Contents

This document was prepared for use by members of the UVic faculty and staff in support of our work to
create, which borne and timestand environments online as well as in person, to serve UVic's diverse
eds to be actions to become aware of context and
s include reflection and planning; accommodations
ith; and deliberate strategies to build inclusion.

- Equity, diversity and inclusion **(EDI) are a priority**. Address these first to ensure participants can focus on content without discrimination or worry
- **Diversity** affects experiences. Learn about the diversity of power, position and marginalization of participants and reduce any negative impacts
- We each have different types of positional **power** which may be exacerbate by technology

- Work to increase **trust** by addressing reality and perceptions of discrimination
- Respect **context**: acknowledge and give space for impacts from individual and collective events

- Create barrier-free environments (implement **universal design**)
- Be **flexible**, providing options at the start and adjusting as you go
- Be **transparent** about what you know, sharing information and your reasons for decisions
- Ask about, **listen** to, and **show respect** for people's experiences and needs
- Respect **privacy** (don't ask too much or demand sharing) and provide information and practices to facilitate **confidentiality** and online security
- **Accept** that sometimes things will be **awkward** online. Normalize acceptance of this

- Address power and minimize imbalances: Include personal check-ins as well as business-related check-ins. Use the informality of being home to personalize and create connections (watching professional boundaries). Ensure all sharing is optional.

- Stay active online (during sessions, and between sessions) and responsive to student questions/work so students feel seen and engaged

  A useful way to engage which requires set-up and monitoring

- Ensure clear, simple instructions about expectations
- Provide online resources for students to view on their own time
- Provide clear context and carefully frame questions and discussion prompts to reduce ri0 g0.00tiew rovidts