



DEI efforts in the Department of Mathematics and Statistics

Andrew Ross

Developing Inclusive Excellence in STEM seminar

Sponsored by

the FDC and the Committee for Action on Intersectionality, AntiRacism and Equity

April 1, 2022 10-11:30

Some department activities

- Math/Stat JEDI Book Club – Winter 2021, Fall 2022, Winter 2022 so far.
- Creating a Sense of Belonging Video Series – planning for Part I facilitated viewing during a department meeting, Part II workshop/retreat
- Creating a Statistics for Teachers course that involves looking at DEI-related datasets. Part of efforts to revamp the teacher-ed program.
- Trying to get release time funding for an Equitable Teaching Fellows program, where faculty revamp a course to use equitable teaching practices, then share that with other department members who build on it.

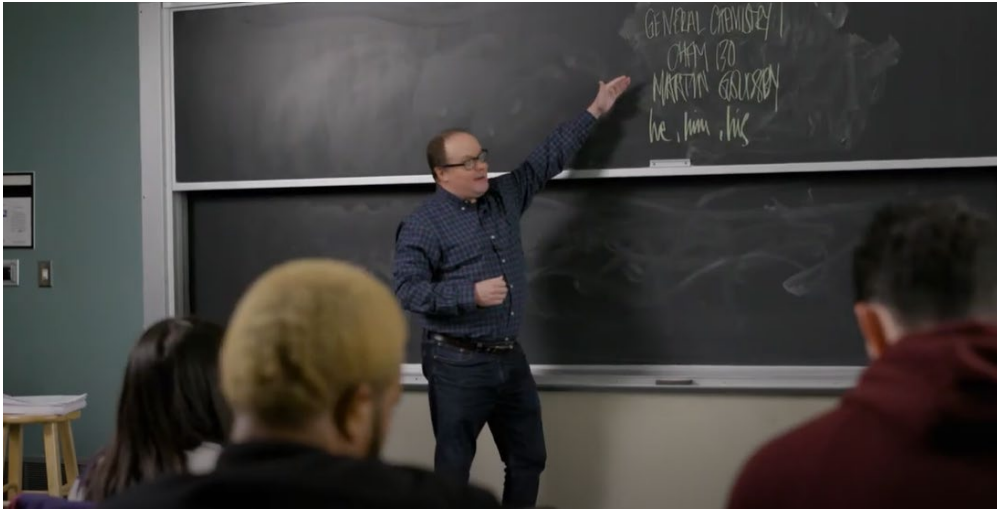
Inclusive STEM Teaching MOOC

- MOOC=Massively Open Online Course
- Created and run by an NSF grant: Northwestern U., U of M., etc.
- Free to participants
- 6 weeks, 2-3 hours/week, asynchronous
 - Course content released weekly, so that most participants travel through the course as a cohort
- <https://www.inclusivestemteaching.org/>



Course Features

- STEM-wide, not just math/stats.
- Audience is people just starting their journey toward inclusive teaching, or at an intermediate level, rather than advanced.
- Paragraphs/2-pagers interspersed with videos (each video 2-8 minutes)
 - Some videos are classroom behavior (both faculty and students), for us to analyze what is happening and how it could be improved.
- Supplemental readings (articles, blog posts) are offered
- Discussion boards
- Reflection questions



Content & Highlights

- Introduction
- Module 1: DEI in Higher Education
 - explore the importance and impact of inclusivity in learning, reflect on common challenges instructors report about incorporating inclusive practices into their teaching, and explore the research and evidence basis for inclusive teaching.
- Module 2: Instructor Identity
 - ... reflect upon their individual identities and the ways in which those identities influence their experience as instructors and impact their students' learning.
- Module 3: Student Identity
 - key concepts related to student experiences including discrimination, historical trauma, microaggressions and imposter phenomenon.
- Module 4: Course Design
- Module 5: Classroom Climate



A quote from a MOOC video

“foundational operations like hiring faculty and staff, admitting students, developing curriculum, teaching and grading practices and even funding certain research agendas are implicitly shaped by these systems of oppression. As an instructor, it is your **responsibility** to become aware of these processes and how they impact the lived experiences of students as well as colleagues from social identity backgrounds different from your own.” [emphasis added]

Andrew Ross wonders:

- * What % of EMU faculty/your department believe this?
- * How is it written into our Department Evaluation Documents, and expressed in resources allotted for search committees?

Local Learning Communities

- Often, drawing on a department at a university, or university-wide, rather than state-wide for example.
- Trained facilitators host weekly meetings where we discuss the MOOC's recent modules
 - Kind of like a book club, with the MOOC being the “book”.
- Optimal size 12-15 people
- March 23-May 4, 2022 (now!): EMU Math/Stat Dept
 - Facilitators: Lynn Bahena, Debra Ingram, Andrew Ross
- October-November 2022: perhaps EMU-wide, w/support from FDC?
- The MOOC might also run in Summer 2022, Spring 2023