18th Annual End-of-the-Year Mini-Conference:
Promoting Diversity and Inclusion

Friday April 28, 2017, 12:00 p.m. to 3:00 p.m.

Galbraith Room, Wyllie Hall (Third Floor)

Time	**Topic/Presenter(s)**
12:00	Registration/Lunch
12:10–12:15	Welcome: Associate Provost Gary Wood
12:15–12:35	Gregory Cramer IPED, Supporting immigrant students during this time of anti-immigrant rhetoric
12:40–1:00	Natalia Taft, BIOS Combatting Stereotype Threat in First-Generation Students in Introductory Biology
1:05–1:35	Student Panel; Instructor: Heather Kind-Keppel, Students: Dreams Abbott, Nicole Carls, Jack Eedy, Justina Fuhrer, Alivia Gibson, and Jennifer Williams
1:40–1:50	Break
1:55–2:15	Rachel Headley, GEOS Calculating Slope Failure: Addressing Math Phobia in the Geosciences
2:20–2:45	Jody Siker and Annie Grugel, IPED Teaching Prejudice Reduction and Inclusion
2:50–3:00	Closing Comments and Wrap-Up/Evaluation: Jim Robinson

Appreciation is extended to the Provost's Office, Committee on Teaching and Learning, Teaching & Learning Center and to all of the faculty, teaching academic staff and student presenters.

Gregory Cramer IPED: Supporting immigrant students during this time of anti-immigrant rhetoric

Greg will talk about how to support immigrant students during this time of anti-immigrant rhetoric. He will touch on topics such as the DREAM act, the legal basis for immigrant rights based on the 14th amendment, and local organizations that advocate for undocumented immigrants.

Natalia Taft, BIOS: Combatting Stereotype Threat in First-Generation Students in Introductory Biology

Stereotype threat can be defined as distress associated with the prospect of confirming a negative stereotype about a group to which one belongs. Previous work has shown that stereotype threat has been shown to be associated with lower performance in science courses among several groups including underrepresented minority groups and first-generation college students. At UW Parkside there is a higher proportion of first generation students than the national average. We also have a high proportion of underrepresented minority (URM) students (over 20%). Our population, therefore, is potentially at risk for stereotype threat in large science courses like introductory biology. I chose to implement a one-time, brief (15-minute) values-affirmation writing intervention to help alleviate stereotype threat in an introductory biology course. Students who had the opportunity to affirm their values in writing in the first week of classes showed a 7% better performance on their average exam scores for the semester.

Student Panel: Impact of Indigenous Learning Environments at Primarily White Institutions

During Winterim 2017, 13 students at Parkside were exposed to an Indigenous Learning framework. These students had a transformative experience not only because of the Indigenous framework of the curricula but because they were exposed to learning in a collaborative and reciprocal classroom setting. Students also developed the critical skills to deconstruct a socio-political issue and ultimately, became a part of history as they traveled to Oceti Sakowin near Cannon Ball, ND. The students will speak to how this course impacted their overall perception of learning and higher education as well as talk about how they not only learned in the classroom but grew as individuals due to the content, the framework, and holistic learning experience.

Rachel Headley, GEOS: Calculating Slope Failure

Math anxiety involves moderate to extreme fear, anxiety, and occasionally physical pain associated with anticipating or performing mathematical tasks. Math anxiety has been documented to more strongly impact women and under-presented groups. High levels of math phobia have been tied to students taking lower levels of math and choosing less quantitatively-challenging courses. However, as many scientific fields and jobs become more data-driven, math skills become an essential part of a scientist's tool kit. In previous studies of math anxiety, using an intervention of rewording math-based problems to include language that de-emphasizes the quantitative-ness can reduce this anxiety; this can be as simple as using "problem-solving ability" instead of "math ability." In this study, a similar rebranding intervention has been used in Geoscience classrooms. Currently, while sample sizes have been very small, the outcome of this study is being used to determine if interventions should be used in most geoscience courses.

Jody Siker and Annie Grugel, IPED: Modeling student-centered, equitable teaching strategies

As an educational community, we tend to focus our time in class on issues surrounding "what" students should be learning and "how" they are learning it, rather than focusing on the students we are teaching. One of our goals in the Institute of Professional Educator Development (IPED) is to model student-centered, equitable teaching strategies for our teacher candidates that support a learner-centered environment. Instructors in IPED model a wide variety of pedagogical strategies to facilitate the development of a teacher candidate's awareness of the inequities in our society that impact learning. In this co-taught presentation, we seek to demonstrate practices that engage our students in understanding the nature of equity, the pervasive landscape of institutional racism, and how to focus on building confidence and courage in the next generation of students learning and growing in a system that does not provide them equal opportunities. These teaching strategies help us teach all our teacher candidates, not just those who are already engaged, participating, and aware of the realities of a diverse classroom.