**Session 3 Towards Inclusion**

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| **Faculty Presenter** | **Abstract Title** | **Abstract** |
| Faiza M. Jamil | A teacher like me: Closing the achievement gap through increasing ethnoracial congruence between teachers and students | There is considerable evidence that ethnoracial congruence between teachers and students is associated with narrowing ethnic and racial achievement gaps and particularly positive academic outcomes for students of color (e.g., Egalite et al., 2015). Localized variations in a complex array of sociodemographic characteristics and economic conditions potentially contribute to both the composition and quality of the teacher workforce, as well as student achievement gaps (Reardon et al., 2018) – but limited understanding of how these complex contextual drivers interact has made it challenging to target teacher recruitment and retention resources where they can have the greatest impact on closing achievement gaps (Carter-Andrews et al, 2019). This presentation will share initial findings from a project that aimed to connect several sources of publicly available sociodemographic, economic, and school achievement data for three large, diverse states, and start clarifying the underlying mechanisms that create ethnoracial congruence between teachers and students in a school district, and govern the extent to which this congruence influences the existing achievement gap. |
| Oriana Aragon and Brian Powell | How gender representativeness within a department impacts teaching evaluations. | Course evaluations from Clemson University from 1,773 educators (instructors and faculty) spanning courses taught from the fall 2018 to spring 2019 were analyzed for evidence of bias dependent upon the instructor's gender and the gender composition of the department from which the course was taught. The majority of departments (79%) were male dominated, and we did find evidence that female educators were evaluated lower as disparity within departments rose, particularly in upper-level courses. We also found evidence of bias against any instructors (men and women) when they were in the minority within a department. Mechanisms for these findings, and future best practices will be discussed. |
| Robin Tyndall | Inclusion Panel discussion | Equity, diversity and inclusion in building and maintaining collaborative research teams: In addition to our presenters, our panelists include Dr. Cotton to speak on collaborative research, and Dr. Natasha Croom to speak on including DEI when working with doctoral students and faculty collaboratively. |