

Women Faculty in STEM Colleges at Purdue University: Perceptions of the Classroom Environment Related to Student Interactions

Susan R. Geier

Purdue University, geiers@purdue.edu

Christie L. Sahley

Purdue University, sahley@purdue.edu

Follow this and additional works at: <http://docs.lib.purdue.edu/advancegsr>



Part of the [Social and Behavioral Sciences Commons](#)

Recommended Citation

Geier, Susan R. and Sahley, Christie L., "Women Faculty in STEM Colleges at Purdue University: Perceptions of the Classroom Environment Related to Student Interactions" (2014). *ADVANCE-Purdue Gender and STEM Research Symposium*. 9.
<http://docs.lib.purdue.edu/advancegsr/2013/presentations/9>

Women Faculty in STEM at Purdue University:

Geier and Sahley: Women Faculty in STEM Colleges at Purdue University: Perceptions

Perceptions of the Classroom Environment Related to Student Interactions

Susan Geier and Christie Sahley

ADVANCE Purdue

ADVANCE-Purdue Gender and STEM Research Symposium, Event 9 []

The 2012 ADVANCE Purdue Classroom Environment Survey was designed to understand the various faculty perceptions of their classroom environment specifically related to student interactions to provide insights to inform programs, policies and procedures that foster faculty satisfaction and success across campus.

The survey was administered to faculty members during fall 2012. This preliminary report presents highlights of the responses from the STEM faculty.

Classroom Incivility

Geier and Sahley: Women Faculty in STEM Colleges at Purdue University: Perceptions

- Classroom Inattentiveness
- Classroom Disruptions
- Cheating; sense of entitlement
- Hostile behavior

Survey Items

ADVANCE-Purdue Gender and STEM Research Symposium, Event 9 []

Overall classroom climate:

- 1) level of respect from students
- 2) level of respect from teaching assistants
- 3) satisfaction with the classroom environment
- 4) fairness of the students' ratings for the courses
- 5) fairness of the students' ratings for instructors

Open-ended

Semester Specific Interactions

Respondent Demographics

Geier and Sahley: Women Faculty in STEM Colleges at Purdue University: Perceptions

STEM faculty respondents = 245

(28) 11% – Women Full Professors

(31) 13% – Women Associate Professors

(26) 11% – Women Assistant Professors

(86) 35% – Men Full Professors

(37) 15% – Men Associate Professor

(25) 10% – Men Assistant Professors

(13) 5% – not in above categories

Overall Classroom Environment

STEM Women Faculty

ADVANCE: Purdue Gender and STEM Research Symposium, Event 9/11

84% – overall respect by their students and teaching assistants

68% – satisfied with their classroom environment

66% – fair ratings of courses and

64% – fair ratings of instruction

Student Classroom Behavior

Geier and Sahley: Women Faculty in STEM Colleges at Purdue University: Perceptions

Attitudes of many students are challenging

- 1) sense of entitlement
- 2) lack of preparation for academic work
- 3) poor attendance
- 4) cheating

Student Course-Taking Differential

Students' inattentiveness

use of technology in the classroom

Published by Purdue e-Pubs, 2014

Gender and Student Disrespect

ADVANCE-Purdue Gender and STEM Research Symposium, Event 9 []

27% of the women respondents
indicated they had been
disrespected by students

V.S.

2% of the men respondents.

Defining student disrespect

<http://docs.lib.purdue.edu/advancegsr/2013/presentations/9>

Gender Inequity

Geier and Sahley: Women Faculty in STEM Colleges at Purdue University: Perceptions

22% of the women STEM respondents indicated they experienced some form of gender inequity

Course Evaluations

ADVANCE-Purdue Gender and STEM Research Symposium, Event 9 []

Issues:

- Poor timing
- Inaccurately assessment
- Tenure and promotion
- Online evaluations

Administration Support

Geier and Sahley: Women Faculty in STEM Colleges at Purdue University: Perceptions

- Address Disruptive Students
- Need classroom and lab resources

Department Head Consultation

ADVANCE-Purdue Gender and STEM Research Symposium, Event 9 []

Reasons for NOT Consulting DH:

- Instructor's Area
- Negative consequences
- “Classroom Territory”
- “Student is always right”

Department Head Consultation

Geier and Sahley: Women Faculty in STEM Colleges at Purdue University: Perceptions

DH Reactions:

- Instructor Focused
- Dismissive
- Supportive

Faculty Interactions per Semester

ADVANCE-Purdue Gender and STEM Research Symposium, Event 9 []

- Qualitative analysis – Case Study
- Rank and gender
- Course characteristics
- Group attribution
- Comments
- Small number – Composites

References

Geier and Sahley: Women Faculty in STEM Colleges at Purdue University: Perceptions

- ▶ Alberts, H. C., Hazen, H. D., & Theobald, R. B. (2010). Classroom incivilities: the challenge of interactions between college students and instructors in the U.S.. *Journal of Geography in Higher Education, 34*, 439 – 462.
- ▶ Alexander–Snow, M. (2004). Dynamics of gender, ethnicity, and race in understanding classroom incivility. *New Directions for Teaching and Learning, 99*, 21–31.
- ▶ Miller, A. N., Katt, J. A., Brown, T., & Sivo (2013). The relationship of instructor self–disclosure, nonverbal immediacy, and credibility to student incivility in the college classroom. *Communication Education, 1–16*.
<http://dx.doi.org/10.1080/03634523.2013.835054>