

Academics and Diversity

Faculty Senate

Justice Tention & Vicki Niu
ASSU Executive 2017-2018



Who are we?

- President, Justice Tention '18, and Vice President, Vicki Niu '18
- Elected representatives of all 16,000 Undergraduate and Graduate students
- Oversee all ASSU bodies including:
 - › Undergraduate Senate
 - › Graduate Student Council
 - › Stanford Student Enterprises (ASSU financial branch)



ASSU Exec

- Manage Cabinet of student leaders focusing on various issue areas:
 - › Mental Health & Wellbeing
 - › Sexual Violence
 - › Academics
 - › Sustainability, Environmental Justice
 - › Disability
 - › Community Centers

Mission of the ASSU

“The ASSU provides funding to over 700 volunteer student organizations (VSO). These organizations in turn provide the majority of cultural, political, recreational and religious programming for the entire campus...

The ASSU also works to represent the interests, needs and perspectives of Stanford students at every level of decision making within the university.”



What is the purpose of a Stanford education?

To prepare the next generation of leaders to tackle the diverse challenges of the world

Today's Topics

Diversity in **Teaching**

Diversity in the **Field**

Diversity in **Mentorship**

Diversity in Teaching

Students bring their whole selves to the classroom

- In the 2016-17 graduating class:
 - › 30% of students are underrepresented racial minorities
 - › 14% of students are first-generation college students
 - › 9% of students are low-income
- 12-15% of students have a registered disability with the Office of Accessible Education, **many of which are invisible**
- Historically, classrooms are not welcoming for these students so **Stanford must practice active inclusivity**

Training and Curriculum Awareness

- TA training on accessibility
 - › Current training on disability consists of a single, mandatory video
 - › We need more sensitivity on providing accommodations
- Cultural sensitivity and implicit bias
 - › Groups like **FLIP** (First Generation and/or Low Income Partnership) and **Who's Teaching Us** advocate for more awareness to prevent microaggressions
 - › Precedent for similar programs in industry

Inclusivity in the classroom matters

- Underrepresented students at Stanford feel less connected to faculty and more overwhelmed, signs of disproportionate strain
 - › Only **36% of Black/African-American students** felt that Stanford faculty cared about them, compared to **51% of white students**
 - › **38% of first-gen undergraduates** are “very often” overwhelmed by their academic load, compared to **21% of non-first gen students**
- Pilots for accessibility and cultural sensitivity training will occur in the spring

Diversity in the Field

WAYS and Engaging Diversity

- Learning outcome of WAYS-ED From the 2012 SUES Report:
 - › *“Recognize the power relationships that structure interactions between people in different historical, social, and cultural contexts”*
- Critical to assess what, how, and who Engages Diversity **specifically in the context of academic fields**

History of Diversity in the Field Initiative

- Began as Diversity in the Major piloted in 2014-15
- Intended as university-wide requirement as supplement to WAYS
 - › Intended for STEM and non-STEM majors
- In 2016-17, ASSU Execs presented to C-USP on WAYS-ED and Diversity in the Field
 - › Expanded Diversity in the Major to encompass **Diversity in the Field**
 - › Focus on a grassroots effort to build Diversity in the Field courses

Diversity in the Field: Courses in Flight

- **Bio 52: I, Biologist**
 - › Taught by Liz Hadley, Tim Stearns. Inspired by ASSU Exec 15-16
- **Engr 117: Expanding Engineering Limits: Culture, Diversity, and Gender**
 - › Increased enrollment and now counts for WAYS-ED requirement
- **CS 181: Computers, Ethics, and Public Policy**
 - › Required for the CS major
- **CS+Ethics Course: Launching Fall 2018**
 - › Taught by Rob Reich, Mehran Sahami, Jeremy Weinstein

Next Steps for Diversity in Field

- ASSU Exec Cabinet Academics Lead working to support these courses
 - › Advertise current course offerings to interested students
 - › Facilitate feedback and knowledge sharing from success in different departments
 - › Ensures WAYS-ED credit for appropriate courses
- Pilot new courses with faculty in new departments

Diversity in Mentorship

A new generation of academic leaders

- Supporting underrepresented students now is key to building a diverse faculty in the future
- Faculty are key in shaping undergraduate & graduate student experience
 - › 75% of non-first gen students participate in summer internship/research opportunities, compared to **just 65%** of first-gen students
- Opportunities for faculty to provide mentorship and guidance include:
 - › D-GEN Office's FLI Community Mentoring Program
 - › Affinity professional groups (Society of Latino Engineers, Black Pre-Law Society, Women in Computer Science, ...)

“Draw upon our diversity”
— President Tessier-Lavigne