling attention to gender bias dramatically changes course evaluations
- ❑ **What are the potential solutions to make my classroom more inclusive and socially just?**





# WHAT WOULD YOU DO?

Your group will be presented with one of three scenarios. Based on the information provided to you in this scenario, discuss a resolution for your scenario.

As you brainstorm, consider:

- The topics we discussed in this workshop.
- Potential repercussions of each reaction.
- What principles should be weighed to decide on the best mode of action?

Finally, think about how your group's final answer might be different from your initial reaction after discussing and thinking about the issue through the lens of D&I.

SCAN THE QR CODES TO ACCESS A MOBILE  
VERSION OF YOUR SCENARIO



Scenario 1



Scenario 2



Scenario 3

# Scenario 1

You are a new TA starting off the semester with a fun icebreaker. You ask students to introduce themselves with their names, pronouns, majors/years, and what their spirit animal is! One student seems nervous when it's their turn for introductions and they skip sharing their spirit animal all together. After class you receive an email from that same student in which they explain that they felt very uncomfortable being asked to choose a spirit animal, as it is culturally insensitive to do so. What is your response to this email?

# Scenario 2

You are facilitating a recitation group for Calculus 2. In your class, students work problems together covering material they learned in lecture that week. You begin your class with a short lecture, reviewing that week's material and then give students a problem set to work on. The purpose of your class is to allow students to build mathematical intuition and problem-solving skills in a collaborative setting. In your section, there is a disproportionate number of males and females and in the first few weeks of your class, you notice that even when considering the imbalanced ratio, there is a discrepancy in who is allowed access to the speaking platform. When a female student is able to speak up, your male students often interrupt her, talk over her, or dismiss her ideas. None of the female students have brought up this issue to you, but it is clear there is a barrier for these students in participating and contributing to the discussion. How will you address this situation?

# Scenario 3

You've assigned a prompt that asks students to formally present their work. On the day of presentations, you can feel the class's anxiety about presenting. One student in particular seems ill at ease. When the time comes for that student to present, it becomes clear that they have done their research. You notice, however, that the student is using outdated and offensive language (eg. colored people, negro, oriental, Indians, retarded, etc.). You don't think that the student is being intentionally harmful, and you can see how nervous they are by how tightly they are clutching their notes. What is the preferred reaction to this?

# Conclusions & Takeaways

## CRITICAL DIVERSITY

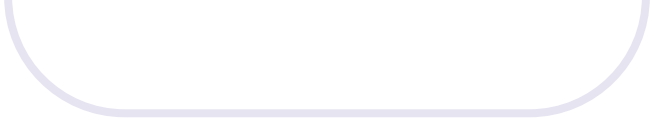
The need for critical diversity in the classroom, which requires direct, anti-racist and anti-exclusionary action, and acknowledgment and investigation of one's intersecting social identities.

## PRIVILEGE & POWER

True inclusivity centers around the involvement in groups and sharing of power for all marginalized and underrepresented people.

## INCLUSIVITY IN THE CLASSROOM


There are various ways to create inclusive classrooms and it is vital to do so in order to be respectful and intentional about acknowledging gender identities, disabilities, financial access and more.



**The foundation of an inclusive classroom starts with YOU, the TA. We have the privilege to shape our students' attitudes and perceptions of their belonging in the learning space.**

**It is important we reflect and educate ourselves and actively work towards maintaining an inclusive community for our students to thrive in.**

**As you continue through orientation, think about the concepts we've introduced and discussed and how diversity, equity, and inclusion are inherent pillars for many aspects of education.**



# Thanks!



SCAN HERE TO  
CHECK IN  
FOR ATTENDANCE!

If this QR code  
does not work  
for you, head  
down to the  
front to sign in  
on the paper  
sign-in sheet!

If you have questions or want to learn more about a specific topic we discussed today, here are some great sessions to consider checking out this week:

- Intro to the Post-COVID classroom
- Creating a Teaching Persona
- Dealing with Challenges in the classroom
- Creating an Effective Work-life Balance as a TA

Good luck with your semesters!