

Approximate Schedule:

11 - 11:10: Introduction

- Introduce SSC members, thank everyone for attending, go around the room with names?
- Who is actively teaching or planning on teaching next year? Raise hands?
- Introduce yourselves to your group and brainstorm your role as an educator
 - Give a minute to jot things down, then shout them out
- Mention: make the world a better place
 - Emerging adults learning to navigate the world
 - The idea that we only teach them scientific information is inaccurate
 - You are modeling what it looks like to be an adult in science

11:10-11:20: Case Study 1

- *Each group discusses and we share out*
- During the first meeting of your laboratory course, you go over the clear attendance and late assignment policies outlined in the syllabus. Despite this, your student Henry misses class frequently for the first part of the semester. Because of this, he fails to turn in several assignments and performs poorly on the midterm. As you calculate his grade, you realize he will be unable to earn the grade he needs to have this course count towards his major. You schedule a meeting to discuss this, and Henry discloses to you that he is the primary caregiver for his chronically ill younger sibling. He tells you he's been missing class to take his sibling to doctor's appointments and pick them up from school when they're feeling poorly.
 - What would you do in this scenario?
 - What could you have done to avoid this?
 - What do you think the effect is if you don't address this?

11:20-11:30: Case Study 2

- *Each group discusses and we share out*
- You are co-teaching a new course with your colleague Sarah. You notice that Sarah has wonderful rapport with her advisees who are taking the course. Discussion in class is generally good, but when no one answers a question she poses, she calls on one of her advisees to answer it. Now, a month into the semester, it seems like her advisees are the only students who feel comfortable participating in discussion at all. Sarah seems unaware of this pattern and has even commented about the lively discussions in class.
 - What would you do in this scenario?
 - What could you have done to avoid this?
 - What do you think the effect is if you don't address this?

** It doesn't matter exactly why a space isn't inclusive - you still need to address it if you don't know the root cause**

11:30-11:35: Active Inclusivity Definition

- Inclusivity Definition: the practice or policy of including people who might otherwise be excluded or marginalized
 - We do this actively when we remove barriers to entry, and 1) allow students to or 2) remove the need for students to describe what they need to be included
- Active learning is a huge trend in education at the moment, but it's impossible if your students don't feel comfortable participating in class
 - Tie - in to second case study - Sarah didn't realize she wasn't being inclusive
 - We're not good at recognizing when we make people uncomfortable
- Take a minute and jot down ideas about how to make your classroom more inclusive
- Use these to inform your next case study discussion

11:35 - 11:50: Case Study 3

- *Discuss in groups, share out from each*
- Each group will choose/be assigned one of the following 3 case studies:
- **A.** You're teaching a lab that ends late in the evening, after many buses have stopped running. After lab one week, your student Karen lags behind and seems reluctant to leave the classroom. You ask her if everything's ok, and she says that for the past 3 weeks, her group member Thomas has offered to give her a ride home. She has declined each time, saying that her roommate is on the way to pick her up. However, Thomas has insisted on staying with her and talking to her until her roommate arrives. This week, her roommate is unable to pick her up, so Karen tells you she is planning on walking home, but wants to wait until Thomas has left. She says she doesn't want to accept his offer of a ride because she doesn't feel comfortable with him knowing where she lives.
- **B.** You've assigned a group project to your lecture class, asking different groups to present on technological advancements that mimic biological adaptations. While each group chooses from a list of topics you provide, the rest of their work is largely unsupervised. On presentation day, one group of students seems to be missing the mark with their topic. You interrupt their presentation to point out a fallacy of their argument about ecological parallels to medical treatments, and a student in the group responds with an off-the-cuff example to support the group's point. He says that "now we can do surgeries and change people's genders, just like clownfish can change their gender".
- **C.** You run an intensive laboratory class where students design and run their own experiments that you want them to feel autonomy over. As such, you encourage the class atmosphere to be more congenial, with students discussing a broad range of topics while working together. One day, a heated discussion about the Silent Sam monument breaks out and some students are clearly uncomfortable.
- Questions for all:
 - What would you do in this scenario?
 - What could you have done to avoid this?
 - What do you think the effect is if you don't address this?

- Ask after each:
 - What assumptions/perspectives of yours influenced how you answered those questions?

11:50-11:55: Unconscious bias

- UB Definition: social stereotypes about certain groups of people that individuals form outside their own conscious awareness
- You have to think about it to combat it
- Snowball effect - lack of inclusive teaching will filter your perceptions of students and compound with your pre-existing unconscious biases
- Tie-in with minorities in academia in general - each class experience matters
 - You are an ambassador for science
- We are biased towards the types of people that we are

11:55-12: Choosing undergrad researchers

- Unconscious bias is a huge barrier to the inclusion of minority groups in academic research
- One example: oftentimes, we get undergrads from the courses we teach
- How do you select them? Do you have a rigorous and standardized method for doing so? Or do you just see which ones you like the best and offer them opportunities at the end of the semester?
 - Unconscious bias and lack of inclusivity will filter out who “you like the best”
- Brainstorm what you’re looking for in an undergrad researcher
 - How will you evaluate whether people fit those criteria?