

Recapitulation of Past Workshops

NDEW

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www.oxide.gatech.edu



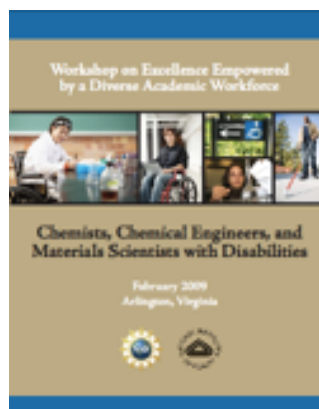
Past Diversity Workshops



2006



2007



2009

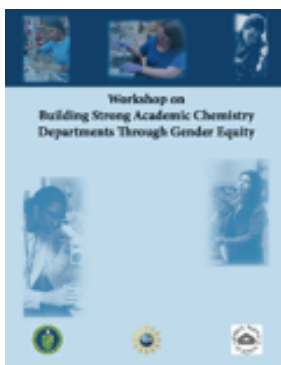


2011

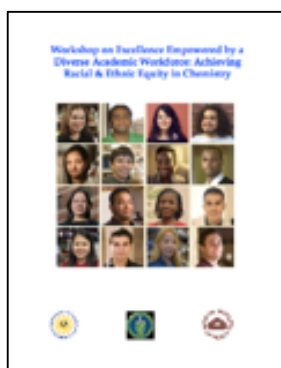


2013

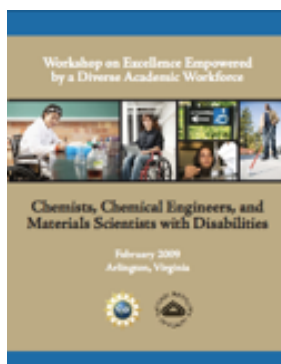
- Engagement of chemistry chairs to change policy and climate
- Transition from a single URG cohort to multiple URGs
- All were funded by NSF, NIH, and/or DOE



- 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 URM face significant additional barriers to success
- Need for well thought out departmental diversity plans



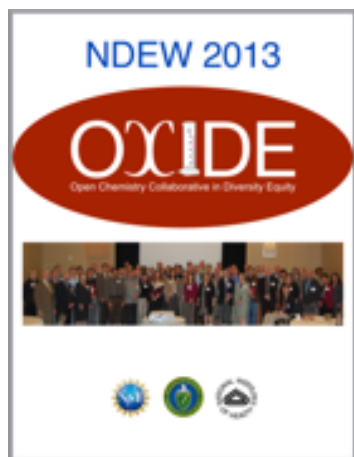
- Recognition of the hurdles to generate an accurate census
- Departments need to recognize the acquisition of disabilities as faculty age
- The importance of accommodations and universal design
- The small numbers of people with disabilities in the sciences, prohibits effective accommodations

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- 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

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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



<https://twitter.com/representpledge/>

- “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

Microaggressions



<http://media.breitbart.com>

- Loretta Lynch confirmation hearing to attorney general
- “You’re not Eric Holder, are you?”⁺
- “[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”

Stereotype Threat

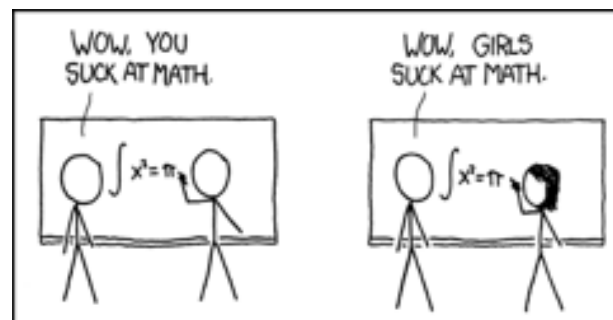
- Madame Curie
- A disruptive concern that one will be treated, judged, or evaluated through the lens of negative group stereotypes in a particular setting (C.M. Steele)



Stereotype Threat

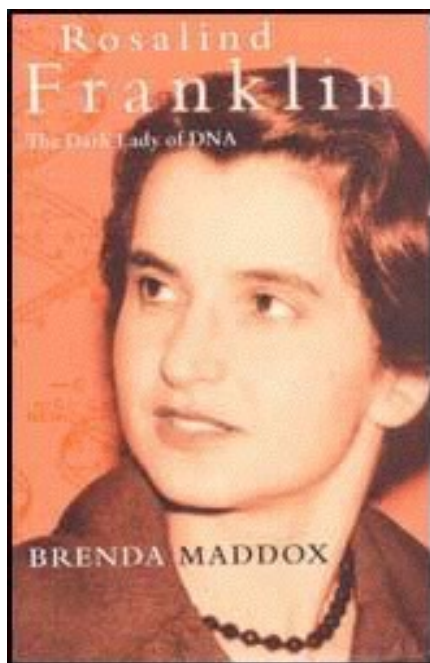
Effects of stereotype threat on academic learning

- 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.



<http://stemminist.com>

Solo Status



<http://spartacus-educational.com>

- Stereotype threats can reinforce 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



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



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



<http://historiesofthingstocome.blogspot.com>

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.”*

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

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Policy and Programs

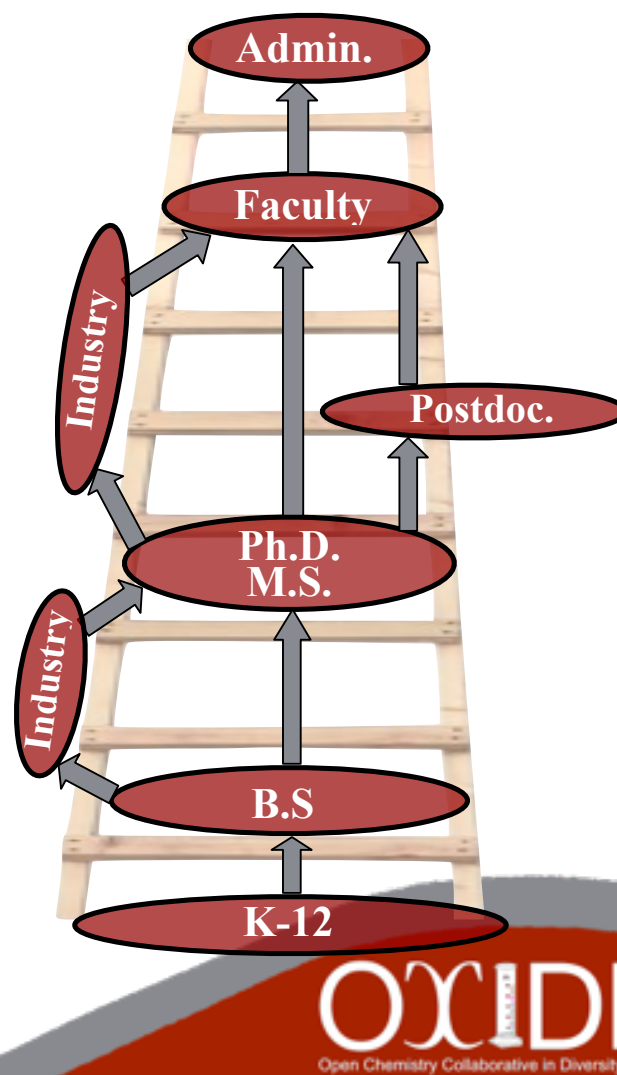
**What can we do as a department to create
an environment that support diversity?**

**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

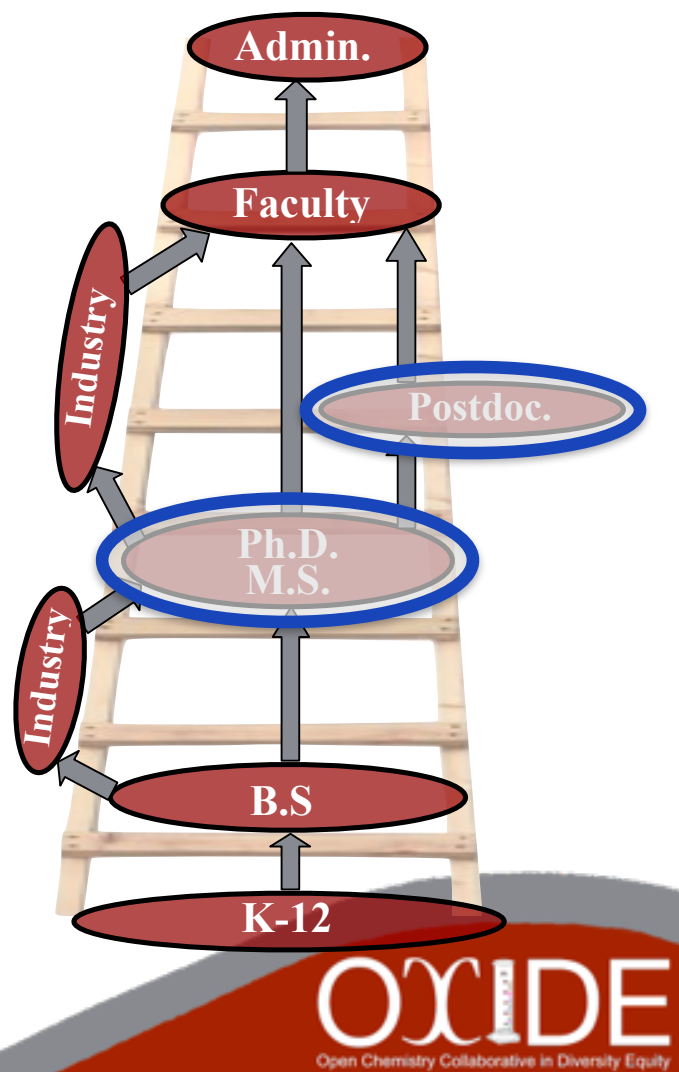
- Have authentic conversations with faculty
- Top-down non-voluntary diversity training exercises tend to be ineffective
- Mentoring is effective and should be implemented throughout the entire ladder
- Mentoring should be intentional and organized
 - Should include: peer to peer, senior mentors, etc
- Affinity groups tend to be affective only if they have longitudinal participation

See, e.g., Dobbin, F. and A. Kalev, 2013. ["The Origins and Effects of Corporate Diversity Programs."](#) P. 253-281 in *Oxford Handbook of Diversity and Work*, QM Roberson. New York: Oxford University Press

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

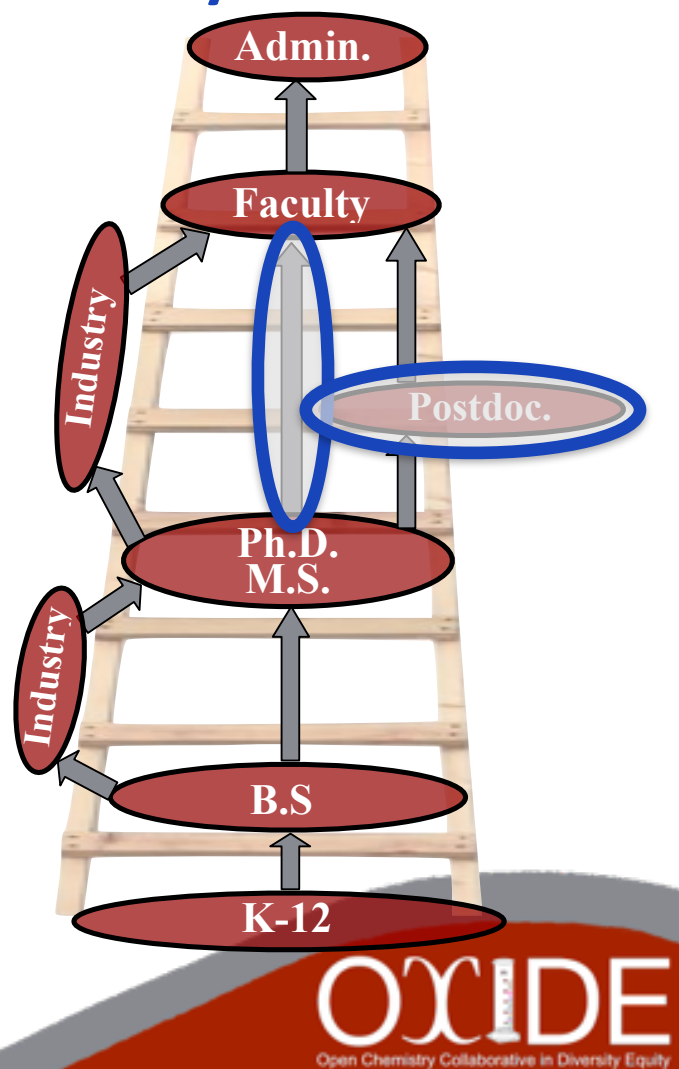


*Kost, Pollock, et al., (2010), *Physics Education Research Conference*, 1289, 1,197.

Policy and Programs

Encouraging Ph.D. and Postdoc to Faculty Transition

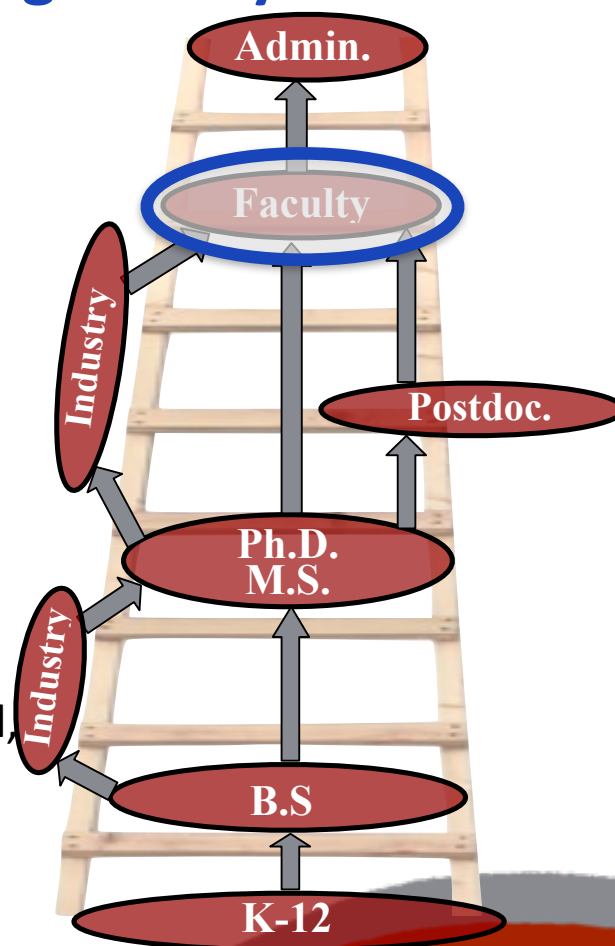
- Mentoring
 - Insure the Ph.D. committees engage students throughout their career
 - Provide opportunities for students to display their scientific potential
 - Do not overburden or peg particular students for volunteer tasks
- Overall Vision:
 - Provide a track for success
 - Institutions should take the financial burden, not students



Policy and Programs

Developing and Recruiting Faculty

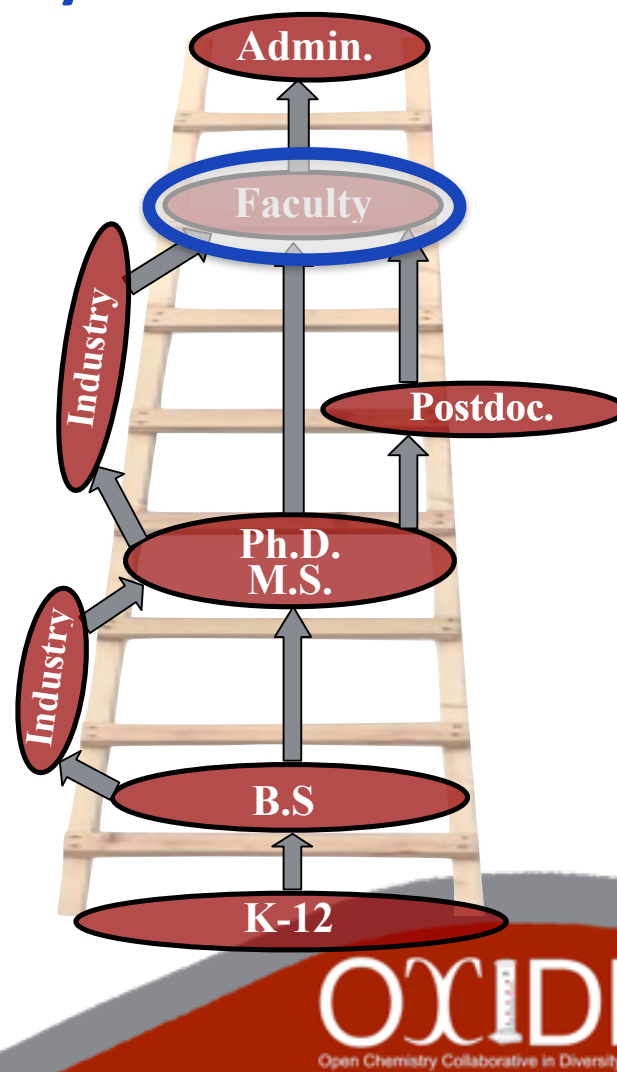
- Diversity is a planned event
- Mentoring
 - Peer-to-Peer
 - Senior Mentors
 - Mentors outside of the department
- Need role models (from diversity groups)
 - Don't overburden
 - But if you are going to burden them...
reward them, don't penalize them
- Academic pedigrees should be contextualized, and individuals judged on what they do thereafter



Policy and Programs

Retention of Faculty

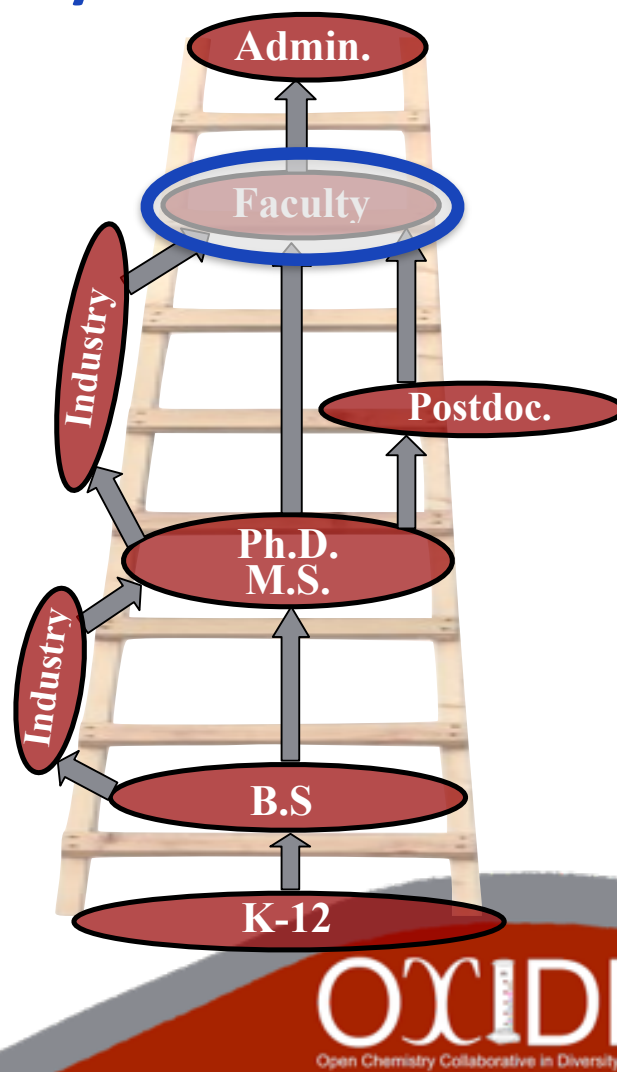
- Quantify the value of the individual to the collective and reward her or him for it
- Additional administrative responsibilities should be correlated with additional staff support



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

www.oxide.gatech.edu 50

OXIDE
Open Chemistry Collaborative in Diversity Equity



Successful Policies and Programs

Concluding Remarks

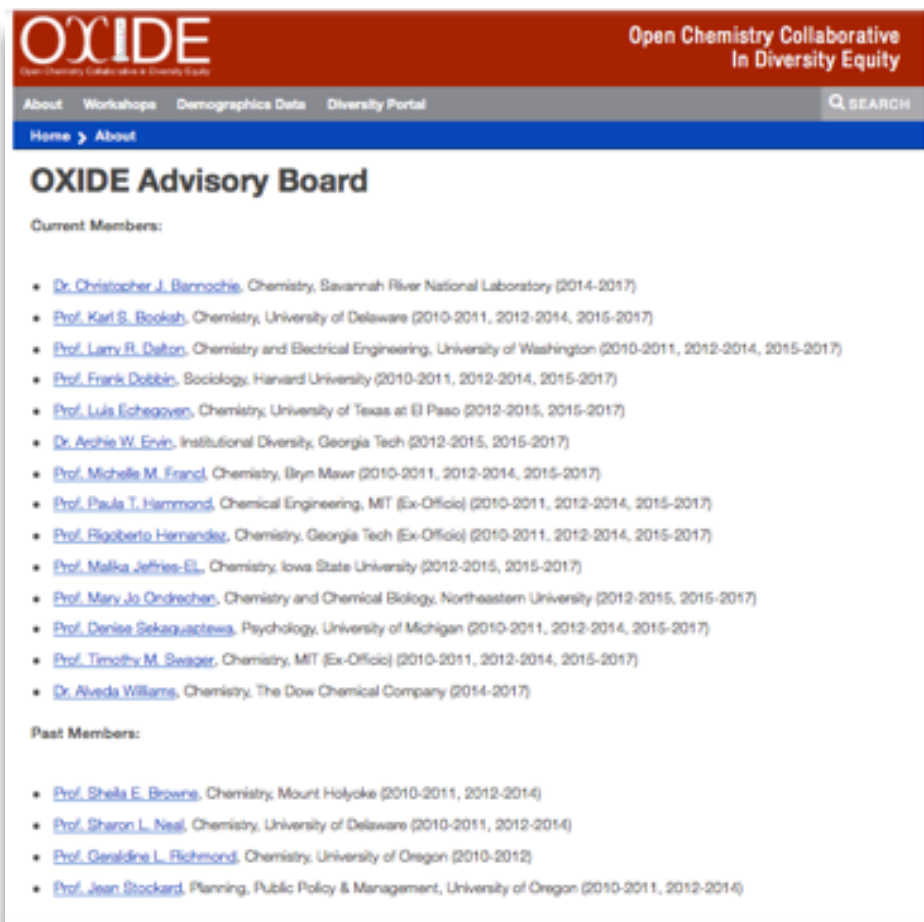
- Diversity leadership must come from the top down
 - Chairs
 - Tenured Faculty
- Must take a deliberate approach
 - Diversity is not accomplished by accident
 - Departments should publish diversity policies and strategies
 - Mentoring programs should be thoughtful and strategic
- Recruitment requires more than just numbers
 - Recruitment efforts must be deliberate
 - Diversity friendly environments are needed to increase retention
- Need for universal design

Questions / Comments

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

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Acknowledgements



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- NDEW Predecessors
- Co-Chairs
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