Actionable Steps Toward Equity in STEM

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Land Acknowledgment
UC Berkeley

We recognize that

• UC Berkeley sits on the territory, the ancestral and un-ceded land of the Ohlone people, the successors of the sovereign Verona Band of Alameda County.

• This land was and continues to be of great importance to the Ohlone Tribe and other familial descendants of the Verona Band.

• Every member of the UC Berkeley community has, and continues to benefit from, the use and occupation of this land, since the institution’s founding in 1868.

• Consistent with our values of community, inclusion and diversity, we have a responsibility to acknowledge and make visible the university’s relationship to Native peoples.

• As members of the Berkeley community, it is vitally important that we not only recognize the history of the land on which we stand, but also, we recognize that the Ohlone people are alive and flourishing members of the Berkeley and broader Bay Area communities today.

Modified excerpts from UCB’s Centers for Educational Justice & Community Engagement
https://cejce.berkeley.edu/ohloneland
Pennsylvania State University does NOT have an official statement of land acknowledgment

We should recognize that University Park, PA home of Penn State University's main campus was built on land belonging to the Haudenosaunee, Lenape, Shawnee and Susquehanna peoples.
About Ourselves

Our Personal/Professional Histories and Connections to this Work
‘Racial Justice’

Racial justice is the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all.

Racial justice — or racial equity — goes beyond “anti-racism.”

It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

_Racial Justice in Education – Resource Guide_

'DE&I'

- Diversity = Number
- Equity = How we get from diversity to inclusion
- Inclusion = Feeling
Focus

Fix our Institutions, not our Students
Reconciliation and Reparation

• Requires that individuals and institutions acknowledge and atone for the wrongs they have done
• That they apologize to and ask for forgiveness from survivors of their wrong-doing
• That they resolve never to repeat the wrongs and work to restore their victims to full humanity as fellow citizens
• That they provide payment/compensation/resources to repair the damages resulting from their practices, behaviors, policies, etc.
Workshop Goals

• Challenge/interrogate practices, policies, assumptions and beliefs related to STEM DE&I work
• Raise awareness of ourselves/our surroundings
• Identify ways to address the negative impact of our language, practices, and policies on our students
• No ‘Tool Boxes’ or ‘Answers’
• Instead Conceptual Frameworks and Questions for us to act to address our local DE&I challenges
How We’ll Proceed

1. We asked participants to submit 3 terms for each of 3 aspects of our DE&I work below
   • Categorizing and Naming Students
   • Advising, Teaching, Mentoring Students
   • Defining Student Success

2. We compiled the terms submitted by the audience. From the responses we constructed 3 Word Clouds for discussion and questions.

3. For each Word Cloud we’ll discuss:
   • Frequently occurring words
   • The impact of those words on our students, staff, and faculty
   • How these words show up and translate into our policies and practices
   • How the words chosen, policies developed impact the behaviors of people in their daily lives

4. Use the ‘Q&A’ function – for your questions and comments
Our Discussion and Analysis

• Root Cause; ‘Origin Story’ behind the situation
• Bias that underlies and contributes to the situation
• Our Responsibility in the situation
• What we can do in our current Institutional Role
• Resources to help us translate thought into action
• Structural/Institutional Features – facilitate or impede righting the wrong
Word Cloud
Categorizing and Naming Students

Honors  Conservative  Underprivileged
Diamond-in-the-Rough  Deficit-Labels  Elite  Diverse-Student
Disengaged  Star  N-word  Marginalized
From-the-Res  Bad  Accommodations  Straight-A  Disabled
Perfect  Ethnic  Best-and-Brightest  Cheating  Bottom-third  Young-lady
Not-smart-enough  Cream-of-the-Crop  Homosexual  Low-performing  C-Student
Slackers  Talented  Those-Students  Caucasian  Disability
Top  Brightest  Model  Everyone
Sharper  Focused  Gifted  Curve-Wrecker
Differently-abled  Those-types  Deplorable  Smart-Ones
Race  Good  Hispanic  Problem  Inner
Model-minority  Grit  Middle
Remedial  Bottom  Underachiever
Bright  Underrepresented-minority  Unmotivated
Uneducated  Slow  Unprepared
Not-for-everyone  Handicapped  Transfer-student  Weed-out
Q?

Honors  Conservative  Underprivileged
Diamond-in-the-Rough  Deficit-Labels  Elite  Diverse-Student
Kids  Underserved  Marginalized  Disabled
Colored-Kids  Disengaged  Star  N-word
From-the-Res  Bad  Accommodations  Straight-A  Disabled
Perfect  Ethnic  Best-and-Brightest  Cheating  Bottom-third
Those-People  Underperforming  Young-lady
Not-smart-enough  Cream-of-the-Crop  Homosexual
Slackers  Talented  Those-Students  Caucasian  Disability
Brightest  Sharper  Weak  Low-performing
Top  Gifted  Model  C-Student
Differently-abled  Differently-abled  Smart-Ones  Curve-Wrecker
Those-types  Race  Decent  Hispanic  Problem  Inner  Middle
Model-minority  Race  Bottom  Underachiever  Unmotivated
Remedial  Slow  Unprepared
Bright  Smart  Handicapped  Transfer-student
Uneducated  Not-for-everyone  Weed-out
Minority  At-Risk  Minority  Lazy
Advising, Teaching, Mentoring Students
Q?
Q?

- Doctor or engineer
- Strongest students
- Medical
- Bottom-of-the-class
- Because you are Black
- Brilliant
- Retained-in-the-pipeline vs
- Test scores
- IQ Research
- Legacy
- Best
- Honors
- High-GPA
- Most
- Natural-ability coming
- Smart
- As-compared-to-others
- Advanced
- Standardized-tests
- Going to good-graduate-schools
- Born-to-Succeed
- Standardized-test-scores
- Exams-only-to-assess-learning
- Tenure-track-position
- Smarter-than-expected
- Most-worthy
- Deficit-based-language
- High-achieving
- High-GRE
- Unable
- High-functioning DFW test
- Natural-talent asians
- Pre-med-bound
- Fits
- SAT student
- ACT Mainstream
- Meeting benchmarks
- Good-students
- Failing
- Weakest
- Articulate
- students
- Staying
- Top-5-percent
- Research
- Job at an R The-Curve
- Just-graduate
- th-year-senior
- PUI
- Bell-Curve related
- Grades
- Top-percentile
- Advantages
- STEM-PhD
- Top
- Drop
- PhD
- Grades, GPA, etc
- Weeder-course
- Bottom-of-the-curve
- Only a BA-student
- Motivated
- Assimilate
- leaving
- Top-scores
- It’s not rocket-science
- standards
Next Steps for Us All
As we plan to translate thought into action

Start with
• Definition of ‘Success’
• Work Backwards
• Ask - How to measure Progress?

Related to this
• Leverage what’s in place
• Think ‘Triage’
• Low-hanging/near-term opportunities
• Mid- and long-term opportunities

Inventory
• What you Think
• What you Know
• What you can Prove/have Evidence

Associate yourself
• ‘Critical Friends’

Remember
• ‘The Why’ as we shoulder ‘The Cost’
• Evidence = Necessary/not Sufficient
• ‘Marathon not a sprint’
Start with
• Definition of ‘Success’
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Some Relevant Frameworks
Appendix 1

Solutions
• ‘Fix’
• ‘Bad Apples’ and ‘Better Students’
• ‘Programs’/Counter-spaces
• ‘Best Practices’

Institutional Characteristics
• Fairness and Merit
• Mindset
• Responsibility
• Quantitative v. Qualitative
• Implicit Bias

• Stereotype Threat
• Gaslighting
• Erasure/Silencing
• Competition
• ‘Expert’/Institutional Role

Actions
• Truth and Reconciliation
• Reparation – acknowledgement, apology, and amends
• Rewards, Accountability, Consequences
References & Resources


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