Promoting Diversity, Dignity and Respect for All

Understanding the BOLD Center’s Mission & Activities

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The BOLD Center
Broadening Opportunity Through Leadership and Diversity

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Today’s Goals

- Present research-based information to enable you to advance diversity and inclusion in our college through your teaching & research efforts
- Give you ideas on how the BOLD Center supports you and the CEAS!
Diversity — Why our College Cares...

• To increase excellence among all students by preparing them for a global economy

• Improved educational experience for all students

• Meet industry needs — a national economic imperative
Diversity — Why our College Cares...

• Multicultural landscape continues to broaden
• Playing field in engineering still not level...
• Engineering relative to population parity
  o African American graduates underrepresented by factor of 2.6 (5% degrees vs 13% of population)
  o Latinos by factor of 2.5
  o Women by a factor of 2.0
Our College Diversity Challenges

**Access** → URM and women still under-represented

**Retention** → URM who enter graduate at a lower rate than majority students

**Academic Performance** → URM who do graduate have lower GPAs (huge disadvantage for graduate school)

*The BOLD Center works on inclusion strategies to address these challenges.*
Diversity Barriers

• Primary barrier to URM success at (mostly) white colleges is the diminished quality of the learning environment resulting from:
  ◦ ethnic isolation: do you subscribe to the myth of equal treatment?
  ◦ lack of peer support
  ◦ lack of role models
  ◦ low faculty expectations

It’s the **Chilly Climate**
We Must Shift Our Beliefs

FROM
Performance is only related to students’ background and ability

TO
Performance is directly related to the quality of the educational environment
Our College’s Performance
...Diversity Trends
Promoting Inclusion: Learning from research findings

A REVIEW OF STEREOTYPE THREAT AND SELF-EFFICACY
What is Stereotype Threat?

• Expectations for individuals linked to a personal characteristic of belonging to a group (e.g. gender, ethnicity or low SES)

• Trying to disprove the negative stereotypes about one’s group adversely impacts performance (e.g. exams)

EEES - CHANGE: Stereotype Threat: Causes, Effects, and Remedies
www.nae.edu/File.aspx?id=14325
You Can Negate Stereotype Threat…

• Maintain positive and vocal interactions with and between students
  ◦ Use micro-affirmations: fair, specific, timely, consistent and clear; invite to OH’s
  ◦ Encourage critical thinking and welcome different viewpoints

• Become aware of biases in your teaching and advising & work to change them
  ◦ Don’t unduly single out these students…

• Help students combat test anxiety by minimizing competition in the classroom
  ◦ Foster collaborative learning and a growth mindset
  ◦ Work to strengthen student skills as needed

• Be aware of the fragility of intellectual performance (maturity a factor)
WHY SELF-EFFICACY IS IMPORTANT IN RETAINING (ESPECIALLY WOMEN) STUDENTS IN ENGINEERING

...AND WHY FACULTY ARE THE CRITICAL PATH TO SUCCESS
It’s Not Their Grades...

- Women in good academic standing leave engineering to find more welcoming environments and career fields.
- Facts: Leavers’ GPAs on par with college average; most female leavers go to science; leave after the 2nd or 3rd semester.
- Many women cite negative classroom climate – lack of support, too much competition, discouraging faculty and peers, and a void in mentoring.
- Low self-efficacy often misinterpreted as low interest.
- Imperative to intervene early.

The Role of Self-Efficacy

- Goes beyond self-confidence
- Belief in one’s ability to perform a specific task in a given domain
- Can and *should* I be here?
- High self-efficacy correlated to high performance & persistence in engineering

“I didn’t reach my goal, so I must not belong here.”

“How can I reach my goal on the next exam?”
You Can Counteract Low Self-Efficacy

• **Affirming actions**: pre-assign groups, talk to all students, get and give feedback, make sure TAs are real role models, employ teaching tactics that reach everyone (hands-on, visual, screencasts, reflective, quizzes, technology), research experiences

• One D or F is **NOT** a definitive sign to leave engineering → you should **encourage students to stay**. Employ “growth mindset.”
Learn more about Self-Efficacy

Check out the Women in STEM Knowledge Center website for more resources on gender inclusion:

http://www.wskc.org/eitwebinars
The BOLD Center Team

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BOLD Center Initiatives

• Faculty resources:
  o Contact Bev Louie about inclusive teaching practices to implement in your classroom
  o Contact Mateo Munoz to discuss “broadening impacts” through BOLD partnerships & see our website

• Graduate student opportunities
  o Research mentoring through Spring Break 4 Research, YOU’RE@CU
  o Tutoring in the Student Success Center. (Send undergraduates needing more time on topic)
  o Involvement with Student Societies (NSBE, SHPE, AISES, SWE, SASE, SAGE, CUWIC). Faculty are also welcome to get involved!
More BOLD Center Initiatives

• **Scholarships**: participation requirements that include community connection, service, professional development and courses

• **Engineering GoldShirt Program**: five-year scholarship and inclusion program for students with high potential. Faculty can get involved in the interview process, Summer Bridge, and research opportunities

• **Recruitment Events**: Explore Engineering (Girls and Minorities), Mocktail, Engineering Sampler, Admitted Student Day – faculty can present, participate at lunches, panels, and more.
BOLD is also working on...

- Pre-Engineering initiatives, Community College partnerships, K-12 outreach
- Engineering education research: math and physics performance
- Living and learning community (The BOLD RAP)
- Graduate women’s initiatives
- Faculty hiring

We welcome faculty partnerships and involvement!
QUESTIONS?

We want to work with you! Contact the BOLD Center!

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