Recapitulation of Past Workshops

NDEW
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Engagement of chemistry chairs to change policy and climate
Transition from a 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
- The workshop included all four URG target areas for the first time
- Specifically included LGBTQIQ focused speakers
- Highlighted the notion of inclusive excellence and enlightened self-interest with regards to competition for institute-wide and national resources
- Solo status is a significant barrier contributing to the losses in recruitment and retention of URG faculty

- LGBTQIQ spanned an entire focus session, highlighting barriers and solutions
  - e.g. Organizations need to have LGBTQIQ policies which address protection of identity and gender markers on Legal, HR, and Medical forms
- Committees should search in broad areas to access a more diverse and talented pool
- Recognition that stereotype threat makes it more challenging for URGs to succeed once hired
- Recognition that positive experiences and perceptions of campus climate increase retention rates
Diversity Barriers
Schemas

- You throw like a girl
- Hypotheses used to make sense of the world (V. Valian)
  - Positive
  - Negative
  - Neutral

www.espnw.com
Schemas

Major US symphony orchestras study from 1970-1996

- Audition data from 14,000 individuals
- Screens used
- Probability that a woman will advance
- Roster data from 11 major orchestras show the switch to blind auditions accounts for 30% of the increase in the proportion of women among new hires*

Microaggressions

• “Oh, I wouldn't have expected you to be a science major”

• Microaggressions remind an out-group member (“them”) that he/she is not fully embraced by the in-group member (“us”)
  - Unconscious
  - Automatic
  - Subtle

https://twitter.com/representpledge/
Microaggressions

- “[Law School] Teachers are overwhelmingly white, male, and middle class; and most (by no means all) black and women law teachers give the impression of thorough assimilation to that style, or of insecurity and unhappiness.”* (D. Kennedy)

- Women and Minorities: “Offensive”

- White Male Response: “Dumbfounded”

http://media.breitbart.com

- Loretta Lynch confirmation hearing to attorney general

- “You’re not Eric Holder, are you?”+

+www.theatlantic.com
Stereotype Threat

• Madame Curie

• A disruptive concern that one will be treated, judged, or evaluated through the lens of negative group stereotypes in a particular setting (C.M. Steele)
Stereotype Threat

Effects of stereotype threat on academic learning

- Black and White students studied rare words*
  - nonthreatening conditions
  - threatening conditions.

- Participants recalled word definitions
  - half in a nonthreatening “warm-up”
  - half in a threatening “test.”

- Black students performed worse on the test than on the warm-up.

- Black students who had studied in the threatening rather than nonthreatening environment performed worse even on the warm-up.

- White students were unaffected.

Solo Status

- Stereotype threats can reinforces the solo status
  - “So we need you to take the female candidate out to dinner….. “

- Being the only representative of a social category present*
  - Impacts performance & outcomes
  - Different than tokenism

Solo Status

Study on the effects of high and low status groups

• The lower your social status the more negatively impacted you are by solo status*
  
  - Women vs. Men
  
  - Black vs. White
  
  - White Female vs. Black Female vs. Hispanic Female
  
  - Asian vs. White+

Universal Design

• Americans with Disabilities Act (ADA)
  - A physical or mental impairment that substantially limits one or more of the major life activities

• Is a design principle that entails creating products and environments that are usable by all people to the greatest extent possible without the need for accommodation or modification

www.istockphoto.com
http://www.hamiltonbeach.com
thisoldhouse.com
www.framesdirect.com
http://pixshark.com/elevator-floor-indicator.htm
Universal Design

• 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
Implicit Bias

• “She has kids so she won’t be able to keep up with her research.....”

• “Implicit biases come from the culture. I think of them as the thumbprint of the culture on our minds. Human beings have the ability to learn to associate two things together very quickly—that is innate.”

*Dr. Mahzarin R. Banaji, quoted in Hill, Corbett, & Rose, 2010
Implicit Bias

Impact of gender on job applications

- Evaluated identical application packages
  - Karen vs Kevin *
  - Greg vs. Jamal +
- Male application package preferred 2:1

Overcoming Diversity Barriers
Policy and Programs

What can we do as a department to create an environment that support diversity?

Creating programs to flatten diversity inequities and recognize diversity in excellence
Policy and Programs

Re-imagining the academic ladder: What should we do?

- Design targeted goals for every step of the ladder
- Identify/recruit talent at undergraduate, graduate and postdoctoral levels
- Broaden the pool of applicants with respect to academic pedigrees
Policy and Programs

Lay the foundation for success through the ladder

• Arbitrarily populating the ladder is not enough

• Some losses are good
  – Individuals choosing “better” jobs / working climates
  – But why were we not the number one choice?

• Pulling someone up a rung arbitrarily is not an effective response
  – Why was the rung difficult to reach in the first place?
  – What can we do to eliminate the obstacles we impose?
Policy and Programs

The context of URG scientist’s climb up the ladder

• How does your department’s diversity climate compare to comparable choices outside of academia?

• Do you have an effective mentor program?
  – Does everyone on the ladder have a mentor?
  – Does everyone on the ladder have a village of mentors?

• Do students know their options?

• Do parents understand student’s options/future?

• Who bears the risk for failure?
  – **AND** the responsibility for ensuring success?
Policy and Programs

Lessons from Industry

• Have authentic conversations with faculty

• Top-down non-voluntary diversity training exercises tend to be ineffective

• Mentoring is effective and should be implemented throughout the entire ladder

• Mentoring should be intentional and organized
  - Should include: peer to peer, senior mentors, etc

• Affinity groups tend to be affective only if they have longitudinal participation

Policy and Programs

Graduate Student and Postdoc Climate

• Build a village of mentors, letter writers, champions!

• Evaluate diversity climate regularly

• Affinity groups can be helpful if implemented longitudinally

• Values affirmation intervention*
  - Courses
  - Graduate Program

Encouraging Ph.D. and Postdoc to Faculty Transition

- Mentoring
  - Insure the Ph.D. committees engage students throughout their career
  - Provide opportunities for students to display their scientific potential
  - Do not overburden or peg particular students for volunteer tasks

- Overall Vision:
  - Provide a track for success
  - Institutions should take the financial burden, not students
Policy and Programs

Developing and Recruiting Faculty

• Diversity is a planned event

• Mentoring
  – Peer-to-Peer
  – Senior Mentors
  – Mentors outside of the department

• Need role models (from diversity groups)
  – Don’t overburden
  – But if you are going to burden them...
    reward them, don’t penalize them

• Academic pedigrees should be contextualized, and individuals judged on what they do thereafter
Policy and Programs

Retention of Faculty

- Quantify the value of the individual to the collective and reward her or him for it
- Additional administrative responsibilities should be correlated with additional staff support
Policy and Programs

Promotion of Faculty

- Ensure that evaluations are based on quantitative statements not “feelings” or schemas
  - Relevant to hiring and promotion
- Provide resources to temper the overburdening of URG faculty
- Always reward success
ToDo List from NDEW2013

Recommendations for Chairs

1. Conduct a faculty meeting on diversity excellence:
   A. Walk your faculty through the generic department presentation given at NDEW 2013 (or a version customized to your department).
   B. Make sure that you do not advertise the event as diversity training.
   C. Emphasize strategies that mitigate stereotype threat.

2. Create mentoring programs (vertical and horizontal).

3. Create a department diversity committee
   A. Broadly reflective of your faculty’s perspectives (e.g., include straight, able-bodied white male faculty)
   B. Don’t overburden URG (under-represented groups) faculty.
   C. Establish deliverables to measure the committee’s success.

4. Conduct faculty searches in broad areas

5. Respond to current & future OXIDE surveys (e.g., workshop evaluation, demographics, & climate)

6. Implement a policy/program targeted to address climate and/or demographics
   • Partner with OXIDE to assess it!

OXIDE – Diversity Equity Slides, Draft 1.1
Successful Policies and Programs

Concluding Remarks

• Diversity leadership must come from the top down
  - Chairs
  - Tenured Faculty

• Must take a deliberate approach
  - Diversity is not accomplished by accident
  - Departments should publish diversity policies and strategies
  - Mentoring programs should be thoughtful and strategic

• Recruitment requires more than just numbers
  - Recruitment efforts must be deliberate
  - Diversity friendly environments are needed to increase retention

• Need for universal design

*Frank Dobbin (NDEW 2011)
Questions / Comments

This is an ongoing conversation.
Please give us your feedback.

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