Expanding DPD Education to Graduate Students

- Every ugrad takes one 3-4 credit class in the DPD (Difference, Power & Discrimination) section of the BaccCore:

  The DPD requirement engages students in the **intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources** in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained **through a variety of individual beliefs and institutional practices**. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

- Originated as a student proposal to address racism and inequity on campus.
- Recent effort to expand DPD to graduate students: 12 pilot programs including EECS.

EECS Pilot: Fall 2015

Repurposed ECE/CS507-002 (1hr/week) to cover:

[DPD GLO] Recognize difference, power and discrimination within social systems and their influence on people of diverse backgrounds both inside and outside their discipline.

- Identities and history of CS lecture.
- Basic vocabulary for discussing difference, power and discrimination issues.
- Workshop on responding to (public) sexism in the sciences.
- Workshop on responding to discrimination in day-to-day work & life.
- Implicit bias lecture.

[Ethics GLO] Identify how to conduct scholarly activities in an ethical manner.

- Online Responsible Conduct of Research for Engineers (CITI)
- Group discussions on impacts of competition and mutual aid on ethics.
- Faculty panel on influences on their choice of research projects.
- Workshop on how to respond to research misconduct and improper attribution.

Significant cross-over between these two GLOs.

35 students; mostly international; ~1/3 female.

Some lessons from the pilot

Active learning is very important (group discussions, workshops, engaging the material)

- 1hr slots are not enough for this.
- 30 students max.
- Mix up the types of discussions.
- Some lectures or inactive sessions are okay (and could be useful).

Challenging to teach

- Students resist the material (natural).
- Most of our students have not had a non-technical class of this nature.
- Faculty DPD seminar was okay preparation.

Students responded well

- Soft-skill practice (speaking, reading).
- Desire for more areas of discrimination (e.g. religion, socio-economic class).

Important to:

- Make it required (the students who need it most will not voluntarily take it).
- Have it in fall quarter (to help students get to know each other).
- Have experienced, unbiased people without conflicts moderate discussions.

Proposed Course: EECS 5XX

3 credits, P/F, fall quarter
(use on program of study up to advisor)

1 hr lecture (entire class) **+ 2 hr workshop** (30 students per section) **per week**

Learning outcomes: DPD and ethics GLO, some grad student orientation

Topics:

- Identities and privilege, gender and race as social constructs, US culture

- Implicit bias, structural and institutional discrimination

- Discrimination and power structures as they impact research and education in ECE & CS

- Ethical questions within research and development in ECE & CS

- Workshops: responding to discrimination, responding to research misconduct, conflict resolution

- Navigating grad school: funding, fellowships, advisors, classes, etc …

Proposed Course: EECS 5XX (How to make this work.)

Do not increase graduate student course load:

- Remove ECS/CS507-002 (orientation) and -003 (GTA training) – new course will cover this material and more.
  (Note: Shuman no longer able to teach GTA training course.)

- Remove ECS/CS507-001 (colloquia) requirement in fall – new course will cover research topics as a focus of DPD and ethics application.

- Time spent reading/writing = soft skill development for ELL students.

Keep the work load (for us) reasonable:

- Invite guest speakers to cover broad topics.
  (e.g. implicit bias, structural discrimination, social construct of race, etc)

- Hire CLA graduate students to TA, to run the small-group workshops.
  (2 x 0.49GTAs should suffice for coming fall.)

- One of our faculty will manage the course.