**Supplementary Materials**

 **I. Letter sent to governor that put financial pressure on Minneapolis**

June 5, 2020

Office of Governor Tim Walz & Lt. Governor Peggy Flanagan

130 State Capitol 75 Rev Dr. Martin Luther King Jr. Blvd. St. Paul, MN 55155

Dear Governor Walz and Lt. Governor Flanagan,

We are members of the Society for the Advancement of Biology Education Research (SABER), a national organization of researchers dedicated to improving the teaching and learning of post-secondary biology. Since its inception in 2011, SABER has held its annual meetings in Minneapolis. Each year the society grows, and over the years we have brought in thousands of our members from across the US and internationally for a four-day conference at the University of Minnesota-Twin Cities in Minneapolis. Our attendees flew in using your airports, stayed in your hotels, and frequented your restaurants. We generate over half a million dollars in revenue for your state each year. Were it not for COVID-19, this year would have been the same. As our organization grows, so too does its financial impact on your state.

The Black community in the United States deserves to feel safe, including the Black members of our professional community. Minneapolis is not that safe place. We stand in solidarity with the Black community in Minneapolis and across the United States against the recent and historic injustices they have faced.

Because of recent and historical incidents of systemic racism and police brutality against Black visitors, residents, and protestors of all colors in Minneapolis, the future of the annual SABER meeting in Minnesota is now in question. To consider staying in Minneapolis and continuing to bring business to Minnesota, within the next weeks and months, we need to see tangible evidence of action for justice for Mr. Floyd and of changes in Minnesota law enforcement. Such changes would include de-escalation training for police, firing of police who violate human rights, and implicit bias training for all government officials, police, and other public servants. These actions will allow its citizens of color to feel protected, not threatened, by police. We need to see the requests, needs and perspectives of your Black communities in Minneapolis and Minnesota honored.

We recognize that you cannot carry out these actions alone, but your offices can create a powerful momentum for change. Black lives matter to us and we ask you to demonstrate that they matter to you too.

Sincerely,

Jenny Knight, President

Jenni Momsen, President elect

Mary Pat Wenderoth, Past President

Joe Dauer, Secretary

Kristine Callis-Duehl, Treasurer

325 S 68th St. Boulder CO 80303

**II. How to be an Antiracist Educator Book Club Facilitator Materials**

**Outcomes**

1. Explain the role of systemic racism in higher education praxis.
2. Identify historical and current practices in STEM disciplines that perpetuate racist systems and policies.
3. Identify the role of the practitioner as key stakeholder in creating antiracist classrooms and STEM disciplines.
4. Design follow-up processes for sustainable equity-based teaching practices.

**Suggestions for general group facilitation**

1. Begin from the personal (reflection) and move towards institutional and systemic.
2. Create a safe place for all participants. Do not record sessions and request that what is discussed in the group remains in the group.
3. Ensure everyone gets a chance to participate.

**Suggestions for meeting launch**

1. Invite participants to introduce themselves.
2. Introduce the question of the day and explain the process.

**Consider the following community standards (from** [**Ed Change**](http://www.edchange.org/multicultural/activities/groundrules.html)**)**

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.

[**Click Here for Questions Provided By Dr. Kendi**](https://static1.squarespace.com/static/5913d00603596e07853ef761/t/5dc37dafd013963f1c034404/1573092786304/bookclubkit.ANTIRACIST.pdf)

**Suggestions for questions to jumpstart dialogue**

**[Feel free to add or adjust based on preference for what you want to focus on]**

**Pre-Meeting Self-Reflection**

1. What drives you to participate in this book club?
2. By the end of this book club, what do you hope to walk away with?
3. Why do you oppose racism?
4. What personal work have you done and are doing to understand your own identity and how it impacts the way you teach and lead?
5. How have you benefited from or been negatively impacted by segregation that exists across US school systems?
6. How have you benefited from or been negatively impacted by (systemic) racism?
7. In How to Be an Antiracist, Kendi shares his own experience with racist thinking. How does his honesty help give us space to acknowledge and name our own racist behaviors and attitudes?
8. We encourage you to journal and encourage your team members to do the same.

**First Meeting (chapter 1-7)**

1. Kendi writes, “The only way to undo racism is to constantly identify it and describe it—and then dismantle it.” Why does he believe we need to call out racism when we see it, even if it can be uncomfortable to identify?
2. The book’s central message is that the opposite of “racist” isn’t “not racist.” The true opposite of “racist” is *antiracist*. “The good news,” Kendi writes, “is that racist and antiracist are not xed identities. We can be racist one minute and an antiracist the next.” What does it mean to have to constantly reaffirm your identity as an antiracist? Is there any benefit to the fact that you can’t just decide you are “not racist” or an antiracist and be done with it?
3. What is the first step you, *personally*, will take in striving to be an antiracist? How will you check yourself and hold yourself accountable if you notice you, or someone else, is being racist?
4. What is your favorite quote from this section and why?

**Second Meeting (chapter 8-12)**

1. Anyone who values immigrants from European countries and devalues immigrants from Latin America is guilty of racism. Have you ever been guilty of this type of racism? Discuss the unique resilience and resourcefulness people possess if they leave everything in their native country behind and immigrate to another, as Kendi examines in the chapter on Ethnicity.
2. Identify two practices at the course level which present roadblocks and contribute to systemic racism.
3. Identify two practices at the department level which present roadblocks and contribute to systemic racism.
4. Identify two practices at the institutional level which present roadblocks and contribute to systemic racism.
5. Why do you think it is so hard for people to not assess other cultures from their own cultural standards? How does doing this trap people in racist ideas?
6. What is your favorite quote from this section and why?

**Third Meeting (chapter 13-18)**

1. From the list you identified above (#2-4), focus on two. What will you do to move those items (transform them) to become antiracist thoughts/behaviors/policies?
2. What do you need to accomplish #1 above?
3. How will you assess that you are successful?
4. Kendi writes, “White supremacist is code for anti-human, a nuclear ideology that poses an existential threat to human existence.” How are white supremacists and their ideology actually harmful to all of humanity—*including* white people?
5. What is your favorite quote from this section and why?

**Fourth Meeting**

1. Kendi makes the case that to be antiracist, one must stand against all forms of bigotry. Why is standing against other bigotries so essential to standing against racism?
2. Kendi believes we can defy the odds, heal society of racism, and create an antiracist society. Do you? Why is hope so central to the antiracist movement?
3. Gallery walk to present your answer to #1 and #2 from the third meeting. Include in your “poster” presentation what it means for you to become an antiracist educator.

**Additional Notes**

1. We created this [slack channel](https://join.slack.com/t/antiracistbookgroup/shared_invite/zt-fp7k5wkw-D4W7K49gjP7CSJgShZo_sg) for the facilitators. Please consider joining it when you get a chance.
2. In case you missed the facilitator orientation, here’s the [zoom](https://www.dropbox.com/s/j63kz76ylvpjap3/zoom_0.mp4?dl=0) recording.
3. In preparation for your facilitation we encourage you to consider the podcast series [Seeing white](https://www.sceneonradio.org/seeing-white/). It is a reminder of how race, and specifically perceptions of whiteness shaped power structures in the United States of America.
4. We will convene after all book groups to debrief, learn, commune and discuss potential next steps.

**Sample Email to Team Members (please feel free to use or write your own email)**

Dear colleagues, thank you for signing up to join our virtual book club to learn what it means to be an antiracist educator, specifically in our STEM disciplines. Dr. Kendi reminds us that an antiracist is a *lover*--someone who is capable of transcending boundaries and loving all human beings as their equal. I invite you to reflect on what that means to you and to the work you do with your students.

Shortly, you will receive four google hangout/zoom/webex/etc invites from me which includes the link to join the meetings. As a reminder, we will meet on four separate one-hour occasions:

\*\*your session date and time go here\*\*

If you don't have the book already, please go ahead and purchase it. A hardcover copy of the book is sold out at most bookstores so I encourage you to either get the audible or ebook versions.

Early next week, I will send more information about the structure of our meetings.

Sincerely,

Your name

**III. Email sent to organizations and listservs to encourage people to attend SABER**

Learn more about biology education research at the free, virtual SABER conference!

Do you want to learn more about the science of teaching biology? Do you want to share innovations in your biology teaching with the wider community? Then SABER is for you!

The [Society for the Advancement of Biology Education Research](https://saberbio.wildapricot.org/) (SABER) is hosting its [annual meeting](https://saberbio.wildapricot.org/event-3869341) virtually for free this summer. SABER is a scientific community whose members collect data and develop theory with the goal of improving undergraduate biology education.

The conference is on four Fridays on July 10, 17, 24, and 31. There also is a session for biology education research (BER) and discipline-based education researcher (DBER) grad students and postdocs on Thursday, July 23. We invite you to [register](https://saberbio.wildapricot.org/event-3869341/RegistrationsList) and join virtual SABER 2020. There is no charge for registration. Highlights of the meeting:

* Keynote speaker: Dr. Elizabeth Canning, “Instructors as Meaning-Makers: Designing Social-Psychological Interventions to Support Stigmatized Students.” Her research focuses on the subtle messages that create and maintain bias and social inequality, both in classrooms and organizational contexts. Her lab also designs and tests psychosocial interventions to try to mitigate these impacts.
* 74 talks on biology education research
* Open poster session (please [submit](https://saberbio.wildapricot.org/SABER-Annual-Meeting-2020) your poster abstract on your innovative biology teaching or biology education research project by June 26th)
* New! Buddy system for connecting newcomers with veteran members. Click [here](https://forms.gle/dmy2Fwcv4oM65RPi8) to sign up for a mentor who can introduce you to SABER and help you navigate the conference.

We hope that you can join us and become part of this community focused on improving the way we teach undergraduate biology!

**IV. Descriptions of organizations that were emailed about SABER 2020 conference**

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| Organization | Description |
| American Association for the Advancement of Science (AAAS) Community Board | This is a shared safe and an inclusive community space for all members with an interest in science to share resources, events, collaborate, discuss ideas and network. |
| American Society of Microbiology (ASM) | The mission of ASM is to advance knowledge related to microbiological sciences across the globe for the benefit of human wellbeing, environment and economic growth.  |
| Council for Undergraduate Research (CUR) | The goal of CUR is to help advance undergraduate research that benefits society by promoting undergraduate research, scholarship and creative inquiry. |
| Course-based Undergraduate Research Experiences network (CUREnet) | Funded by a RCN-UBE grant, a community of instructors and developers of course-based undergraduate research experiences. |
| Community College Biology Instructor Network to Support Inquiry Into Teaching and Education Scholarship (CC BioINSITES) | NSF Funded network that aims to support community college faculty in endeavours related to teaching and learning biology.  |
| Community College Biology Faculty Enhancement through Scientific Teaching (CCB FEST) | NSF funded collaboration to support community college faculty in pedagogical practices, provide resources and fostering professional learning communities  |
| Howard Hughes Medical Institute - HHMI Inclusive Excellence Awardees | Institutions of higher education funded by HHMI to engage in building capacity to foster inclusion and equity for undergraduate students.  |
| Inclusive Research and Teaching for a Diverse Nation IRACDA | NIH/NIGMS funded program at institutions of higher education to recruit post-doctoral scholars from underrepresented groups in biomedical sciences. Trainees are provided with outstanding research and teaching experiences. |
| National Institute on Scientific Teaching (NIST) | NIST is a non-profit organization that aims towards training individuals in evidence-based teaching practices with an intent to transform STEM education across universities in the United States.  |
| Research on STEM Education -ROSE Network  | NSF funded network to enable faculty members from community colleges and primarily undergraduate institutions to propagate high impact practices like active learning and course based undergraduate research.  |
| Society for Advancing Biology Education Research - SABER West | SABER West is focused on increasing the interactions between 2 year and 4 year colleges especially from the western United States. Further this conference aims to increase the interactions and collaborations between STEM educators and researchers.  |
| Society for Advancing Chicanos/Hispanics & Native Americans in Science (SACNAS) | SACNAS is an inclusive organization that focuses on increasing the representation of Chicanos/Hispanics & Native Americans in the STEM fields  |
| Sigma Xi  | Sigma Xi is an international scientific research honor society that aims to broaden the participation of all in science and engineering endeavours.  |

**V. Pre-conference survey questions for self-study**

We are looking forward to your participation in the 2020 SABER meeting! Some of our time together will be spent in dialogue related to how we can improve the diversity, equity and inclusion of our society. In support of this effort, please respond to the items below.

We look forward to our time together!

#### 1. From your perspective, what do you believe are the strengths of SABER as it relates to supporting diversity, equity and inclusion?

#### 2. From your perspective, what are some areas in which SABER could improve as it relates to diversity, equity and inclusion?

#### 3. What issues or barriers, if any, do you believe limit SABER from creating a more diverse and inclusive organization?

#### 4. If you had the opportunity to devote money, time, staff resources, etc., to enact some form of change within SABER to achieve greater diversity, equity and inclusion, what would it be and why?

#### 5. In what ways do you hope to see change in SABER following the July meeting?

Demographic variables: gender (e.g. woman), race/ethnicity (e.g. white), LGBTQ+ status, position (e.g. grad student), institution type (e.g. community college)

**VI. Discussion questions for affinity groups**

1. What should be a short term and achievable goal to help SABER become

(a) more inclusive in general, (b) more inclusive for People of Color, and (c) if applicable, more inclusive for individuals with this shared identity of the affinity group (e.g. individuals with disabilities)?

2. What should be a long term and achievable goal to help SABER become (a) more inclusive in general, (b) more inclusive for People of Color, and (c) if applicable, more inclusive for individuals with this shared identity of the affinity group (e.g. individuals with disabilities)?