

Unanswered questions

Thank you for a beautiful seminar. I was wondering about the quote from O'Donohue about othering ourselves. Can you recommend readings in this vein?

→ I would recommend John O'Donohue's "Eternal Echoes: Celtic Reflections on Our Yearning to Belong."

To what extent does having diverse faculty and also mentorship help encourage students?

→ Intuitively, I would say that having faculty and mentors that represent us would help us feel that we belong and want to belong.

I find myself having conversations with faculty and admin who have no empathy for the "underrepresented" or the barriers they face. Do you have any suggestions for inspiring empathy?

→ I would suggest you meet them where they are and try to understand where the resistance to showing empathy is coming from. If I perceive someone as not showing empathy, I would start by wondering what would make the person want to empathize with others?

Can you speak to the place of white women in this work? I feel moved to learn and contribute, but I often feel it's not my place because of my privilege background.

→ For me, when I notice shame or guilt creeping up on me I try to understand what the source of the discomfort—is it my ego or is it fear? It's tough and what helps me is when I notice that discomfort and redirect my energy toward advancing DEI work.

Eid Mubarak Mays! Thank you for acknowledging epistemological racism. Can you speak to any examples of how western knowledge systems in Biology can be strengthened by enabling diverse ways of knowing (Indigenous, Eastern, etc) to be centered in STEM teaching and research?

→ For example, western medicine still uses an intervention approach while in Indigenous medicine, the approach is to understand the root and get rid of or fix what is causing the ailment.

More of Dr. Mays Imad's writings on effective teaching:

On Hope March 2020 at the beginning of the pandemic:

<https://www.insidehighered.com/advice/2020/03/17/10-strategies-support-students-and-help-them-learn-during-coronavirus-crisis> which was named the most widely-read article in Inside Higher Education for 2020. <https://www.insidehighered.com/news/2020/12/18/10-inside-higher-ed-stories-attracted-most-readers>

On Hope a year into the pandemic:

<https://www.insidehighered.com/advice/2021/03/17/how-faculty-can-impart-hope-students-when-feeling-hope-depleted-themselves-opinion>

On the neurobiology of now (trauma-informed teaching & learning):

<https://www.insidehighered.com/advice/2020/06/03/seven-recommendations-helping-students-thrive-times-trauma>

On faculty work in these trying times:

<https://www.insidehighered.com/advice/2020/11/24/advice-how-faculty-can-keep-going-and-find-clarity-and-resolve-during-challenging>