

Learning Outcomes | Resilience for Underrepresented Graduate Students

LEARNING OUTCOME	ACTIVITIES	ASSESSMENT
Students will list and describe recommended practices of resilience for navigating graduate school as someone with a minoritized identity (e.g., building a social support network, seeking out a sympathetic mentor, etc.). These may come from literature in science and education and/or from group discussions and lived experiences.	<ul style="list-style-type: none"> • Class brainstorm around issues of identity in scientific spaces (e.g., how being _____ impacts my ability to work in the lab) • Readings from a range of disciplines (e.g., feminist thought, racial justice, trans advocacy, etc.). Discussion on practices of resilience students have tried or want to try in response to the above issues 	Final collaborative project -- a guide to practices of resilience for other students
Students will read literature related to graduate school recruitment and retention, science identity, and other topics relevant to being underrepresented in STEM and identify the ways this literature applies to their own experiences.	<ul style="list-style-type: none"> • Discuss how issues of recruitment and retention play out similarly or uniquely at UW compared to case studies • Chart out the experiences that have contributed to your science identity (e.g., role models, classroom environments, etc.) at UW 	Instructor reflections after class sessions; Student 1-minute papers after class sessions
Students will draw on class conversations and readings to generate a bank of practices of resilience that work well for them , which they can use as a resource throughout the challenges they face in graduate school.	<ul style="list-style-type: none"> • List practices of resilience from the literature and match each one to the types of scenario(s) each would be helpful in addressing • Research campus resources and detail their functions and services 	Final collaborative project -- a guide to practices of resilience for other students
Students will feel empowered to name their experiences in graduate school (e.g., “stereotype threat”, “double burden”, etc.) using terms and language that allows them to be understood by others	<ul style="list-style-type: none"> • Develop a continuously-updated glossary of relevant terms from the literature and other class materials that students find useful in describing their experiences 	Glossary of terms and examples compiled over the course of the semester
★ Students will learn about community building as a practice of resilience and claim a sense of community connection within the seminar classroom and/or another space associated with UW-Madison.	<ul style="list-style-type: none"> • Reflect on how your identity impacts your ability to feel you belong in your lab/department. Brainstorm pathways to cultivating community at UW (e.g., plugging into a student affinity group) 	Connected Classroom Climate Inventory; Free responses on mid-semester survey

(★ indicates LO that will be included in the Delta internship project)