In this segment, we discussed how to be conscious of and welcoming to diversity in the classroom. We defined diversity to encompass all differences between people, without limitation to traditional designations such as race and gender.

We began by reviewing teaching practices designed to improve the academic achievement of underrepresented groups in higher education. Much of these were fairly basic and tremendously important; they included being sure to use culturally inclusive content in teaching (try not to exclusively use graphics featuring all white men, for example), choosing a location for office hours designed to decrease potential intimidation felt by students, and intervening to avoid "cliques" when forming project groups and teams. A full review of these practices (and more) can be found here: http://delta.wisc.edu/Academic_Excellence_Initiative/Six_impactful_teaching_practices_2014.pdf

We also reviewed Shoshe's syllabus from her introductory astronomy course at IC, which proved to be an excellent example of inclusive class design. Some highlights included making sure that a student's final grade did not depend on any one mode of testing, and an emphasis on low-stress assignments that serve to give feedback to the teacher and reinforce concepts for the learner.

Throughout the meeting, we shared anecdotes and discussed instances of studies or personal experience relevant to diversity in the classroom. Included in these were studies about and warnings against tokenism, the "model minority" effect, the effect of reminding students of stereotypes, exoticism, and more.

We concluded with an exercise in which we saw how our expectations of the average incoming first-year undergrad student compared with reality, revealing significant gaps.