Improving the Odds of Student Success:
Academic Supports and More
RENDEZVOUS WS 7.16-17.15

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How We'll Proceed

DAY 1 – Background and Context	
8:30 – 8:45	**Welcome and Overview**
8:45 -9:30	**Exercise:** Ourselves and Our Institutions A participant self-inventory and discussion
9:30-10:15	**Presentation/Discussion:** 'Outsider at the Table' - The Biology Scholars Program (BSP)
10:15-10:30	**Break**
10:30-11:30	**Exercise:** Culture of Science and Student Attrition

How We'll Proceed

DAY 2 – Planning, Implementing, Evaluating, and Adjusting	
8:30-9:00	**Presentation/Discussion:** Adapting 'Best Practices' and 'What Works' Considerations of scaling and replicating programs that work
9:00-9:45	**Exercise:** The 'Devil' is in the Implementation Considerations about how we select, advise, tutor, etc. students
9:45-10:00	**Break**
10:00-10:45	**Presentation/Discussion:** Evaluation
10:45-11:30	**Discussion/Exercise:** Next Steps and Summary Exercise

Exercise - Introductions

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1. **3 words/phrases to describe my**
   Institution
   Cut-throat, impersonal, 'the best and brightest'
   Students
   Low-income, first-generation, world of potential

2. **My 6-word Story** – Why I'm here. What I hope to gain.

"For sale: baby shoes, never worn."
Ernest Hemmingway
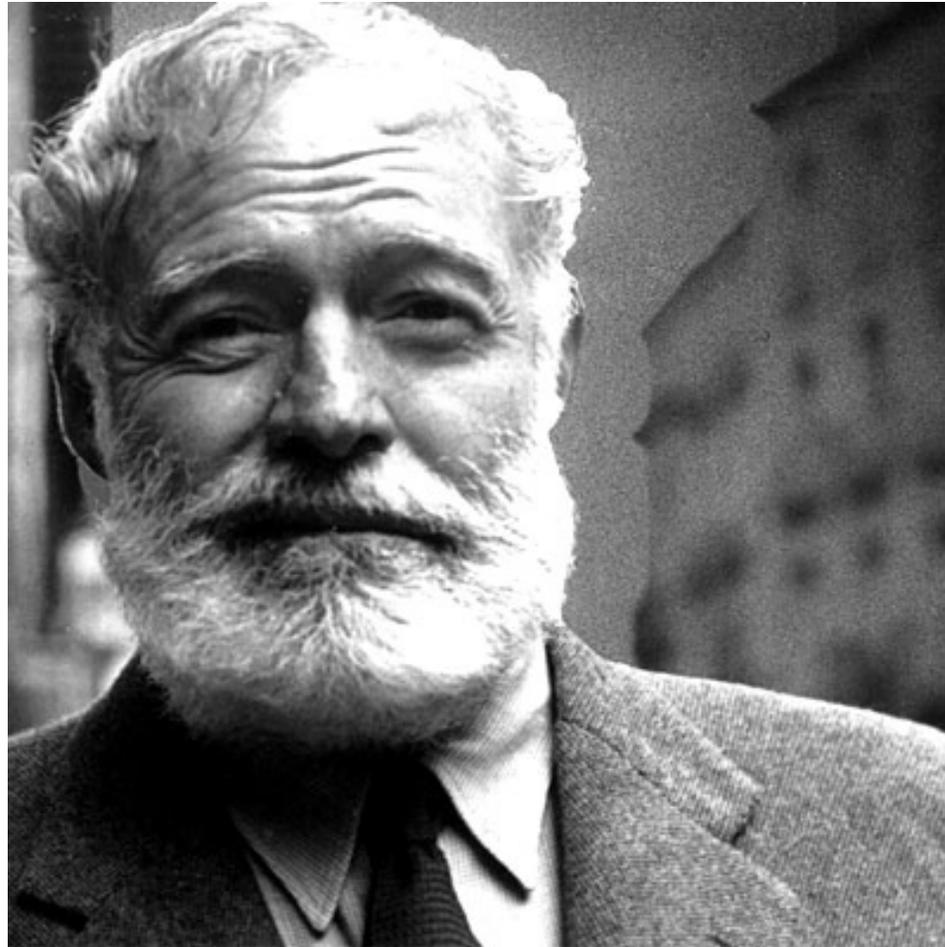
John Matsui   UC Berkeley

1. **3 words/phrases to describe my**
   Institution
   > *Cut-throat, impersonal, 'the best and brightest'*

   Students
   > *Low-income, first-generation, world of potential*

2. **My 6-word Story** – Why I'm here. What I hope to gain.
   > *Motivated change agent searching for answers*
   >
   > *STEM dreams denied; we all lose*
   >
   > *Everyone deserves to be treated fairly*

"Outsider" at the Table
Biology Scholars Program
(BSP)
Re-cap & Discussion

Culture of Undergraduate STEM Education

The 'Culture of Science'
The Context of Our Work

'Success'
Function of an Individual's

1. Aptitude/Ability

2. Intelligence/Information

3. Motivation/Interest

4. Responsibility

5. Hard Work/Persistence

'Let the cream rise to the top'

- Value of competition (e.g. curve grading)

- Reward the academically most 'fit'

- Will go on to the next course, program, eventually replacing their mentors

'The numbers speak for themselves'

- GPAs, SATs, means and SDs

- Used to rank order and allocate

- Sort out *more vs. less* *'qualified'*

'Intellectual Darwinism'
Berkeley Style
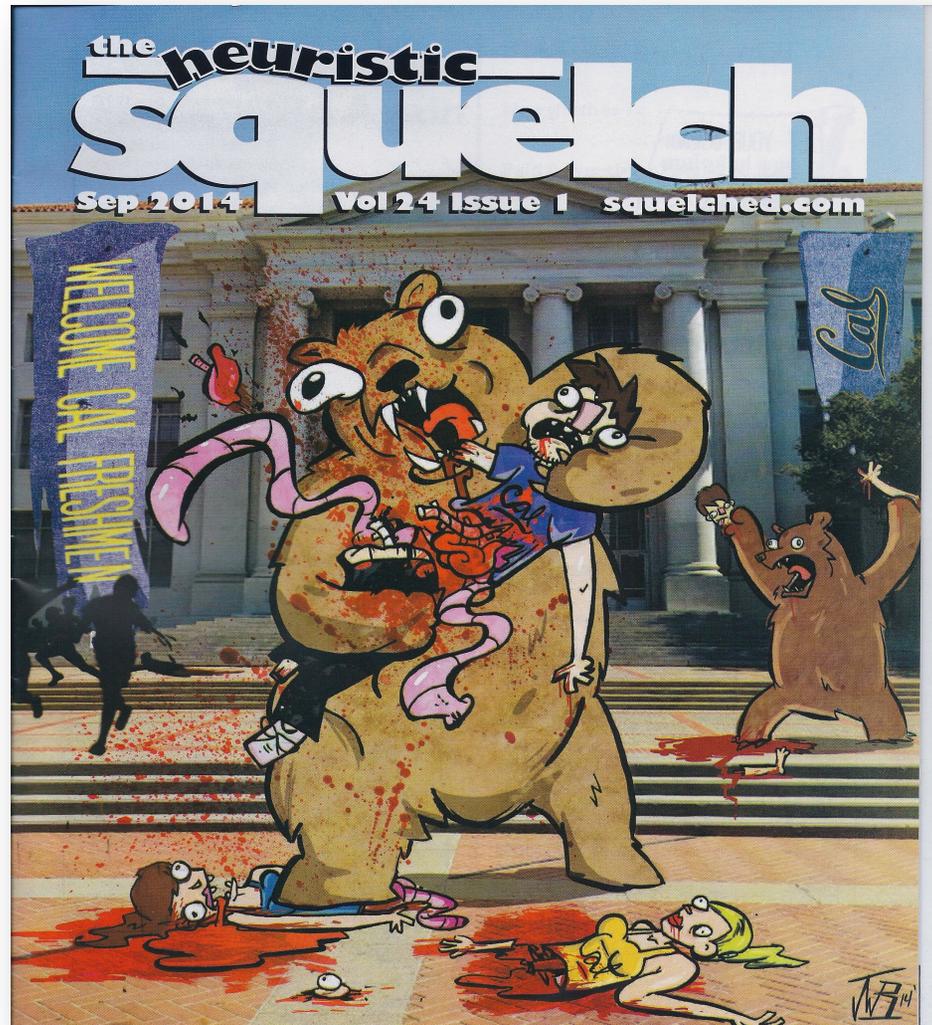
Given the above
let's discuss what the thinking is
behind each of the quotes and what
we'd say in response.

Students

If they'd admit the right students there'd be no problem.

Teaching

I teach science. I don't teach students.

Testing

How do I know if I've made a good test? Simple. I get a curve.

# Culture

This is science.
Leave your culture at the door.

Fairness

Fairness is about treating everyone equally. So-called 'diversity programs' should be open to <u>all</u> students.

Americans with Disabilities Act (ADA)

*Enacted by Congress
and signed into law on July 26, 1990
by
President George H.W. Bush*
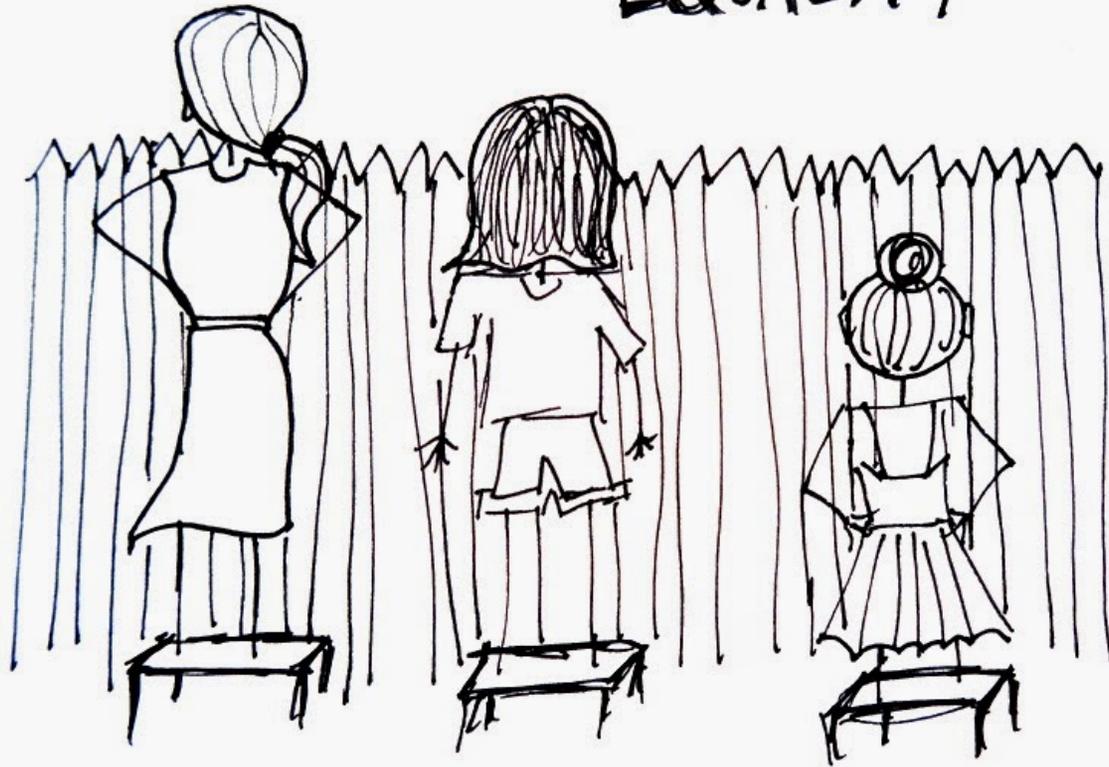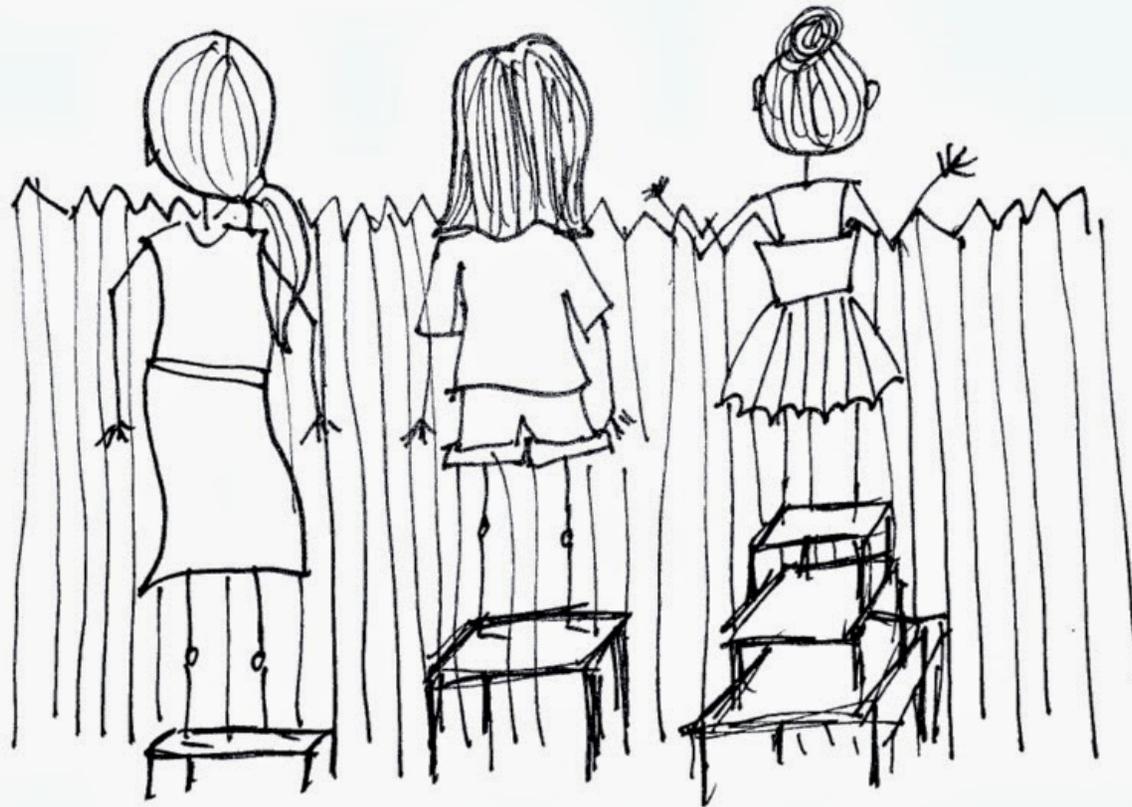
Tomorrow

DAY 2 – Planning, Implementing, Evaluating, and Adjusting	
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Until tomorrow …