

IB 546 – DIVERSITY, EQUITY, AND INCLUSION IN STEM

Wednesdays, 3:00 – 3:50pm, NHB 3011

Spring 2024

1 credit

S/U only (not letter grade)

CRN 51918

INSTRUCTORS

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COURSE DESCRIPTION

In this seminar course, we will:

- Read and discuss material about best practices in STEM mentoring.
- Read and discuss material about culturally responsive mentoring and inclusive excellence.
- Identify actions we can implement as individuals and steps institutions can take to decrease bias and promote equity and inclusion in teaching and mentoring.
- Each week, we will assign 1-2 readings and some weeks there will be written reflections. During class, we will discuss the readings and/or assignment. Participants are expected to lead the discussion at least once during the semester, including coming up with a list of discussion questions based on the assigned readings/media and posting these questions before class.

COURSE MATERIALS

No textbook. Primary literature is assigned weekly and provided through the course Moodle site.

PREREQUISITE

Consent of instructor.

COURSE SCHEDULE

Week 1	1/17	Communication in Mentoring and DEI
Week 2	1/24	Communication in Mentoring and DEI
Week 3	1/31	Communication in Mentoring and DEI
Week 4	2/7	Communication in Mentoring and DEI
Week 5	2/14	Communication in Mentoring and DEI: Reflection assignment discussion
Week 6	2/21	Equality and Equity: What are the differences?
Week 7	2/28	Equality and Equity: Achieving equity in the classroom and pitfalls
Week 8	3/6	Equality and Equity: Achieving equity in mentoring relationships
Week 9	3/13	Spring Break
Week 10	3/20	Equality and Equity: Equitable Higher Ed policies
Week 11	3/27	Equality and Equity: Reflection on equity in the classroom and burnout among teachers
Week 12	4/3	Sex, Gender, and Sexuality: Let's talk about (diversity in biological) sex
Week 13	4/10	Sex, Gender, and Sexuality: Let's talk about how to talk about how to talk about sex in a teaching context
Week 14	4/17	Sex, Gender, and Sexuality: How sex and gender stereotypes have and continue to shape research
Week 15	4/24	Sex, Gender, and Sexuality: How to support LGBTQ+ folks in our research and teaching spaces

COURSE POLICIES

INCLUSIVITY STATEMENT

We understand that our members represent a rich variety of backgrounds and perspectives. The School of Integrative Biology is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Appreciate the opportunity that we have to learn from each other in this community.
- Value each other's opinions and communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Stories stay, lessons leave
- Use "I" statements
- Take Space, Make Space
- Accept that things may remain unresolved
- Embrace discomfort, but take a moment if you need it
- If you feel yourself getting angry or defensive, ask yourself why.
- You will make mistakes and apologize if you do (it is not about your intent it is about your impact)
- Take ownership of your words and actions. This is a good way to act with more intention and consideration of others in the classroom.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the community.

ATTENDANCE, GRADING, & PHILOSOPHY

- You are required to attend all class meetings; occasional medical and instructor pre-approved absences are accepted.
- You are expected to arrive having read all assigned material in advance. It is OK to come with questions (e.g. about details, interpretation, etc.), but you should be ready to actively participate in all course discussions (see next bullet).
- Grades are based on in class participation, including leading one discussion section, and completion of reflection assignments. Active participation in all discussions is a requirement. Participation includes willingness to summarize the article, to articulate what you liked and didn't like, to identify strengths and weaknesses, and to contribute questions and ideas for discussion. In particular, include perspectives on how the article informs your own thinking and might influence your own research.

DISABILITIES

If you require special accommodations, please contact Dr. Fischer via email as soon as possible. All accommodations will follow the procedures as stated in Article 1-110 of the Student Code (http://studentcode.illinois.edu/article1_part1_1-110.html). To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to disability@illinois.edu.

CODE OF CONDUCT

Students are expected to conduct themselves in accordance with the campus Student Code: <https://studentcode.illinois.edu>. As a reminder, the Campus Integrity Statement states: "The University of Illinois at Urbana-Champaign expects its faculty, staff, students and guests to conduct themselves in accordance with the community values of civility, respect, and honesty; to maintain the highest level of integrity and exercise critical judgment in all dealings, decisions and encounters; and to maintain and strengthen the public's trust and confidence in our institution." You will receive three written warnings if your language and comments are divisive or offensive. After these warnings you will receive a 0 on the participation grade for the session in which your comments are deemed inappropriate for the third time (warning). A fourth written warning will result in your dismissal from the course. What does it mean to be divisive or offensive? The list includes but is not limited to: personal attacks, false statements with no basis in fact, demeaning someone's experience, belittling language, broad generalizations and stereotyping, amongst others. If you cannot find a credible source to support something you are trying to state as a scientific finding, it is likely in this category.

ACADEMIC INTEGRITY

Academic integrity is essential to maintaining a learning environment that promotes excellence. We expect that all students will complete all academic and scholarly assignments with fairness and honesty. We adhere to the academic misconduct guidelines outlined by the Student Code of Conduct and will report any suspected academic misconduct using the FAIR system. Please see http://studentcode.illinois.edu/article1_part4_1-402.html for additional details. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the course instructors.