

### **CDEI 200 Training Case Study 1 - Dr. Docker**

Allendale College is a small college with a well-established engineering program. A new dean of undergraduate admissions for the school of engineering, Dr. Docker, is hired with a mandate to increase the diversity of the student body, which is largely white and middle-class. While there is widespread support of this diversity effort, it is clear that the mandate has a second requirement: the increase in diversity not come with a change in admissions requirements that have rigorous standards for testing and high school course prep in science and math. Dr. Docker conducts a thorough overhaul of the admissions process and engages in national efforts to reduce barriers to college admissions for traditionally underrepresented groups. As a result, she and her team are wildly successful in recruiting increased numbers of students of color, 1st generation college students, and students from low-income backgrounds. However, once these students begin their studies, many of them struggle and a number of them even drop out. Many faculty complain that the increase in diversity has lowered admissions standards and that this “new population” of students cannot handle the curriculum. Other faculty and staff work to address the social and cultural issues that they believe serve to marginalize these students, but worry their efforts are too little too late.

What issues come up in this case study?

Individual?	Interpersonal?
Institutional?	Ideological?

### CDEI 200 Training Case Study 2 - Lisa

Lisa is a first-year graduate student in chemical engineering at ZU. Lisa is Black, grew up in a middle-class community outside of Chicago, and studied honors chemistry at an HBCU for her undergraduate studies. ZU is a mid-sized public university in the Northeast with a well-regarded ChemE program. The departmental administrative staff, many of whom are women of color, are friendly with Lisa and have been part of Lisa's support system as she has gotten acclimated to ZU and the program. Lisa's faculty advisor, Tom, who is white, has also been supportive, although he occasionally makes comments that indicate he assumes that Lisa comes from a lower socio-economic background and that she may need to make up for some gaps in her educational background. Tom is also a member of the PhD admissions committee, who are trying to increase the diversity of the department. He often asks Lisa to participate in admissions outreach activities, although he rarely asks the other students.

What issues come up in this case study? Or can you imagine coming

Internalized?	Interpersonal?
Institutional?	Ideological?

### CDEI 200 Training Case Study 3 - Alex

Alex is a rising 3rd-year computer science undergraduate. While they had been out as a gay man on campus with students and at the LGBTQ center on campus, over the summer they came out to their friends as nonbinary and using they/them/theirs pronouns. Alex has reached out to the LGBTQ center for support in telling their faculty -- the LGBTQ center will work with Advising to inform relevant faculty about student names and pronouns when they don't match legal names/sex listed in the course roster. While it feels really important to live in their identity, Alex is particularly worried about reaching out to Dr. Haas, who teaches Computer Architecture, a required course in CS. Alex has heard from peers that Dr. Haas has publicly said that he does not understand this "fad of transgenderism" that is going around and that he refuses to use *they* as a singular pronoun because it is plural. Alex's college offers SafeZone training for faculty and staff but they are not required to attend.

What issues come up in this case study? Or can you imagine coming

Internalized?	Interpersonal?
Institutional?	Ideological?

### **CDEI 200 Training Case Study 4 - Robin**

Robin is a relatively senior faculty member on a 4-person teaching team for a required 1st year course taken by all students in the first year. She has been heavily involved in developing this interdisciplinary course and feels a sense of ownership about it. She is particularly invested in the pedagogical approaches within the course that are grounded in teaching and learning theory. By design, 2 members of the teaching team rotate on/off each semester. This fall, Robin taught with Charles, Lynn, and Nick. Lynn and Nick are junior faculty and Charles is Robin's peer in experience. Charles and Lynn were new to the course. Robin prides herself on being a collaborative team member and worked hard over the semester to articulate the foundations of the key elements of the course while being open to input and improvements developed by the teaching team. Charles participated in conversations about improvements and the underlying goals, but when it came time to teach the class each week, he seemed to do whatever he wanted, which was often at odds with what the team had discussed. When Robin tried to raise the issue with Charles, he deflected her comments. However, when Nick made similar points, Charles was more responsive. Robin became so frustrated that she reached out to her dean for support; he did not validate Robin's observation that part of the problem was gender-based AND told her to work out this conflict herself.

What issues come up in this case study? Or can you imagine coming

Internalized?	Interpersonal?
Institutional?	Ideological?

### **CDEI 200 Training Case Study 5 - Amanda**

Last year, you taught Amanda in one of your classes and formed a connection with her. Amanda has a disability involving reading speed and comprehension. She has requested testing accommodations through her university's disability services center, and her instructors have been notified that she needs 1.5x time and a distraction-free environment for exams. Amanda had a midterm exam yesterday in a large lecture course that meets from 4:30-6:20 pm. At the beginning of class, the instructor asked all students with disability accommodations to come to the front of the class so the TA could bring them to an alternate room. About a dozen students stood up and followed the TA out of the classroom. The alternate room had one large table and enough chairs for the students, but the students were crammed close together. The day after the exam, Amanda came to you for advice because she was sure that her performance on the exam had been negatively impacted by these accommodations. She explained that she had discussed her testing accommodations with the instructor in office hours at the beginning of the course, and the instructor did not seem supportive. Also, earlier this morning when she discussed what happened and asked the disability services center about taking future exams in a distraction-free room located at the center, she was told this option was not available because the center closes at 5:00, but her class meets from 4:30-6:20 pm.

What issues come up in this case study? Or can you imagine coming

Internalized?	Interpersonal?
Institutional?	Ideological?

### **CDEI 200 Training Case Study 2 - Lisa**

As each of the following people: What do you observe? What do you likely not observe? What do you do? What resources or allies would be helpful? Are you able to address this at a systemic level?

- You are a white, male 3rd-year graduate student in Tom's lab.
- You are a PhD student (not in Tom's lab) who has been involved in several admissions outreach activities. How might your identity affect your response?
- You are one of the administrative staff involved in PhD student admissions and recruitment. What do you do?
- You are Lisa.

For all handouts from this session, go to <https://diversity.asee.org/deicommitee/resources>

### **CDEI 200 Training Case Study 3 - Alex**

As each of the following people: What do you observe? What do you likely not observe? What do you do? What resources or allies would be helpful? Are you able to address this at a systemic level?

- You are the engineering dean.
- You are another faculty in the department.
- You are the advisor to the LGBTQ group.
- You are Alex.

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### **CDEI 200 Training Case Study 4 - Robin**

As each of the following people: What do you observe? What do you likely not observe? What do you do? What resources or allies would be helpful? Are you able to address this at a systemic level?

- You are an associate dean.
- You are Lynn.
- You are Nick.
- You are Robin.

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### **CDEI 200 Training Case Study 5 - Amanda**

As each of the following people: What do you observe? What do you likely not observe? What do you do? What resources or allies would be helpful?

- You are campus disability services center staff.
- You are the faculty with a connection with Amanda. As her mentor, how could you support or advocate for Amanda?
- You are Amanda.
- You are another student in the class. In particular, how did that testing event feel? Think about:
  - Students with visible disabilities who do or don't need more time.
  - Students with a non-visible disability who do not have accommodations.
  - Students who have accommodations but did not choose to go to the front of the room.
  - Students without a disability.

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### **CDEI 200 Training Case Study 1 - Dr. Docker**

As each of the following people: What do you observe? What do you likely not observe? What do you do? What resources or allies would be helpful? Are you able to address this at a systemic level?

- You are the engineering dean.
- You are a sympathetic faculty member, who sees these students struggling and colleagues complaining about “lowered standards” and “underprepared students”.
- You are a student of color who sees your peers struggling.
- You are Dr. Docker.

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