

# Diversity and Inclusion Lunch-Time Workshop

Cornell University Math Department

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This is a sample plan of how to run this workshop during a 90-minute lunch period, from 12:00PM to 1:30PM. Details about each activity and materials to use are below.

## Timeline

<b>Before:</b>	Assign “optional” pre-reading.
<b>12:00-12:10</b>	Welcome! Participants get food.
<b>12:10-12:20</b>	Disclaimers and class norms.
<b>12:20-12:25</b>	Reflect on the usage of class norms.
<b>12:25-12:50</b>	SUNY Potsdam activity.
<b>12:50-1:00</b>	Break
<b>1:00-1:25</b>	Challenging scenarios activity.
<b>1:25-1:30</b>	Conclude and future announcements.
<b>After:</b>	Offer optional ways to keep reflecting and discussing the topic.

## Before

This is optional but one could assign the file named *Article on Potsdam* that is in this folder as a pre-reading. Let the students know that they can still attend the workshop even if they don't complete the reading.

## Disclaimers and class norms 12:10-12:25

This topic will bring up a lot of uncomfortable discussion amongst the participants. Be honest

- You are not an expert on the topic, and there might be cases where participants know more than you. The goal is to have a respectful and productive discussion.

- This short workshop will not address all issues when it comes to diversity, but will hopefully give participants some tools to teach in a more equitable way.

Set up class norms for the workshop, here are suggestions. Make sure to let participants add to the list.

- Share talk time
- Be present
- Listen to understand
- Critique ideas, not people
- Be respectful
- Expect to be uncomfortable
- Accept the lack of closure

**Note:** The folder contains some slides for you to use, if you do not want to use slides, you could print handouts or write the class norms on the board before the workshop starts.

Setting class norms can help create an inclusive environment, let your students come up with class norms. Repeat the class norms throughout the whole semester.

## **SUNY Potsdam activity 12:25-12:50**

In the 1980s SUNY Potsdam, had a graduating class with about 20% math majors and a significant number of black students. Even if this was a while ago, the fundamentals of this math department are still actual and can help us create an inclusive environment.

Distribute the handouts *Luttmann report on Potsdam* and *Clarence Stephens TP*, split participants in groups of three or four. Have them go through the Luttmann report and have them answer the following:

- What are the key elements of the fundamentals of this department?
- How can one apply some of these fundamentals to their teaching?

If there is time groups can also discuss the teaching philosophy. Keep the last five minutes to do a whole group discussion.

## Challenging scenarios activity 1:00-1:25

Here is a list a challenging scenarios, I recommend printing them separately. Give each group a scenario and give the groups 10 minutes to discuss what they would do. 10 minutes is not much but it is way more than they will have when those situations arise. Then have the groups summarize what they talked about with the whole workshop.

- You randomly assigned groups at the beginning of the term. Julian is deaf and has an interpreter with them in class. Laura, one of Julian's teammates comes to your office hours and asks to be put into a different group because the interpretation process creates delays and the group never gets to finish the worksheets during class time.
- A few minutes before class Ashanti walks in wearing a #BlackLivesMatter shirt. Ben, a white student, is clearly annoyed. "Don't you mean ALL lives matter?"
- You ask your students to pair up. You turn to see that the only two black students in the class are in opposite corners. You watch as people mull about, everyone pairs up and the two of them eventually find each other.
- A small group of students often attends your class, but its members have not read the assigned readings, and therefore contribute little to class activities.
- Oliver is gay and everyone in class knows it. Connor comes to your office hours and says that working with Oliver makes him uncomfortable, according to his religious beliefs, homosexuality is a sin. He asks you to avoid putting the two of them in the same group.
- Your students work in groups of 3. Wendy's an outgoing and very good student, but one day she's in a group with two guys. You notice that she isn't as active as usual. After class, she tells you they kept interrupting her and ignoring her ideas, so she just worked by herself.
- At the beginning of class students are talking about their summer plans. Alejandra brings up getting an internship at Google. Heather seems upset. "Well, being Latina helped you get this job."

## After

Participants will possibly want to keep discussing this challenging this topic, if possible offer them ways to keep in touch, set up an email group, go for coffee, set up a Google document to write down any thoughts,...