Georgia Tech
Inclusive STEM Teaching Fellows Program

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Georgia Tech College of Sciences
The Evolution of Georgia Tech and the ISTP

- Spring 2021
  - 4 faculty trained as ISTP facilitators
- Summer 2021
  - Online Campus FLC
    - Low enrollment and persistence
- Fall 2021
  - Two additional facilitators trained
  - Recruited for hybrid model
Hybrid model partners

- Center for Teaching and Learning
- Institute Diversity, Equity, and Inclusion Office
- College of Sciences
  - Funding through HHMI
- College of Engineering
- College of Computing
Hybrid model format: Inclusive STEM Teaching Fellows

March 23 – May 4
Asynchronous, Online

Asynchronous
ISTP MOOC

May 11 & 12
In Person

GT Canvas Course
Discussions

2 day institute

$1000 stipend for full participation
# Institute Agenda

**Wednesday, May 11, 2022 | Global Learning Center Room 324**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:30 a.m. – 9:00 a.m.</td>
<td>Registration and breakfast</td>
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<tr>
<td>9:00 a.m. – 9:30 a.m.</td>
<td>Welcome&lt;br&gt;<strong>The Story of My Name (Introductions), Kate Williams</strong></td>
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<tr>
<td>9:30 a.m. - 9:50 a.m.</td>
<td>Establishing Community Guidelines, Jennifer Leavey and Chris Stanzione</td>
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<td>9:50 a.m. – 10:00 a.m.</td>
<td>The importance of inclusive teaching pedagogies to our DEI aspirations&lt;br&gt;<strong>Archie Ervin</strong>, Vice President of Institute Diversity, Equity and Inclusion</td>
</tr>
<tr>
<td>10:00 a.m. – 10:45 a.m.</td>
<td>Identity, Power, Privilege and Positionality&lt;br&gt;<strong>Rayne Bozeman, CEISM</strong></td>
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<td>10:45 a.m. – 11:00 a.m.</td>
<td>Break</td>
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<tr>
<td>11:00 a.m. – 12:00 p.m.</td>
<td>Instructor Identities&lt;br&gt;<strong>Carrie Shepler, Sara Schley, Chris Stanzone</strong></td>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 p.m. – 2:00 p.m.</td>
<td>Student Identities&lt;br&gt;<strong>Diley Hernandez</strong></td>
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**Thursday, May 12, 2022 | Global Learning Center Room 324**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 a.m. – 9:00 a.m.</td>
<td>Registration and breakfast</td>
</tr>
<tr>
<td>9:00 a.m. – 9:15 a.m.</td>
<td>Welcome Session&lt;br&gt;<strong>Susan Lozier</strong>, College of Sciences Dean</td>
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<tr>
<td>9:15 a.m. – 9:45 a.m.</td>
<td>Reflection activity</td>
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<tr>
<td>9:45 a.m. – 10:45 a.m.</td>
<td>Inclusive Courses&lt;br&gt;<strong>Shana Kerr</strong></td>
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<tr>
<td>10:45 a.m. – 11:00 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 a.m. – 12:00 p.m.</td>
<td>Classroom Climate&lt;br&gt;<strong>Carol Subiño Sullivan</strong></td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 p.m. – 2:00 p.m.</td>
<td>Future Directions&lt;br&gt;<strong>Kate Williams</strong></td>
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Outcomes

As a result of participating in the Inclusive STEM Teaching Fellows Institute (the two-day event on May 11-12), I feel more confident in my ability to:

1. Use my student learning data and feedback to inform pedagogical and curricular choices in higher education.
2. Apply principles of evidence-based inclusive teaching to my course design and learning environments in higher education.
3. Identify and implement learner-centered structures and strategies that remove common barriers to learning in STEM courses and enhance learning for all students.
4. Question my assumptions about all aspects of instruction (e.g., course materials, learning objectives, teaching methods, learning spaces, assessments), as well as conceptions of diversity, equity and inclusion, and what those assumptions might mean for my students.
5. Reflect on my own and my students’ identities and experiences, the intersectionality of identities, and the impact those identities have on my teaching practice and on my students’ sense of belonging and learning.
6. Examine diversity, equity and inclusion in higher education, especially around identity, power privilege, and positionality, in my departmental context (e.g., classroom, laboratory, research group), as well as institutional and national contexts.
Outcomes

The activities/discussions I participated in during the ISTFI aided my understanding of the concepts presented.

I feel that I have a community at Georgia Tech with whom I can engage in conversation about inclusive teaching practices.

After the 2-day Institute, I feel confident in my ability to implement inclusive teaching practices in the classroom or other learning environments.
Outcomes

How important was the $1000 in discretionary funds to your decision to participate in the ISTFI?

How likely are you to recommend participation in the ISTFI to a colleague?

Overall, how would you rate the Inclusive STEM Teaching Fellows Institute?

To what extent did the GT Canvas course and associated discussion board contribute to your understanding of inclusive teaching?

To what degree did participating in the 2-day in-person institute extend your understanding of inclusive teaching beyond what you gained from the asynchronous MOOC?
Participant Profile

- 9 Tenure Track
- 8 Academic Prof. and Lecturers
- 1 Research Faculty

- 10 College of Sciences
- 6 College of Engineering
- 2 College of Computing

- 8 facilitators

- 10 additional were selected but did not complete the program
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Overall participation at Georgia Tech (through Spring 2023)

- 45 total participants
  - 29 non-tenure track
  - 16 tenure track
- Racial demographics
  - 13 Asian
  - 4 Black
  - 4 Latinx
  - 24 White
- Gender
  - 24 female
  - 20 male
  - 1 non-binary