

Brief Introductions (1 min)

- Our names
- SSC works to make our department a more inclusive and equitable environment, because we believe rigorous intellectual work requires contributions from a diversity of perspectives and backgrounds.

Why are we here? (1 min)

- We ran a related workshop at the BGSA Symposium in the spring, and we were asked by multiple faculty members to present a version of that here
- This is part one of two sessions related to the topics we discussed there. This session will focus on recognizing and identifying unconscious bias, and the next session will focus on strategies to promote active inclusivity.

What is the goal? (30 sec)

- To help uncover unconscious biases--that we all have some variety of-- in order to foster an equitable and supportive community

Unconscious Bias definition (30 sec)

- Unconscious bias is the unconscious and unintentional attribution of particular qualities to a member of a certain social group.
- In order to combat unconscious bias, we have to recognize it and think about it

Case Scenarios (5-7 min)

- Divide into groups of 5-6
- Each group assigned either case scenario 1, 2, or 3
- Give them time to read and discuss as we walk around to facilitate

Scenario 1:

You are having a conversation with a few colleagues over lunch. Ronald, a senior faculty member, starts complaining about one of his graduate students, who he feels has been performing inadequately. He says, "I have explained the same concepts multiple times and they still do not understand - I expect more from them at this point." Most of the other faculty members nod in agreement but a junior faculty clearly appears uncomfortable. Ron turns to the junior faculty and says, "Do you not agree?"

Scenario 2:

In your advanced biology seminar, a couple of your students have been performing poorly. One student in particular, Henry, has seemed distracted during lectures. Even after missing some Friday lectures for athletic commitments, he hasn't attended office hours to get extra help. You ask your TA about Henry's performance in recitation, and she reports that he seems unengaged.

Scenario 3:

You're on a hiring committee for a new position, and after on-campus interviews, the committee has agreed on two frontrunners. One of your colleagues points out that while on campus, the first talked strictly about science, while the second also asked questions about the departmental culture and work-life balance. Your colleague characterizes this difference as a difference in dedication: the first clearly is thinking about science foremost, while the second is worried about time off.

Case Scenario Discussion (10-12 mins)

- Have one group give their answers for the three questions, after we summarize the scenario
- Give opportunity for the other groups with that topic to agree/disagree/add comments
- Move on to the other case scenarios

Closing remarks (2 mins)

- Thank you for your attention and your participation. We realize that these discussions were cut short due to time constraints. We hope that these conversations can be continued.

Additional comments:

- One thing that we've heard repeatedly from faculty is that they'd like to hear from graduate students about what steps they'd like the faculty to take
- This is an actionable step - It's important to build a foundation of respect and understanding, so that we can work to improve other areas, like cohesion and mentoring