

Tentative Schedule ... updates will be reflected below

* *please take breaks as you need throughout the workshop*

* *all times below are Eastern Daylight Time (EDT)*

1 PM Welcome, Overview, Goals

Alexis Knaub, Beth
Cunningham

1:05 PM Charge and Call to Action

Stephon Alexander

1:20 PM Emerging Thought Leader Response

Jacob Stanton, Farrah
Simpson, Eglá
Ochoa-Madrid, Sara
Frederick

1:45 PM **Discussion 1:** Listening session and development of an understanding of different perspectives from K12 to College

2:15 PM Break

2:25 PM Leveraging the AIP Team Up Report

Arlene Modeste Knowles

2:45 PM Opening Plenary

(30 min presentation, 15 minute Q&A)

In the opening plenary, Dr. Osei-Kofi will provide an overarching framework for considering curriculum transformation as part of a critical imperative to work toward the creation of educational systems, whether this pertains to K-12 education or higher education, that are accessible, equitable, and just. In the plenary, Osei-Kofi will also offer key reflections on how to successfully begin doing the work of developing inclusive curriculum.

Osei-Kofi's presentation will be followed by a period of Q&A.

Nana Osei-Kofi

3:30 PM Invited Panelists

(10 minute presentations followed by 15 minute moderated panel)

Roby: *Don't Come for Me: A Critical Race Read of Science and Curriculum:* This brief presentation addresses the need for critical orientations in and about science. Through the discussion, I will use my own science pathway to illustrate what I've learned about science and curriculum with critical distancing and how that informs a praxis geared toward more equitable & just science curriculum.

Hailu: *An Exploratory Investigation of the Experiences of Black*

ReAnna Roby
Meseret Hailu

Immigrant Women in Undergraduate Engineering: Implications for Inclusive Classrooms: In this work, the author investigates the politicized, racialized, and gendered dimensions of the presumably “objective” discipline of engineering. This work utilizes critical discourse analysis and case studies to better understand how Black immigrant women use their cultural epistemologies to attain undergraduate degrees in engineering. Dr. Hailu and her collaborators used a qualitative approach, involving 45 interviews with current undergraduate engineering students at a large public university in the southwestern United States. Insight shared from participants provide implications for inclusive classrooms.

4:05 PM Break

4:15 PM Discussion 2: Envisioning the Inclusive Classroom and Actionable Work

4:45 PM Closing Plenary

(20 minute presentation, 10 minute Q&A)

Often I have seen culturally relevant curriculum demonstrated through displaying multicultural posters, showing Hidden Figures, or assigning problems with different ethnic names. While this certainly addresses representation, this surface application can give false sense of progress. Afterall, inspiration alone does not get a student to or through college. So, how do we work below the surface to address cultural differences and inequities? How does cultural responsiveness apply to our curriculum practices--to how we assign and grade work? We will assess our curriculum based on access and tools students need to succeed.

Briana Clarke

5:15 PM Next Steps and continued engagement

5:30 Close and optional informal get together