**Building Diversity Awareness to Promote Student Success:**

**A Workshop for Science faculty**

**October 3, 2016**

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**Handout: Workshop Activities**

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# Sexism Vignette Activity

Vignettes based on research conducted by Julie Sexton, Kevin Pugh, and Eric Riggs titled "Recruitment and Retention of Women in Geosciences -- An Investigation of Individual and Environmental Factors." Vignettes are representative examples from this study and are not associated with a particular geoscience department. We gratefully acknowledge the support of the National Science Foundation Gender in Science and Engineering Program, grants HRD 1136233 and HRD 1136238. Contact Julie Sexton (Julie.sexton@unco.edu) with questions.

## Instructions

1. Read through vignettes.
2. Write responses to the questions at the end of the vignettes.
3. When prompted by facilitator, discuss your responses to the questions.

## Vignettes

1. Male student: "It's harder for woman to understand geology and other technical material; it's easy for men"
2. Male faculty: "Females are much better with detail work, so some disciplines they’ll do better. I don’t like stereotyping, but women make excellent paleontologists because women are more detail-oriented."
3. Female student: "School is better suited for quieter, more studious, and traditionally female students. You’re encouraged to be reflective, patient, humble, listen, sit down, and be quiet. The traditional, feminine attitude has an easier time dealing with school."
4. White male student to Latina student: "You’re brown and a woman so you’re fine. You can get an F in this class and have a .5 GPA, but you will get a scholarship because you're a woman and brown."
5. Female student: "A male student was extremely rude to women, condescending, mean, sexist, the whole assemblage of bad behaviors."
6. Female faculty: "Many geologists believe that to be a good field geologist, you have to be macho. They think a good student is defined by how far they can hike, as opposed to the quality of observations they’re making. I've known a lot of women who dropped out after field camp because they didn't like that attitude."
7. Female faculty: "There was a male instructor who said that women could not do fieldwork. That it was too physically demanding. Or that most women couldn’t… it was one of his duties to flush out the women who couldn’t."

## Questions

1. What interests/surprises you about the vignettes?
2. What are possible impacts of the actions and beliefs described in the vignettes if left unaddressed?
3. What are some ways that professors/departments might address the actions and beliefs described in the vignettes?

# Data Exploration Activity

## Instructions

1. Review data.
2. Write responses to the questions on page 4.
3. When prompted by facilitator, discuss your responses to the questions.

## Description of Data Used in Activity

1. Data were gathered from a survey administered to seniors at the University of Northern Colorado. The survey was developed by the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute at UCLA. The CIRP provides the data results to the university and the data are available for institutional purposes. The CIRP also provides comparison to other similar institutions. Data is available at our institution through an Institutional Research Office.
2. Survey items provide information on students' academic and campus experiences related to: Academic achievement and engagement, Faculty-student interaction, Cognitive and affective development, Student goals and values, Satisfaction with the college experience, Degree aspirations and career plans.
3. The survey is administered to seniors annually. Approximately 30% of students complete the survey. Response rates vary by program. Data can be disaggregated by gender, ethnicity, major.
4. We selected the survey items listed below that are related to the research findings to present in the workshop. Mean scores from student respondents (disaggregated by gender, ethnicity, and degree) for the items were explored by workshop participants.

**Survey Items Selected for Data Exploration Activity**

Questions about Discrimination

1. I have felt discriminated against because of my race/ethnicity, gender, sexual orientation, or religious affiliation
2. There is a lot of racial tension on this campus
3. In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation
4. Felt insulted or threatened because of your race/ethnicity

Questions about Faculty-Student Interaction

1. Faculty showed concern about my progress
2. Faculty believe in my potential to succeed academically
3. At least one staff member has taken an interest in my development
4. Faculty empower me to learn here
5. Faculty encouraged me to meet with them outside of class

Questions about Teaching

1. Satisfaction with courses in your major field
2. Overall satisfaction with quality of instruction
3. Satisfaction with relevance of coursework to everyday life
4. Satisfaction with relevance of coursework to future career plans

## Questions about the Data

1. What interests/surprises you about the data?
2. In light of the research presentation showing qualitative and quantitative data results, what additional data would you like to review to help you understand teaching, faculty-student interactions, and discrimination?

# Actions You Can Take Activity

## Question

Given what we understand about the importance of faculty-student interactions, student interest and self-efficacy, student-centered teaching, and addressing discrimination, **what types of strategies or teaching/advising behaviors might support your students?**

Develop a plan of action:

Write down 1-3 actions you would like to take this semester to support your students.