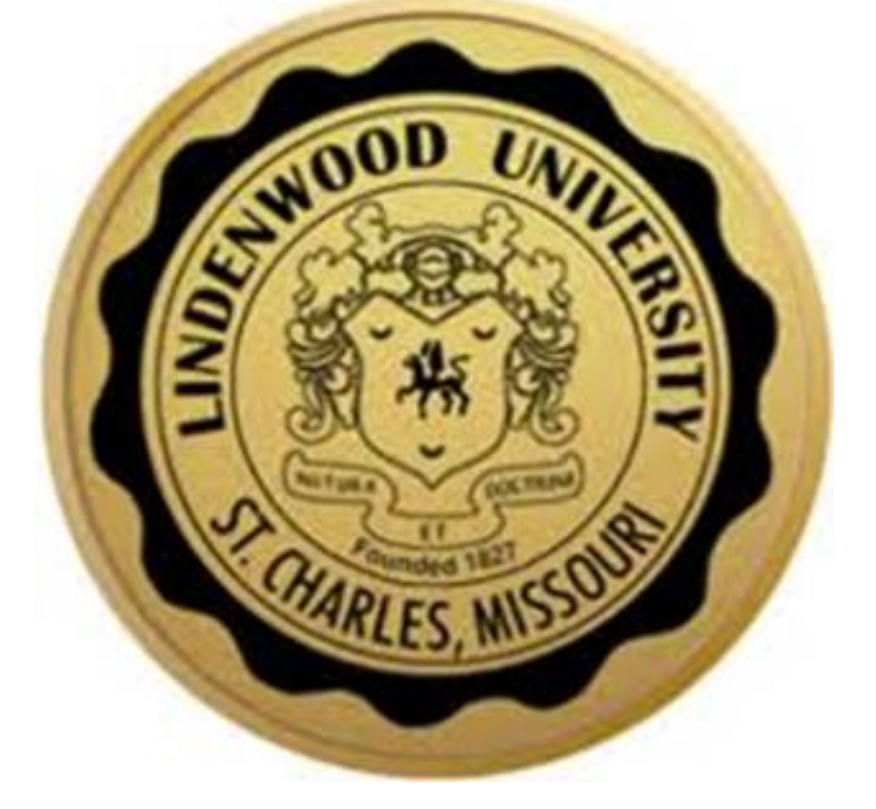




Diversity, Equity, & Inclusion Employee Fellow: Whistling Vivaldi Professional Learning Community



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INTRODUCTION

Why this book?

Whistling Vivaldi discusses the link between identity and performance, defined as stereotype threat, on college campuses which has applications to both the classroom and other campus departments.

For example, Steele (2010) discusses that women and racial minorities when reminded of their group, may underperform in cognitive tasks. Steele and Aronson (1995) found that Black students who were told a test was diagnostic scored significantly lower than White students in same condition and Black and White students in the non-diagnostic condition. The same holds for women when they are told beforehand that their group (i.e., women) do not perform very well on math tests; when taking math and English subject tests of the GRE, they scored worse than the control condition (i.e., no identity salience).

Thus, the way we lecture in the classroom, give students feedback on assignments, ask for financial aid documents, recommend dorm room assignments, solicit student activities, etc, has the potential to highlight stereotypes and affect performance.

Table 1: Pre and Post Assessment

	group	N	Mean	Std. Deviation	t-test
I can define stereotype threat.	pre	68	4.97	1.327	$t(120) = -6.24, p < .001$
	post	54	6.31	.968	
I am aware of how identity threat may have impacted my professional and/or personal life.	pre	68	5.07	1.213	$t(120) = -5.79, p < .001$
	post	54	6.20	.855	
I am aware of how identity threat may have impacted the students I work with in their professional and/or personal life.	pre	68	5.24	1.259	$t(120) = -6.38, p < .001$
	post	54	6.44	.664	
I can describe strategies to minimize stereotype threat.	pre	68	4.29	1.350	$t(120) = -6.78, p < .001$
	post	53	5.75	.897	
I feel comfortable discussing stereotypes and forms of bias with my colleagues.	pre	68	5.37	1.392	$t(120) = -2.88, p < .01$
	post	54	6.02	1.019	

Table 2: Fellow Objectives

	Mean	Std. Deviation	% Agreed or Strongly Agreed
This learning community helped me develop and implement strategies that improve the advancement and success of minority students, faculty, and staff across the Lindenwood University system.	5.44	1.28	50.0
This learning community helped me identify institutional supports and partnerships that are needed to develop and sustain Diversity, Equity, and Inclusion research collaborations.	5.18	1.26	41.1
This learning community helped me identify strategies to recruit and retain diverse faculty, staff and students through developing collaborations and partnerships across the Lindenwood University Campus, region and state.	5.24	1.259	28.6
This Learning Community assisted in planning projects utilizing critical principles of community building and community engagement to advance the integration of diversity, equity, and inclusion throughout the Lindenwood University System.	4.29	1.350	33.9

FALL OUTCOMES

Ninety-two participants signed up for the learning community and were representative of our campus community, 45 faculty and 47 staff, from across schools, departments, and campuses. Participants met monthly in small groups, approximately 8-10 per group to discuss the book with the discussion questions and resources provided by the DEI fellow.

Participants completed a pre-assessment in October ($n = 69$) and post-assessment in December ($n = 56$) via Qualtrics. On all questions queried, there were significant improvements. Participants not only expanded their knowledge on stereotype threat and identity, but also felt more comfortable discussing such topics with their colleagues, and developed strategies to minimize stereotype threat. See table 1.

The post-assessment also queried the four goals of the Fellow positions. See table 2 for results. The means for the four goals were all above the mid-point (7-point Likert scale) and the majority of participants agreed that the Learning Community led to professional growth via community building and identifying strategies for success of minorities students and employees.

SPRING OUTCOMES

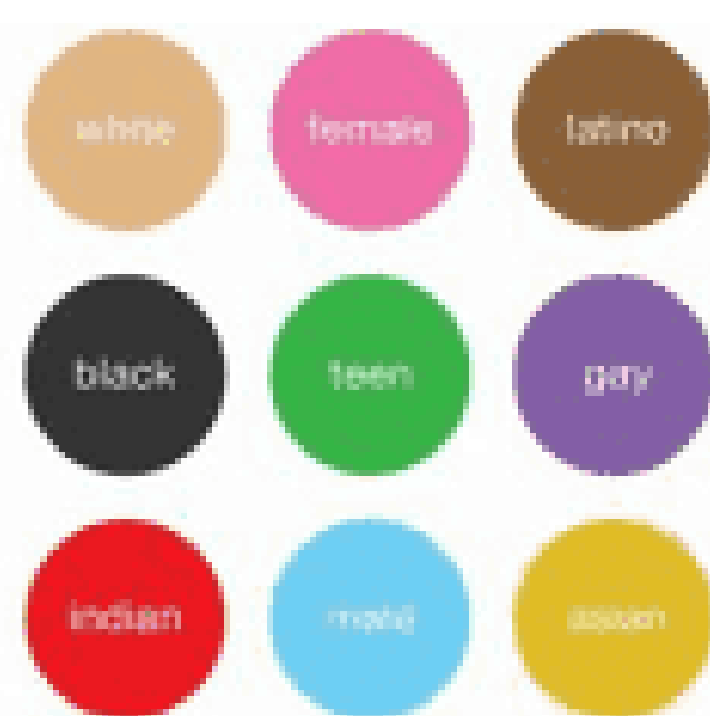
In the Spring of 2019, 20 participants continued in the Learning Community. The group met at the beginning and end of the semester to discuss what changes were made in courses and respective areas of campus based on the book. Some of these changes include:

- Diversity statements in syllabi
- Covering theorists/scientists of color
- Using group work to develop a group identity in Social Psychology and World Literature courses
- Using the identity contingencies writing prompt in courses
- Generating programming ideas for the Center for Diversity and Inclusion
- SASS will be piloting new tutoring model in Fall 2019 to increase students of color usage of SASS resources

APPLICATIONS FROM WV

Strategies to reduce identity threat:

- “Tom Ostrom strategy”: Giving critical feedback by explaining high standards and perceived confidence in the students
- Improving the critical mass (i.e., increasing the number of minority students and employees)
- Self-Affirmations: As assignments or student activities
- Highlighting Incremental vs Fixed Mindset
- Classroom interventions: Using more student-centered techniques (allowing students autonomy in course decisions).



whistling vivaldi

how stereotypes affect us and what we can do

CLAUDE M. STEELE

“This is an excellent collection of the best advice on how to do it.”
—WILLIAM G. RIVERS

REFERENCES

- Steele, C., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African American. *Journal of Personality and Social Psychology*, 69, 797-811.
- Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D. L. (Eds.) (2016). *Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion*. Sterling, VA: Stylus.
- Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York, NY: Norton.

Learning Academy

LINDENWOOD UNIVERSITY

Join Us!

In Fall 2019, we will be reading *Multiculturalism on Campus*, which takes a deeper dive into specific cultural populations (e.g., Latinx, LGBT, adults students, etc). We have books for the first 30 participants who sign up. Please email safful@Lindenwood.edu for more information.

