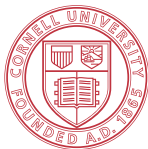


Diversity and Inclusion Workshop

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Disclaimers

Welcome to this “lunch-time” workshop!

Before we get started, please note that:

- I am not an expert on the topic, and there might be cases where participants know more than the workshop leader. 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.

Norms for the Workshop

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

What would you like to add to the list?

Class Norms in General

- 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.

Class norms in a Math Class

- This is a kind, inclusive, brave and failure tolerant class.
- Be present.
- There are no stupid questions, each of your questions and answers can help us learn more.
- It is encouraged to be out of our comfort zone, that is when we learn.
- Come talk to me or a TA if there is something we can do to help with your learning.
- I will adopt a growth mind-set.

The SUNY Potsdam Story



<https://www.linkedin.com/company/suny-potsdam/>

- Its main programs are education and music.
- In the 80s its math program went from nothing to being one of the biggest in the country.
- It had a graduating class with about 20% math majors and a significant number of black students.
- This is referred to as the Potsdam miracle.

Clarence Stephens (1917-2018)

- He earned his PhD in mathematics from the University of Michigan in 1944.
- He arrived at Potsdam in 1969.
- “More than fifty years ago I came to the conclusion that every college student who desired to learn mathematics could do so. I spent my entire professional life believing that this was the case.”
- Even if this was a while ago, the fundamentals of this math department are still actual and can help us create an inclusive environment.



<https://mathematicallygiftedandblack.com/honorees/clarence-stephens/>

Stephens' Teaching Philosophy

- In the Google folder there are 2 short documents:
 - Clarence Stephens TP
 - Luttmann Report, notes from an observer.

- You will be sent to breakout rooms, take a few minutes to read the documents.

- Answer the following questions in the Google sheet (there is a tab per group):
 - What are the key elements of the teaching philosophy of this department?
 - How can we apply some of these elements to our teaching?

Stephens' Teaching Philosophy

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Challenging Scenarios

- The next slides (which are in the Google folder and Sheet) have challenging scenarios, your team has been assigned a few scenarios.
- In your breakout room discuss the scenarios you were assigned to first.
- Write your thoughts about what one could do in the Google sheet.
- Have a spokesperson ready to share what your group came up with.

Scenario 1

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.

Scenario 2

A small group of students often attend your class, but its members have not read the assigned readings, and therefore contribute little to class activities.

Scenario 3

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.

Scenario 4

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.”

Scenario 5

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.

Scenario 6

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.

Scenario 7

A few minutes before class Sarah walks in wearing a #BlackLivesMatter shirt. Ben, a white student, is clearly annoyed. “Don’t you mean ALL lives matter?”

Conclusion

- Sometimes it is hard, but assuming that every student in our classes wants to learn, can make a big difference.
- What can we do next?
- What teaching workshops would you like?