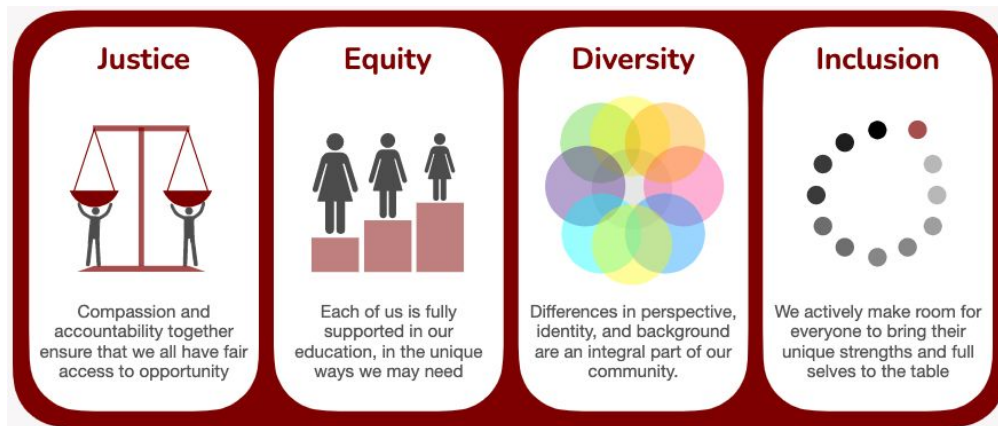



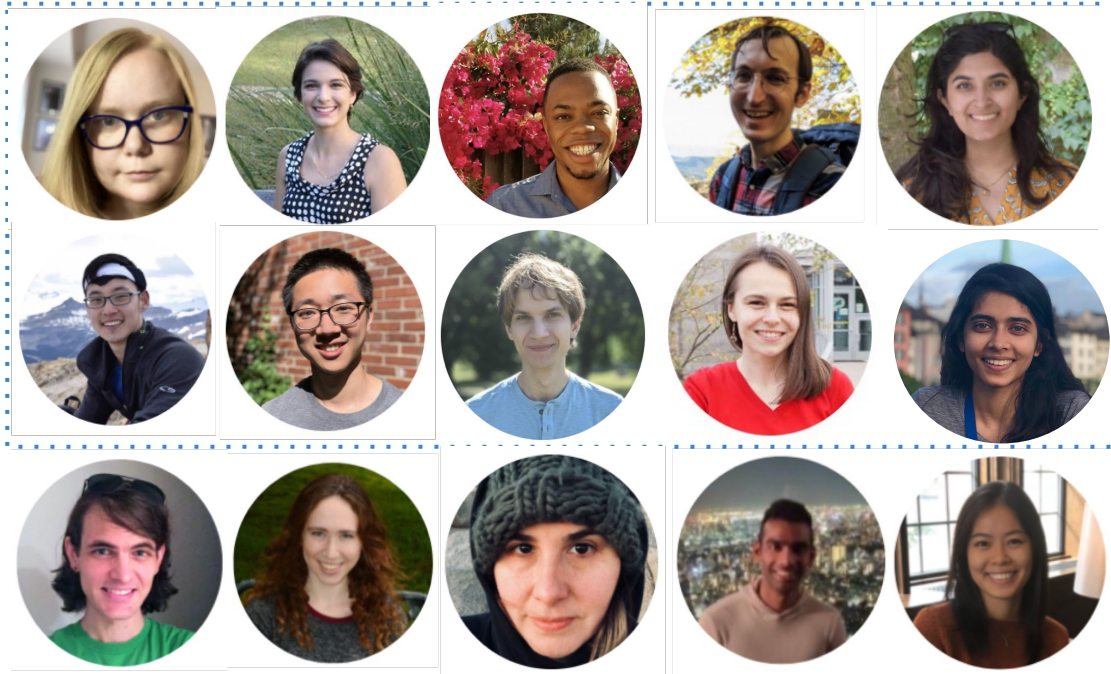
CS-JEDI: Justice, Equity, Diversity, and Inclusion in Computer Science



Welcome everyone! (+ thank you for filling out surveys / namecoach!)

- Open  **in-class schedules** (link in yesterday's email) + files listed at the top of that doc
- **Class meets Thursdays, 11:50 - 1:10** for 6 weeks, skipping the week of March 10.
- **Class is remote**
- **Class is pass/fail**, graded on effort and attendance (attendance is required)
- **Main resources:** website, canvas, class google drive

This course was created by PhD students



+ **Alexis Adams**,
Eberly Center teaching consultant

+ countless faculty, staff, and other
PhD students

This course was created for PhD students

It is...

- ✓ Short
- ✓ Flexible
- ✓ Tailored to the CS PhD experience
- ✓ Designed to build **common language & supportive connections**
- ✓ Evidence-based

Instructors



Bailey Flanigan
she/her



Ananya Joshi
she/her



Zico Kolter
he/him

We come to this class from a place of **humility, accountability, and support.**

- ✓ We always have more to learn
- ✓ We are here to support you however we can
- ✓ We are accountable for the impacts of our actions, no matter our intentions
- ✓ This is a new course, and we greatly appreciate your feedback!

What can you expect from us?

Foster *identity safety*
(i.e., help create a space into which
everyone can bring their true
selves)

Make space for students to
engage from different
perspectives & cultures

Respect your time + effort

Give you control over +
responsibility for your own
learning

Maintain confidentiality*

What do we expect from you?

Come to class on time
and prepared

Engage in good faith

Participate in class
(keep your video on!)

Be thoughtful in how
you communicate in
discussion

Ask for support

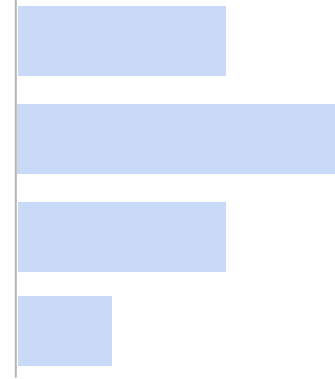
Maintain confidentiality*

*For details on many possible ways to participate
and give feedback, see the syllabus

Agenda

- I: course motivation + goals
- II: course mechanics
- III: maintaining inclusive discussion
- IV: intro to today's activities

Relative lengths



Agenda

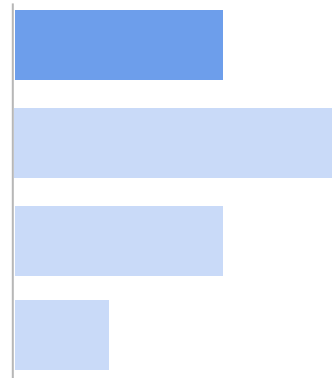
I: **course motivation + goals**

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What are we here to learn?

Justice, Equity, Diversity, and Inclusion (JEDI):

When we are all **accepted, treated kindly, and supported** in the CS community **as we are**, and we are actively making sure this same privilege is extended to others.

If this is so simple, what are we here to learn?
(and why are we learning it in a CS program?)

Skill-based learning goals can improve *everyone's* PhD experience

Skill-based learning goals can improve everyone's PhD experience

1

Discuss JEDI topics

..... Give + receive more support to + from our peers

It can sometimes be hard to be the only woman in our research group.

I believe you, that sounds tough. Is there some way I can support you?

Skill-based learning goals can improve everyone's PhD experience

1 Discuss JEDI topics

2 Name JEDI concepts

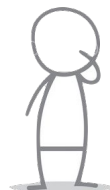
More effectively live by and advocate for our values

I don't see why we need a complicated decision process, let's just all agree to be reasonable.

Implicit bias can lead us to act against our values without knowing it!

Skill-based learning goals can improve everyone's PhD experience

- 1 Discuss JEDI topics
- 2 Name JEDI concepts
- 3 Self-advocacy and self-care



So, what progress did you make this week on your research?

Better, more authentic research outcomes

Actually, I took most of the week off because I was feeling burnt out.



Reason #1: JEDI skills can improve everyone's PhD experience

- 1 Discuss JEDI topics
- 2 Name JEDI concepts
- 3 Self-advocacy and self-care
- 4 Practice allyship to others



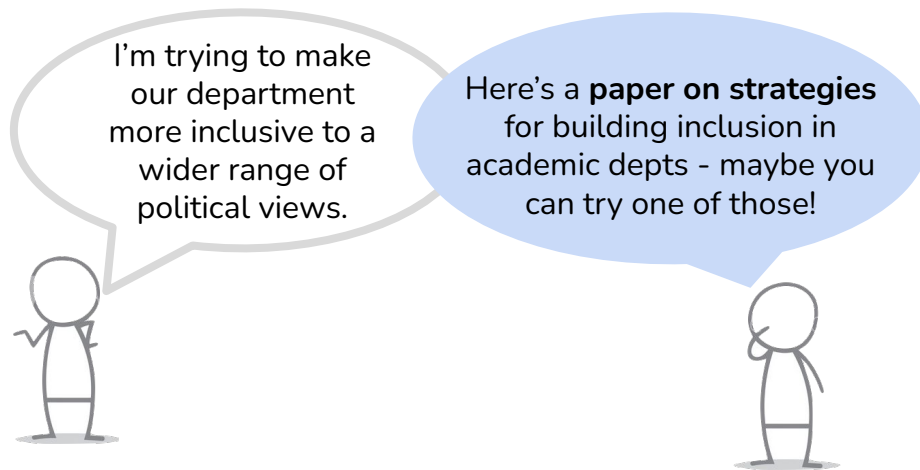
I think I might have said something insensitive during our meeting earlier, and I'm sorry about that. I will reflect and try to do better in the future.



..... Everyone does better work when they feel valued and included

Reason #1: JEDI skills can improve everyone's PhD experience

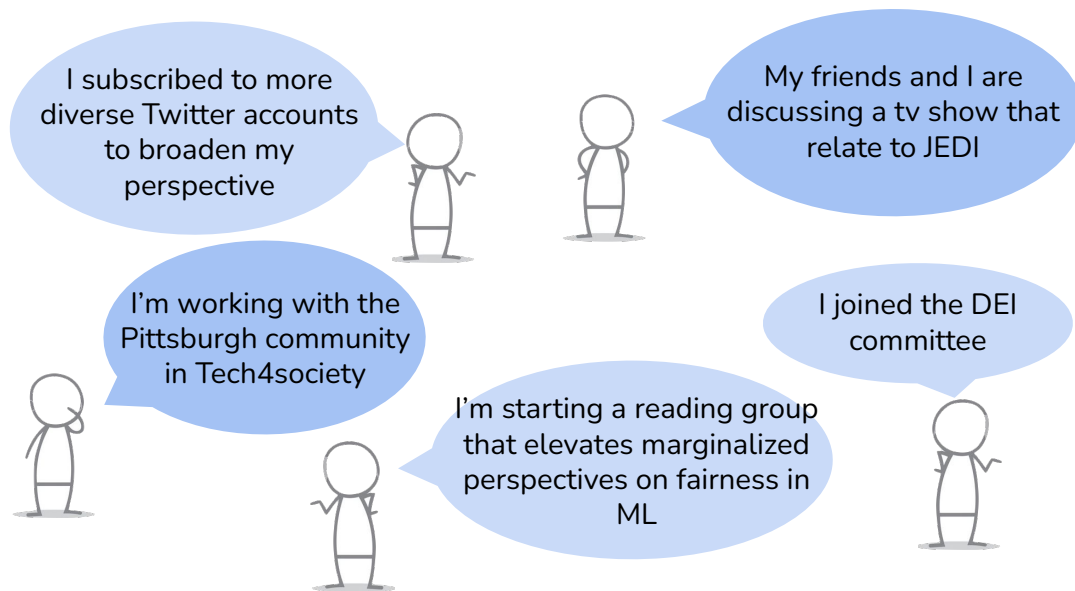
- 1 Discuss JEDI topics
- 2 Name JEDI concepts
- 3 Self-advocacy and self-care
- 4 Practice allyship to others
- 5 Apply evidence-based practices



Put ideas into practice more easily AND more inclusively

Reason #1: JEDI skills can improve everyone's PhD experience

1	Discuss JEDI topics
2	Name JEDI concepts
3	Self-advocacy and self-care
4	Practice allyship to others
5	Apply evidence-based practices
6	Continue learning independently



Participate in CMU community in more ways → more friends, support, & letters of recommendation

Also: JEDI knowledge is increasingly expected of us

*“**There is a movement occurring...widely within our computing community**, toward making tangible progress through intentional actions and interventions for advancing and valuing diversity, equity, and inclusion.” [\[ACM 2021\]](#).*



- ✓ Committees and campus organizations
- ✓ CS job applications
- ✓ Fellowship & grant applications
- ✓ Broader CS culture & discourse

Implementing these skills is *difficult* and *takes practice*.

Agenda

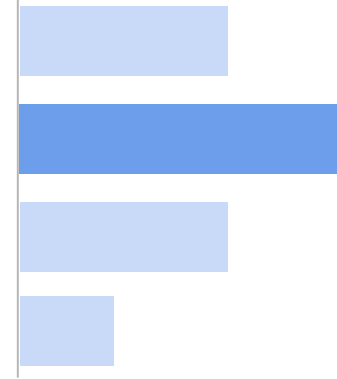
I: course motivation + goals

II: course mechanics

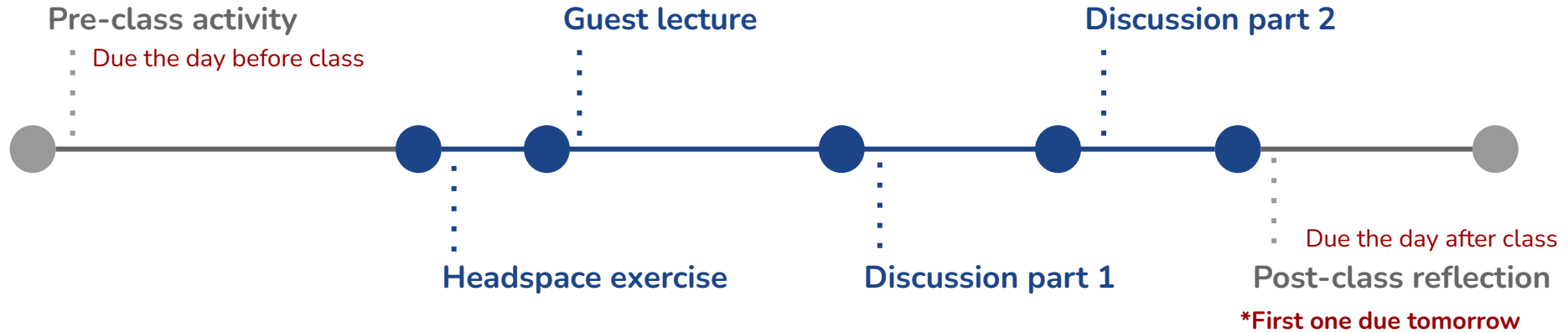
III: maintaining inclusive discussion

IV: intro to today's activities

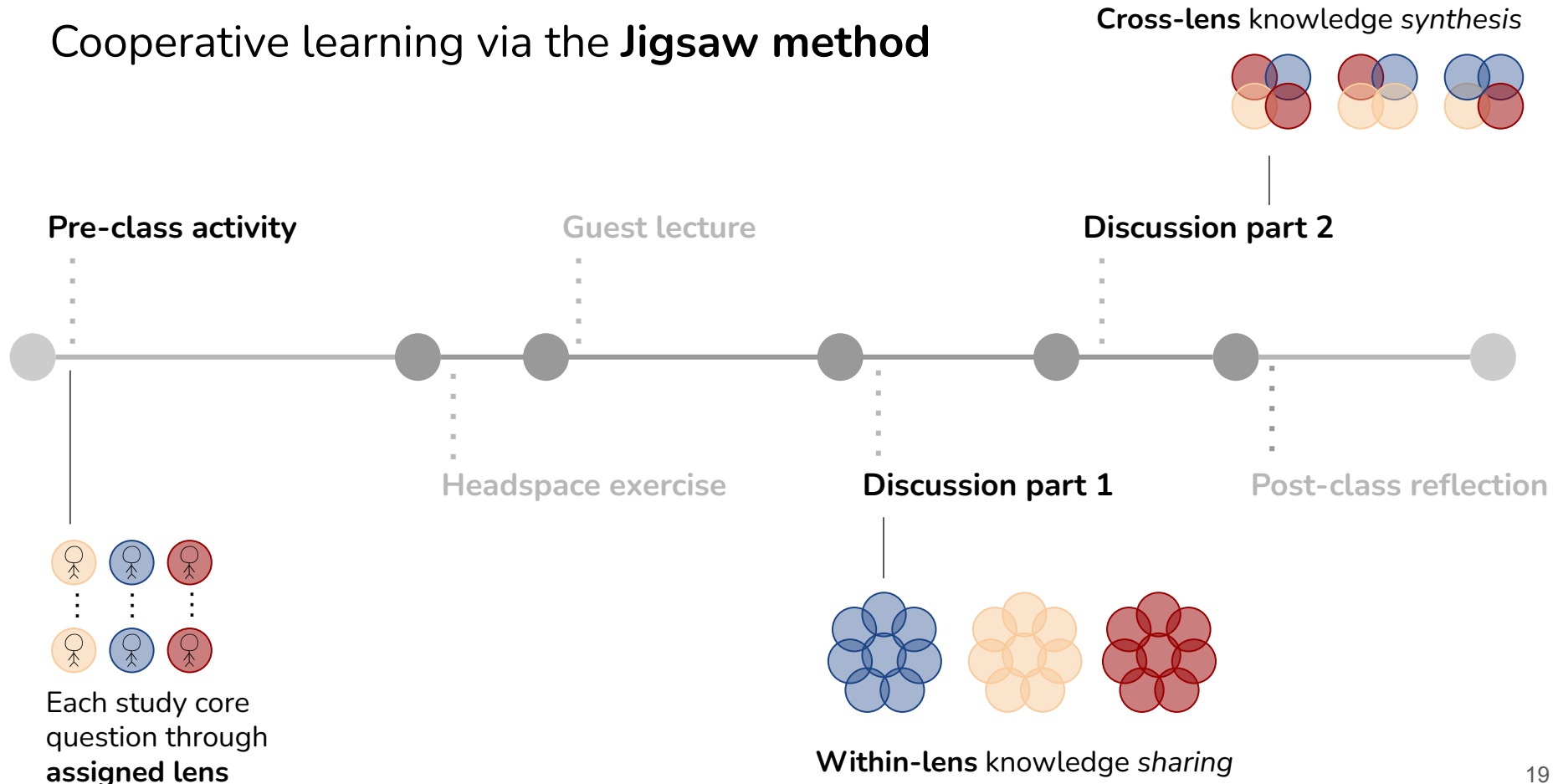
Relative lengths



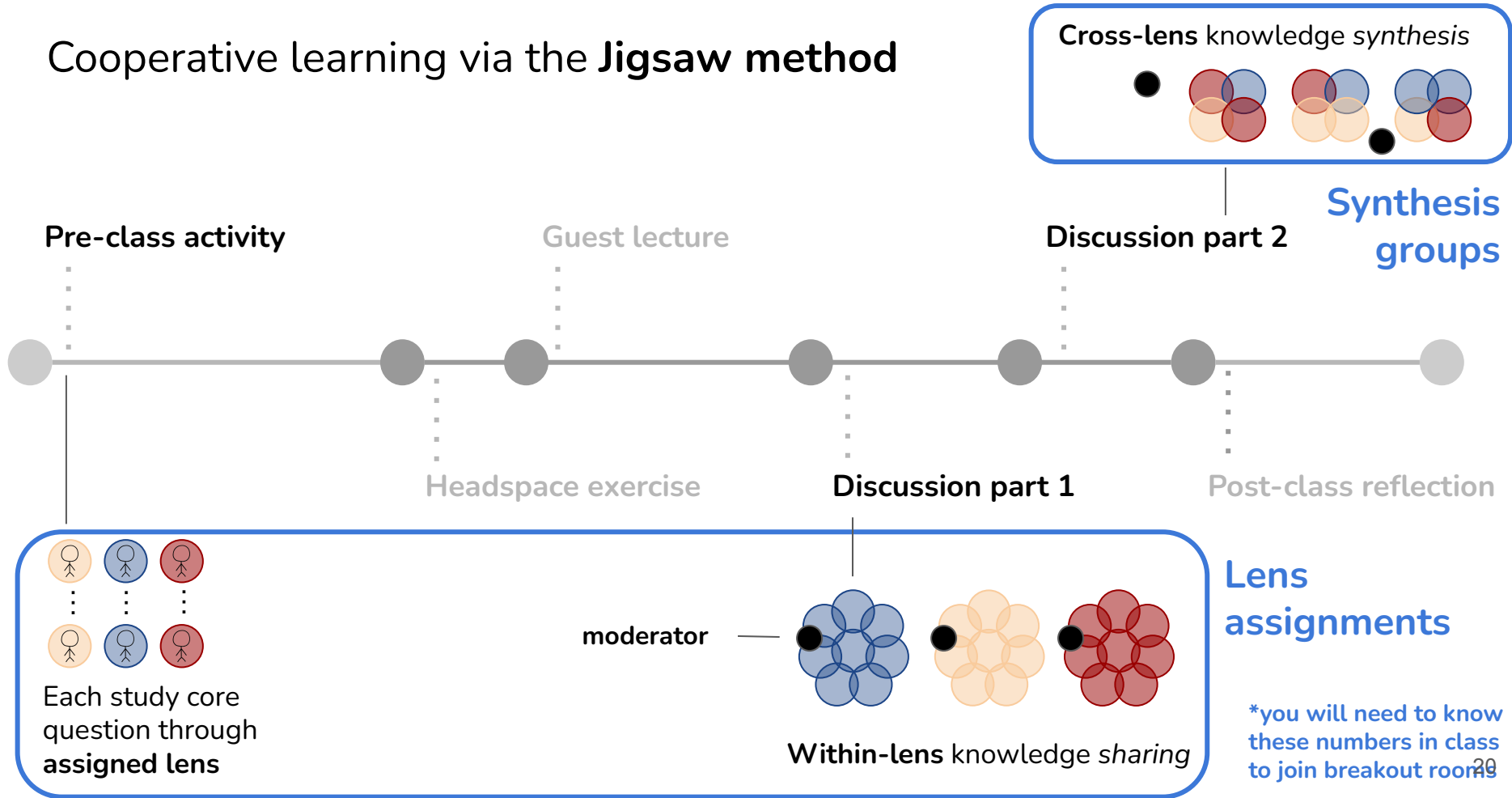
Weekly schedule



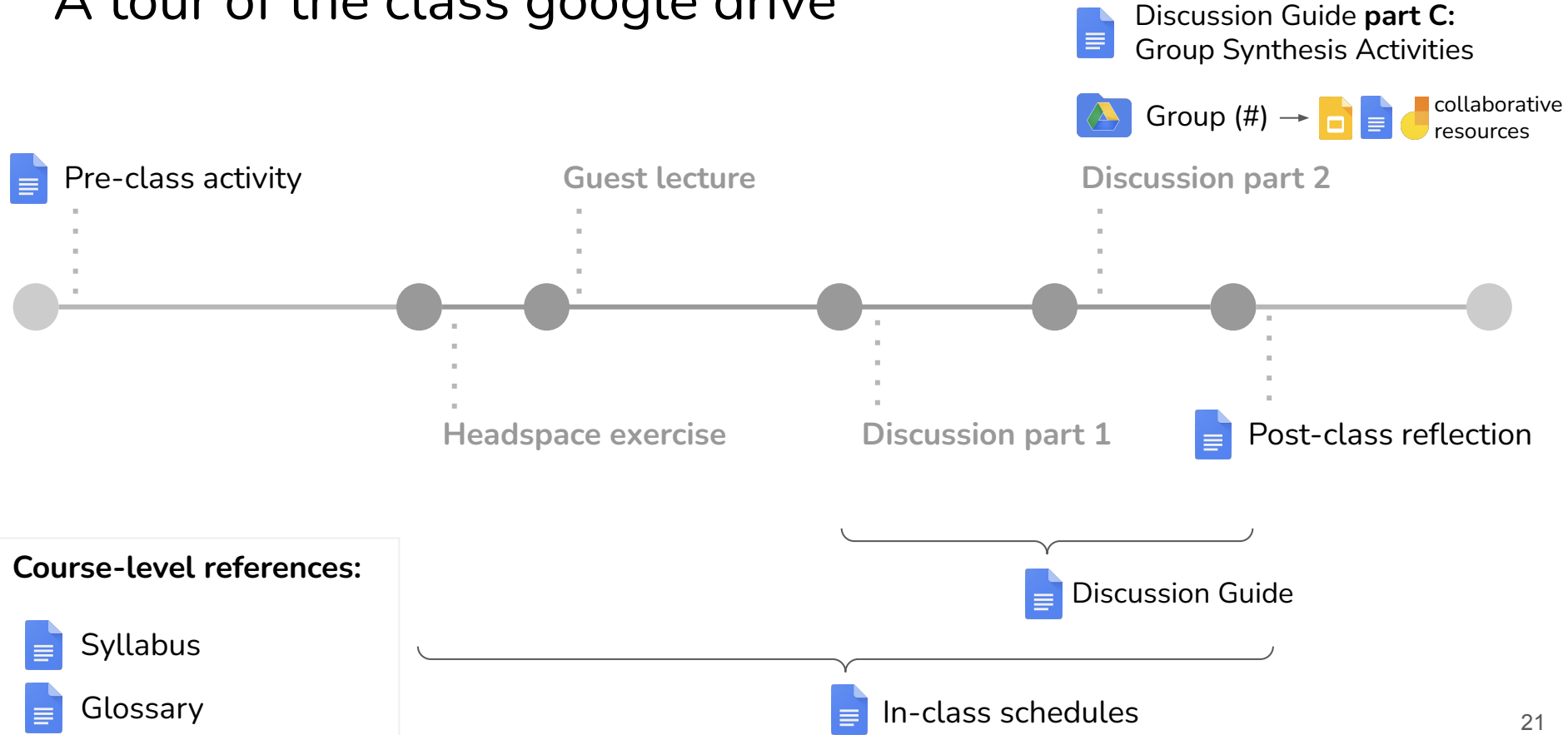
Cooperative learning via the **Jigsaw** method



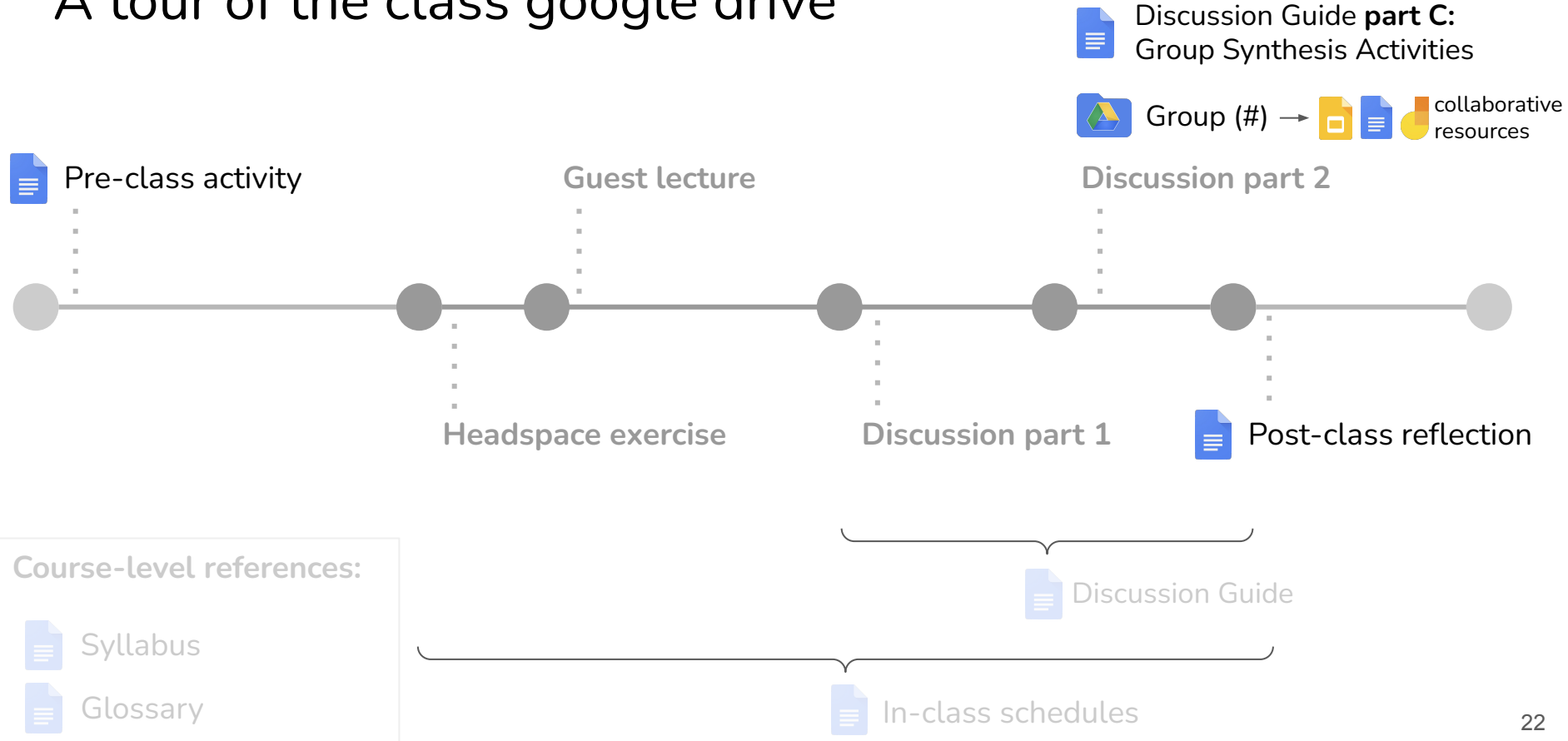
Cooperative learning via the **Jigsaw** method



A tour of the class google drive



A tour of the class google drive



additional resource #1: Course Library



To check out a book...

Check availability and reserve online in the  class library

Come pick one up from 6002 GHC :)

(either email ahead or drop in - someone is often there & can let you in).


Available all year, but reserved for you now!

additional resource #2: **Course Project**

Many pre-designed projects, or design your own!

Format is flexible.

- Ends 1 week after class ends at the latest
- Individual or as a team
- As much or as little time commitment as you want



Can help you get involved and
build your eventual job application
with instructor support!

To sign up for a course project, follow the steps in

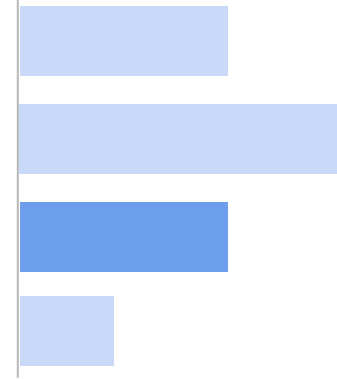


Project Overview

Agenda

- I: course motivation + goals
- II: course mechanics
- III: maintaining inclusive discussion**
- IV: intro to today's activities

Relative lengths



Inclusive discussions

- What we say and how we say it matters
- Inclusive discussions:
 - Everyone does not need to agree, but everyone is safe.
 - Everyone can bring their full selves to the dialogue.
- This can be new and difficult at first.
- We're all coming from different places and norms

Key resource:  **Discussion guide:** a living document

Part A. community guidelines

up next

Part B: inclusive discussion strategies

up next

Part C: synthesis activities

(already covered)

Part D: resolving group issues

up next

Community guidelines (Part A of Discussion Guide)

Consider + address impact of our words, not just our intent

Think about how others might experience what you say – and how you say it – ahead of time.

“I can see that what I said hurt you, and I’m sorry.”

“I liked the point X made a while ago about...”

Engage with and amplify others’ perspectives.

“Can you clarify what you mean when you say ...?”

“What do you think, X?”

Be mindful of triggers

“I am about to bring up the topic of ... Is everyone okay with discussing that?”

Actively share the space.

“I’m noticing that a few of us are talking a lot, how about we step back and let others share?”

“My perspective is ____, but does anyone see it differently?”

Community guidelines (Part A of Discussion Guide)

Respect and validate others' feelings and experiences, even if they are unfamiliar.

"Thank you for sharing, that sounds really hard."

"I can see that what I said hurt you, and I'm sorry."

"Can we **pause** the conversation?"

"I'm not comfortable talking about"

**Advocate for ourselves
(this one is hard, takes practice!)**

"I would like to leave the conversation for today."

Support others when they advocate for themselves.

"Thank you for communicating what works best for you."

"Is there anything we can do to support you?"

Keep things shared by other students confidential by default.

*if you think someone is at risk of being harmed, contact an instructor

Four Options for Resolving Issues (Part D Disc. Guide)

First : pause the discussion. Then....

Option 1:

Work within your group

Option 2:

Have an instructor join your group to moderate

Option 3:

Leave the discussion

Option 4:

Alert instructors about how they can best support you

To find an instructor,
(a) email us, (b) or
pop up to the main
Zoom room - there
should always be an
instructor there.

If you do this, touch
base with instructors
afterwards via email
(details in D.G.)

Agenda

I: course motivation + goals

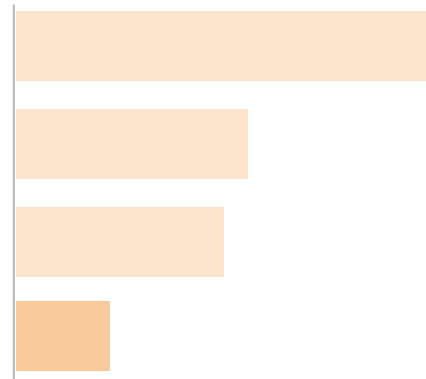
II: course mechanics

III: maintaining inclusive discussion

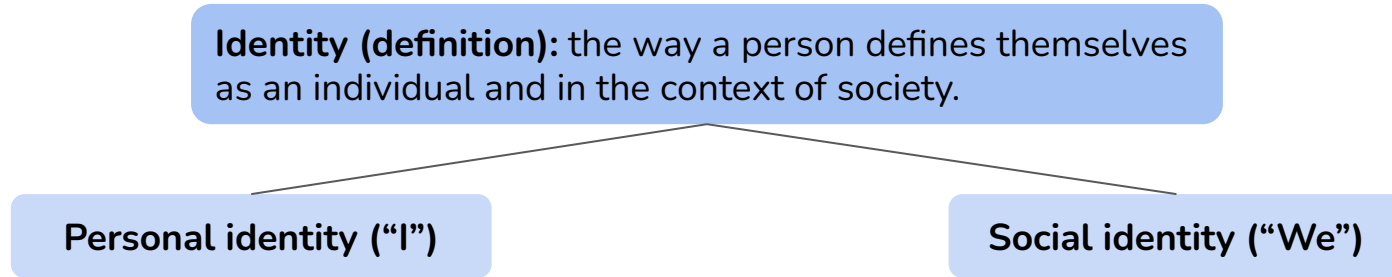
IV: intro to today's activities

- Intro to Identity
- **Activity 1:** Meet Groups + Identity Iceberg activity
- Reconvene
- **Activity 2:** Practice Inclusive Discussion Strategies
- Reconvene for Michael Melville/IRB

Relative length



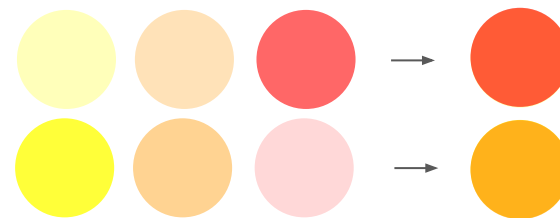
Intro to Identity



In this class, we do not think of identity as a way to sort people into homogeneous groups.



Intersectionality

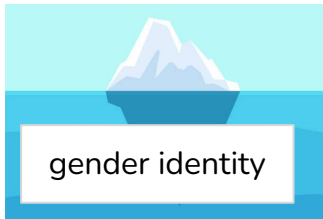


Different strengths of identities

Activity 1: Meet Groups + Identity Iceberg

Instructions: You have **15 minutes**. In this time...

1. Spend **5 minutes** doing intros in your synthesis group
(optional prompt in in-class schedules - note that people can pass)
2. Spend **10 minutes** completing the Identity Iceberg activity (🗺️ > 📄 Identity Iceberg)



gender identity

Tips for Identity Iceberg:

- Detailed instructions on slide 1.
- No right answers, try to come up with examples
- Watch out for common assumptions
- If finish early, there is an additional thought question on slide 1 to discuss.

Activity 2: Practice inclusive discussion skills

Purposes:

- Practice two skills: (1) applying strategies **yourself** and (2) responding when **someone else** applies them.
- Get familiar with community guidelines, and learn about what makes your group members feel included.

Instructions:

1. (~2 mins) *Individually*, choose a **strategy** and a **scenario** in which to practice it
2. (~10 mins) *As a group*, take turns practicing each person's chosen strategy+scenario.
 1. Discuss role of **community guidelines** in chosen scenario
 2. Assign roles and simulate scenario until Person X applies chosen tool
*if you are not comfortable simulating, just discuss how tool would be applied
 3. Use community guidelines to brainstorm ways group could respond that would make Person X feel validated, valued, + heard.

Tips:

- Resources are listed in in-class schedule
- Detailed instructions are on slide 1 of scenarios slides
- A useful tool is pausing the discussion

Person taking their turn is
"Student X" in scenario

