What are some effective strategies for engaging in structural changes at the University level? (Ken Kaplan) **A key here would be to determine what structures at the University need to change. Not every institution has brokenness in the same places. The work put in to determine the problematic areas is as important as the work one puts on those areas. Once those areas are determined it then becomes a matter of who will work on it and what resources will be marshaled to make it happen. In my experience, structural changes are most meaningfully addressed when there is faculty and staff buy-in ALONGSIDE administrative bravery and willingness. Typically, it may not be a whole campus who will buy in at the same time, so it is good to organize a coalition of the willing, provide them resources to work on small scale change to develop a proof of principle from which scaling can happen. Lastly, be prepared to give this time. Like any good project, it is not atypical for success to happen in iteration 3 before scaling needs to happen.**

Could you expand a bit about how you use the NPR This I Believe on the first day of class? (Drea Darby) ANSWERED

How do you develop your ‘socially engineered’ student groups? (Mike Law) ANSWERED

How do we think about balancing “content” and over-assignments with the perceived needs for professional school programs? I feel like this is an “excuse” used to resist content reform. (Ken Kaplan) **I certainly wouldn't assume that we are unable to engage some of those professional programs to renegotiate/re-ask what they think their content needs are. I know this is not trivial because things like accreditation gets tied up in this, but if/when the opportunity presents itself it should be used. Secondly, it is possible to have 'content' on a curriculum, but not necessarily feel pressured to 'cover' it during the F2F/Zoom2Zoom portion in a 3 hours per week course. In other words, there can be content on a syllabus that students are responsible for but you don't talk about because you want to focus on the truly tricky concepts. Because you are teaching students how to learn, much of that they can be comfortable with on their own.**

As a current grad student, how can we try to implement inclusive teaching strategies when we are TAs? Also, any recommendations on how to get teaching opportunities as a Phd student who has fellowship funding that covers their entire time of their program? (Drea Darby) **The ASM used to have a year long program on Scientific Teaching but I think that no longer exists. What colleagues of mine did (though this requires above and beyond time apart from your fellowship) was to adjunct at a nearby community college or teach online for places that might need it. I have a colleague who does one online for a high needs area in Mississippi. I can find out and let you know.**

Does your philosophy or strategy change at all if you’re teaching students in upper-level courses (assuming they have taken a more ‘traditional’ intro course)? Brittany Miller ANSWERED

What are your recommendations for building relationships with students who are resistant to it? (Suparna Chatterjee) **Relationship in this context can be broadly defined. They might be resistant to a notion of becoming close to you, so my advice would be to allow students to allow the relationship on their own terms. So long as they can recognize and respect your willingness to ensure that your strategies are equitable, they need not necessarily demonstrate that recognition by visible body signals.**

Do you have any recommendations for incorporating your philosophy in very homogeneous, non-diverse student populations?  Or, more bluntly, do you have suggestions for advocating for benefits of diversity in places where everyone looks the same? (Amanda Kowalczyk) ANSWERED