



STRIDE 2

STRATEGIES and TACTICS for RECRUITING to
IMPROVE DIVERSITY and EXCELLENCE

at The University of Tennessee

stride@utk.edu



Developed *by* UTK faculty *for* the UTK community

ART
ARCHITECTURE
BIOLOGY
BOTANY
CHEMICAL & BIOMOL. ENGINEERING
CHEMISTRY
CIVIL & ENVIRON. ENGINEERING
EDUCATIONAL PSYCHOLOGY

ENTOMOLOGY & PLANT PATHOLOGY
LAW
NUCLEAR PHYSICS
NUTRITION
PSYCHOLOGY
RETAIL HOSPITALITY & TOURISM
SOCIAL WORK
SOCIOLOGY

STRIDE serves at the request of the Provost's Office.

PURPOSE OF STRIDE

To revitalize our efforts to hire and retain a diverse faculty by using *peer-to-peer* instruction about the academic research on bias and diversity

STUDY & INSTRUCTION METHOD

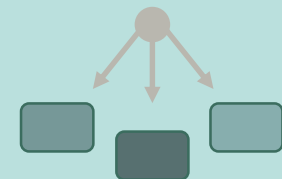
Peer Reviewed Academic Research



Committee Discussion



UTK Presentations



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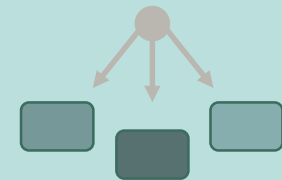
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STRIDE'S MESSAGE ...

For an innovative
enterprise
like a university,
diversity leads to
better decision making
and problem solving.

To obtain that environment we
all need to understand both our
own biases and the similarities
and differences between
different groups of people.

The work environment should
therefore be welcoming,
nurturing and inclusive for
ALL employees !

And based on that
understanding our policies
and behavior should be
thoughtfulness.

TODAY'S PRESENTATION:

A BRIEF RECAP OF STRIDE 1

CHALLENGES FOR RETAINING A DIVERSE FACULTY

MENTORING

BEST PRACTICES

1

● BRIEF RECAP OF STRIDE 1

CHALLENGES FOR RETAINING A DIVERSE FACULTY

MENTORING

BEST PRACTICES

SOCIAL DIVERSITY

All the ways that people within a single culture are set apart from one another

Focus on inclusion of members of groups that have been historically, legally, and/or culturally hindered from full participation in academia.



Phillips, K. W. (2014). How Diversity Makes Us Smarter. *Scientific American*, 311 (4), 43-47. [link](#).

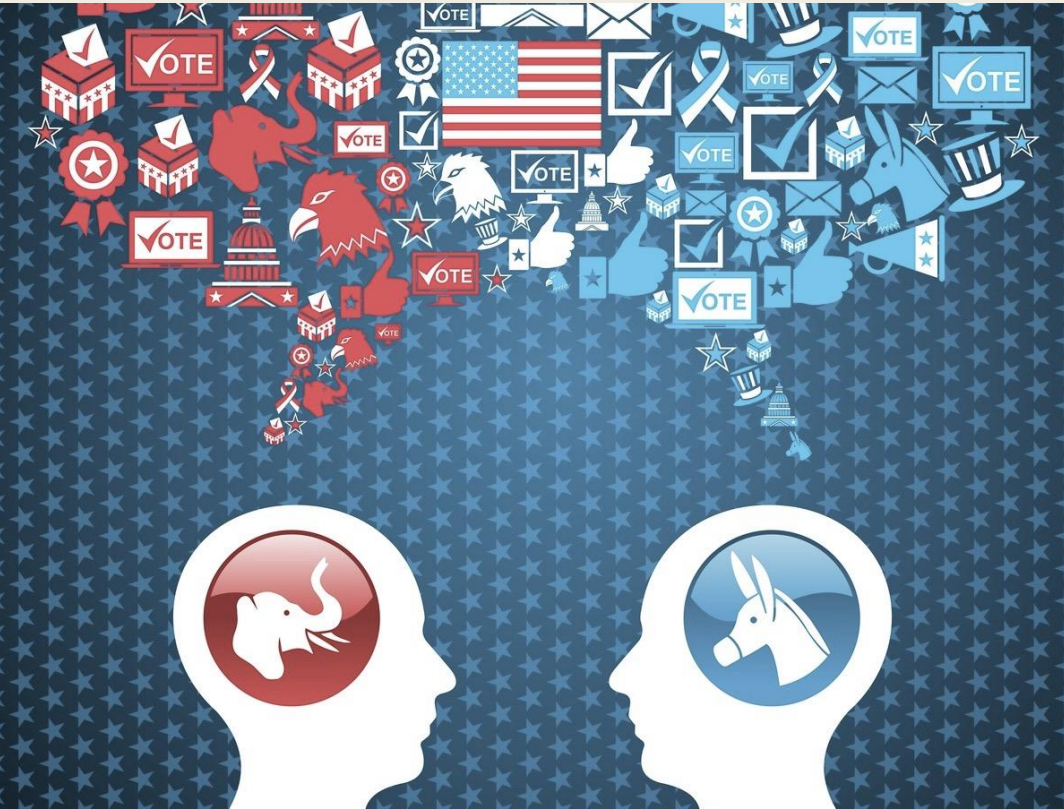
In a group setting diversity can cause:

-> Discomfort
-> Rougher interactions
-> More concern about disrespect
-> Lack of trust
-> Less communication



SOCIAL DIVERSITY

-> Encourages the search for novel information and perspectives, leading to *better decision making* and *problem solving*.
-> When problems are solved in diverse groups, solutions tend to be *better formulated*, explained in *more detail*, addressed from *more perspectives*, and *work better* in innovative environments.



STUDY:

People (86) with different political ideologies (Democrats and Republicans) were asked to read a murder mystery case, and prepare for a meeting with another participant by writing an essay about who they thought committed the murder.

They were told that

-> the other participant disagreed with them
-> they needed to reach consensus
-> the other participant was from either the opposing political party or the same party as themselves

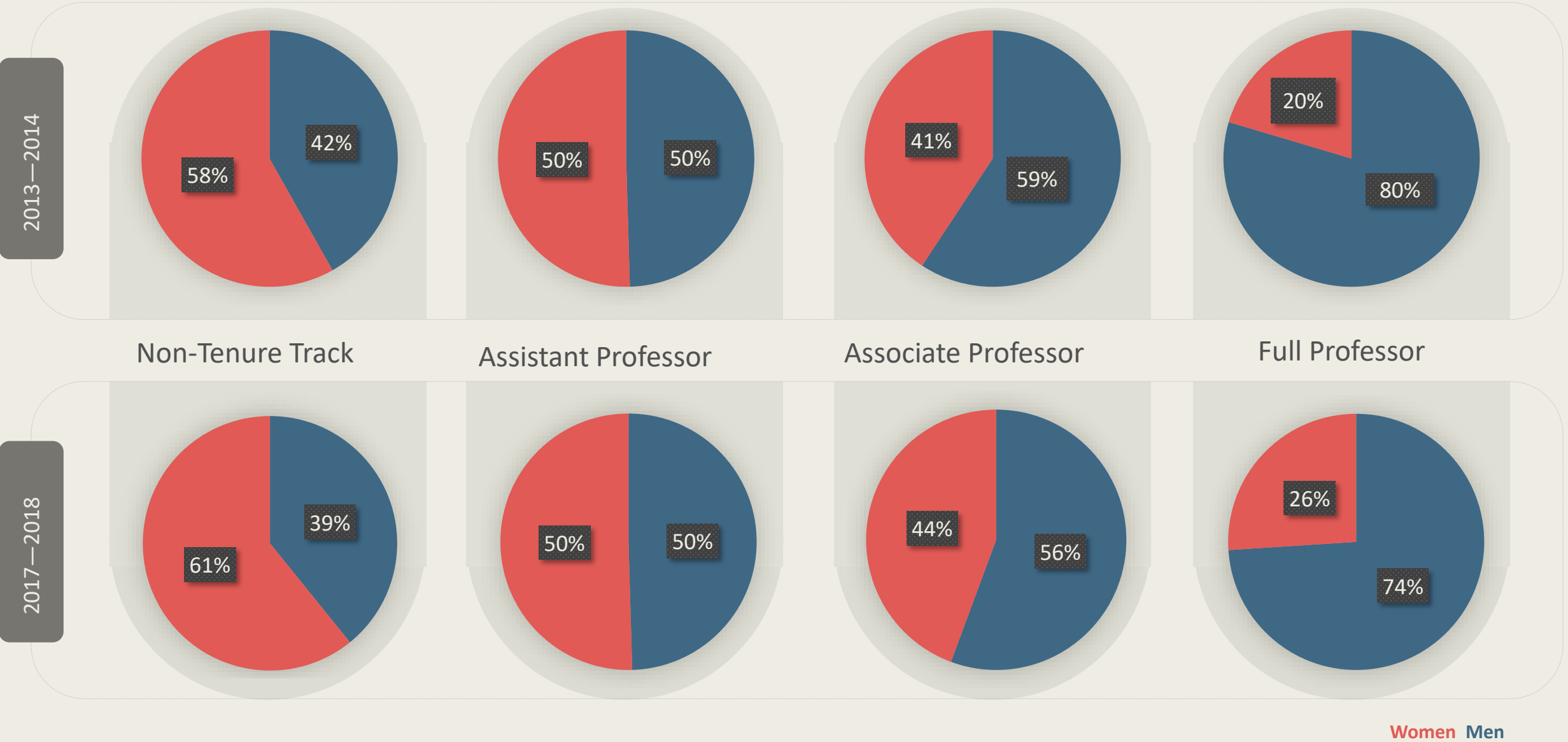


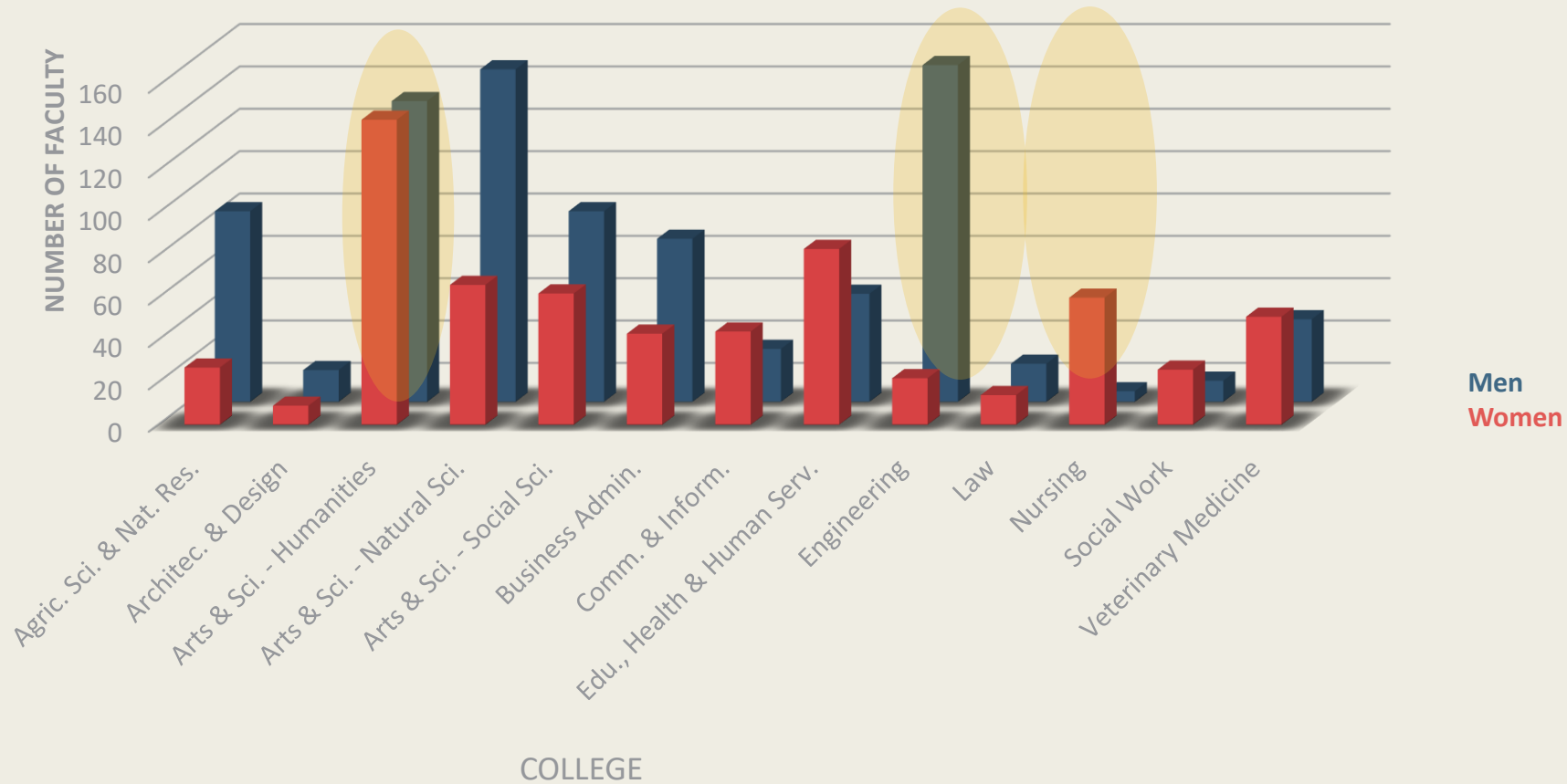
RESULT:

When Democrats were told that they would meet with another Democrat who disagreed with them, they prepared less well for the discussion than Democrats who were told that they would meet with a Republican who disagreed with them. Republicans showed the same pattern.

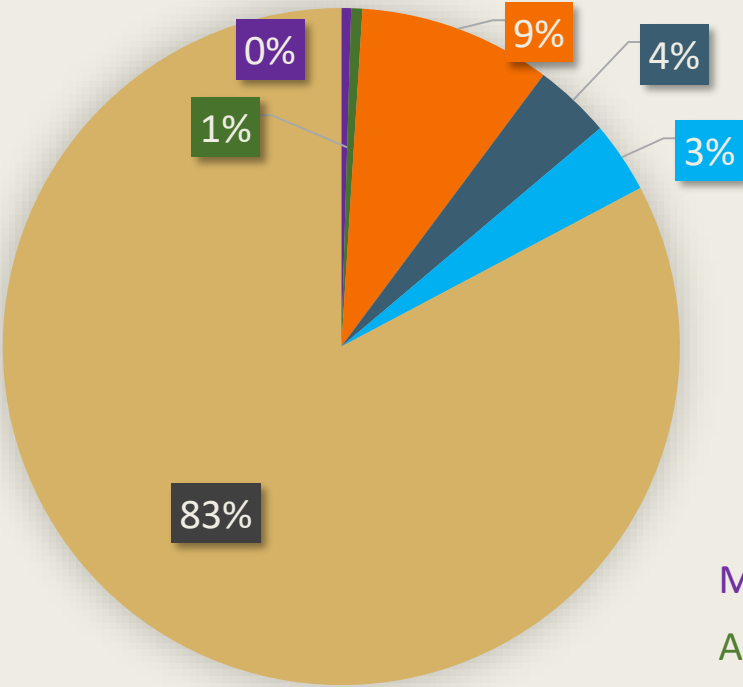
LESSON:

When disagreement comes from a socially different person, we are prompted to work harder. *Diversity jolts us into cognitive action in ways that homogeneity simply does not.*



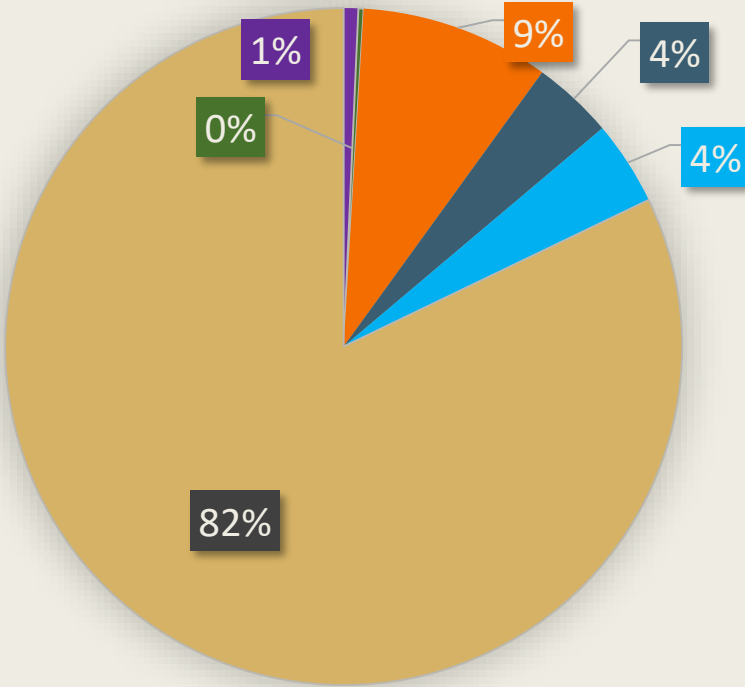
FULL-TIME INSTRUCTIONAL FACULTY BY *GENDER*, UTK, 2016–2017

ALL FACULTY BY *RACE / ETHNICITY*, UTK, 2013–2014



- Multiracial
- Am. Indian / Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic
- White/European-American

ALL FACULTY BY *RACE / ETHNICITY*, UTK, 2017–2018





Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions without our intentions.

These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily.

BIAS is impactful and pervasive

Learned early from family, peers, media

Learned without intention or awareness

Culturally shared



AP Associated Press AP • Tue Aug 30, 11:31 AM ET

A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

[Email Photo](#) [Print Photo](#)

RECOMMEND THIS PHOTO » Recommended Photos
 Recommend It: ☆☆☆☆☆ Average (138 votes) ★★★★★

AFP 3:47 AM ET

Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Images/Chris Graythen)

[Email Photo](#) [Print Photo](#)

RECOMMEND THIS PHOTO » Recommended Photos
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RELATED

- Katrina's Effects, at a Glance AP • Tue Aug 30, 1:26 PM ET

[Hurricanes & Tropical Storms](#)



Widely culturally shared

-> Both men and women hold them about gender.
-> Both Whites and minorities hold them about race/ethnicity.
-> People are often not aware how their judgment is influenced by their biases.

Applied more under circumstances of:

-> Stress from competing tasks
-> Time pressure
-> Ambiguity (including lack of information)

Dovidio & Gaertner (1998). In Eberhardt & Fiske (Eds.), Confronting racism: The problem and the response (pp. 3-32). Newbury Park: Sage.

Dovidio & Gaertner (2000). Psychological Science, 11(4), 315-319.

Fiske (2002). Current Directions in Psychological Science, 11(4), 123-128.

Heilman (1980). Organizational Behavior and Human Performance(26), 386-395.

Sackett, DuBois, & Noe (1991). J Applied Psychology, 76(2), 263-267.

Valian (1998) Why So Slow? The Advancement of Women. Cambridge: MIT Press, p. 280.



How do we overcome our implicit biases' **influence on our judgments** of people?

“Implicit attitudes” are the ‘default,’ without noticing and correcting for them, they will guide judgments and behavior.

To neutralize the effects of implicit bias,

- a) one must be aware that such bias exists,
- b) be motivated to correct for their influence on perceptions, judgments, and behavior, and
- c) Work slowly and deliberately avoiding to rush decisions.

2

BRIEF RECAP OF STRIDE 1

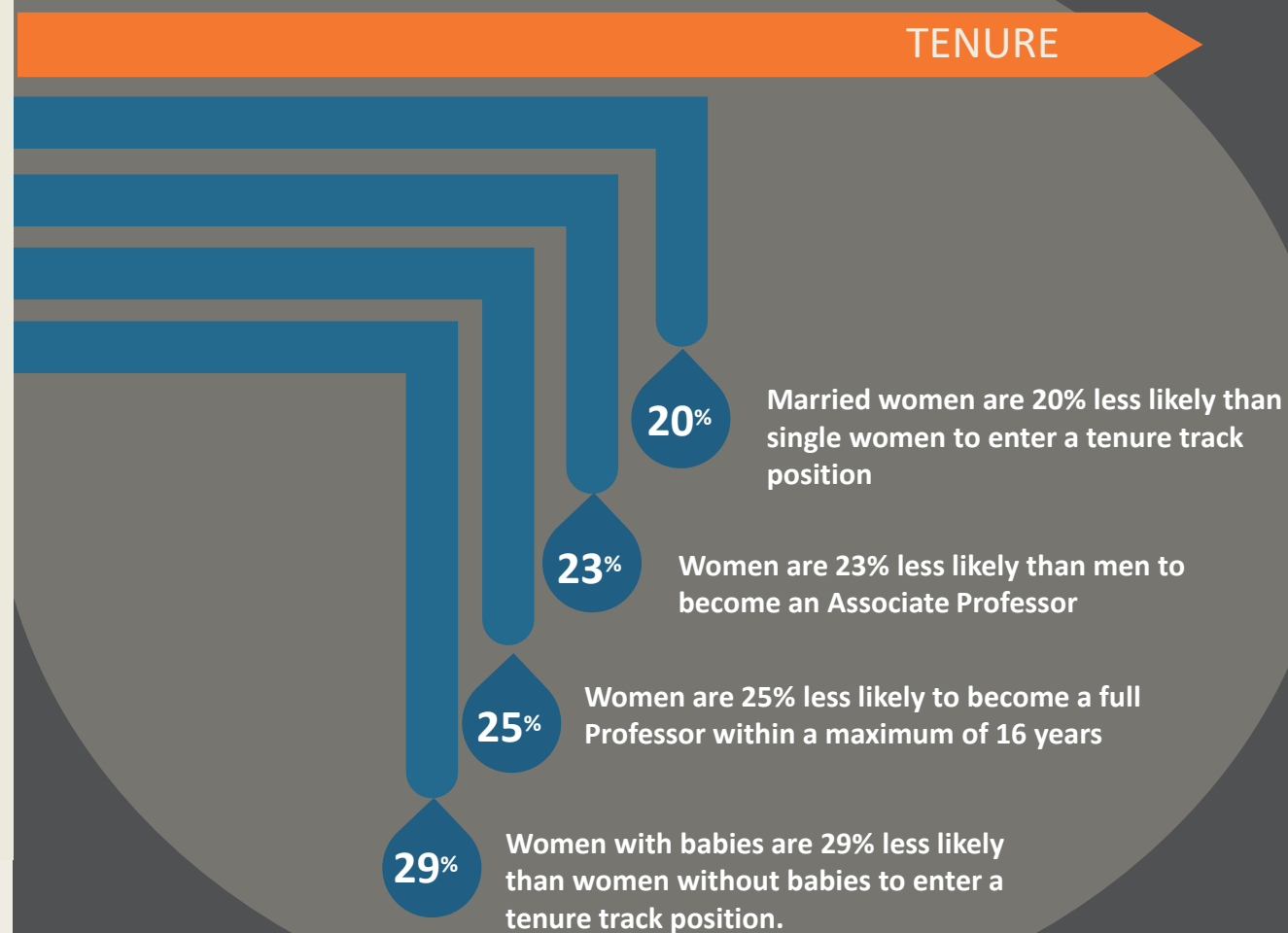
● **CHALLENGES FOR RETAINING A DIVERSE FACULTY**

MENTORING

BEST PRACTICES

The *leaky pipeline* for women

THE LEAKY PIPELINE





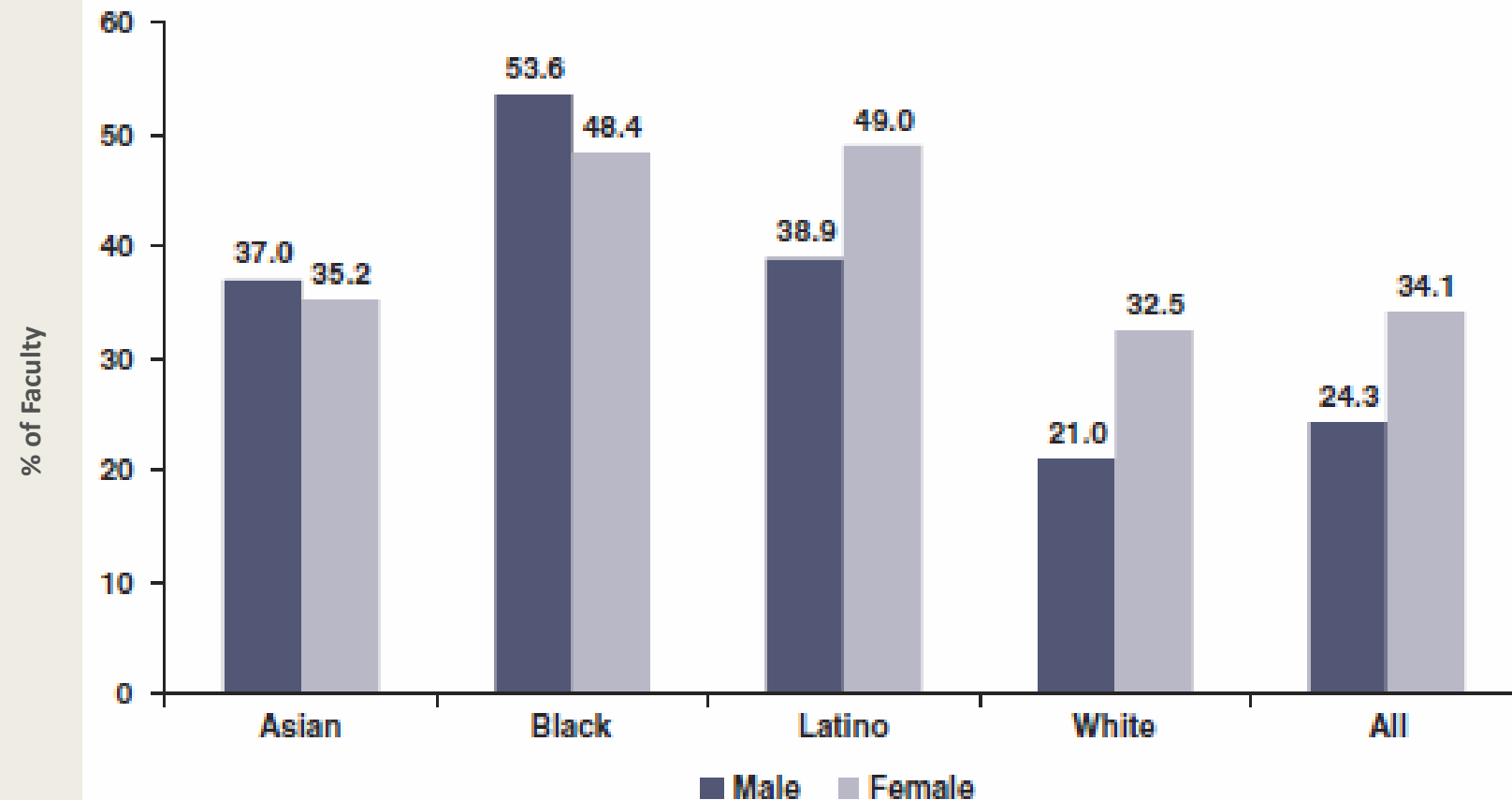
Minorities are more likely to:

- Perceive they are **not respected as scholars**
- Be influenced by **social identity threat**
- Experience **exclusionary behavior**
- Experience **microaggressions**

PERCEPTION AS A SCHOLAR:

Based on survey of 16,112 full-time faculty at 269 colleges and universities

Studied perceptions of faculty members that they must work harder than their colleagues to be perceived as legitimate scholars, by race/ethnicity and sex



DEFINITION:

The concern people experience in situations where their social group is underrepresented, stereotyped to be inferior, or otherwise devalued in the particular setting.

ISSUE:

The mere awareness of negative stereotypes can subtly block women's interest and advancement in STEM settings.

METHOD:

Required 52 women and 44 men, all professional engineers, to record their daily interactions and their feelings of mental exhaustion and professional disengagement.





FINDINGS:

Women feel higher levels of Social Identity Threat if they have negative interactions with men, but not with women.

Men's feelings of Social Identity Threat are generally lower than women's and are independent of the character of their daily interactions.

TAKE HOME MESSAGE:

To increase retention and productivity and reduce stress on women (*in fields where women are a distinct minority*) people should be aware of the possible dangers of negative interactions.

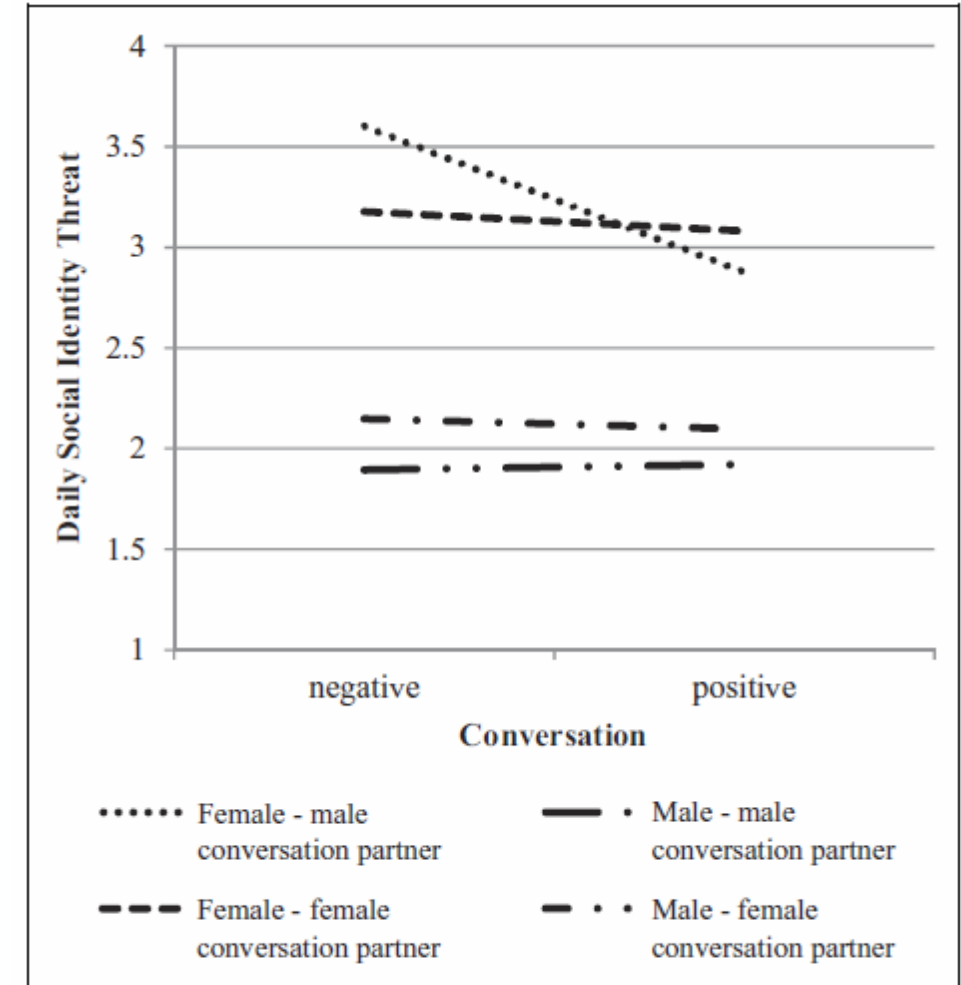


Figure 1. The simple slopes for work conversations predicting daily stereotype threat.

EXCLUSIONARY BEHAVIOR (EB)

Not being included or feeling welcome in group activities, silent treatment, being shunned or ignored, microaggressions, etc.

EB can hinder a person (or a group) in establishing or maintaining positive interpersonal work relationships.

Examples

- Select group of faculty men having weekly basketball or golf games
- Private get-togethers of selected faculty members
- Requests or emails from some faculty members being processed more slowly

Percentage of faculty who feel they have been discriminated against or excluded from activities because of their race/ethnicity:

6%

WHITE

40%

LATINA/O

54%

BLACK



What is a microaggression?

DEFINITION:

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

Microaggressions are fleeting and have cumulative effects.





Microaggressions will remind the target of their marginalized status and can thereby *decrease their well-being and hinder their full integration in their environment* (like their UT department).

Perpetrators of microaggressions *are often unaware* that they engage in such communications, and their intentions might be positive.

"I mean, you got the first mainstream African-American who is articulate and bright and clean and a nice-looking guy. I mean, that's a storybook, man."

JOE BIDEN ON
BARAK OBAMA, 2007

THEME	MICROAGGRESSION	PERCEIVED MESSAGE
Alien in own land	<i>“Where are you from?” “You speak good English.”</i>	<i>You are not American.</i>
Statements indicating a White person will not acknowledge race	<i>“When I look at you, I don’t see color.” “There is only one race, the human race.”</i>	<i>Denying a person of color’s racial/ethnic experiences</i>
Denial of individual racism	<i>“As a woman, I know what you go through as a “racial minority.”</i>	<i>Your racial oppression is no different from my gender oppression. I can’t be a racist. I’m like you.</i>
The values and communication style of the White culture are ideal	<i>“Why do you have to be so animated?” “Why are you so quiet? Be more verbal.”</i>	<i>Assimilate to the dominant culture.</i>

A DIFFICULT ISSUE:

We are all different and we have to acknowledge these differences as part of valuing diversity.

We will select some examples of issues for the following groups:

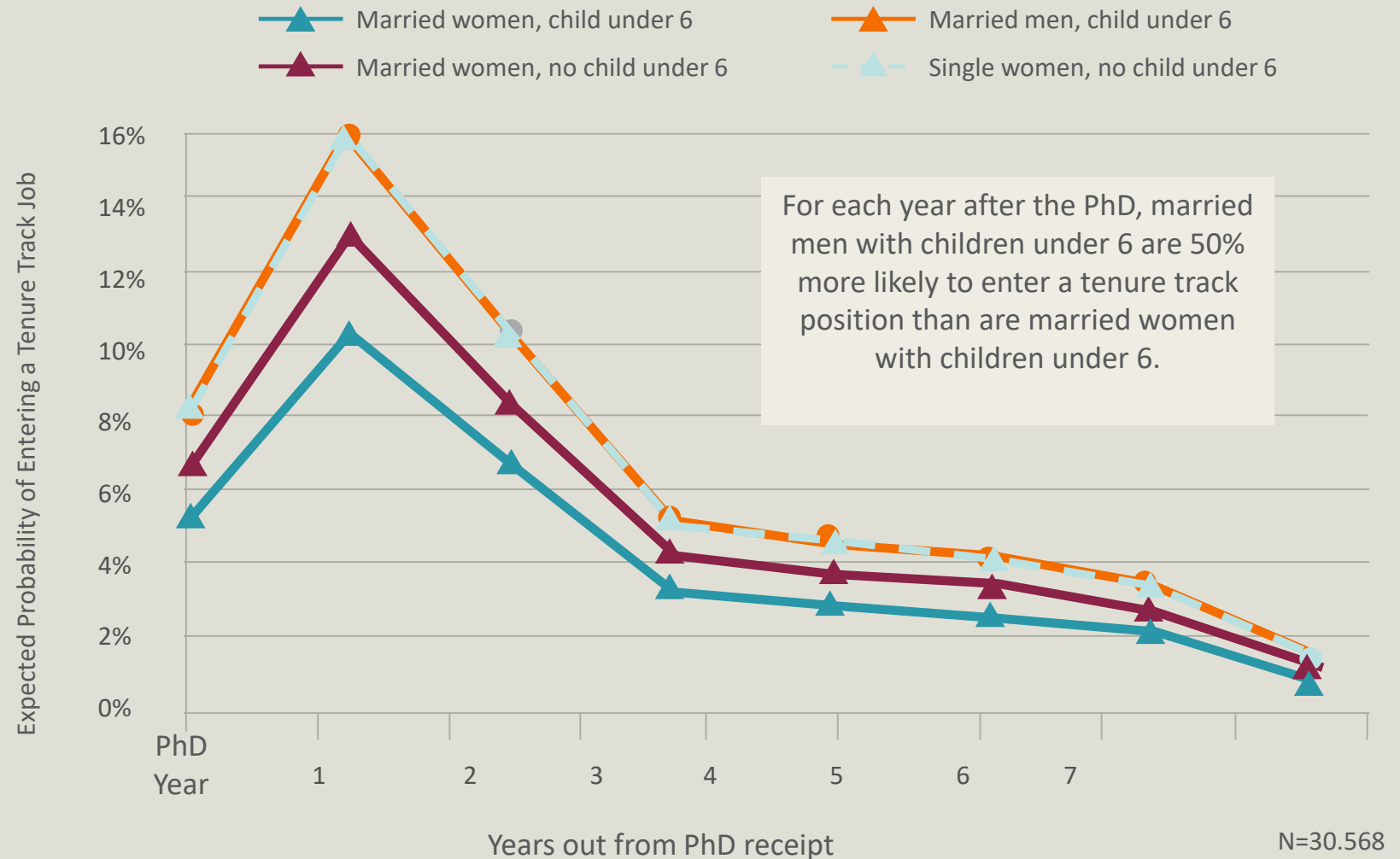
-> Women
-> African American
-> LGBT

NSF funded study of
160,000 PhD recipients.

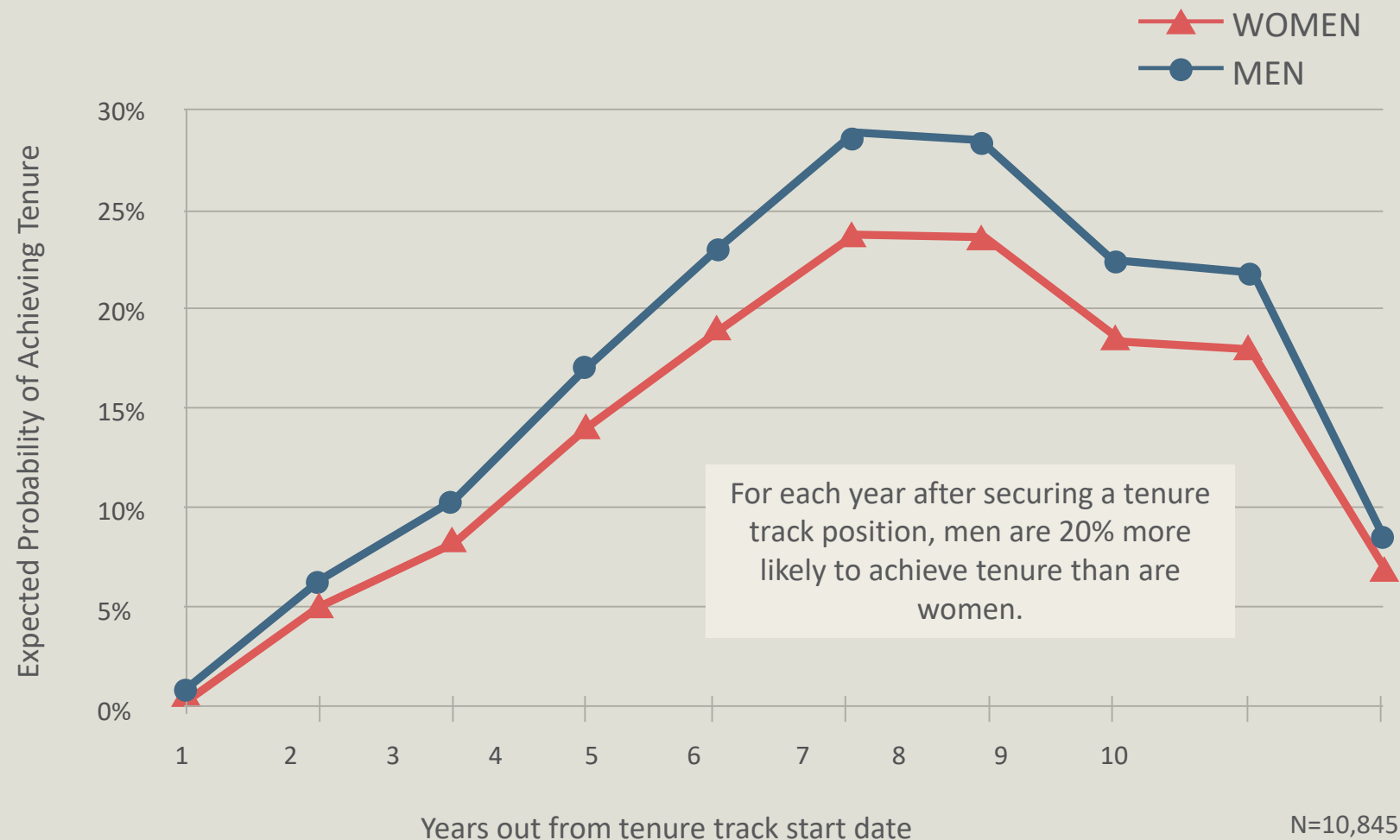
Married women less likely
to enter tenure track
position.

Women with children less
likely to enter tenure track
position.

LEAKS IN THE PIPELINE: PhD TO TENURE TRACK POSITION



LEAKS IN THE PIPELINE: TENURE TRACK TO TENURE



NSF funded study of 160,000 PhD recipients.

Men are 20% more likely to achieve tenure than are women

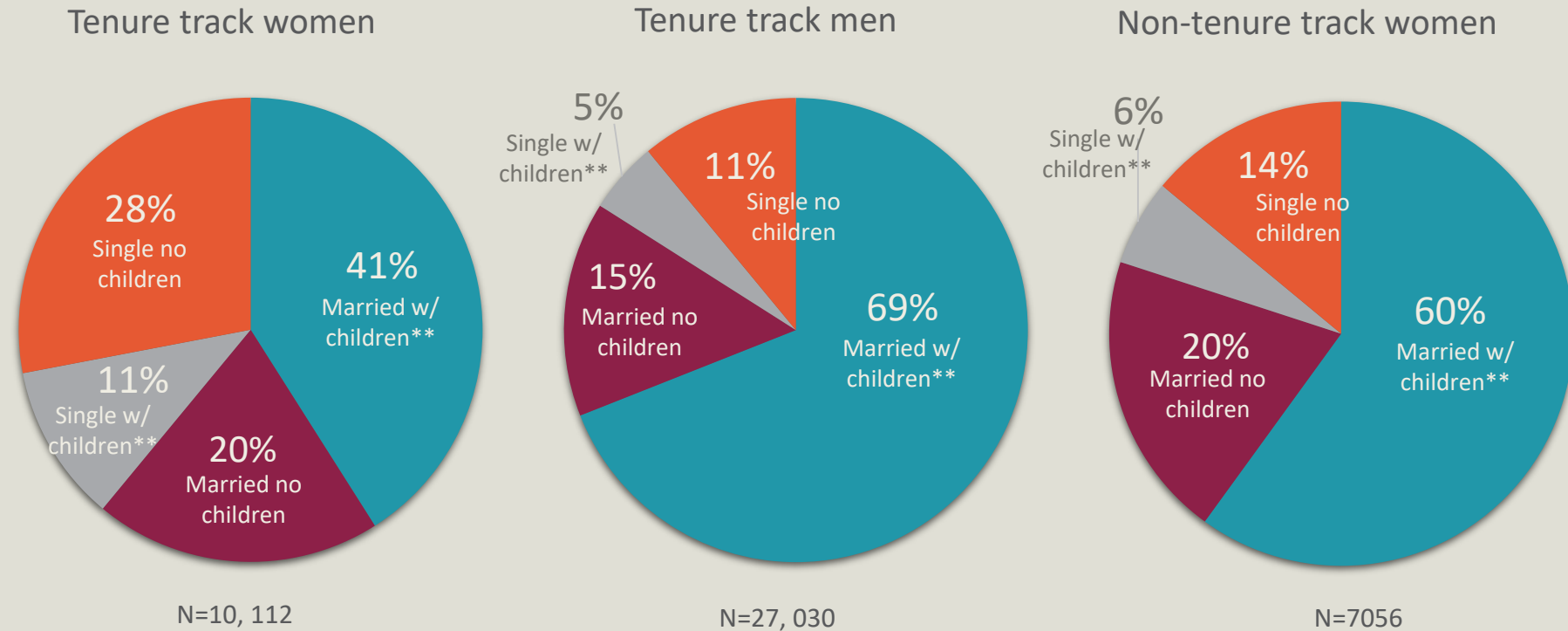
Tenure track women

Are much less likely to be married and have children than men.

Non-tenure track women

have approximately the same family status distribution as tenure track men.

FAMILY STATUS 12 YEARS OUT FROM PhD*



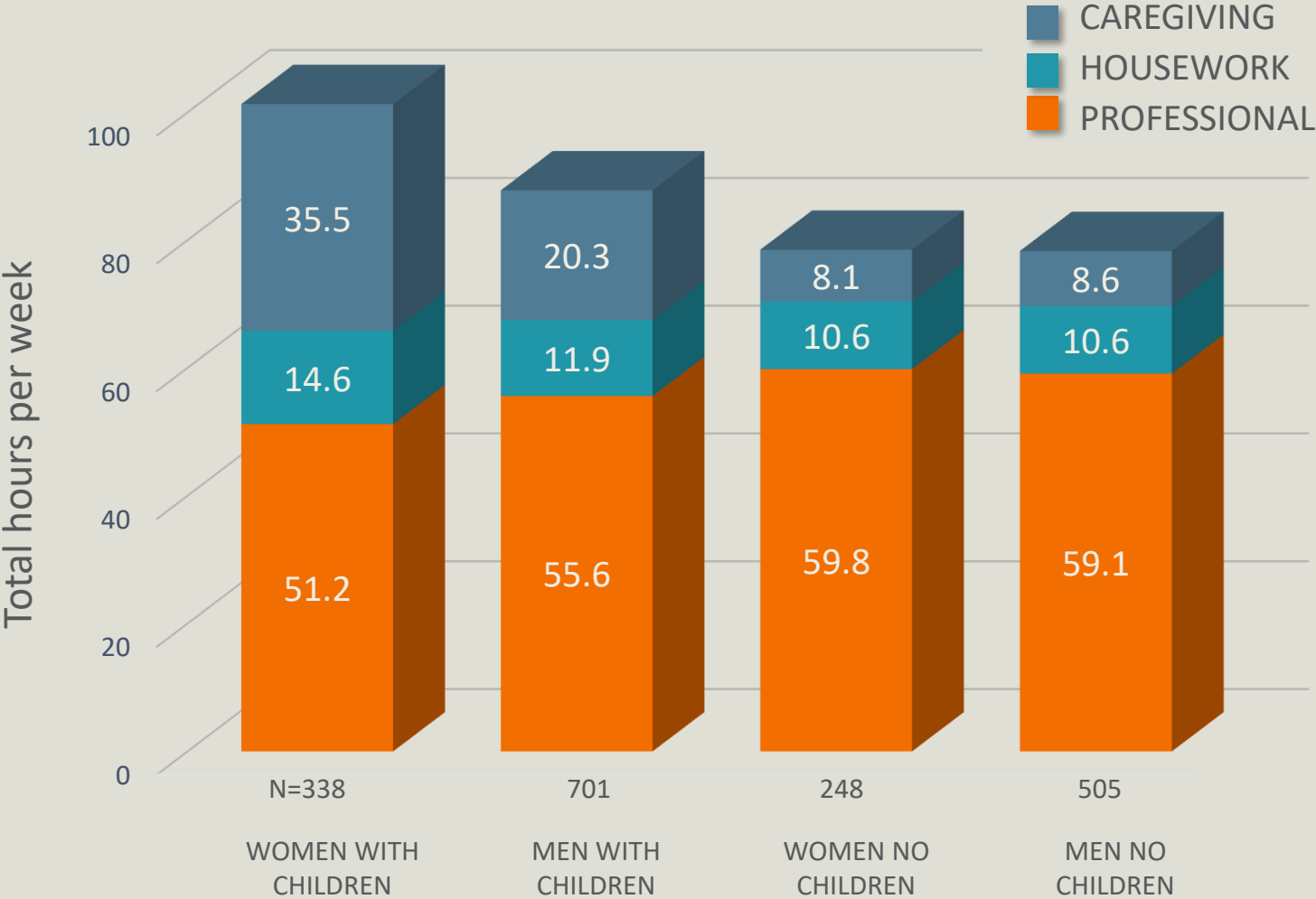
*PhDs from 1978-1984 who are ladder-rank faculty 12 years out from PhD.

** Had a child in the household at any point post PhD to 12 years out

*** Non-tenure track, part time, or not working

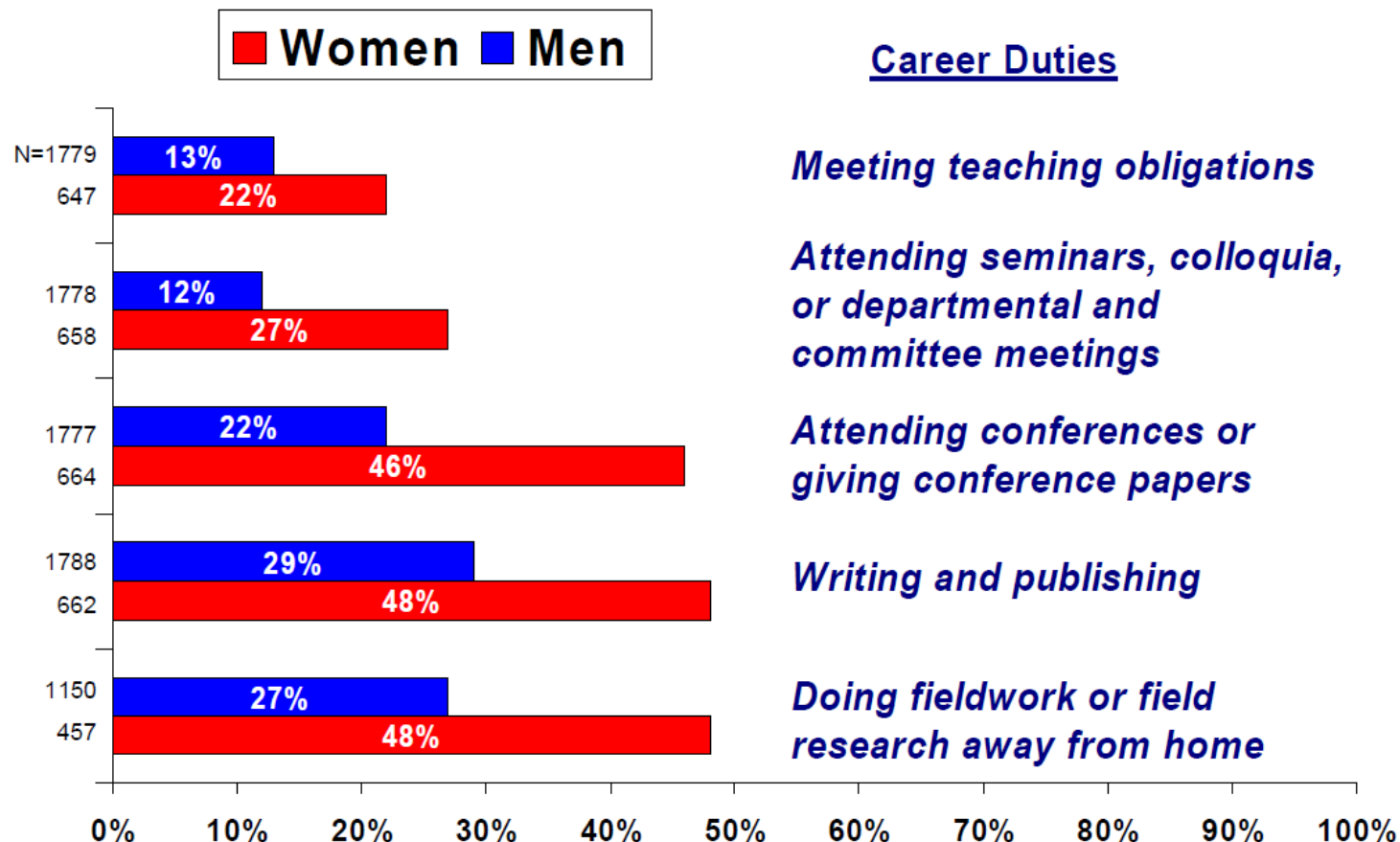
Source: Survey of Doctorate Recipients, Science and Humanities, 1979-1995

EVERYBODY IS VERY BUSY (UC FACULTY, AGES 30-50)



Survey of 4459 faculty members at Univ. of California (9 campuses) in 2002-2003

Career Duties That Place Stress on Parenting



Survey of 4459 faculty members at Univ. of California (9 campuses) in 2002-2003

Women:

- Spend ~2 hrs/wk more than men on *internal* service
- Spend more time teaching

Under-represented minority faculty:

- Spend more time mentoring students:
 - often minority students
- Greater service on “diversity” committees



TAKE HOME MESSAGE:

Non-white, non-male faculty do work that is vital yet less valued in tenure & promotion decisions at major research institutions.

STUDY:

Investigate if African-American researchers were less like to receive grants from NIH than white researchers.

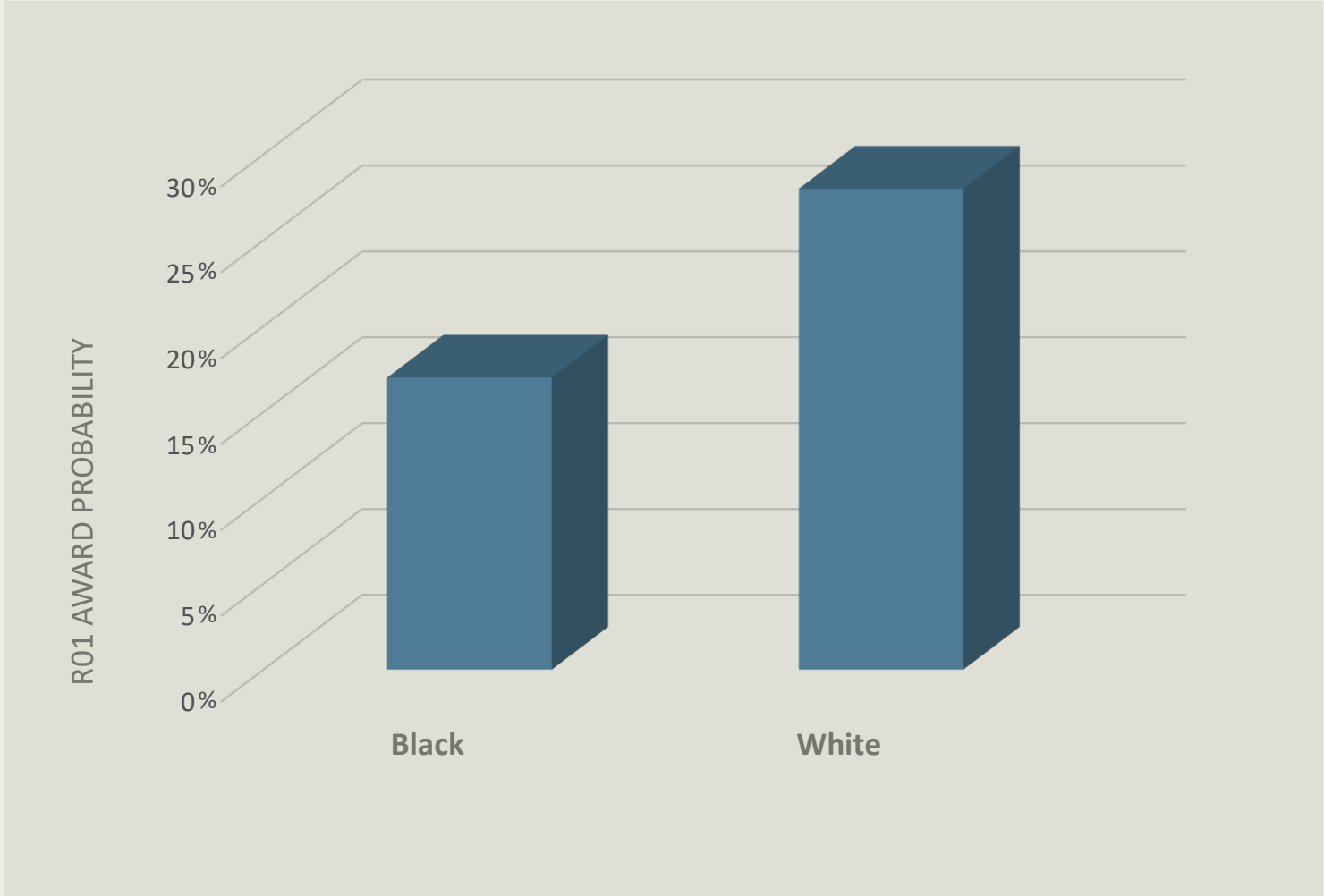
METHODOLOGY:

83,188 NIH grant applications from 40,069 individuals from 2000-2006.



FINDINGS:

Differences in funding rate persists even after controlling for education and training, previous NIH experience, research productivity, and other factors.



Study of 33 Black education scholars presenting their work at colloquia, conferences, etc. This study used in-depth interviews.

OFTEN HEARD CRITICISM OF THE TONE OF THE RESEARCH:

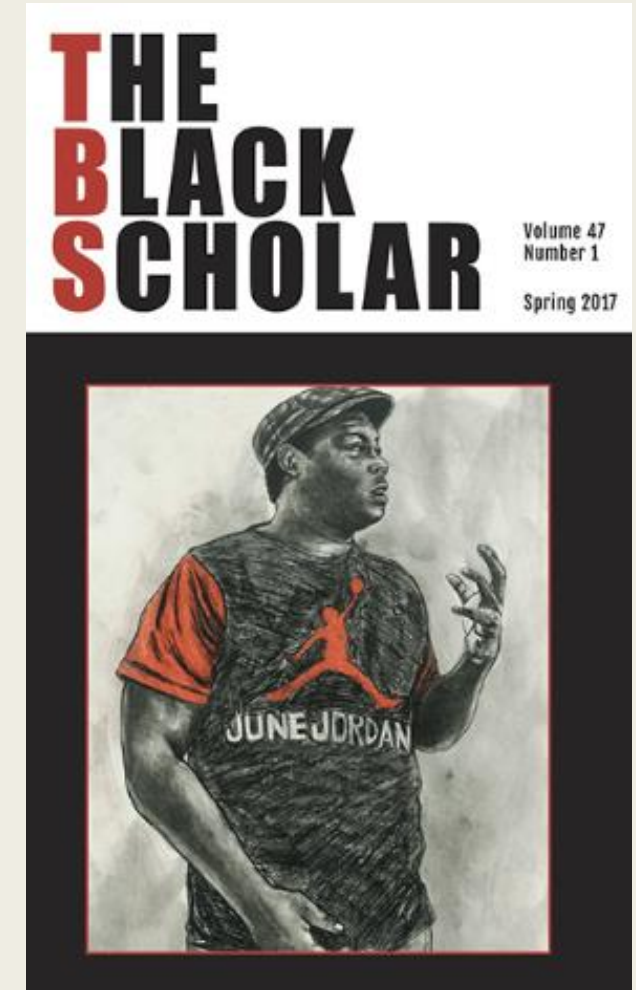
“You are not angry but the research is angry.”

“Your work seems kind of overly emotional.”

**OFTEN HEARD CRITICISM OF THEIR ENERGY LEVEL,
APPEARANCE, POISE AND POSTURE:**

25 of 29 participants stated they had been positioned as ‘passionate.’

Believed they often had to use humor to connect with the audience at the risk of being characterized as ‘entertainers’



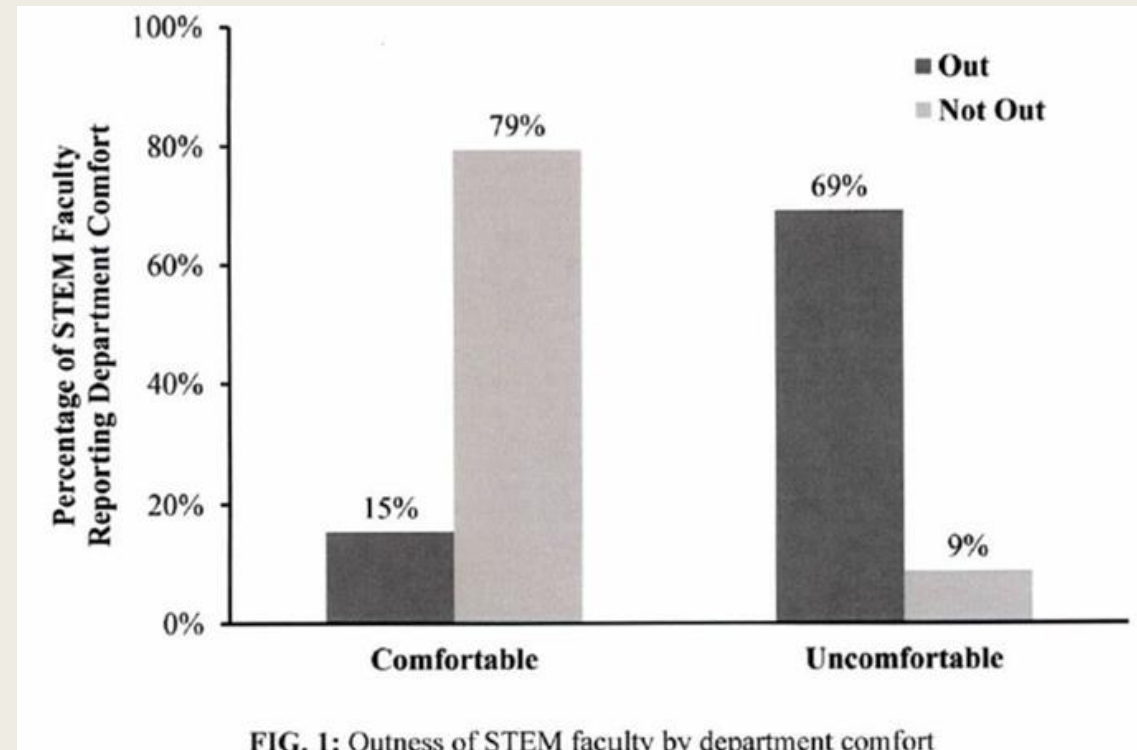
*There is **much less research** on LGBT issues in academia than for other minorities.*

-> Race and gender are often externally recognizable, but **not so for sexual orientation**.
-> In a study of 448 LGBT faculty **only 11% reported they were professionally 'out'** (defined as being out to all or most work colleagues). It was the same % for both men and women.

LGBT faculty report high levels of exclusionary behavior. (EB)

LGBT faculty experiencing (observing) EB are 7.2 (2.5) times more likely to not be comfortable in their departments.

STEM faculty who were out **were significantly less comfortable** in their departments than those who were not out.



STUDY:

Can policies in one area of diversity have an impact on other areas of diversity?

HYPOTHESIS:

LGBT policies will positively impact ethnic/racial and gender diversity among Business School faculty.





METHODS:

Data was collected from:

1. The Association of Advanced Collegiate Schools of Business (*gender data*)
2. Each school's Affirmative Equal Opportunity Offices (*minority data*)
3. Human Rights Campaign (*LGBT policies*).

Examples of policies identified:

-> Domestic-partner benefits policy
-> Gender identity non-discrimination policy
-> Total number of policies



FINDINGS:

Predictor variable Derived from Human Rights Campaign website, Employee Handbook	Ethnic/racial diversity (n=49) Affirmative Action/Equal Employment Opportunity office
Domestic-Partner Benefits (in Employee Handbook)	Positive Assoc (p<0.01)
Gender Identity Non-discrimination Policy (in Employee Handbook)	Positive Assoc (p<0.05)
Number of Policies	Positive Assoc (p<0.01)

3.



BRIEF RECAP OF STRIDE 1

CHALLENGES FOR RETAINING A DIVERSE FACULTY

MENTORING

BEST PRACTICES

MENTORING

Recall the mentoring you received as a grad/professional student...

- > Discipline-specific skills/technical knowledge
- > Social/emotional support

Recall the questions you had as a new UT hire ...

- > LOGISTICAL: What is wrong with the copier
- > CAREER: Grants.gov??
- > SUPPORT: Who will listen to me?

MENTORING *MATTERS*

Empirical studies of faculty mentoring overwhelmingly show benefits:

-> Satisfaction, confidence, relationships, departmental community, trust
-> Professional skills
-> Productivity & Salary
-> Retention

- Benson, C. A., Morahan, P. S., Sachdeva, A. K., & Richman, R. C. (2002). Effective faculty preceptoring and mentoring during reorganization of an academic medical center. *Medical teacher*, 24(5), 550-557.
- Cawyer, C. S., Simonds, C., & Davis, S. (2002). Mentoring to facilitate socialization: The case of the new faculty member. *Qualitative Studies in Education*, 15(2), 225-242.
- Paloli, L., Knight, S., Dennis, K., & Frankel, R. (2002). Helping medical school faculty realize their dreams: An innovative, collaborative mentoring program. *Academic Medicine*, 77(5), 377-384.
- Thomas, N., Bystydzienski, J., & Desai, A. (2015). Changing institutional culture through peer mentoring of women STEM faculty. *Innovative Higher Education*, 40(2), 143-157.
- Zellers, D. F., Howard, V. M., & Barcic, M. A. (2008). Faculty mentoring programs: Reenvisioning rather than reinventing the wheel. *Review of educational research*, 78(3), 552-588.
- Wingard, D., Garman, K., & Reznik, V. (2004). Facilitating faculty success: Outcomes and cost benefit of the UCSD National Center of Leadership in Academic Medicine. *Academic Medicine*, 79(10), 9-11.

STANDARD MENTORING

Senior-to-junior mentoring

Senior colleague shares experience & knowledge with junior mentee.

Pros:

- senior colleagues have institutional knowledge and proven successes

Cons:

- senior colleagues are often White men who
 - prompt assimilation to a specific culture
 - may not understand unique challenges of women and underrepresented minorities

MENTORING *MANY WAYS*

Mentoring circles

Groups of mixed-rank faculty, often from different departments

Peer mentors

Typically same-rank faculty

Formal vs. informal

Assigned, tracked, and documented, vs. spontaneous, organic, and fluid

MENTORING *RECOMMENDATIONS*

Move beyond traditional Sr. —> Jr. models

- > Forces assimilation of junior faculty
- > Fail to address unique needs of women and URM's

Try other models

- > Informal mentorships founded on solid collegial relations
- > Mentoring circles, peer-mentoring, etc ...

Increase cultural competencies

- > Mentors should know unique challenges of women and underrepresented minorities

4.

BRIEF RECAP OF STRIDE 1

CHALLENGES FOR RETAINING A DIVERSE FACULTY

MENTORING

BEST PRACTICES

BEST PRACTICES *DEPARTMENT LEVEL I*

Avoid or minimize Exclusionary Behavior

Include everyone in social events and make sure they feel welcome

If family is included invite “spouses and partners”

Be aware of language

Use gender-neutral phrasing

-> “All students should bring their laptops” instead of “Each student should bring his laptop”
-> Chair instead of chairman, etc.

Avoid assumptions: Ask new people how they prefer to be addressed

-> title, name, preferred name and yes, even sometimes pronoun

BEST PRACTICES *DEPARTMENT LEVEL II*

Invite minority speakers and visitors

Many professional associations have lists of potential minority speakers

Distribute Anti-Discriminatory policies

Use time in a faculty meeting to remind/reevaluate periodically

Create safe spaces within the department

Encourage faculty to have LGBT Safe Zone training

Generate regular opportunities for women in the department to meet to discuss potential gender issues

Ensure underrepresented minorities are also in positions of power

Often underrepresented minorities are included only as token members of committees, etc.

Place appropriate emphasis on the contributions from URM to service work when faculty evaluations are done

BEST PRACTICES *DEPARTMENT LEVEL III*

Have an active unit leadership

The head/chair plays an important role in achieving a positive environment

Have a departmental diversity liaison

Liaison should be included in meetings with potential faculty, new students, etc.

Be thoughtful

Ensure minorities are well mentored

Make sure tenure clock extensions are not regarded as unfavorable by other faculty

Be attentive of gender specific workloads in the professional and private domains

Recognize and understand
the similarities and differences between us

and

act with thoughtfulness.

Thank you

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