Teaching Tip
Vignettes to Support Diversity Training in Information Systems

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ABSTRACT

Over the past year, training to better understand diversity in the classroom has risen to the forefront of the minds of administrators and faculty. The purpose of this teaching tip is to provide a benefit to academics by using short, student-reported issues about racial concerns within case story vignettes that focus on microaggressions. These scenarios are applied in an information systems classroom setting, but the cases could be helpful to faculty members, department chairs, and students. The teaching tip is divided into seven vignettes featuring the same popular faculty member. The teaching tip is designed as an active-learning training resource with student feedback on the vignettes provided as support of effectiveness. The vignettes are appropriate for many categories of people involved in an academic setting.

Keywords: Diversity, Case study, Faculty-student relationships

1. INTRODUCTION

Recent headlines have often contained concerns about racial inequality, but do concerns about promoting diversity and managing complex relationships around diversity exist in academia (Warren, 2020)? As diversity training has become an integral part of being a faculty member, department chair, and student, it has become important in colleges and universities (Mickey et al., 2020). Classroom diversity training involves addressing issues and knowledge about diverse groups and situations as a part of the curriculum. Research has indicated that departments have been interested in improving diversity education as a part of the curriculum provided to students and faculty for a long period of time (Maruyama & Moreno, 2000). Maruyama and Moreno (2000) conclude if faculty members view diversity to be unimportant, it will be ignored in the curriculum, which results in a lower benefit and value of diversity with students. Cocchiara et al. (2010) envision diversity training as being embedded in work practices and programs through continuous improvement activities with accountability as a part of the training process.

Faculty play an important role in developing the curriculum and standards for their courses. As faculty participate in diversity training, this results in classroom curriculum changes related to their changing attitudes. According to Booker et al. (2016) as faculty are trained in multicultural events, students in the classroom grow in conflict resolution skills and personal growth around diversity. As higher education's demographic profile is changing to become more diverse, faculty must adapt to better meet the needs of these diverse student populations.

The demographic changes impact both faculty and student populations (Grawe, 2018). Faculty should be trained about their personal bias, as becoming aware of inherent emotions can also assist in hiring faculty from underrepresented backgrounds (Cavanaugh & Green, 2020).

Although the number of female and racially diverse candidates have grown for academic positions, there are few faculty members of color or female faculty at doctoral-granting institutions (Huston, 2005). Bias has been found to exist in the hiring of racially diverse faculty members (Chisholm-Burns, 2016). Ethnic minority faculty and staff are also less likely to be promoted (Laland, 2020). These issues persist in STEM fields as well. Black and Latin-X students leave STEM fields faster than others (Riegle-Crumb et al., 2019). There is little progress in racial and ethnic diversity in STEM fields, particularly the geosciences in the past forty years (Bernard & Cooperdock, 2018). Implicit bias undermines increasing success of faculty and students of color in the STEM fields (Dutt, 2018).

While some institutions have addressed systemic biases, hiring for professors is impacted strongly with a bias towards men (Koch et al., 2015). Women often struggle to advance in academic positions (Mayer & Tikka, 2008). In STEM fields women report gender induced bias and barriers that result in more difficulties in academic related jobs such as unconscious biases and social and cultural related factors (Greider et al., 2019). Women in STEM fields are more conscious of biases that are shown as facial expressions and other unconscious expressions (Wu et al., 2020). It is also more difficult for female faculty members in STEM fields to obtain employment due to

bias against female candidate packets related to teaching evaluations and wording (Clancy et al., 2015).

According to Washington et al. (2020) microaggressions are a common form of racial bias that is experienced, that occur in academia as well as other jobs. Microaggressions occur when someone makes a supposedly inadvertent insensitive statement, asks an offensive question, or makes an unpleasant facial expression against a marginalized group (Washington et al., 2020). People may be unaware of the impact of their statement that is interpreted as a microaggression, which increases the need for training related to microaggressions (Sue et al., 2007). Microaggressions have been noted to be delivered in academic settings such as classroom interactions and through curriculum (Clark et al., 2011). Sue (2010) notes that non-race-based microaggressions are no different from race-based ones in the impact that ensues. Racial microaggressions are different from everyday rudeness in that they are constant, cumulative, and continuous reminders of a group's second-class nature (Sue, 2018). To combat microaggressions, micro-interventions are used. Micro-interventions educate the perpetrator by showing what was offensive in the conversation and to consider the worldview of the situation (Goodman, 2011). The goal is to help the perpetrator differentiate between good intent and harmful impact. Efforts to educate should be on the impact versus the intent (Sue, 2015).

The purpose of the vignettes in this teaching tip is to help faculty and students become aware of ways that microaggressions can occur in classroom and office hours situations with faculty in an information systems context. The value related to a teaching tip focused on diversity is to increase the knowledge of what a microaggression is, understand the interpretation and intent of the microaggressions, and gauge how micro-interventions can improve diversity in the field of information systems. Finding classroom ready materials suitable for both students and faculty training that contain elements of information systems without cost is a challenge. With the difficulty in finding and obtaining qualified women and people of color as both faculty and students in the field of information systems, it is important for curriculum advancements to incorporate diversity in classes. Additionally, information systems curriculum mostly focuses on using programs or analyzing the use of programs to assist businesses in creating better operations. In most cases, information systems curriculum does not inherently discuss people and diversity as part of class material. The vignettes presented allow for a diversity discussion to be added in a manner congruent with course material taught or allow independent faculty training.

2. VIGNETTES

2.1 Vignette 1: Getting Ready for the Career Fair

Professor Jones has been teaching introductory information systems for several years. He enjoys teaching and has won several awards at the department, college, and university levels for being an energetic and dedicated teacher. Professor Jones likes to talk with students in office hours and after class and has a special interest in promoting information systems as a major or minor to students. While Professor Jones has always gotten along with students, several students have spoken with the department chair about things that have been said during the semester. Of the following interactions, which ones should the department chair pursue in additional conversations with Professor Jones?

(1) Professor Jones often met with high-performing students to review their resumes. After making suggestions to Shaquille, a student with a 3.50 GPA, to include work experience as a lifeguard on his resume, Professor Jones said "It is hard for me to say this as I think you are an outstanding student, Shaquille. In information systems, a lot of times internships are based on professional appearance. I do not know if recruiters will be put off by your long dreadlocks, but it is a possibility. I would suggest that you cut your hair to a more professional style."

(2) As a part of reviewing the resumes, Professor Jones also met with Lauren. To Lauren he said "You will not have any trouble getting a job. You are brilliant, a woman, and black, and information systems companies will be beating down your door."

(3) Professor Jones met with a third student, McKenzie. McKenzie was a white student who had long pink-streaked hair. Professor Jones urged her to return to more traditional hair colors before the career fair as she had professed an interest in working with a large consulting firm known to be conservative.

The Department Chair: Professor Jones told the department chair he was trying to help students be prepared for the career fair. He provided students with tips based on his perception of skills and appearances that information systems companies had pursued in the past. He asked the chair, "Should I just ignore things that I know will get a student removed from consideration?" He was thinking of departmental hiring goals and how good hiring improved external departmental rankings and AACSB accreditation efforts.

Question: What could be improved about this situation?

2.2 Vignette 2: What Is in a Name?

Professor Jones had taught many students during his career and was known as an entertaining lecturer. He was currently teaching a larger section of the introductory information systems course that contained 250 students. Professor Jones frequently got names mixed up and told students early on that he was not the best at remembering names, especially in an auditorium. Before the class Professor Jones liked to walk around and talk to students. He tried to learn five names a day and mid-way through the semester knew about half the student names.

(1) Professor Jones had spoken to Jameela frequently as she sat in the front row. While asking some review questions from the last class, he called Jameela, an African American student, Jammies.

(2) Jameela approached Professor Jones after class and said that her name was Jameela, and she just wanted him to know because it was important to her that her professors knew her. It was why she sat in the front row.

(3) The next class Professor Jones again called her Jammies. She spoke to him as he walked by that her name was Jameela. Professor Jones just laughed and said, "I am no good at names!"

The Department Chair: Professor Jones told the department chair he knew who he was calling on but often called students by shortened names. For example, he called a student named Theodore by the name Teddy, and a student named Kathryn by the name Kate. He said he often lightened the mood in the class by calling students' names that sounded humorous.

Question: What could be improved in this situation?

2.3 Vignette 3: Recognizing Academic Performance

Professor Jones liked to congratulate the top scoring student on each exam in his introductory information systems class and provide the student with a $20 Starbucks card as a way of recognizing they probably needed coffee after all their hard work. Morgan was the top scoring student on exam one and was thrilled to receive the gift card. Morgan liked the kind words that Professor Jones spoke to her in congratulations of her efforts. For exam two, Morgan studied extra hard, and was again the top scoring student on the exam. Morgan was again awarded a $20 gift card. Professor Jones said, "I can't believe you did so well again, you're pretty smart for a black girl."

The Department Chair: Professor Jones did not recall saying he referred to Morgan as a black girl when approached by the department chair.

Question: What could be improved in this situation?

2.4 Vignette 4: A Case of Mistaken Identity

Marvin went to see Professor Jones during office hours. He had been working on an Excel problem and while he had changed the style to "mesh" as the problem required, the artificial intelligence that graded the Excel work continually was mismarking him no matter how many times he submitted his answer. Marvin wanted Professor Jones to look at the answer to see if he knew why he was being mismarked. Professor Jones determined that Marvin was correctly applying the style and provided the missed points back to Marvin.

Professor Jones liked to use meetings to discuss a student's major and career goals as a way of getting to know his students. Professor Jones was happy to hear Marvin was an information systems major and said, "Wow, you are the only football player we have had majoring in information systems in my memory." Marvin was confused because although he was in good physical condition, he did not play football for the university's athletic team. He did not know how to respond as Professor Jones continued on that he attended all the games and would be watching for Marvin on the field.

The Department Chair: Professor Jones told the department chair he was sure Marvin said he was a football player. They had spent a lot of time discussing some of the football season and the new coach of the university football team.

Question: What could be improved about this situation?

2.5 Vignette 5: Are You Really Here?

Professor Jones taught a small seminar class in enterprise resource planning (ERP). He liked to take attendance each day. One student, Miguela, came forward after class saying that she had not been able to sign the attendance sheet several times because her white peers purposefully skipped her. Professor Jones was concerned about this, so he placed students in a seating chart saying that he wanted to more efficiently be able to call on students. At mid-semester, he gave students a preliminary attendance and participation score so that they could see if they needed to speak more in class. Miguela, who never missed a class and answered frequently, had a C in this preliminary score. She approached Professor Jones and asked about her score because she was concerned the earlier attendance sheet issues had not been corrected. Professor Jones said, "Oh! I have not been counting you as present because I did not recognize you with your new hair! Are you Miguela?"

The Department Chair: Professor Jones said he had been distressed that Miguela felt she had been excluded from signing the sign-in sheet by some students, but he felt it was just an accident and not purposeful. He had genuinely not recognized her with the change in her hair, but would give her some of the points back for participation/attendance and improve her score to a B.

Question: What could be done to improve this situation?

2.6 Vignette 6: Twins or Not?

The ERP course, which had 30 students, was composed of all white students except for two male students who were African American, James and Mason. James had short, natural hair, and Mason had medium length hair that he wore in braids. James often wore slacks and a button-down shirt for his job as an assistant in a departmental office, while Mason frequently wore a t-shirt and shorts with a variety of colorful athletic shoes. One day in the latter part of the semester, Professor Jones stood in front of James and looked at him and said, "Mason – can you tell us how ERP systems could help companies trying to become better at supply chain management?" When James did not answer and looked confused, Professor Jones said, "No worries, we will come back to you later Mason. Who can tell me how ERP systems can help companies trying to become better at supply chain management?" After class, James approached Professor Jones and asked if Professor Jones had been calling on him or Mason because his name was James. Professor Jones said, "I thought I knew everyone's name in class. You two favor each other a lot. My apology for the misunderstanding."

The Department Chair: The department chair was concerned that the only names mixed up were the two black students in class. Professor Jones repeated that the two students looked so much alike no one could tell them apart.

Question: What could have been done to improve this situation?

2.7 Vignette 7: Do You Have a Group Yet?

Professor Jones had a policy that allowed students to form their own groups and report the names of the group members to him after class. He asked that five students be in each group. Enrique was the only non-white student in class. He approached students who sat in his row, and they said they were already full, even though he only counted four students in their group. He moved to the front of the room and asked a group that seemed to have three students in it. One of the students said, they were full. As Enrique walked away, he heard them call to a student who just walked in, "Hey man, come join our group." Professor Jones said, "All students who have a group can leave. Let's find out who does not have a group and get you together." Enrique and two others became a group. Professor Jones said "Two students were not here today. They don't have a great attendance record, but I will put them in your group and hope for the best, and you will have five people." Enrique was concerned about his new group members who did not come to class, and he did not feel like making a presentation to the class when students had avoided having him in their group.

The Department Chair: The department chair was concerned that Enrique felt he was discriminated against by other students and asked that Professor Jones change how he formed groups in class. Professor Jones said he felt it was his academic freedom to have students select groups. Many times,

in the information systems professional world the student might need to hire other workers and selecting their own group allowed them to practice the hiring skill in a safe environment. Professor Jones said that the other students probably saved a place in their group for a friend and Enrique misunderstood. There was no reason for Enrique to be concerned about the presentation, how students perceived Enrique, or the two group members who did not come to class much.

Question: What could be improved about this situation?

3. OBSERVATIONS AND EVIDENCE

3.1 Qualitative Evidence
The value of using diversity vignettes was acknowledged by both faculty and students. To understand the usefulness of this project, experts in diversity training, who are also faculty, provided qualitative feedback. The vignettes were reviewed by the director of the Office of Diversity and Inclusion in a business college at a large, research-based university in the southern part of the United States. The director stated "It's important as faculty members to think about the message sent to students when professors do not pronounce names correctly and when race and gender are mentioned in interactions. Bias and discrimination need to be recognized in the classroom setting, and the vignettes are a good first step in understanding microaggressions."

Additionally, a trained administrator of the Intercultural Development Inventory (https://idiinventory.com/) provided feedback:

Case studies are specific tools that can help students, faculty, staff and campus leaders easily understand diversity issues and ways to develop cultural competence. The case studies presented here are powerful because, unfortunately, these examples are happening on our campuses. When faculty and staff say things like "Why do we need diversity training, we don't have a problem," case studies provide empirical support from our students that yes, these things are happening, and we do have an issue. Diversity training, especially focused on microaggressions like the examples found in these case studies, can help faculty and staff understand the effect their words have on our students. Faculty are the people who are supposed to be teaching students and helping them succeed in higher education. Unfortunately, most faculty fall within the Minimization mindset (i.e., Intercultural Development Inventory), in which they fail to recognize the needs of certain students because they see everyone as equals. This is an issue because in order to be truly fair to all students, faculty need to be able to help certain students more than others based on their needs. And ultimately, it is impossible for our campuses to become more diverse and inclusive if our own faculty and staff are lacking diversity training and cultural competence.

Covid restrictions that prevented meetings and increased workloads limited interactions with a large quantity of faculty participants. The qualitative feedback from faculty members who evaluate diversity training helps users understand the value of the vignettes.

Students' comments were solicited after the diversity vignettes were presented in class. Due to the remote setting of the class because to covid restrictions, breakout groups in Zoom were used to discuss the vignettes with students answering questions related to them within one week of the class. Student comments were collected as part of this study. The comments included are representative comments from students who are classified as sophomores, juniors, or seniors. The following comment compares the vignettes to other types of diversity training undertaken and provides support to an active learning technique being used to teach diversity.

After being exposed to the vignettes, I believe that approaching diversity in this manner could be beneficial to faculty and students due to the real-world application. The vignettes provided various diversity case-studies, describing a scenario within an academic setting, then prompting the reader what could be improved in the dialogue. Unlike other diversity articles I've read in the past, the vignettes provided a much more interactive experience, allowing the student to create their own solution. Understanding diversity and its importance is vital for any institution, academic or not.

Reponses to the vignettes also showed learning had occurred. One student stated, "Reading the vignettes helps you better understand the perspectives of students who face discrimination." Another said, "Whether it be in large or small classrooms, diversity can play a larger role in how a student performs in a class, and this needs to be considered more carefully." Other important lessons communicated were: "After being exposed to the vignettes, the conclusion that I have is that, even if you don't mean something in a specific way, whoever hears it, or it is directed to could take offense to what was said. It is best to be neutral regarding all things such as race and gender. In the end, don't bring up anything race or gender-related."

Students delved into particular vignettes and related personal experiences. The following is an example:

Vignette 2 is interesting to me because I find that it is important to call someone by their full name unless the student themselves wanted to be called something else. For example, since my name is Phillip, I would want my professor to call me Phillip unless I specifically wanted them to call me Phil. If they were to call me Phil without being told to call me Phil, it would be an awkward situation in my opinion because they themselves are choosing what they are going to call you without your own input or preference.

Some students learned what they could do by experiencing the vignettes including seeking help when facing a situation where they felt discrimination was an issue:

I have learned how to distinguish some of the diversity problems that have just been mentioned. I always thought that if a teacher acted this way it was something I or other students would just have to ignore it, but now I feel like a lot of times students should try to speak up if they feel like something is wrong to their professors

or whoever is above them. I'm an international student and I remember my first semester, I had a public speaking class which I would study for a lot to get good grades, but my teacher would always make comments about my pronunciation and would deduct points off because of my accent. I always thought this was rude since my English wasn't terrible, and according to other teachers I had, when I would mention I was an international student, they were surprised and said I barely had an accent. My public speaking teacher on the other hand knew where I was from because we had to introduce ourselves on the first day of class, and she would always say my speeches were odd because of my accent. I always wondered why she was so tough on me but it didn't feel right to confront her about it. Now I just wish I had.

3.2 Quantitative Evidence

An anonymous, voluntary survey was given to students in a section of introductory information systems with an enrollment of 240 students and in a junior/senior information systems elective with an enrollment of 60 to understand their perceptions of the vignettes at a large university in the southern part of the United States. Although the survey was not a controlled experiment, it is helpful in providing quantifiable evidence in support of the effectiveness of the diversity vignettes. The courses were taught by a single professor in a remote (online) format due to covid restrictions. Students attended a live, remotely taught class using zoom and used breakout rooms to discuss the vignettes, then students responded to a survey within one week. The response rate on the survey was 70 percent in the introductory course and 85 percent in the elective course. Respondents were 60% male and students were classified as sophomores (60%), juniors (35%), and seniors (5%). Two different course sections were used to determine if there was a difference if the course were sophomore level or a junior/senior elective. The results were very similar between sections and are presented as a combined group.

The survey contained several questions related to the vignettes. Students reported that 67 percent had not received diversity training prior to the vignettes. Ninety-eight percent of students felt that learning about diversity was important with the same percentage reporting that diversity training would help them in securing a job. Ninety percent of students felt that diversity training was important for information systems students. Students reported they felt they learned more from the vignettes and discussing cases (70%) than reading an article about microaggressions (30%). One hundred percent of students felt the vignettes were clear and easy to understand. Students were asked if the vignettes should be used in future classroom and faculty training, with 94 percent reporting that they felt the vignettes would be a useful curriculum enhancement.

The results indicated that students did recognize the value of the vignettes in diversity training, and that the vignettes enhanced the understanding of diversity related issues. These results could be affected by a number of factors and cannot make claims of statistical significance, but they do indicate that students recognize and appreciate the vignettes as an opportunity to enhance diversity skills and that the concepts are easily understood. The quantitative and qualitative results indicated a positive view of the vignettes.

4. TEACHING SUGGESTIONS AND DISCUSSION

4.1 Purpose/Objectives

This teaching tip is directed at diversity training. Although some participants may state it is unlikely a professor might say things in the vignettes, each is based on self-reported cases to Twitter or stories that the author has been told by minority students. After completing the cases, participants should gain a deeper understanding of conversations that may be offensive to students and develop skills to better think about conversations with students. Students also learn when to report microaggressions and to become aware of behaviors in classrooms.

4.2 Methodology

These cases were inspired by the author's work on a departmental diversity committee. When the author searched for cases to use in a training program related to diversity, no cases related to faculty training and diversity existed with a tie to information systems. A few months after this initial search, race relations became a topic nationwide in the United States including on college campuses. The author read published Twitter reports of cases of inequity related to minority students, primarily black, had experienced at a large university in the southern part of the United States. The author was aware of other episodes that minority students had experienced in classrooms and used these examples as a part of developing the vignettes. A Diversity and Inclusion Center director at a college in the southern United States stated that the vignettes could be used to provide an awareness of interactions students should look out for if they were directed at the student or if a student overheard similar remarks, and felt the vignettes were also suitable for the training of faculty and department chairs.

4.3 Teaching Suggestions

One session related to diversity is not enough to create awareness (Hudson, 2020). The vignettes are not intended to be the only diversity training undertaken, but as one of the different tools that can be used. It is better to use training throughout the semester to strengthen understanding of issues (Hudson, 2020), and the vignettes can be used as one training opportunity to be supplemented by other trainings or a vignette could be used each month for training. The teaching premise of think-pair-share should be used to discuss the cases (McKeachie & Savinchi, 2010). First, a student should read the cases and record their personal thoughts. Then the student should be paired with one or two other students. Lastly students should share their thoughts with the larger groups. A similar approach should be taken with faculty members. The case is appropriate for administrators, department chairs, faculty, graduate students, and undergraduate students in all information systems courses. The vignettes should be used after a relationship has developed among attendees. No pre-requisite knowledge is required for these vignettes. Each vignette and discussion should take approximately ten to fifteen minutes. Completing all vignettes should take approximately one hour and thirty minutes.

4.4 Discussion Questions/Answers

For each vignette, a possible discussion is provided. For some of the vignettes, discussion leaders could provide information that Professor Jones is black, Asian, or Hispanic, or a different gender and see if feelings about what Professor Jones says are the same or different.

4.4.1 Vignette 1. Can good teachers say things that might inadvertently offend others? People are usually not all good or all bad, and participants in these case studies want to recognize that Professor Jones is not a person who has been accused of any racial inappropriateness in the past. When you know that someone will not get a job due to a less conservative appearance, as a professor, should you say something? Does it matter what the race or sex of the student is if you do choose to say something? Given the current climate it is recommended to not approach students directly about appearance but instead provide several pictures of acceptable professional pictures in job searches and discuss them in general terms during class, student club meetings, or in career center presentations. A conservative professional appearance may not be a problem for jobs that are not conservative. This is something that professors can help with by providing guidance on which firms might be conservative and which are not. The professor did not need to single out the race or sex of a student to indicate that the student would be a well-qualified candidate for a position.

4.4.2 Vignette 2. If the Professor pronounced Jameela (pronunciation: https://www.howtopronounce.com/jameela) incorrectly and didn't check with her for the correct pronunciation, is that the same as calling a student a nickname? Professor Jones has a number of students in a large lecture hall. Is he required to remember each student's name in this situation? If he has made calling students the wrong name a joke for a laugh in a class with 250 students, is he singling out a student for racial discrimination? It is a good idea to not give students nicknames unless a student tells you that they prefer to be called a certain name. If a professor is unsure of a name, the professor can write down the pronunciation of a name or ask a student, "How do I say your name?" It is a good idea not to repeatedly ask the student how to say their name. Not being able to pronounce a name and giving a nickname could both be troublesome to students.

4.4.3 Vignette 3. Professors need to be aware of possible personal bias. In this situation, if a professor caught themselves making such a statement, what should they do? Would an apology be appropriate? Would it matter if the professor said, "You are pretty smart for a girl?" Is this less troublesome? Professors want to be aware of the internal language that they have in relation to students. Does the second interaction negate the first interaction that the student found to be positive and encouraged her to continue working hard?

4.4.4 Vignette 4. Why would it matter if Marvin were a football player or not? Should professors discuss the extracurricular activities of students? What if the student was the student government president? Is that different from being on an athletic team? If the student were white, would the professor be as likely to assume he was on an athletic team? The best suggestion is to allow students to broach their extracurricular activities, be aware that assumptions should not be made, and

keep discussions limited to course topics when possible. It might be better to ask students about career goals and aspirations related to information systems.

4.4.5 Vignette 5. What race did you assume Miguela was? Did you assume Latinx based on her name? What if the student was black, Indian, Native American, white, or Asian? Would any of these races change your feeling that discrimination may have occurred? Is this situation something that the professor should even be concerned about? The seating chart was a good solution to check attendance. An electronic clicker system could be used as well to take attendance. In a case where a student was unable to sign the attendance sheet, a professor could provide consideration for several class periods of attendance. If the professor had the seating chart, why was he not checking who was sitting in a seat that was marked for Miguela? One time during a final exam, the author had a student come in pajamas, and the author did not recognize the student. The author asked the student, "are you in this course?" She said her name and that she had not worn make-up that day. She looked nothing like a regular class day and said she knew she looked different. In the case with Miguela, the professor should create a way that everyone who attends can receive attendance points. Should the professor talk to the class or individual students around Miguela? Should the professor seek to conduct racial sensitivity training in the class? Depending on where Miguela sat, is it possible a sheet might have missed her? Often if a student was one of the only people in a row sometimes a row can be skipped, or if a student came in late, they could be skipped. The professor could also privately ask students who were likely to have been responsible for passing the sheet to Miguela if they were aware a student had been skipped signing the attendance sheet.

4.4.6 Vignette 6. Have you ever confused two students in class? Have you ever had students who looked somewhat alike? If you made a mistake and called a student by the wrong name, should you apologize to the students? What if the students looked nothing alike? Occasionally, even the best professors might call someone by the wrong name. In this case, the professor should have taken responsibility for calling a student by the wrong name. Instead of cold-calling students, the professor could have allowed students to volunteer responses. A large concern is that the only students whose names were confused were the two black students in the class. This is a situation where the students clearly do not look alike. Would you be concerned if the professor mixed up two Caucasian students and said they looked like twins as well? How could the professor repair his relationship with the two students if they felt that they were only mixed up because they were the same race?

4.4.7 Vignette 7. What race is Enrique? Should race be considered an issue if other students didn't want Enrique in their group and chose to work with friends? Would Enrique's standing in the course make a difference in the response? For example, if Enrique was the top scoring student in the course or the lowest scoring student in the course, would this change the professor's perception of this event? What if Enrique missed a class every couple of weeks or entered every class 5 minutes late? Could this impact student perceptions of his abilities? Is it always the professor's responsibility to find students a group? There are tools within course management software that allows students to sign up for their own groups without classroom

consultation of students. There are other possible solutions as well. The professor could take suggestions from students of one other student they would like to work with and then assign other students to a group. The professor could take a skills inventory and assign students to a group. The professor could also randomly assign group members. It is important to be aware that some students who might be of different races to the majority of students in the class might have a harder time asking to be a part of a student group.

4.4.8 Department Chairs. The appropriate response of a department chair could also be discussed with each vignette. Within the cases, the department chair spoke to the faculty member. Was this the appropriate action? For each vignette, should the department chair ignore the student who brought the complaint, talk to the faculty member personally, or delegate the conversation to someone else, such as the assistant department chair, dean, or human resource manager?

5. CONCLUSIONS

This teaching tip shares vignettes designed to create discussion and understanding of microaggressions and micro-interventions that could be undertaken. Improving the way that minorities and women are treated could increase the number of minority faculty and students that choose information systems as a career. The evidence presented suggests that the vignettes provide participants a better idea of what a microaggression is, how to interpret it, and what actions should be taken in an academic setting along with information that both faculty and students find learning about diversity in information systems important. Although the seven vignettes presented provide different information, they should not be the sole training undertaken to improve diversity in information systems.

A further and deeper investigation into long term impacts of diversity vignettes should be undertaken beyond the comments and comparisons presented in this paper. Taking cultural assessments and attending discussions related to diversity could provide more context to faculty and students that undertake case-based training. A pre- and post-test activity could be undertaken. It would be useful to assess student and faculty perceptions and understanding after this session and subsequent sessions to determine how diversity awareness has increased for additional research and studies.

6. REFERENCES

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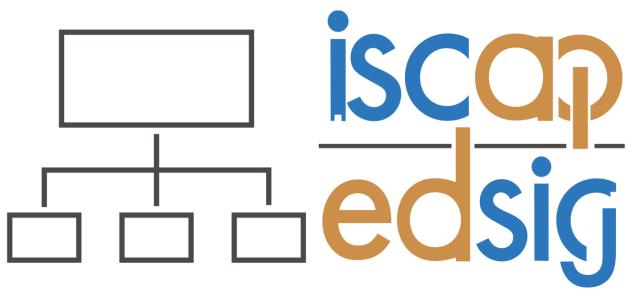
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