

## I. Diversity in the Sciences

### Main points:

- Diversity is defined not just by race and gender, but also by ethnicity, physical ability, intelligence, experience, attitude, religion, habits, learning style, worldview, etc.
- Diversity enhances education and the pursuit of science by maintaining variation in ideas, hypotheses, solution strategies, etc.
- Women and minority applicants must have higher qualifications than their white male counterparts to compete effectively for academic positions; women and minorities are under-represented in academia.
- Everyone has unconscious biases about race and gender; it is our duty to realize our biases and keep them in check when dealing with students. Treat students based on their behavior and performance, not based on your race and/or gender-based expectations of them based.

### A comparison of a non-inclusive and an inclusive classroom:

<b>Non-inclusive</b>	<b>Inclusive</b>
All scientists discussed are white men.	Examples include important contributors to science who represent various ethnicities, races, and genders.
Analogies and metaphors used to explain concepts are sports, military, or construction related.	A broad range of analogies is used.
All lectures use text-rich slides; all assignments involve reading text with few visuals; all study guides involve only essay-type questions.	Lectures use a mix of textual and visual representation; some assignments engage students in collaborative learning that requires discussion, evaluation of ideas, etc.
Under-represented minority students are all grouped together or completely separated from each other.	At least two women or members of ethnic minority groups are included in each group.
Instructor's questions also have a single correct answer.	Answers to questions have several correct answers, require consensus of the group, and/or require the class's collective knowledge to be answered.
Instructor uses one instructional method (lecture) and exam (multiple choice).	Instructor uses a variety of learning exercises and assessment tools.
Grading is done without discussion or a rubric.	Grading rubrics are used and explained to students.

### References:

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