Recapitulation of past NDEWs

(National Diversity Equity Workshops)

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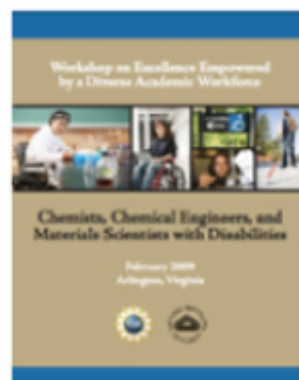www.oxide.jhu.edu

A Historical Perspective

Past Diversity Workshops

2006

2007

2009

2011

2013

2015

- Engagement of chemistry chairs to change policy and climate

- Transition from single URG cohort to multiple URGs

- All were funded by NSF, NIH and/or DOE

- Work climate plays a significant role on the retention of female faculty

- Importance of family friendly policy (for all non-tenured faculty)

- Implicit bias hinders the promotion of women / Policies need to be developed to ensure gender equity in assessment process

- Recognition of the competition between biological clock and tenure / Policy needed to address 1-2 year career pause

- Recognition that availability of URGs on the academic ladder at graduate and postdoc levels is much greater than their representation in faculties

- Departments should foster an environment where inclusive excellence is the primary criterion for hiring

- Recognition that URMs face significant additional barriers to success

- Need for well thought out departmental diversity plans

- Recognition of the hurdles to generate an accurate census

- Departments need to recognize the acquisition of disabilities as faculty age

- The importance of accommodations and universal design

- The small numbers of people with disabilities in the sciences, prohibits effective accommodations

NDEW

NDEW is a peer-to-peer mentoring village among scientific leaders

NDEW *empowers chairs* to *share, understand and "solve" issues* faced by faculty (and everyone in their department), and offers a platform to help create *meaningful strategies and policies* striving for inclusive excellence

NDEW 2011

NDEW 2011

- Included four URG target areas for the first time

- Included LGBTQIQ focused speakers for the first time

- Highlighted the notion of inclusive excellence and enlightened self-interest with regards to competition for institute-wide and national resources

- Focused on Solo status as a significant barrier contributing to the losses in recruitment and retention of URG faculty

NDEW 2013
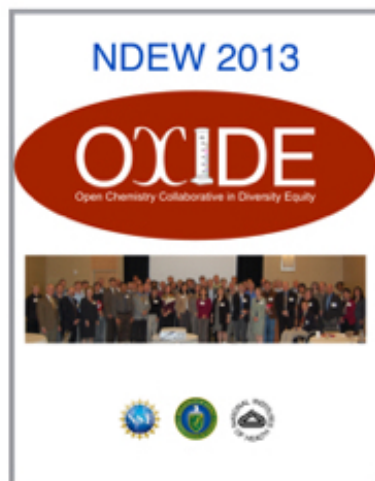
- LGBTQIQ spanned an entire focus session, highlighting barriers and solutions
  - e.g. One outcome was the recognition that LGBTQIQ safe spaces should be adopted within departments

- Identified a key D&I Solution based on collective anecdotal reports: Committees should search in broad areas to access a more diverse and talented pool

- Highlighted stereotype threat and the understanding that it makes it more challenging for URGs to succeed once hired

- Highlighted the apparent correlation between positive experiences and perceptions of campus climate AND increases in retention rates

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NDEW 2015

- Focus areas included:
  - Diversity w.r.t. Intersectionality with an emphasis on Female faculty of color
  - Future Faculty - Discussed experiences and issues faced by post-docs and graduate students

- Introduced the First Diversity Catalyst Lecture

- Highlighted the following diversity barriers and solutions:
  - Professional cultures in academia - Schemas and academic excellence
  - Diversity climate (and the use of safe counter spaces to improve it)
  - Use of diversity statements communicated to all members of a department (and on Dept. Web Sites)
  - The business case for diversity in academia
  - Universal design (in e.g. website and printed communications)

From Barriers to Recommendations

#DiversitySolutions

Diversity Training - Positive or negative impact?

Recommended solutions from past NDEWs addressing barriers

Prof. Frank Dobbin

Prof. of Sociology
Harvard University

"Hundreds of studies have now challenged the received wisdom that *anti-bias training* is the first step employers should take in promoting diversity."

"A review of those studies shows that anti-bias educational efforts produce *negligible change in attitudes*, and have **never** been shown to diminish workplace discrimination."

"Overall....Mandatory diversity training has a *negative effect*."

Like NDEWs, D&I conversations have to be Peer-To-Peer, not "Training" by "experts."

Dobbin, Frank, and Alexandra Kalev. 2014. "Why Firms Need Diversity Managers and Task Forces". Pp. 170-198 in How Global Migration Changes the Workforce Diversity Equation, edited by M. Pilati, H. Sheikh, C. Tilly, and F. Sperotti. Newcastle: Cambridge Scholars Publishing.

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Schemas*

- Committees should search in broad areas to access a more diverse and talented pool, and should not cull according to schemas

- Meritocracy and Professional culture should be based on individuals accomplishments, not schemas such as those afforded by academic pedigree

*Goldin & Rouse (2000) *The American Economic Review*, 90, 4, 715-741.

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Stereotype Threat

Recommended solutions from past NDEWs addressing barriers

Nearly every department has a wall like this celebrating the past…

What do all these images have in common?

How do we celebrate the past without jeopardizing the future?

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Microaggression & Solo Status

Recommended solutions from past NDEWs addressing barriers

- Mentoring
  - Peer-to-Peer mentoring
  - Senior Mentors
  - Mentors outside Department

- Need Role Models
  - Not overburden
  - Increase awareness about biases and barriers

Universal Design

Recommended solutions from past NDEWs addressing barriers

- Posting documents in accessible formats
    - Broad range of abilities, ages, racial/ethnic backgrounds

- Adjustable / flexible work area and table:
    - People with range of physical abilities
    - Right- or left- handed students
    - People of different heights
- Adaptable equipment
    - Tactile/braille ruler
    - Microscope with video camera

http://netdna.walyou.netdna-cdn.com

http://historiesofthingstocome.blogspot.com

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Implicit Bias

Recommended solutions from past NDEWs addressing barriers

- Most diversity training programs are geared towards overcoming implicit bias but are not successful!

- Implicit bias tends to play a stronger role under non-ideal circumstances:
  - Time pressure
  - Ambiguous criteria or concept (e.g., "leadership", "competence")
  - Incomplete data
  - Competing tasks
  - Stress
  - Lack of critical mass prevents distinguishing as individuals

Being mindful and understanding the situation and adjusting

Outcomes from NDEWs

Summary of Recommendations to Chairs to Accelerate Diversity

1. Department diversity committee

2. Diversity statement and vision

3. Mentoring programs for students and faculty

4. Business case for diversity

5. Faculty searches in broad areas

6. Regularly discuss department climate

7. Diversity counter space

8. Support affinity groups

9. Survey on diversity environment

10. Implement a policies/ programs targeted to address climate

C&EN
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Diversity In Academia: Solutions To Get There
By Rigoberto Hernandez, District IV Director

The chairs of some of the best funded chemistry departments in the country met on April 13–14 in Arlington, Va., at the third National Diversity Equity Workshop (NDEW; www.oxide.gatech.edu/NDEW2015) to talk about diversity within their faculties and entire departments. As with the recent demographics surveys of female (C&EN, April 7, 2014, page 41) and underrepresented minority (C&EN, May 18, page 37) faculty, the National Science Foundation's rankings of research expenditures were used to select the top 50 or so departments invited to participate.

NDEW was organized by the Open Chemistry Collaborative in Diversity Equity (OXIDE), and I serve as OXIDE's director. OXIDE is funded by several agencies jointly through an NSF grant (No. CHE-1048939) and is chartered to address multiple areas of diversity, including gender, ethnicity, disability, and sexual orientation.

A fundamental driver for OXIDE's efforts is the notion that diversity demographics will achieve parity with availability only if we all work together to solve it. This also requires substantial input from experts in the social sciences who study the issues in a broader context and who have been great contributors as speakers in our workshops.

All the chairs are in agreement about the importance of inclusive excellence—that is, that diversity is important to advance science and its practitioners. The recurring question is how to get there. Clearly there is no easy fix, but we did offer a list of easy-to-implement suggestions as follows:

Rigoberto Hernandez

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Photo Credit: Peter Cutts

http://cen.acs.org/articles/93/i33/Diversity-Academia-Solutions.html

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Recapitulation of past NDEWs

Conclusions

- OXIDE's NDEWs helped chairs to be more aware of diversity barriers (well beyond implicit bias) faced by their faculty and junior faculty in particular

- *NDEW has been a mentoring village* - The interactions between chairs and facilitators is peer-to-peer and this is critical for success

- The recommendations/outcomes from **NDEWs** were generated by the chairs themselves.
  - Those recommendations and "OXIDE's Presentation for Faculty Meetings" (available at oxide.jhu.edu) are part of your toolkit for advancing inclusive excellence in your department.