Stereotype Threat & Pedagogies for Minimizing its Effects

Jo Kurdziel, Cindee Giffen, Marian Schmidt, and Susan Cheng

Faculty Communities for Inclusive Teaching, 2016



Project Overview

- As scientists, we study how changes in climate and our physical environment alter biodiversity and species interactions in an ecological community. However, we lack a venue where we can discuss how the academic climate affects the diversity of ecologists and evolutionary biologists in academia. Therefore, we created a discussion group on how stereotype threat, unconscious bias, and privilege influence interactions that faculty, graduate students, and undergraduates have in the classrooms and research labs of the Department of Ecology & Evolutionary Biology.
- We led a reading and discussion group during Winter 2016 on the topic of diversity, equity, and inclusion in biology classrooms and labs
- We discussed stereotype threat as it came up in our readings of Whistling Vivaldi and a few corresponding academic papers. Whistling Vivaldi is a great introductory text on stereotype threat, it's consequences, and impact on undergraduate students' experiences in the field/discipline
- 6 meetings of 90 minutes each

Participants

Discussion Organizers and Co-Leaders

- Jo Kurdziel
- Cindee Giffen
- Marian Schmidt
- Susan Cheng

Members of the Department of Ecology and **Evolutionary Biology**

- 6 faculty
- 3 post-docs
- ~6 graduate students
- l staff member
- 1 undergraduate



Pictured L to R: Cheng, Kurdziel, Giffen, and Schmidt

Key Insights

Participant Interests:

- The scientific nature of Whistling Vivaldi
- A safe teaching circle, support group, or space to talk about broad teaching and mentoring concerns
- Learning about experiences of other participants in their classrooms

Participant Quotes:

- 'This reading group has become a valuable outlet to discuss and learn about important issues that we do not get a chance to talk about in the department."
- 'It has been so interesting and challenging to have these conversations as we all bring our own social identities and comfort (or lack thereof) to discussion and reflect on how things work in our classrooms and beyond"
- 'The group has been very important in reaching collective understandings of how issues related to inclusiveness affect everyone and how it affects classroom learning."

Going Forward:

- Continue meeting and read *The Difference* and/or other literature related to Diversity, Equity, and Inclusion issues and participants' interests
- Summarize a 45-minute presentation to share findings with the department

For a Diverse Faculty, Start With Retention

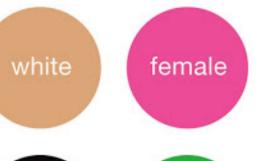
door, not long-term change, writes Kerry Ann Rockquemore.

Recruiting underrepresented faculty without fixing retention problems creates a revolving

• Q & A with a social scientist? Co-sponsor a seminar speaker whose research is DEI related?

Resources

• Whistling Vivaldi by Dr. Claude M. Steele



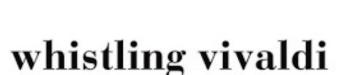












how stereotypes affect us and what we can do

CLAUDE M. STEELE

Constructive feedback in cross-race interactions

Janet B. Ruscher, Devin L. Wallace, 1 Kristin M. Walker, and Lindsay H. Bell¹

> Reducing the Gender Achievement Gap in College Science: A Classroom **Study of Values Affirmation**

Akira Miyake, 1* Lauren E. Kost-Smith, 2 Noah D. Finkelstein, 2 Steven J. Pollock, 2 Geoffrey L. Cohen, 3 Tiffany A. Ito 1

The Mentor's Dilemma: Providing **Critical Feedback Across the Racial Divide**

Claude M. Steele Lee D. Ross

TEACHING FOR RETENTION IN SCIENCE, ENGINEERING, AND MATH DISCIPLINES: A GUIDE FOR FACULTY

Marie Kendall Brown Chad Hershock Cynthia J. Finelli Chris O'Neal

Artifacts

A recipe for change: Creating

a more inclusive academy

Using data, selecting leaders, and changing rule

• 2-3 page summaries:

- Stereotype threat
- Classroom Climate • Values Affirmation
- Course Structure and Materials
- Providing constructive feedback

Article

Introductory Biology Classrooms

male students

Undergraduate Biology Classrooms By Kerry Ann Rockquemore // January 6, 2016 12 COMMENTS Q Elite male faculty in the life sciences employ **Increasing Persistence in Undergraduate Science Majors:** A Model for Institutional Support of Underrepresented Gender Gaps in Achievement and Participation in Multiple Brit Toven-Lindsey,* Marc Levis-Fitzgerald,* Paul H. Barber,† and Tama Hasson Sarah L. Eddy,*† Sara E. Brownell,†‡ and Mary Pat Wenderoth*

Science faculty's subtle gender biases favor epartment of Molecular, Cellular and Developmental Biology, bDepartment of Psychology, School of Management, and dDepartment of Psychiatn

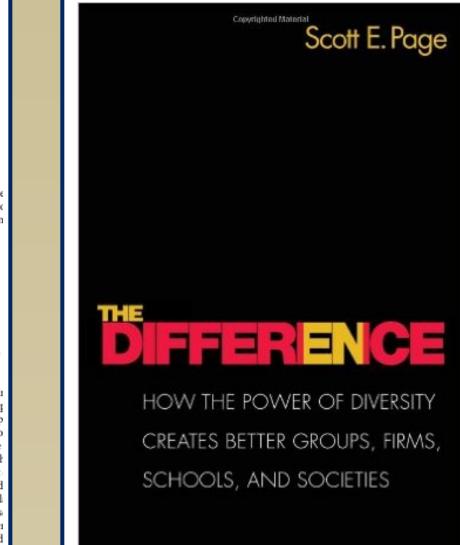
BUSTLE



Males Under-Estimate Academic

Performance of Their Female Peers in

Next Steps



- A new book for the reading group: The Difference
- Working group or other support for folks to share syllabi, course policies, assignments, and strategies for inclusive teaching