

# CSE Undergraduate Town Hall

P Chen, K Diaz, A Gallimore, C Jenkins, J Millunchick, W Weimer



# Personal Message

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It can be difficult to feel a personal connection in a large remote crowd.

Informing can feel like monologuing. Confidentiality can feel like hiding.

Trade-offs can feel like rejections. Misunderstandings are easy.

For example, in local Town Halls, students snap or clap to show emphasis.

I would rather be sincere with you. I would rather say as much as I can. I do not want to mislead you. Climate and DEI issues do matter! We may debate the most efficient paths, but our goals for the CSE community are the same.

# Town Hall Purpose

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The primary purpose of this Town Hall is to **inform students and community members**.

The secondary purpose is to hear and respond to questions and concerns.

Constraint: please understand that university-level restrictions will prevent us from telling you certain things that some would like to know (e.g., personnel-level investigations and decisions). We'll say as much as we can.

The Town Hall will not be recorded. Notes will be taken and these slides will be posted, but no students will be named and details will be paraphrased.

# Town Hall Agenda

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CSE Climate Survey

CSE Climate Activities

Reporting

Community Questions

Plus more from App, Chat or Voice

**Panel:** Chen, Diaz, Gallimore, Jenkins, Millunchick, Weimer



# CSE Climate Activities Survey

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<https://cse-diversity.engin.umich.edu/projects/climate-activities-survey/>

434 responses: 271 (62%) undergraduates, 44% not identifying as men, and 6.9% identifying as members of underrepresented racial or ethnic minorities.

Climate: 32% of responses were satisfied or very satisfied with the climate and 48% of responses agreed or strongly agreed that they had to work harder than others to be valued equally.

# Top Undergraduate-Relevant Priorities

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- Increase **capacity** in upper-level courses and develop a waiting list policy that allows more students into their top-choice classes.
- Reduce **overcrowding** in office hours and provide support for IAs and GSIs to reserve space elsewhere on Central or North Campus.
- **Hire** more teaching-focused faculty (e.g., lecturers).
- Increase **transparency** involving decisions and processes such as hiring, enrollment, budgeting, and investigations of misconduct.
- Develop policies and support to combat the culture of **overwork** and “grinding”.
- Provide stress, emotional wellbeing and **mental health support** services focused on CSE without requiring a trip to CAPS.
- Provide IAs, GSIs and instructors with additional training on holding **effective office hours**.

# CSE Climate and Diversity Activities

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<https://cse-diversity.engin.umich.edu/projects/climate-activities-coordination/>

**Initial priorities:** Effective Office Hours, Overwork & Mental Health, Lab Culture

**These priorities all also have faculty sponsors:** Transparency, Exam Weightings, Inclusive Teaching, Capacity, Advisor Changes, Career Information, Lab Culture, Counseling Support, Promotion and Tenure, Hiring Teachers



# CSE Climate and Diversity Activities

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**Inclusive Teaching Training** for IAs and GSIs

Add 1-3 **climate questions** to end-of-semester surveys for CSE classes (FAR, opt. P&T)

Installed physical and cryptographic **anonymous dropboxes** (25+ comments)

**Presentations** to EECS 496 (400+), HKN (100+), Staff (30+), SWE (12+), etc.

Faculty Allies **Speaker Series** (Jeff Forbes, Maria Gini, etc., 200+ attendees)

**Coordinate** with Dean's Office (Gallimore, EATS), Engineering DEI, etc.

Study of **lower-SES** students and **transfer students** and bottlenecks (ongoing)



# Classroom Climate Activities



## Office Hours Queues

College funding to double office hours staffing in EECS 183, 280, and 281.

## Inclusive Teaching Training

For ENGR101, EECS183, 203, 280, 281, 376, 445, and 481 TAs. Two years.

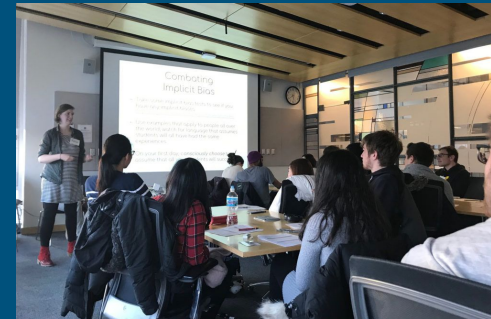
### Stereotype Threat What is it?

- **Stereotype threat** refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group<sup>1</sup>
- Steele and Aronson (1995): showed in several experiments that Black college freshmen and sophomores performed more poorly on standardized tests than White students when their race was emphasized. **When race was not emphasized, however, Black students performed better and equivalently with White students.**

1. Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 974-981. <https://doi.org/10.1037/0022-3514.69.5.974>

### Instructor-student communication

Instead of thinking/saying...	You could think/say...
<i>Example: You did great on that problem; you must be smart.</i>	<i>I like the way you tried different strategies on that problem until you figured it out.</i>
You got an A without even trying that hard.	
Don't worry, not everyone is good at math.	
I can't believe how many of you got this wrong on the quiz.	
As you all know, the next step is...	



# Spring, Summer, Remote Teaching

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We are offering several ULCS and Capstone courses in the Spring, Summer, and Spring/Summer term for the first time (441, 481, 482, 484, 485, 495)

Instructors are sharing experiences and best practices (lecture format, asynchronous participation, office hours, exams, team projects)

- Our goal is to avoid increasing workload on students and to be as accommodating as we can

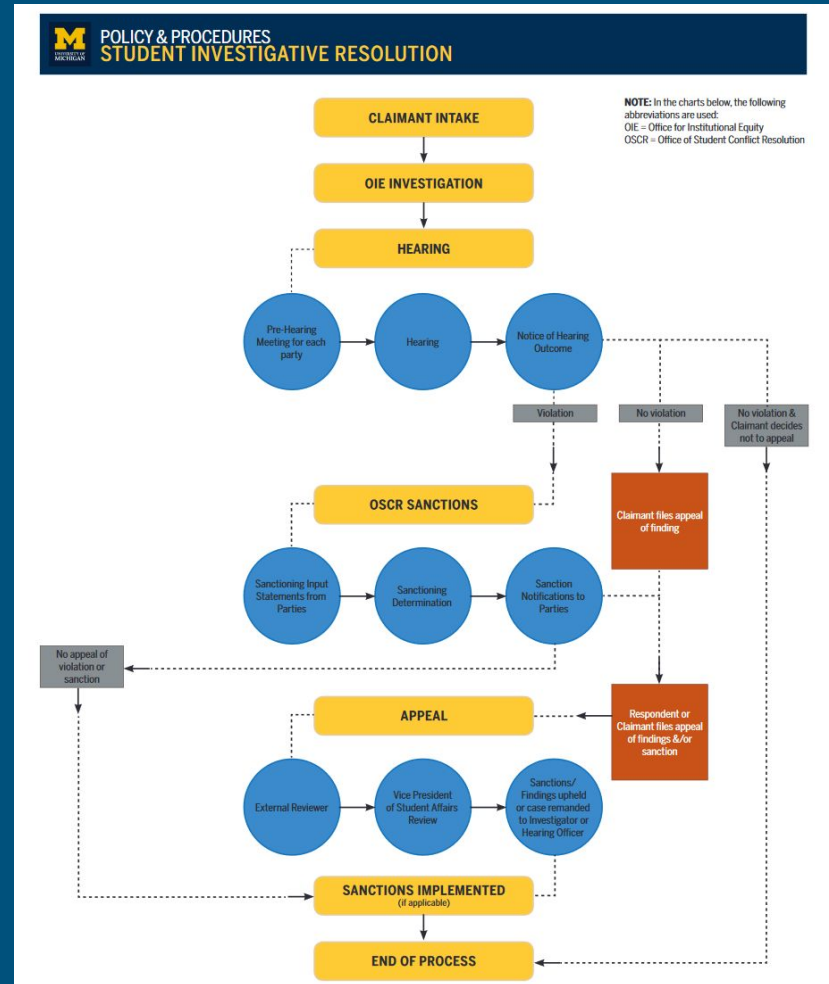
The department is treating a “P” for Winter’20 as an “A” for GPA requirements

Matching service for UM student/faculty summer work (Mark Brehob)

# Office for Institutional Equity

<https://oie.umich.edu/student-sexual-misconduct-policy/>

“OIE oversees, facilitates and supports the University’s efforts to ensure equal opportunity for all persons ... Persons who believe they have experienced discrimination, harassment, or retaliation may bring their concerns to the Office for Institutional Equity.”



# College of Engineering & OIE

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College of Engineering cares about this process and is working with OIE

Dean Alec Gallimore has met with OIE multiple times. **He writes:**

- I have gathered much input and used it to prepare a document with findings and recommendations for OIE that I have shared with OIE's new leader, Tamiko (Tami) Strickman at her request: "I welcome hearing your perspective and the lessons learned..."
  - Tami has requested a meeting with College leadership to discuss OIE processes but mostly to listen to what we have to say.
  - In preparation for this meeting, I asked for and she agreed to a meeting for us to review the OIE findings and recommendations document I shared with her.

# Equal Opportunity in Computing



Is CS a weed out major?

What does the data say about CSE?

Can CSE do better?

DEMOGRAPHICS	2017–2018 <sup>2</sup> DEGREES CONFERRED	FALL 2018 ENROLLMENT
Women	27%	27%
Underrepresented Minorities <sup>1</sup>	8%	13%
International Students	14%	12%

SALARIES BY MAJOR <sup>3</sup>	Respondents <sup>4</sup>	Median
Aerospace Engineering	25	\$70,000
Biomedical Engineering	11	\$70,000
Chemical Engineering	42	\$70,656
Civil Engineering	11	\$67,000
Computer Engineering	28	\$77,200
Computer Science	215	\$100,000
Data Science	13	\$95,000
Electrical Engineering	36	\$71,000
Environmental Engineering	4	\$60,000
Industrial & Operations Engineering	58	\$71,656
Materials Science & Engineering	10	\$66,750
Mechanical Engineering	93	\$70,000
Naval Architecture & Marine Engineering	5	\$60,000

# Mental Health & Wellness Resources

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[Michigan Engineering C.A.R.E. Center](#)

[College of Engineering Counseling and Psychological Services \(CAPS\)](#)

[Campus Mind Works](#)

[Depression Center](#)

[Services for Students with Disabilities](#)

[University Health Service](#) and [U-M Psychiatric Emergency Services](#)

[Sexual Assault Prevention and Awareness Center](#)

# Panel Question and Answer

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Peter Chen, CSE Interim Chair

Alec Gallimore, Dean

Joanna Millunchick, Associate Dean

Kim Diaz, Lecturer

Chad Jenkins, Professor

Westley Weimer, Professor

