

This webinar and learning community series will feature research talks focused on topics related to making undergraduate science education more inclusive.

Webinars are 1 hour, immediately followed by a 30-minute optional learning community to discuss the talk and how it is relevant to one's own teaching, research, or institution.

These events are free, online, and open to faculty, staff, graduate students, or undergraduates. All seminars begin at 9 am PT/ 10 am MT/ 11 am CT/ 12 pm ET on Thursdays

Jan 23 *Reflecting on a Decade of Investigations of Science Faculty with Education Specialties (SFES): Differentiation from DBER, Variation across Institution Types, and Perseverance despite Negative Bias*



KIMBERLY TANNER, PhD
San Francisco State University

Feb 20 *A proof of concept for Hopelessness Theory of Depression: Attributions help explain why challenges in research can exacerbate depressive symptoms among science undergraduates*



TASNEEM MOHAMMED
Arizona State University

Edited captions on recorded lectures make STEM courses more accessible for students with disabilities



POORVI DATTA
California State University
- San Marcos

Mar 20 *Racism, Not Race: An evolutionary biologist's answers to Frequently Asked Questions*



JOSEPH GRAVES, PhD
North Carolina Agricultural and
Technical State University

saberbio.org/BER-seminar-series



To receive calendar invites and reminders, please register for the series by going to this link. Non-members who register and attend 4 webinars + accompanying learning communities will receive one year of free SABER membership.

Apr 17 *Black Students, Religion, and STEM: Exploring the Intersections*



JULIE PARK, PhD
University of Maryland,
College Park



CHRISTOPHER TRAVERS, PhD
University of Maryland,
College Park



ANGELA GOOGLE, PhD
University of Rhode Island

May 15 *Navigating the hidden curriculum: Latine undergraduate students' science identity development*



DANIELLE MAXWELL, PhD
University of Detroit Mercy

Jun 26 *Featured authors from the CBE-Life Sciences Education special issue: Equity, Inclusion, Access, and Justice in Biology Education*