

# 2024 CCSES Retreat Agenda

## 3rd Annual Canadian Consortium of Science Equity Scholars Retreat

Date: June 18th and 19th      Time: 9 am to 1 pm PDT

Via Zoom - Registration link <https://ubc.zoom.us/meeting/register/u5llce-gpjsrGtByB57F4A5wbMauuU8CBtrq>

The goals of this retreat are to authentically engage together as a community and enhance awareness of CCSES institutional activities. We hope to increase our knowledge in equity research and inclusive teaching and start planning for research activities in the upcoming 2023/2024 academic year.

June 18th	Day 1 Sessions
9:00 - 9:30	<b>Welcome</b>
9:30 - 10:00	<b>Update on CCSES Activities</b> In this session, we will provide an update on CCSES activities for the 2023/2024 academic year.
10:00 - 10:45	<b>Inclusive Teaching Practices Roundtable</b> In this interactive session, attendees will have the opportunity to learn about and share inclusive teaching practices. The session will be structured around the ideas in the book <i>Inclusive Teaching</i> by Viji Sathy and Kelly Hogan.
10:45 - 11:00	Break
11:00 - 12:00	<b>Invited Speaker: Dr. Kathy Emerson</b> <b>Insights from the SEP: Evidence-based and Equity-centered Approaches to Foster Belonging, Growth, and Success in STEM Classrooms</b> In this talk, Dr. Kathy Emerson from Equity Accelerator will present research evidence on the importance and impact of mindset cultures on students' academic experiences and outcomes. Attendees will learn what mindset culture is, review evidence of its impact on faculty and students, and explore how it can be leveraged to increase equity in students' experiences of their learning environments, promote academic engagement, and support academic success. This talk will focus on findings and learnings from the Student Experience Project (SEP), an innovative large-scale, cross-site research collaborative across 6 schools and involving nearly 300 faculty and approximately 30,000 students. By combining practitioner experience and expertise with cutting-edge research from social psychology, educational psychology, and brain science, the SEP team of faculty, researchers, and education leaders worked together to develop and implement resources and tools that support faculty in fostering equitable classroom environments.
12:00 - 12:45	<b>Lightning Talks Featuring Student Collaborators</b> This session will feature undergraduate and graduate CCSES students presenting highlights of their projects. <ul style="list-style-type: none"> <li>● Ahmed Douelrachad, UTSC/YorkU - Exploring the impact of role models on STEM students' experience and belonging</li> <li>● Shadi Abdul-Sater, UTSC/YorkU - <i>Should I stay or should I go?</i> What drives students to persist in or withdraw from STEM courses?</li> </ul>

	<ul style="list-style-type: none"> <li>• Achol Jones, UBC - TBD</li> <li>• Maria Chivatá, UBC - TBD</li> </ul>
<b>12:45 - 1:00</b>	<b>Wrap-up and Overview of Day 2</b>

<b>June 19th</b>	<b>Day 2 Sessions</b>
<b>9:00 - 9:20</b>	<b>Welcome</b>
<b>9:20 - 10:30</b>	<p><b>Invited Speaker: Imogen Coe</b>  <b>From research to implementation: What's getting in the way?</b>  Implementing findings from research on equity in science into institutional practice can be challenging for a whole range of reasons including, but not limited to, disciplinary cultures, limited resources and competing priorities. Developing strategic approaches, in advance of completion of research projects, can be useful, and help to identify potential barriers and develop realistic action plans to facilitate the implementation of research findings. In this session, we will use case studies to collectively develop implementation strategies and discuss where challenges and opportunities might exist.</p>
<b>10:30 - 11:30</b>	<p><b>Invited Speaker: Tim McKay</b>  The Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) project, founded in 2019, is a multi-institutional, multi-disciplinary STEM education research and development collaboration, motivated by a clear-eyed, openly stated focus on equity and inclusion in large foundational courses. SEISMIC draws on and reinforces STEM reform efforts already underway on the campuses of our ten large, US public research university members. Participants connect through parallel data analysis, coordinated experiments, careful consideration of the meaning of equity, extended annual meetings, and a variety of externally funded collaborative research projects. In this talk, I will describe the first five years of SEISMIC, discuss the importance of faculty attitudes toward equity, and provide an overview of our multi-campus STEM Equity Learning Community (SEL) project.</p>
<b>11:30 - 11:45</b>	Break
<b>11:45 - 12:15</b>	<p><b>Consortium Report unveiling and discussion</b>  In this session, we will share the new Consortium Report, which provides insight into the variability of our survey measures across our participating institutions. We will capture emerging ideas from participants, how the report might inform your teaching practice and what more would you like to know.</p>
<b>12:15 - 12:45</b>	<p><b>Visioning for the PG</b>  This session will turn our attention to looking ahead to a SSHRC Partnership Grant application in 2025. Building on the research we have done as a growing community with SSHRC Partnership Development Grant and partner funding, what goals should we pursue together in the future? This session will begin this discussion, and there will be opportunities to refine our initial ideas in the coming months.</p>
<b>12:45 - 1:00</b>	<b>Wrap-up and Farewell</b>

**Invited Speaker Bios**

**Dr. Kathy Emerson, Director of Research, Equity Accelerator**

Kathy Emerson, PhD is the Director of Research at Equity Accelerator, where she leads EA's research project teams that bridge applied research and practice to design, develop, test, and implement evidence-based interventions and tools to create more equitable working and learning environments. Kathy earned her B.A. in Psychology from UC Berkeley, M.A. in Psychology from the University of Illinois, Chicago, and Ph.D. in Social Psychology from Indiana University. For 15 years, Kathy has led ground-breaking research on how aspects of our environment – like group-level beliefs about intelligence– shape the experiences and outcomes of people from demographic groups typically underrepresented and underserved in various educational and workplace settings (e.g., racial/ethnic minorities, women in STEM). Her work in both K-12 and higher education settings has focused primarily on supporting instructors as they develop pedagogical approaches that foster students' motivation and persistence, sense of belonging, and learning.

**Dr. Imogen Coe, Professor, TMU**

Dr. Imogen R. Coe is a professor of Chemistry and Biology at Toronto Metropolitan University (TMU) and an affiliate scientist at St. Michael's Hospital in Toronto. She is an active researcher and former academic leader, being the founding dean of the Faculty of Science at TMU. Dr. Coe is also an award-winning scholar-activist in Canada with respect to the integration of principles of inclusion, diversity, equity and accessibility (IDEA) into research cultures in science.

**Dr. Tim McKay, University of Michigan**

Tim McKay is Arthur F. Thurnau Professor of Physics, Astronomy in the College of Literature, Science, and the Arts, and Professor of Education in the School of Education at the University of Michigan. McKay received a BS in Physics from Temple University, where he was a first-generation, commuter student. He received his PhD in Physics from the University of Chicago in 1992, and joined the faculty at Michigan in 1995.

McKay's team has applied observational and experimental data science methods to astrophysics, cosmology, and education. They have probed the growth of cosmic structure as well as the expansion history of the Universe, especially through studies of galaxy clusters and gravitational lensing. They discovered prompt optical counterparts to gamma-ray bursts. Since 2008, they have been using classroom and institutional data to make higher education more equitable, inclusive, and effective. In recent years, McKay has helped to launch the Foundational Course Initiative, the Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) project, and the Mellon Transfer Bridges to the Humanities project.