

Creating Inclusive Tutoring Spaces: Identity Training for Student Workers

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Presentation Objectives

- Review the services provided by the Learning Center and their relationship to students on campus
- Introduce identity training opportunities for student workers
 - Identity Awareness Training
 - Ally Training
- Explore student worker perceptions on identity training and identify strengths/weaknesses
- Discuss other potential training opportunities for creating inclusive environments

What is the Learning Center?

- The UNT Learning Center provides a variety of resources for students to help them achieve their academic potential
- Services include:
 - Tutoring
 - Supplemental Instruction
 - Academic Coaching
 - Learning 101 Workshops
 - Speed Reading Classes
 - Graduate School Prep
 - TSI services, including Developmental Tutoring

How does the Learning Center impact students?

| Learning Center Service | 2016-2017 Academic Year Unique Student Participants |
|--------------------------|---|
| Supplemental Instruction | 6,563 |
| Tutoring | 1,458 |
| Academic Coaching | 284 |
| Learning 101 Workshops | 1,278 |
| Outreach Events | Approx. 925 |

The table above represents the numbers of unique students who utilized each Learning Center service during the 2016-2017 academic year.

What is identity training?

- Developing an awareness of the intersectional¹ elements of one's own identity and the intersectional elements of other identities

What was the Learning Center's Identity Training?

- Pre-semester training for the 100+ student worker staff of the Learning Center
- Presented through collaboration with Counseling and Testing Services and the Pride Alliance
 - Identity Awareness Training prepared by Dr. Enedelia Saucedo
 - Ally 101 Training prepared by Kathleen Hobson-Bond and Alex Sylvester
- After training, Learning Center student workers completed the Perceptions on Student Worker Survey

Identity Awareness Training

- Prepared and presented by Dr. Enedelia Saucedo
- Training Format:
 - Students discuss the terms, “diverse,” “diversity,” and “multicultural”
 - Introduces students to Pamela A. Hays’ “Addressing Yourself” framework model² for understanding identities, intersectional, privileged, and marginalized
 - After identifying the elements of one’s own identity, conversation shifts to “Addressing” others
- Put training in practice: “Addressing” Yourself

Practice: ADDRESSING Yourself

- Follow this activity with the “Practice: ADDRESSING Yourself” handout
- 1. Fill in the handout’s blanks with the aspects of your identity that correspond to the element of the ADDRESSING model on the left side of the paper (NOTE: only fill out blanks that you’re comfortable with)
- 2. What aspects of your identity aren’t represented by this model?
- 3. What aspects of your identity feel in conflict with one another?
- 4. What aspects of your identity have evolved over time?

Ally 101 Training

- Prepared and presented by Kathleen Hobson-Bond and Alex Sylvester
- Training Format:
 - Introduces students to important policies and procedures
 - Expands student knowledge of definitions relating to queer identities, including pronouns and “wince” words
 - Challenges students to identify instances of bias in relation to power, privilege, and oppression
- Put training in practice: Instances of Bias

Practice: Instances of Bias

- Follow this activity with the “Practice: Instances of Bias” handout
- 1. Sort the instances of bias listed on the sheet into one of the following categories:
 - Heterosexism
 - Cissexism
 - Other
- 2. Think-Pair-Share: How did you sort these instances of bias and why?

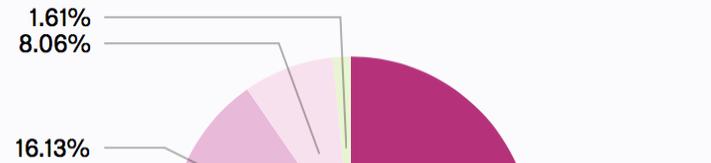
How did students respond to identity training?

- **Perceptions on Student Worker Training Survey**
 - Distributed to all student staff attendees
 - Anonymous results
 - Conducted in the last months of the Fall 2017 semester



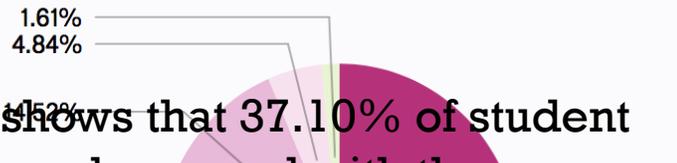
The graph shows that 40.32% of student workers strongly agreed with the statement, "I Have Utilized the Information Presented in the Duties of My Job," 33.87% agreed, 16.13% neither agreed nor disagreed, 8.06% disagreed, and 1.61% strongly disagreed.

The LC's Identity Training was Enjoyable



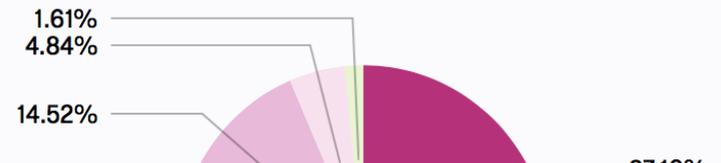
The graph shows that 35.48% of student workers strongly agreed with the statement, "The LC's Identity Training was Enjoyable," 38.71% agreed, 17.74% neither agreed nor disagreed, 8.06% disagreed, and 0.0% strongly disagreed.

have utilized the information presented in the duties of my job



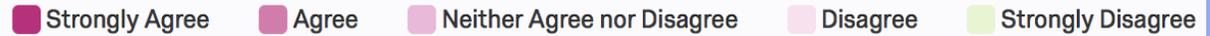
The graph shows that 37.10% of student workers strongly agreed with the statement, "The Information Presented at the Training was Valuable in Order to Better Perform My Job Duties," 41.94% agreed, 14.52% neither agreed nor disagreed, 4.84% disagreed, and 1.61% strongly disagreed.

The activities presented were interactive and engaging

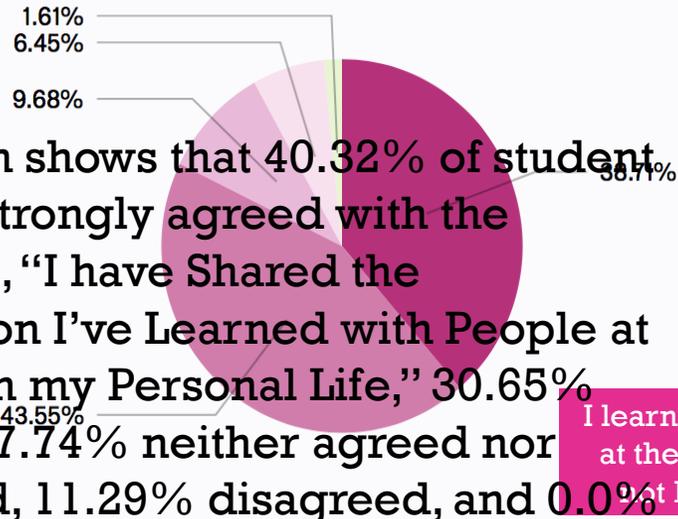


The graph shows that 38.71% of student workers strongly agreed with the statement, "The Activities Presented were Interactive and Engaging," 40.32% agreed, 14.52% neither agreed nor disagreed, 4.84% disagreed, and 1.61% strongly disagreed.

The information presented at the training was valuable in order to better perform my job duties



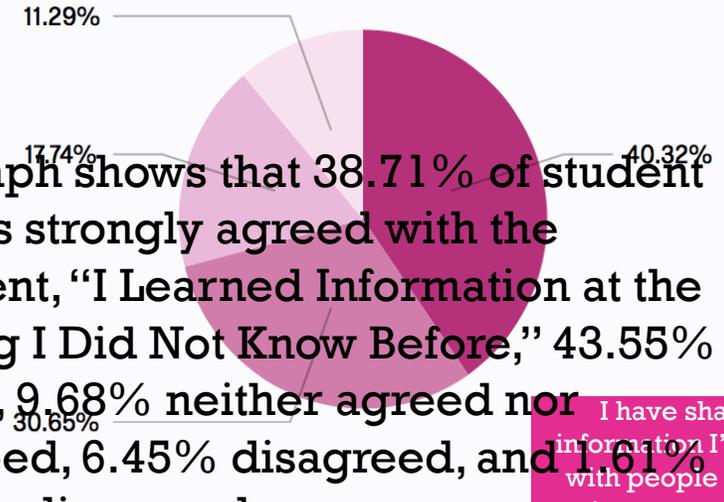
The graph shows that 40.32% of student workers strongly agreed with the statement, "I have Shared the Information I've Learned with People at Work or in my Personal Life," 30.65% agreed, 17.74% neither agreed nor disagreed, 11.29% disagreed, and 0.0% strongly disagreed.



I learned information at the training I did not know before

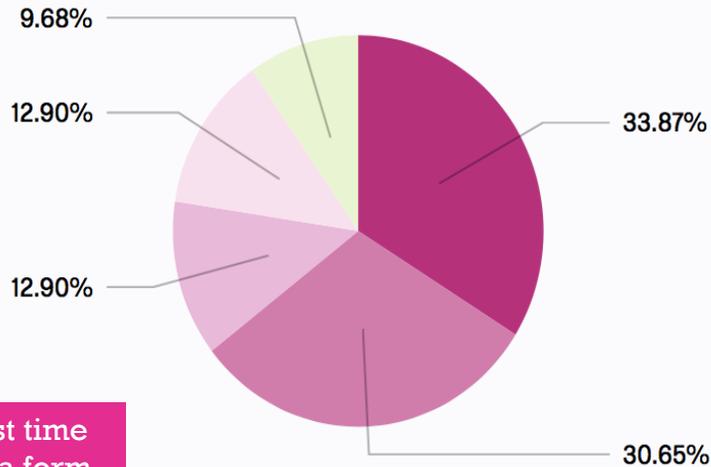
Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

The graph shows that 38.71% of student workers strongly agreed with the statement, "I Learned Information at the Training I Did Not Know Before," 43.55% agreed, 9.68% neither agreed nor disagreed, 6.45% disagreed, and 1.61% strongly disagreed.



I have shared the information I've learned with people at work or in my personal life

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree



This is the first time I've received a form of identity training

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

The graph shows that 33.87% of student workers strongly agreed with the statement, "This is the First Time I've Received a Form of Identity Training," 30.65% agreed, 12.90% neither agreed nor disagreed, 12.90% disagreed, and 9.68% strongly disagreed.

How did students respond to identity training?

In what ways, if any, have you utilized what was learned at training in your job duties?

“I have a student who is transgender and going through the training better prepared and educated me on how I should address the student”

“I used it when referring to people in a neutral way, without personally ascribing them any labels without their acknowledgment”

“Being queer myself, it helped me to have better ways to explain myself to others, i.e. my gender identity, in a way that is more professional and easier to understand”

“I have not directly incorporated this training into my sessions, but it has made me more aware of what I say”

How did students respond to identity training?

In what ways, if any, have you shared the information learned at training to/with others?

“I have told my mom and sister about it and she said she wishes she did this training at the University she works at”

“I share the information about different pronouns because I had no idea it was a thing”

“Making others aware when they use language or make jokes that may be offensive or exclude some people”

“I haven’t really shared the information but I definitely do keep it in mind when I’m interacting with people”

How did students respond to identity training?

Please describe the most useful element of the LC Identity Training:

“The self evaluation. I learned that there are a lot of things I still don’t understand about myself and now, I always self evaluate”

“Allowing those who don’t know or understand oppression or discrimination to have a clue of what it might look like”

“Personally, it felt nice to have it brought up in a work environment especially with regard to LGBTQ awareness [...] queer identities in work environments are usually, at most, quietly tolerated”

“It was most useful how they focused not just on the physical difficulties various people experience, but also the mental experiences”



Discussion