

## VIDEO 1 · IN THEIR OWN WORDS LEARNING ENHANCEMENT WORKSHOP · Cue Sheet

Segment	Theme	Questions
<b>OPTIONAL ITOW INTRODUCTION</b>		
<b>ONE</b>	<b>“What a professor says is important”</b>	
<i>Ken</i>	“I wish I had more practical experience.”	<p>Is relating theory to practical applications necessary all the time?</p> <p>What should the balance between theory and practice be?</p> <p>Do students have practical experience, but not relate it to the theory in their classes?</p>
<i>Michele</i>	“The best experience is when you have a professor you feel like working for.”	<p>Is the student really the customer?</p> <p>What are office hours for? How should faculty approach them?</p> <p>Why don't students use available office hours more?</p> <p>Is the faculty member responsible for the student's success?</p> <p>What value does feedback have?</p>
<i>Mitch</i>	“The lectures were not geared toward student participation.”	<p>Is the faculty member responsible for students' understanding of course material or only for its delivery?</p> <p>What does it say to students if a professor always shows up late?</p> <p>Does it make a difference if a professor shows enthusiasm for a course?</p> <p>What message is sent if a professor uses outdated course materials?</p> <p>Is classroom participation essential to learning?</p> <p>How can a professor encourage students to ask questions?</p> <p>What are some possible reasons for a lack of questions?</p>

<b>Segment</b>	<b>Theme</b>	<b>Questions</b>
<i>Amy</i>	"I always knew I could go and speak to him."	<p>How accessible should faculty members be to students?</p> <p>What are office hours for?</p> <p>How can students be encouraged to use office hours?</p> <p>What should a professor do when most of the students show up only the day before a test?</p> <p>What strategies can a professor implement to get students to use office hours well?</p>
<i>Josh</i>	"A lot of professors present themselves in a very intimidating way."	<p>How does a professor's attitude affect students' ability to succeed?</p> <p>Does a negative view of students' abilities affect the way you teach? How does it affect the student? The other students?</p> <p>Is humor an appropriate teaching tool? What factors could a professor consider to determine when and how to use humor?</p> <p>Can it discourage or be hostile?</p>
<i>Mike</i>	"Some professors think teaching is more important than other things."	<p>What does it mean to take a "professional approach" to teaching?</p> <p>How does it affect students' performance when a professor treats them in an unprofessional manner (e.g., not returning assignments or giving feedback in an untimely manner)?</p>
<i>Sally</i>	"He helped us every step of the way."	<p>Is it important to be approachable? How does that affect your interactions with students? Can you go too far?</p> <p>Should students have easy access to faculty?</p> <p>Is there such a thing as helping students too much? Spoonfeeding?</p> <p>Can just one faculty member have a significant impact on a student's overall success?</p>

<i>William</i>	<p>“They would reach out to us more.”</p> <p>“If he’s there and he doesn’t really care if we’re there or not…”</p>	<p>What does it mean to “reach out” to students? What are some easy ways to do this? How can you do this without risk of offending a student?</p> <p>Should faculty members make an effort to learn students’ names? What is the effect?</p>
<b>TWO</b>	<b>“I just felt totally overlooked”</b>	
<i>Matt</i>	<p>“They are not going to hold back because of your ethnic background.”</p>	<p>Can women and minority students access help as easily as others?</p> <p>Is a student at a career disadvantage if he or she doesn’t understand current workforce issues (such as the need to function well in a diverse work environment?)</p> <p>Are faculty members responsible for enlightening students like this?</p>
<i>Sharon</i>	<p>“I only have one minority professor and no female professors. I don’t have anyone I can relate to.”</p>	<p>How do students of color relate to other students and faculty?</p> <p>Are faculty members responsible for creating an inclusive classroom climate?</p> <p>Do faculty members feel the existence of the Women in Engineering and Minority Engineering Programs eliminates the need for them, as individual faculty members, to reach out to women and minority students?</p> <p>Is it a good thing that she turns mainly to a diversity program or is it a failure of the system?</p> <p>How important is it for underrepresented engineering students to have faculty role models?</p> <p>How can the need for role models be met in the context of the engineering classroom?</p> <p>What are alternative solutions when there are not many underrepresented faculty role models available?</p> <p>Are these experiences exclusive to underrepresented groups?</p>

<b>Segment</b>	<b>Theme</b>	<b>Questions</b>
<i>Mike</i>	“If professors really had an idea of what it was like; then they’d see things differently, maybe help out.”	<p>Are research experiences like CURO important? Why?</p> <p>Why do some students feel isolated? How can faculty members help decrease this sense of isolation? Should they?</p> <p>Why does this student feel he is at a disadvantage in class? Is it his responsibility? Why or why not?</p> <p>Do you think this student is at a disadvantage?</p> <p>Do interactive classes place students of color or women at a disadvantage? What can faculty do to help these students?</p>
<i>Ken</i>	“I don’t think there is any outright pressure to push women and minorities out of engineering.”	<p>If majority students notice this isolation, what lessons do they draw from it? How does it affect how they act in class?</p> <p>Does it affect a majority student’s ability to function in industry if they don’t understand diversity and the think behind it?</p> <p>Do faculty have a direct obligation to educate about diversity?</p>
<b>THREE</b>	<b>“I felt like Tinkerbell in Never-Never Land”</b>	
<i>Michele</i>	“The professors did not seem to know or care what was going on.”	<p>How do team assignments and experiences affect student retention?</p> <p>How can you avoid students’ falling into “traditional” roles?</p> <p>Should faculty members help students learn to function well in teams?</p> <p>Should an effort be made to “save” a student like this?</p> <p>Is her team experience an indication that she wouldn’t be a good engineer?</p> <p>Engineering is traditionally a male profession. How does that affect women studying engineering today? What can faculty members do to help overcome this?</p> <p>Should faculty members intervene when they see a team not functioning? What are up front measures that make teams work for all students?</p>

<b>Segment</b>	<b>Theme</b>	<b>Questions</b>
<i>Sally</i>	<p>“Sometimes I feel like my teachers want to take care of me.”</p> <p>“The guys just act weird with you in the group.”</p>	<p>Do underrepresented students need extra help simply because they are underrepresented?</p> <p>What are appropriate and inappropriate ways to offer help?</p> <p>Are some classroom interactions “normal” for the majority of students, but alienating to others?</p> <p>Should professors intervene in student to student interaction? Do these interactions effect a students ability to learn?</p> <p>By trying to be more inclusive, can we actually undermine rather than help?</p>
<i>Josh</i>	<p>“Women in general are treated more nicely than men.”</p>	<p>If you offer help to students when they don’t ask for it, are you helping or hurting them?</p> <p>Who is getting a better education in this class – the men or the women?</p> <p>What message does this send to other students?</p>
<i>Rosa</i>	<p>“It made me look at my classes and my career plans in a whole new way.”</p>	<p>Why does she assume it is “bad news” when she is called in to interact with a faculty member?</p> <p>What do you do to encourage bright students beyond your classroom? Why would you do this?</p>
		Video ends

## VIDEO 2 · IN THEIR OWN WORDS LEARNING ENHANCEMENT WORKSHOP · Cue Sheet

Segment	Theme	Questions
<b>OPTIONAL ITOW INTRODUCTION</b>		
<b>ONE</b>	<b>“What a professor says is important”</b>	
<i>Ken</i>	“I wish I had more practical experience.”	<p>Is relating theory to practical applications necessary all the time?</p> <p>What should the balance between theory and practice be?</p> <p>Do students have practical experience, but not relate it to the theory in their classes?</p>
<i>Michele</i>	“The best experience is when you have a professor you feel like working for.”	<p>Is the student really the customer?</p> <p>What are office hours for? How should faculty approach them?</p> <p>Why don't students use available office hours more?</p> <p>Is the faculty member responsible for the student's success?</p> <p>What value does feedback have?</p>
<i>Mike</i>	“Some professors think teaching is more important than other things.”	<p>What does it mean to take a “professional approach” to teaching?</p> <p>How does it affect students' performance when a professor treats them in an unprofessional manner (e.g., not returning assignments or giving feedback in an untimely manner)?</p>
<i>Amy</i>	“I always knew I could go and speak to him.”	<p>How accessible should faculty members be to students?</p> <p>What are office hours for?</p> <p>How can students be encouraged to use office hours?</p> <p>What should a professor do when most of the students show up only the day before a test?</p> <p>What strategies can a professor implement to get students to use office hours well?</p>

<b>Segment</b>	<b>Theme</b>	<b>Questions</b>
<i>Josh</i>	"A lot of professors present themselves in a very intimidating way."	<p>How does a professor's attitude affect students' ability to succeed?</p> <p>Does a negative view of students' abilities affect the way you teach? How does it affect the student? The other students?</p> <p>Is humor an appropriate teaching tool? What factors could a professor consider to determine when and how to use humor?</p> <p>Can it discourage or be hostile?</p>
<i>Dionne</i>	"The lectures were not geared toward student participation."	<p>Is the faculty member responsible for students' understanding of course material or only for its delivery?</p> <p>What does it say to students if a professor always shows up late?</p> <p>Does it make a difference if a professor shows enthusiasm for a course?</p> <p>What message is sent if a professor uses outdated course materials?</p> <p>Is classroom participation essential to learning?</p> <p>How can a professor encourage students to ask questions?</p> <p>What are some possible reasons for a lack of questions?</p>
<i>Rosa</i>	"He helped us every step of the way."	<p>Is it important to be approachable? How does that affect your interactions with students? Can you go too far?</p> <p>Should students have easy access to faculty?</p> <p>Is there such a thing as helping students too much? Spoonfeeding?</p> <p>Can just one faculty member have a significant impact on a student's overall success?</p>

<b>Segment</b>	<b>Theme</b>	<b>Questions</b>
<i>William</i>	<p>“They would reach out to us more.”</p> <p>“If he’s there and he doesn’t really care if we’re there or not...”</p>	<p>What does it mean to “reach out” to students? What are some easy ways to do this? How can you do this without risk of offending a student?</p> <p>Should faculty members make an effort to learn students’ names? What is the effect?</p>
<b>TWO</b>	<b>“I just felt totally overlooked”</b>	
<i>Sharon</i>	<p>“I only have one minority professor and no female professors. I don’t have anyone I can relate to.”</p>	<p>How do students of color relate to other students and faculty?</p> <p>Are faculty members responsible for creating an inclusive classroom climate?</p> <p>Do faculty members feel the existence of the Women in Engineering and Minority Engineering Programs eliminates the need for them, as individual faculty members, to reach out to women and minority students?</p> <p>Is it a good thing that she turns mainly to a diversity program or is it a failure of the system?</p> <p>How important is it for underrepresented engineering students to have faculty role models?</p> <p>How can the need for role models be met in the context of the engineering classroom?</p> <p>What are alternative solutions when there are not many underrepresented faculty role models available?</p> <p>Are these experiences exclusive to underrepresented groups?</p>
<i>Matt</i>	<p>“They are not going to hold back because of your ethnic background.”</p>	<p>Can women and minority students access help as easily as others?</p> <p>Is a student at a career disadvantage if he or she doesn’t understand current workforce issues (such as the need to function well in a diverse work environment?)</p> <p>Are faculty members responsible for enlightening students like this?</p>

<b>Segment</b>	<b>Theme</b>	<b>Questions</b>
<i>Ken</i>	"I don't think there is any outright pressure to push women and minorities out of engineering."	<p>If majority students notice this isolation, what lessons do they draw from it? How does it affect how they act in class?</p> <p>Does it affect a majority student's ability to function in industry if they don't understand diversity and the think behind it?</p> <p>Do faculty have a direct obligation to educate about diversity?</p>
<b>THREE</b>	<b>"I felt like Tinkerbell in Never-Never Land"</b>	
<i>Michele</i>	"The professors did not seem to know or care what was going on."	<p>How do team assignments and experiences affect student retention?</p> <p>How can you avoid students' falling into "traditional" roles?</p> <p>Should faculty members help students learn to function well in teams?</p> <p>Should an effort be made to "save" a student like this?</p> <p>Is her team experience an indication that she wouldn't be a good engineer?</p> <p>Engineering is traditionally a male profession. How does that affect women studying engineering today? What can faculty members do to help overcome this?</p> <p>Should faculty members intervene when they see a team not functioning? What are up front measures that make teams work for all students?</p>
<i>Sally</i>	<p>"Sometimes I feel like my teachers want to take care of me."</p> <p>"The guys just act weird with you in the group."</p>	<p>Do underrepresented students need extra help simply because they are underrepresented?</p> <p>What are appropriate and inappropriate ways to offer help?</p> <p>Are some classroom interactions "normal" for the majority of students, but alienating to others?</p> <p>Should professors intervene in student to student interaction? Do these interactions effect a students ability to learn?</p> <p>By trying to be more inclusive, can we actually undermine rather than help?</p>

<b>Segment</b>	<b>Theme</b>	<b>Questions</b>
<i>Josh</i>	"Women in general are treated more nicely than men."	<p>If you offer help to students when they don't ask for it, are you helping or hurting them?</p> <p>Who is getting a better education in this class – the men or the women?</p> <p>What message does this send to other students?</p>
<i>Rosa</i>	"It made me look at my classes and my career plans in a whole new way."	<p>Why does she assume it is "bad news" when she is called in to interact with a faculty member?</p> <p>What do you do to encourage bright students beyond your classroom? Why would you do this?</p>
		Video ends