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Advising students with different identities

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As educators, we often advise students who remind us of ourselves. But given the overrepresentation of people with privileged identities in the sciences, most of us who are in a position to serve as academic or research advisors are not equipped to advise students with marginalized identities. If we are to level the playing field in physics, one of the challenges we face as educators is stepping outside ourselves to properly address the academic needs of all students. In this session, participants will unlearn traditional behaviors and attitudes that are widely accepted in the scientific community to begin reframing the concept of advising for themselves.