

A recorder who faithfully tried to record all ideas.

Group members

Suhwon Lee (Statistics - UMC) leesuh@missouri.edu

Steve Grant (Electrical & Computer Engg., UMR) sgrant@umr.edu

James Murray (UMSL - Educational Leadership and Policy Status).  
murrayja@umsl.edu

Waleed Al-Assadi (UMR - Engineering) waleed@umr.edu

Teri Scott (Nursing - UMKC) scottte@umkc.edu

Masie Dawes (Vet - UMC) dawesm@missouri.edu

Jia Lee (Nursing - UMKC) leejua@missouri.edu

Three key points.

Problem 1: Students from different ethnic groups react to questions/discussion in the classroom differently. E.g., Asian students tend to be diffident in class (it is apparently considered disrespectful to ask questions in class in several (but not all!) Asian cultures.

Possible solution(s): Try to change the paradigm of class questions and discussions such that the students start realizing that it may possibly be disrespectful not to ask questions or to take part in discussions. This could be part of the course policy statement.

Problem 2: When students are given a choice to form groups for projects, they usually end up selecting group mates from their own ethnic group.

Possible solutions(s): Try to encourage students to break across ethnic barriers when selecting project partners. Ask them to pick someone they do not know very well.

Note: This should be more of a suggestion rather than a mandatory policy. Making it mandatory could possibly create problems in coordination between group members. E.g., students might not be able to finish their project, because the group could not meet.

Problem 3: Fewer female students in engineering Possible solutions:  
Take this up at national level as a policy.

The reason why there are so many more male students in Engineering is because this has been imposed for a long time. So perhaps, in order to fix the skew we do some form of imposition (e.g., hire more female faculty) to improve the percentage of female students.