A Classroom Intervention to Promote Equity and Inclusion
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We will describe a 70 minute classroom intervention offered in 100-level physics classes to promote a more inclusive department through having all physics students consider how to counter microaggressions and bias. This intervention has been offered to incoming physics majors for the past 5 years at our institution. In spring of 2019, 16 past workshop participants were interviewed by two senior physics majors, and their responses to the intervention fell into three categories: appreciation (it was a good discussion to have to raise awareness about the issue) 5 male students; approval (women and non-binary students expressed themes of feeling good, recognized, and supported by the content of the workshop; male students expressed appreciation that the workshop highlighted a problem that they may inadvertently be contributing to, and provided tools for how to support women and intervene) 9 students including all women and non-binary students in the sample; dislike (feeling browbeaten into apologizing for their being less women in the field; the workshop leader made many enemies in the class) 2 male students. We will present the contents of the workshop, the range of reactions, and our advice for others who would like to present similar workshops.

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