

### Q&A questions not answered:

**Anya Goldina 09:35 AM**

**How do you use culturally relevant examples in the classroom where ethnic minorities are poorly represented (i.e. 1 student in a class of 50) without putting an individual on the spot, making them feel excluded?**

A couple things with this question/situation. There are a variety of ways in which a student of color (1 in 50) would navigate this situation so my answer here first doesn't assume that they automatically feel spotlighted. The use of diverse examples however should be a practice done with the intent of normalizing the reference points of students of who does science, which communities can be impacted by it, and the possibility of all identities being able to access and thrive in scientific careers. There is almost a subliminal messaging paradigm at play here. In this vein, it is important not to choose examples simply to message to the one student that their identity is being represented. It runs the risk of being patronizing and might have the opposite of the intended effect. Even subtle non-verbal cues such as looking at the one student when discussing issues of underrepresentation of social pathologies might signal a 'I'm doing this to make you comfortable' message which might backfire. My argument here is to embed those examples a little more deeply so that it is not about representation but more about how Biology, including its social side can help us to think more equitably in general. For example, the case study [The Biology of Skin Color](#) engages the question of race without singling out students. This might better message your one student that you are serious about having all students competently thinking differently on these issues than simply showing a few black and brown faces periodically. I hope this is helpful.

**Adriana Signorini 09:35 AM**

**You mentioned to get to know students, understand their struggles. What kind of tool or strategy do you use to do this at the beginning of the term?**

A couple key tools. One is a relatively simple survey that asks both logistical things about themselves as well as strengths they perceive they have. I use Killpack and Melon's (2020) [First Day info sheet](#) to this purpose. I follow that up with having them do a reflective essay called This I believe. I basically copy paste the instructions from NPR's [website](#) because they are so well written. A combination of these two things help me get an insight into their soul. Once the semester begins an array of assessments (quizzes, mini writing assignments etc) help me see the specific academic areas they need help with. This lays the foundation for a more meaningful early intervention which occurs by about the third week of classes.

**Darcy Gordon 09:37 AM**

**Thank you so much for sharing your expertise with us today, Dr. Dewsbury! I am wondering what strategies you use to get buy-in from other faculty, and encourage them to do the individual and pedagogical work to make their classrooms more inclusive?**

Over the course of my short career doing this type of work I have come to realize that faculty buy-in or don't buy-in for a variety of reasons. So it is important not to demonize faculty who have not yet bought in, and work to understand the reasons for their resistance. More faculty are willing to do this work than many assume but the political structures in higher education often communicate that activities in the classroom, including working to make it more inclusive,

is not as valuable as other professional activities of faculty members. So though I conduct faculty development, I have focused some of my more recent work on imagining/constructing structures, policies and systems that support, incentivize and reward inclusive practices. The impetus for an institution to conjure this structure is data showing the impact of inclusive practices. So part of getting buy-in is having a proof of principle. Also, convincing faculty that they can be allies and soldiers in this cause is important (so don't demonize). And lastly having a promotion and review system that communicates that inclusive teaching is viewed as important by the institution.

**Anonymous Attendee 09:37 AM**

**How do you bring your privileged TT colleagues on board when they think they don't have time to do this work ?**

Some privileged TT colleagues think they don't have time, and some do. The ones that do form a potent and useful critical mass of practitioners who have used their positions to push policy changes, support early career faculty and influence conversations in the faculty senate and collective bargaining agreements. Their advocacy allows these efforts to be sustained. I don't so much try to force TT faculty to take on this work, I try to lead by example for those who may be on the fence, AND work with administration to devise policies that both incentivizes the work but communicates that it is an institutional priority.

**Supriya FNU 09:50 AM**

**We can and should make changes to hiring and promotions practices. But how should tenured professors be held accountable for their actions?**

At some institutions including mine tenured professors still get reviewed, and there is still a pathway to even more promotions. Certainly the protections of tenure are strong, but the university administration still have mechanisms that govern what is acceptable pedagogy in a classroom and a means to assess whether those practices take place. What tends to be lacking in this space is a clear supportive and evaluative structure that captures those practices. Without that, it is difficult to hold anyone accountable.

**Ben Wiggins 09:51 AM**

**How do we give that attention, respect and compensation to the extra work that faculty of color do in mentoring and corresponding with students (often of color) who seek them out more than their white counterparts? I am asking specifically about an institution or department where faculty of color might reasonably be described as relatively solitary in this extra work.**

I am always a little hesitant to set up a situation where a faculty of color in that situation gets extra compensation for the cultural tax, because I fear that it messages to the department that it is OK for a faculty of color to be in that situation, once we give them a little extra money. I want that cultural tax not to happen in the first place. For my pipe dream to come true, students of color need to feel comfortable being advised and mentored by all faculty. So culturally humble mentorship. What would it take for that to happen? Building in this training as a requirement of the job, and having an accountability measure. Part of the problem here is that many faculty got the job without having to learn or do any of that. So now we are

effectively asking for skills few meaningfully thought of until this discussion of inclusive practices began. It doesn't mean it needs to remain this way though. Between groups like [NRMN](#) and [IGR](#) can help us think a little differently about mentorship. Not cheap, but worth the investment.

**Elijah Carter (he/him) 09:53 AM**

**At my institution, an alarming trend was observed in recent years that a lot of our marginalized students were not achieving as high of grades in our intro biology series as white students, and it followed that many of these students left the major. It was clear that many of the faculty knew that it was unhelpful to use deficit model thinking while brainstorming solutions, but it's clear that we need to do SOMETHING based on different mentorship needs, skill building, etc., and that the differences we are seeing are likely due to systemic racism in K-12. What suggestions do you have for supporting our marginalized students to succeed in intro bio in their first semester in a way that is sensitive to this context and avoids problematic practices?**

It seems that you would need to determine early if in fact there is a correlation between different preparedness measures (study skills, courses taken etc) and ethnicity. If that's the case, then the assessment structures and intervention procedures will matter greatly. For example, in the first month of the course, what assessments are in place? Are they high stakes? Are they varied? When grades come back in this month what is the instructor(s) response? How do students study and are there explicit conversations about that?

These are some of the questions related to academic behavior. Secondly, I would suggest instructors add a couple assignments to get to know the students more purposefully before instruction begins. Killpack and Melon's [First-day info sheets](#) are very useful for general non-deficit information gathering about the students and the [This I believe](#) reflection assignment asks the students to look into their soul. Beginning with this is the beginning of the dialogue, and might better clue you into the mentalities that students bring into the course and then, coupled with early, often and low-stakes assessment structure, can better position you figure out why early struggles might take place.

**Maria Miriti 09:58 AM**

**As a BIPOC faculty member, I have had to manage push back from students who disagree with the content or method of deliver of what I teach. To what extent have experience of push back from non BIPOC students who have different expectations of a STEM course.**

I would say a fairly minimal amount of pushback. I understand that is scary and perhaps for some students unheard of that a professor is asking them to do so much self-work, writing as opposed to talking at them for 3 hours per week. A lot of time is spent in the syllabus, the first few days of class and in pre-class messaging explaining why they approach is the way it is. Even those who might be initially uncomfortable come around when they see that though I ask a lot of them, I have extensive support structures (5 learning assistants, my own student hours etc) to ensure that they can develop the skills I ask of them. If and when pushback occurs I try as best as I can to have a dialogue with the students about the reasons for their discomfort and walk them through why the methods are important.

**Q&A questions answered live:**

**smithpd@iu.edu 09:20 AM**

**Is there a responsibility to incorporate culturally relevant pedagogy in the STEM classroom?**

**This question has been answered live**

**Megan Massa (she/her) 09:25 AM**

**Thank you so much for this talk - it has been very interesting! I am a current graduate student thinking about what it means to decolonize a science syllabus. I know this is a big question, but what does that mean to you?**

**This question has been answered live**

**Supriya FNU 09:30 AM**

**I worry that when people make plans for making their class/institution inclusive, they often make the plans in a top-down fashion, i.e. the deans/directors/instructors make plans, instead of in a bottom-up function, where the plans arise from the student communities that are most affected by the decisions made. What are your thoughts on how people should involve student communities in making plans for campus/classroom changes?**

**This question has been answered live**

**Adrienne King 09:30 AM**

**Can you give specifics about things we can do in the classroom?**

**This question has been answered live**

**Sarah Deel 09:30 AM**

**Can you share some examples of good ways to start meeting these goals in an introductory biology classroom?**

**This question has been answered live**

**Madeline Kelley (she/her) 09:30 AM**

**Thanks! I'm wondering if you can share your thoughts on the unique position graduate students are in (both students and teachers). Im thinking of your point on our lack of pedagogy in our (graduate) programs.**

**This question has been answered live**

**Anonymous Attendee 09:31 AM**

**Something you said really resonated with me, "We don't have time to focus on friendly fire." Is this issue limited to Twitter? How would you recommend dealing with this issue? Is it worth the time?**

**This question has been answered live**

**Corin White 09:31 AM**

**Great talk. Thank you! I'd be curious to hear more about the social belonging surveys you mentioned. I am wondering how to effectively measure sense of belonging in a STEM undergraduate research program.**

**This question has been answered live**

**Meaghan MacNutt 09:31 AM**

**Apart from qualitative assessment of student reflections, do you know of any validated tools for assessing change in a student's (or faculty member's) equity-mindedness, or their commitment to working toward an equitable future? how do we assess if our curricula/teaching practices are effective in this way?**

**This question has been answered live**

**Elizabeth Trembath-Reichert 09:34 AM**

**What recommendations do you have for applying what you talked about today for large (200 plus) student classes where it is hard to have a personal connection with all students? Especially since these end up being the STEM "gatekeeping" class sizes.**

**This question has been answered live**

**Ingrid Lofgren 09:34 AM**

**How do we (as faculty, staff, and students) encourage administration to have an line item for this - at the institution and department/program level?**

**This question has been answered live**

**Anonymous Attendee 09:34 AM**

**what advice do you have for BIPOC faculty who often feel like they have been and will continue to tackle this mission alone, with this work not being valued by colleagues?**

**This question has been answered live**

**Anonymous Attendee 09:41 AM**

**I am just curious if all of these actions are suggested to BIPOC instructor/professor to improve higher education with robust JEDI practices, why are there so many JEDI offices/committees in our universities/departments and what is (should be?!) their role? They have been part of universities for a long time and we are still having these conversations**

**This question has been answered live**

**Anonymous Attendee 09:44 AM**

**Can you talk about the movement of faculty interested in creating committees of faculty who will review complaints of faculty who have microaggressed or others view as having racist viewpoints? This is an issue that is making its way across campuses....who weighs in to help faculty change.**

**This question has been answered live**