



# Creating a Diverse, Equitable, and Inclusive University

## Gender Issues Committee

### Presenters:

Dr. Pamela E. Scott-Johnson and Dr. Haley Ye, California State University Los Angeles

Dr. Sharon Diane Nell, St. Edward's University

Dr. Lesley Rigg, University of Calgary

Dr. Kent Sandstrom, Old Dominion University



**Moderators:** Dr. Leslie A. Cornick, Eastern Washington University, Dr. Sue J. Kim, University of Massachusetts Lowell, Dr. Katherine R McCall, University of Nevada, Dr. Paulette Ann Meikle, University of Arkansas-Fort Smith  
Dr. Shaily Menon, Saint Joseph's University

# Agenda



❖ **10:45 – 10:55 am:** Welcome and Introductions

❖ **10:55 am - 11:25 am:** Presentations on Best Practices for Creating a Diverse and Inclusive University

❖ Building Capacity for Structural Inclusion, Dr. Pamela E. Scott-Johnson, Dean. Dr. Haley Ye, Associate Dean (presenter)

❖ Best practices for creating a diverse and inclusive University, St. Edward's University- Dr. Sharon Diane Nell

❖ NSF Advance programs - Impact and improved diversity outcomes and best practices - Dr. Lesley Rigg

❖ Interrogating and Disrupting the Reproduction of Whiteness: How Hiring Committees Can Promote Diversity  
- Dr. Kent Sandstrom

❖ **11:25-11:45 am** – Small table discussions (moderated/facilitated by Gender Issues Committee volunteers)

❖ **11:45-12 noon** – Return to large group interaction and wrap-up

# **CULTIVATING EQUITY- MINDEDNESS ON UNIVERSITY CAMPUSES**

**Howard Hughes Medical  
Institute Inclusive Excellence  
Grant**

**Building Capacity for Structural  
Inclusion**

**Pamela E. Scott-Johnson, Dean  
Haley Ye, Associate Dean  
(presenter)  
California State University Los  
Angeles**



# Equity and Inclusive Excellence at Cal State LA Engaging all Students in Science/STEM



## The HHMI (Interdisciplinary) Team

Leadership team: Andre Ellis (PD), Gaithri Fernando, Kirsten Fisher, Krishna Foster, Cecilia Zurita-Lopez, Marla Parker, Tina Salmassi, KiMi Wilson, Michael (Selvan) Joseph, Nancy Warter-Perez, Chengyu Sun, Veena Prabhu, Catherine Haras and Alison McCurdy

- The goal is to build capacity by
- Decreasing & eliminating the equity gap
  - Strengthening faculty development toward equity-mindedness
  - Examining structures (e.g., curriculum, policies, practices) that create barriers for students





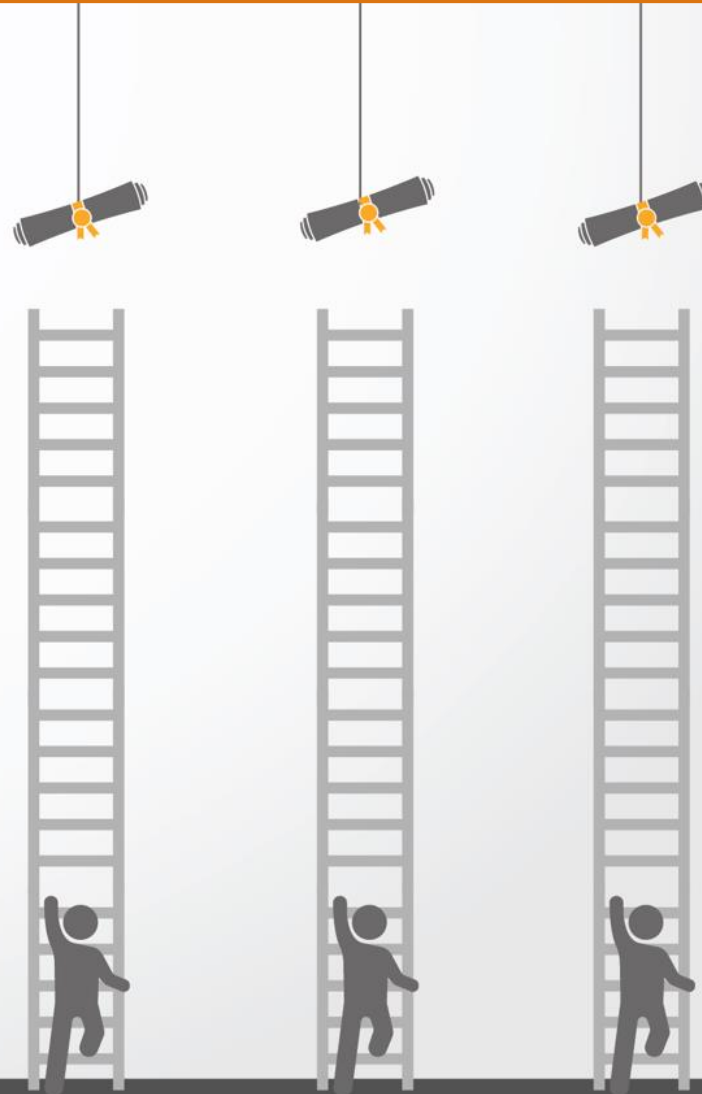
Cal State LA  
Partnership with  
the Center for  
Urban  
Education – Dr.  
Estela Benison  
(Director)

EQUALITY  
imagines an  
equal world.

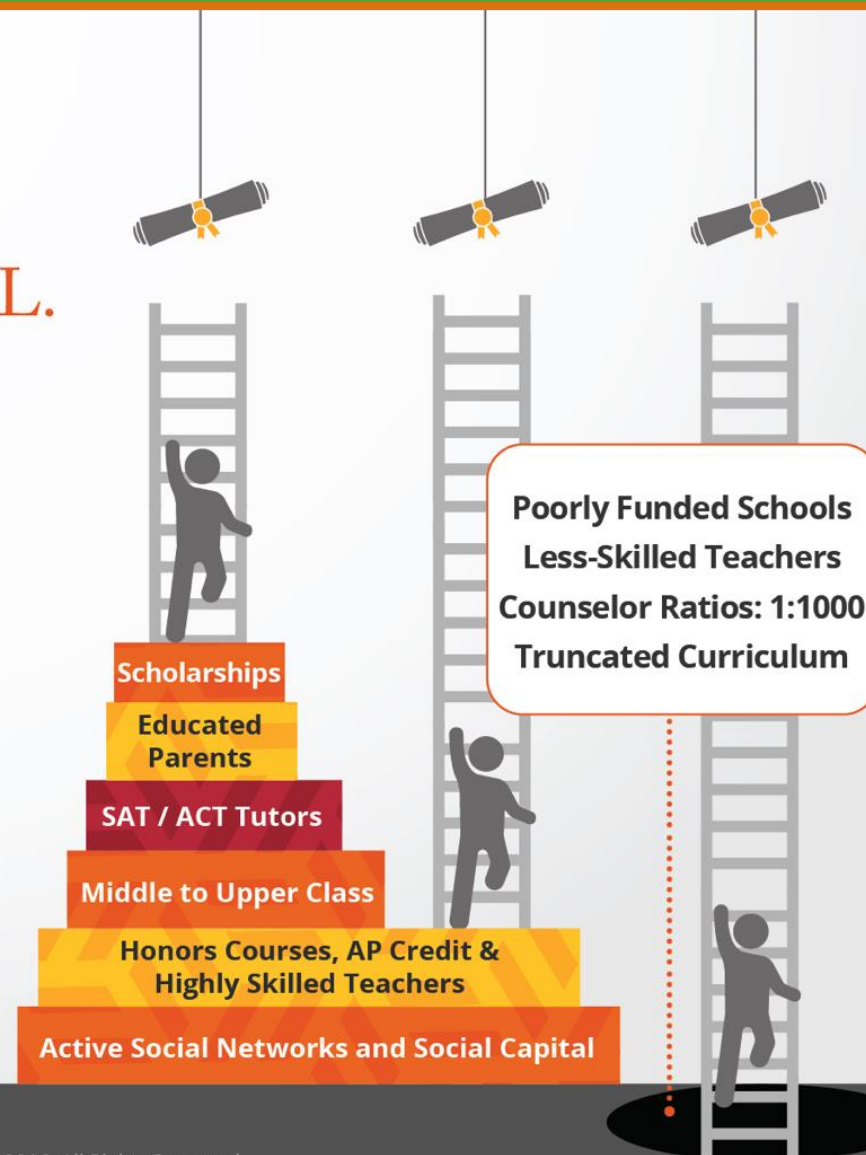
*"I care about all  
students equally"*



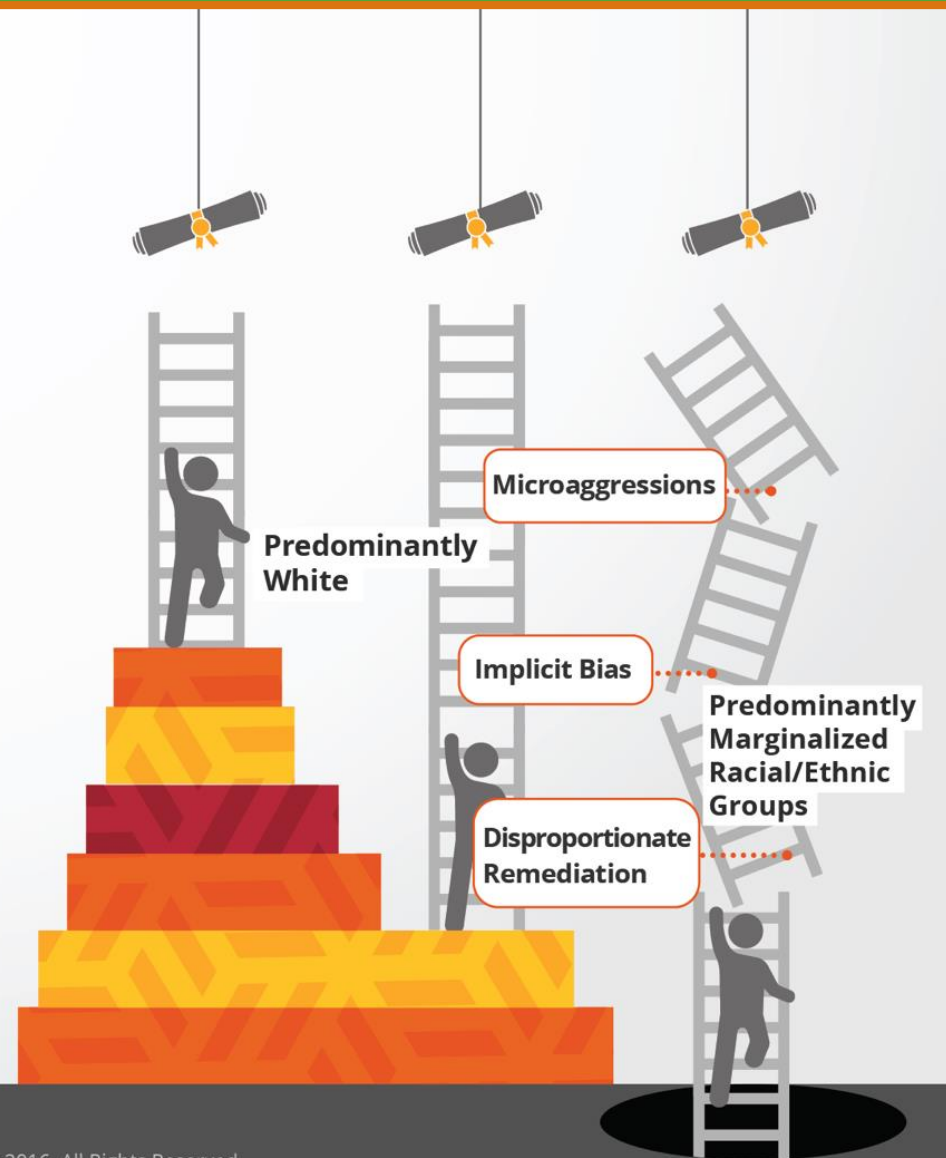
CENTER *for* URBAN  
EDUCATION



But the world  
**ISN'T EQUAL.**



And it has  
**BIAS AND  
SYSTEMIC  
RACISM.**

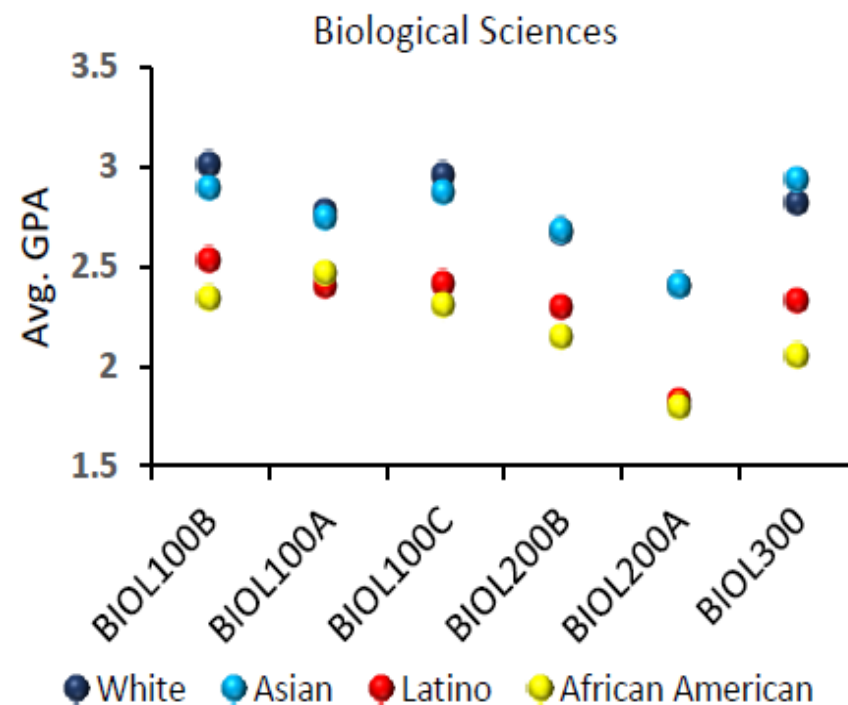
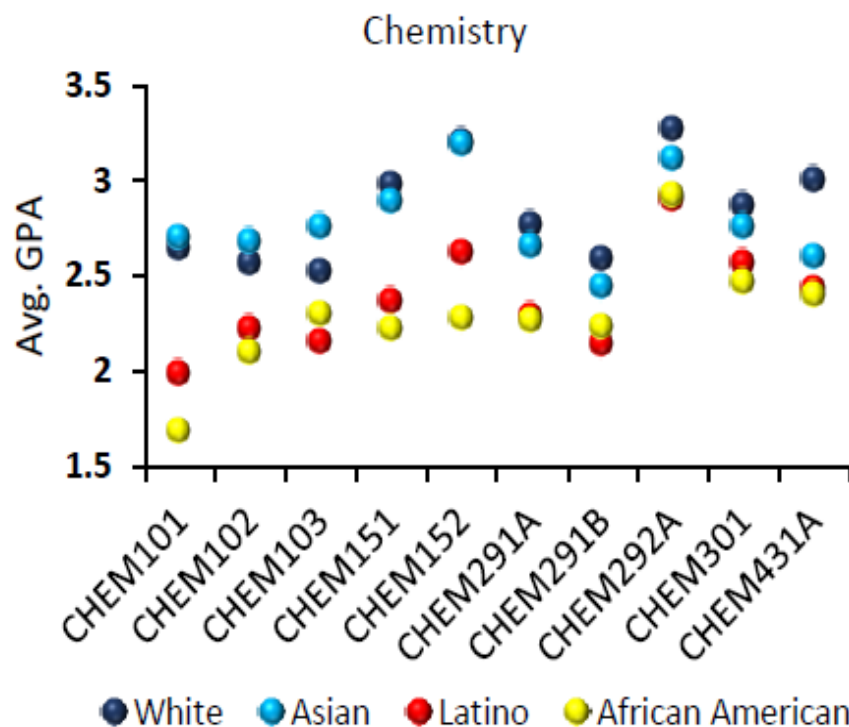


In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.





# The Equity Gap



Despite being an HSI with 70% Hispanic students, Hispanic students are under-performing within the classroom. How will this be addressed if faculty do not disaggregate the data of student performance in the classroom? This goal is not to just focus on the students' deficits but the empowerment of the learning environment and the commitment of the faculty. The key is TRAINING (i.e., FACULTY DEVELOPMENT)!



# Inclusive Excellence at Cal State LA

## Faculty Development

### Transforming Teaching & Practices

- Equity workshops
- Reflection and Inquiry based research
- Equity Minded curriculum
- Inclusive pedagogical practices
- Transforming from student deficit minded to growth mindset

## Student Engagement

### Transforming Learning

- Scientific Identity
- Sense of Belonging
- Believe their unique cultural experiences are appreciated in and out of the classroom
- Believe their cultural skills have been incorporated into pedagogy and curriculum
- Incorporate equity practices in courses
- (start with IHE and Intro STEM classes)

## Institutional Change

Equity and Inclusion across campus  
Beyond Faculty and Students

### Administrators

### Staff

### Administrative Policy and Procedures

- Colleges
- Diversity and Inclusion
  - Academic Affairs
  - Student Life
  - Admin & Finance
- Information Technology

### Academic Policy

- Academic Senate

# PROFESSIONAL DEVELOPMENT



## Equity/Inclusive Excellence Faculty Fellows Program

- One year
- Initial two day workshop and Four 2-3 hours meetings
- Implementation following semester
- Workshops sessions
  - Identity (what we value, our experiences)
  - Equity data analyses
  - Micro-aggressions in the classroom
  - Deficit vs Growth Minded
  - Syllabus review
  - Equity Gradebook – Early Alert
  - Peer Observation protocol

## Role of Department/College Leadership

- Leadership Institute for Chairs –
  - Compressed Equity Institute (also how to facilitate conversations)
  - Fall 2019
  - Two days spread over a week or more (10a-3p)
  - Provide tools to facilitate conversations at the department level
    - Address equity gap- engage instructional faculty
- Work with department faculty and Staff on a 4 year plan
  - Facilitate conversations at faculty meetings (curriculum/practices and equity)
  - Recommend faculty cohort (2-3) who will participate in the Equity/IE FLP and assist with department implementation in each year (term?)



# **BEST PRACTICES FOR CREATING A DIVERSE AND INCLUSIVE UNIVERSITY ST. EDWARD'S UNIVERSITY**

**Dr. Sharon Nell, Professor of  
French and Dean of the School of  
Arts and Humanities.  
St. Edward's University**

# Context: St. Edward's University



- ❖ Private, Catholic, Holy Cross
  - ❖ Strong commitment to social justice teachings
- ❖ Hispanic and Minority Serving
  - ❖ Total students (2018): 4301 grad and undergrad
  - ❖ 62.8% female
  - ❖ 37.2 male
  - ❖ 42.3% Hispanic/Latinx (growing)
  - ❖ 4.7% African American (growing)
  - ❖ 37.7% White (declining)
  - ❖ Fall-to-fall Retention (1st time undergrads): 78.4%
  - ❖ 6-year graduation rate: 63.4% (2012 cohort)
  - ❖ 4-year grad rate: 54.9% (2014 cohort)
  - ❖ Faculty: some diversity but largely white (demographic %s not available)
  - ❖ Staff: more diversity than faculty (demographic %s not available)



ST. EDWARD'S<sup>®</sup>  
UNIVERSITY

# Context: DEI Work at St. Edward's



## An On-Going Process

### ❖ **President's Advisory Council for a Respectful and Inclusive Community (PAC) established Spring 2017 (18 months of work)**

#### **Statements from PAC Charter:**

##### **1. Goal Statement:**

“The PAC will support strategy teams to institutionalize campus equity and inclusion goals and objectives, engaging in the following activities: report to the President and Cabinet, receive reports from the work teams, inform the process of institutionalizing recommendations, make recommendations for strategies and PAC membership, and elicit feedback from the campus community.”

##### **2. Business problem to be addressed:**

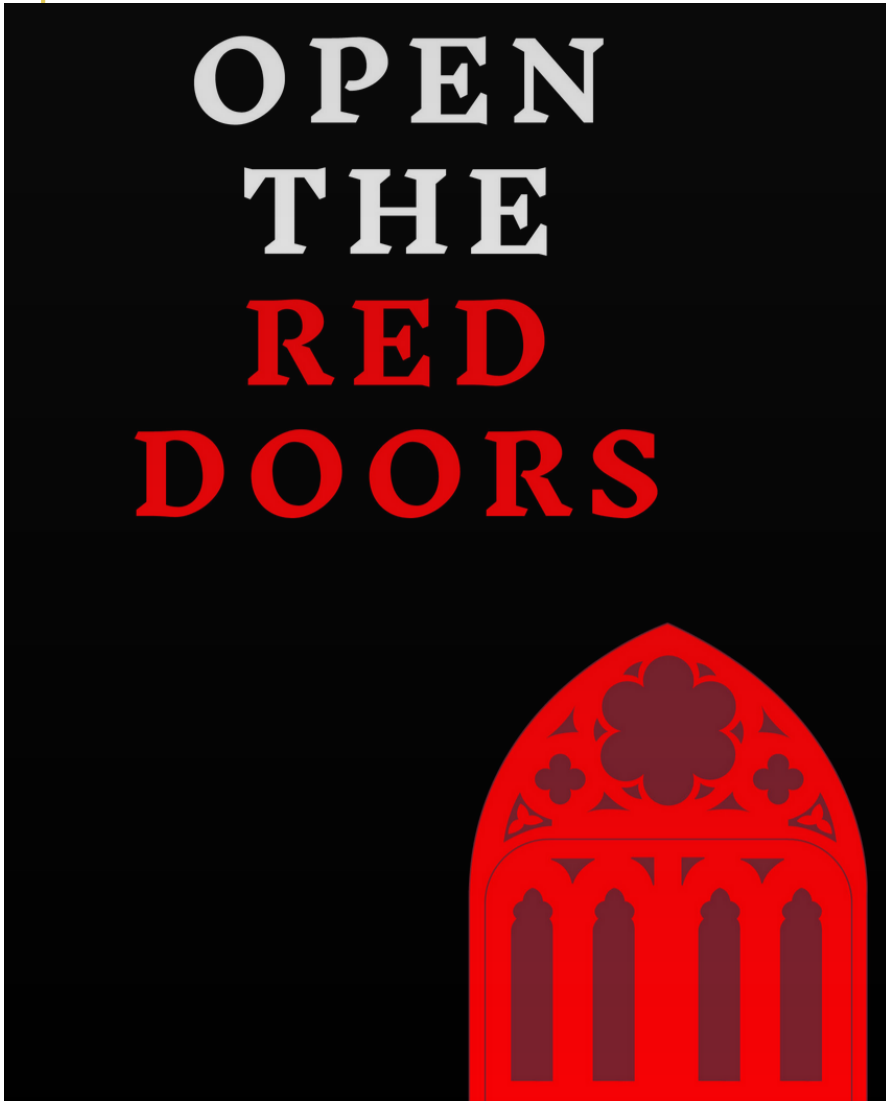
“In recent years, as the student population has grown and our university structure has evolved to meet their needs, students, faculty and staff have developed curricular and co-curricular initiatives to promote diversity and inclusion on campus. However, these initiatives, along with many others taking place in classes and internships, lacked coordination and assessment of their impact on our community. In addition, diversity and inclusion concerns continue to be a risk area in the national landscape in higher education. The overall well-being of the institution is dependent upon increased accountability of university leadership, supportive infrastructure, and enhanced awareness across the campus community.”

##### **3. Expected outcomes:**

“The long-term goal of the PAC is to advise the president and support the university on sustainable initiatives to improve the diversity, equity, and inclusion initiatives of the St. Edward's Community. In the short term, the PAC serves as a liaison to the work of the various teams which will endeavor to accomplish the ten initial strategies that were outlined in last year's final PAC report.”



# Context: Diversity, Equity, and Inclusion at St. Edward's



## An On-Going Process

- ❖ President's Advisory Council for a Respectful and Inclusive Community (PAC) established Spring 2017 (18 months of work)
- ❖ 12 Recommendations adopted by Cabinet in Summer 2018. Examples:
  - ❖ Campus Climate assessment
  - ❖ Recruit, hire, retain, and promote a diverse faculty and staff
  - ❖ Implement an on-going training program
- ❖ 10 Strategies identified for 2018-19. Examples:
  - ❖ Develop a team to define and implement an Equity Scorecard
  - ❖ Form a team to identify and recommend best practices to help the university recruit, hire, promote, and retain a diverse faculty and staff
  - ❖ Form a team to recommend the best methods of training and development of employees and leadership on topics of inclusion and equity (goal to train leadership in 18-19)
- ❖ New / continuing strategies in 2019-20

# Role of PAC



Consists of 20-25 community members: faculty, staff, and students, whose role is to:

- ❖ Be informed and let that work inform your work;
- ❖ Give feedback and inform existing processes as well as the processes that are coming online and are new;
- ❖ Amplify the work being done around the initiatives;
- ❖ Identify new opportunities and gaps in Diversity, Equity, and Inclusion (DEI) work.

PAC meetings: 90 minutes every other Friday





# PAC Structure



PAC structure (organized on SmartSheet):

- ❖ Two cabinet-level “executive sponsors” for PAC
- ❖ Two co-chairs for PAC: Sharon Nell and Joi Torres, Diversity Officer in Student Life
- ❖ In 18-19 Strategy-related “work teams” were assigned to cabinet level “executive sponsors” and “owners” were identified
  - ❖ Some “work teams” will continue in 19-20
- ❖ Progress on strategies for 2018-19 was detailed in a report submitted to the President by co-chairs in May 2019

# Best Practices: Recruiting, Hiring, Retaining, and Promoting a Diverse Faculty



- ❖ Originally the Work Team was charged with developing best practices for both faculty and staff chaired by Nell and HR director

- ❖ Challenges:

- ❖ Short time line
- ❖ Lack of agreement between faculty and HR as to how to proceed
- ❖ Frustrations of faculty on the work team who had served on a Faculty Senate committee 5 years ago (Faculty Committee on Diversity and Inclusion or FCDI)

- ❖ Two sub “focus groups” were formed to treat the best practices separately

- ❖ “Aspirational” nature of the Faculty best recs document

Handout for discussion: Best Practice Recommendations from the **Faculty Focus Group** of the Recruiting, Hiring, Retaining, and Promoting a Diverse Faculty and Staff Work Team

# Faculty Focus Group divided best practices into the following chronological stages:



## ❖ **Prior to recruiting (added)**

- ❖ Desire of faculty in the Focus Group to hire chief diversity officer in Academic Affairs
- ❖ Importance of Campus Climate: this is everyone's job!
- ❖ What is the vision? What are the goals?
- ❖ Cluster hires
- ❖ HBCU and HSI pathways; build a hiring network

## ❖ **Recruiting**

- ❖ Training
- ❖ Job description best practices
- ❖ Recruitment plan
- ❖ Screen matrix usage

## ❖ **Hiring**

- ❖ Semi-finalist interviews via video conference
- ❖ Establish interviewing protocols
- ❖ Assemble a packet of info for candidates with diversity in mind

- ❖ Arrange meetings with diverse faculty, diverse students
- ❖ Competitive, attractive offers, including relocation assistance

## ❖ **Retaining**

- ❖ Welcome to campus, on-boarding for mission, create affinity groups, recognition and awards for diversity promotion
- ❖ Mentoring by leadership, resources \$\$
- ❖ \*EVALUATION\*: minimize the weight of student evals; anti-bias training for evaluators
- ❖ Exit interviews

## ❖ **Promoting**

- ❖ Mentoring, resources
- ❖ Clear communication
- ❖ Make sure that "diversity work" counts (service, research/creative work)!
- ❖ Re-evaluate T & P guidelines, standards, protocols

## ❖ **Importance of periodic assessment**

- ❖ How well are we doing?

# PAC: Where are we in 2019-20?



- ❖ Reappointed with Joi Torres as co-chair for 19-20
- ❖ 12 recommendations continue
- ❖ 7 strategies this year
- ❖ Challenges:
  - ❖ Some members cycled off; students graduated, so new students to get up to speed
  - ❖ Less “work team” oriented. How to engage the members?
  - ❖ “Feasibility” of recs being studied
  - ❖ Frustrated expectations of some community members
    - ❖ Some shift from students to faculty, but students remain committed





# NSF ADVANCE PROGRAMS

**DR. LESLEY RIGG,  
DEAN, FACULTY OF SCIENCE,  
PROFESSOR OF BIOLOGICAL SCIENCES  
UNIVERSITY OF CALGARY**

	Where	Format	Pros	Cons
ADVANCE	US (funded by NSF)	Program	Individualized, insitution specific, funded	Patchy, elitist,. research-based, post-hoc
AthenaSWAN	UK, Ireland (funded thro' min. higher ed)	Accreditation model	Sector-wide, institutionally competitive, shared responsibility, iterative, renewable (accountability)	Overly bureaucratic (?), uni-dimensional (initially) – now have BME charter
SAGEpilot (AthenaSWAN model)	Australia (supported by Australian Academy of Sciences)	Accreditation model	Rapid adopt <sup>n</sup> by entire sector, added intersectionalities, accountability, sector buy-in	Concerns re:Insufficient capacity for peer-review. Indig. component = afterthought
SEAchange (AthenaSWAN model)	US –administered by AAAS	Accreditation model	Adopting best practices, good data from which to set targets	Multiple, diverse institutions, excessive data, lack of focus



# WHAT IS THE ADVANCE PROGRAM?



The ADVANCE program is designed to foster gender equity through a focus on the identification and elimination of organizational barriers that impede the full participation and advancement of all women faculty in academic institutions. Organizational barriers that inhibit equity may exist in areas such as policy, practice, culture, and organizational climate. (nsf.gov)

## Programs:

- Institutional Transformation
- Adaptation Track
- Partnerships

\$297M 2001-2018 (~\$15M annually)

0.26% of total NSF budget

65 Institutional Transformation (IT) grants

~2% of all non-profit IHEs in U.S.



# GOAL: SUCCESSFUL AND DIVERSE STEM ACADEMIC WORKFORCE

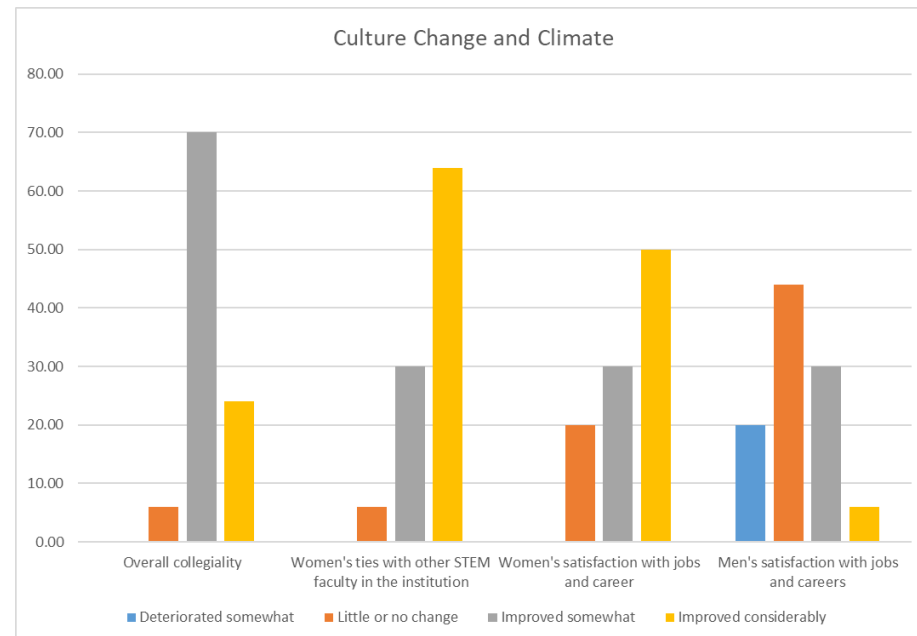


Revised or new policies, processes, and practices

New Knowledge and systematic change and equity

Changes in STEM culture and climate

Sustainability and diffusion of ADVANCE ideas



Policy Areas Addressed by  
ADVANCE IT Institutions

Policy Area	Institutions (%)
Recruitment	90
Hiring	95
Research Support	79
Tenure Criteria	90
Standards for Promotion to Full Professor	79
Work Life Balance	79



# SOME OF THE CRITICISMS OF THE ADVANCE PROGRAM

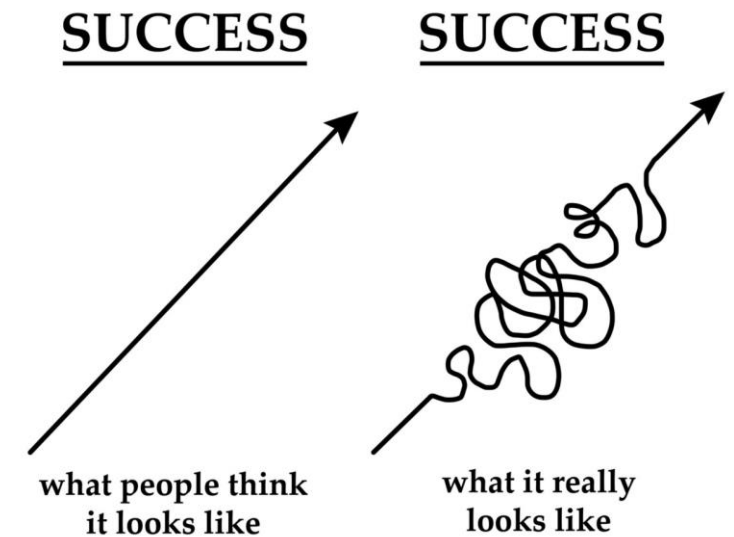


Increasing complexity associated with ability to obtain Transformation grants

The big schools are favoured

Questions about real impact - ROI

The advance program continues to privilege racially unmarked locations of white women –  
Hunt, Morimoto, Zajicek and Lisnic, 2012



# INDICATORS OF SUCCESS



In 2012, 19 programs surveyed based upon results from 2001-2008

Women in STEM faculty increased from 16%-24% (49% increase in women)

Women of color in STEM faculty increased 2.4% -3.8%

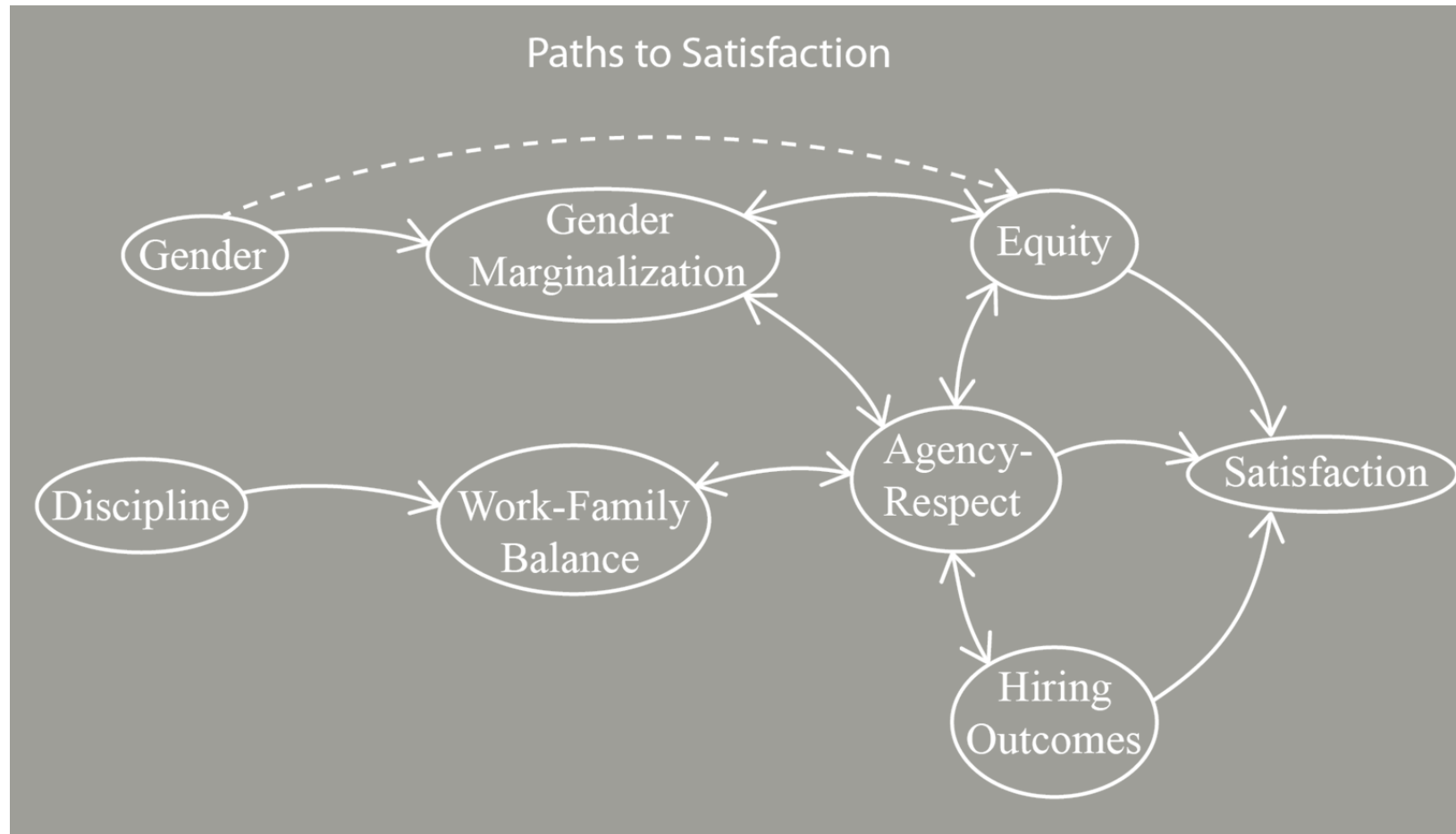
Hiring STEM faculty 40% increase in hiring women

Women in Leadership increased 64% (from 10%-16%)



Georgia Institute of  
Technology logo

# NSF CATALYST: NORTHERN ILLINOIS UNIVERSITY



Rigg, Coller, Reynolds, Levin and McCord, 2015, *Journal of Women and Minorities in Science and Engineering*

# PROGRAMS INFORM POLICY = REAL CHANGE



## Montana State University

- Interventions focusing on search committees
- 6.3 times more likely to make offer to a women (n=23 searches)
- Women were 5.8 times more likely to accept an offer



## University of Michigan STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence)

- Significant increase in #of women hired in STEM tenure track positions (14% in 2001 – 34% in 2006)
- Committee continues at Michigan 10 years after funding.
- Model been adapted by many other institutions in the U.S. and internationally (mostly without ADVANCE funds)



## WISELI – University of Wisconsin Madison

- The number of female department chairs increased from 2 to 10 in 3 years





THE FACULTY  
OF SCIENCE

DIVERSITY, EQUITY & INCLUSION

InspiR<sup>3</sup>E



UNIVERSITY OF  
CALGARY

CURIOSITY  
SPARKS  
DISCOVERY



**“Diversity is not about filling a quota; it’s about creating a system in which *all talents have an opportunity to rise and different perspectives are encouraged* rather than suppressed.”**

(Johnson & Akoro, American Scientist, 2016)



# **INTERROGATING AND DISRUPTING THE REPRODUCTION OF WHITENESS: HOW HIRING COMMITTEES CAN PROMOTE DIVERSITY**

**KENT SANDSTROM, DEAN OF ARTS AND LETTERS  
OLD DOMINION UNIVERSITY**





# Interrogating and Disrupting the Reproduction of Whiteness: How Hiring Committees Can Promote Diversity



Kent Sandstrom, Dean of Arts and Letters  
Old Dominion University



# The Context: ODU and the College of A&L



## ➤ **Regional Public University** (Carnegie R2 designation)

- Institutional commitment to serving and promoting the social mobility of first-generation students and students from historically underrepresented groups.

## ➤ **Key University Demographics**

- 23,663 students (grad and undergrad)
- 56.4% women and 43.6% men
- 30% Pell grant recipients
- Faculty: 64% White; 36% Non-White  
(6% Black/Af. Am., 4% Latinx; 13% Asian or PI)

## ➤ **College Demographics**

- 34% African American (growing)
- 10% Latinx/Hispanic (growing)
- 43% White (declining notably)





# “We’re All For Diversity, but. . .”



## ***“How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change.”***

- Article published by Ozlem Sensoy and Robin Diangelo in *Harvard Educational Review*, Winter 2017
- Key issue: Racial diversity among students continues to increase but faculty diversity does not, particularly at predominantly White academic institutions (HWCUs).
- Why? These institutions perpetuate ideologies, routines, and practices that reproduce whiteness.

# Whiteness as Structural Location and Social Practice

***Whiteness is pervasive and multi-dimensional (Frankenburg, 1997, p. 1). It is simultaneously:***

- 1) A “location of structural advantage and race privilege.”
- 2) A “standpoint,” or “place from which white people look at themselves, others, and society.”
- 3) A set of cultural practices – typically “unmarked and unnamed.”



In essence, Whiteness is infused in institutions and reproduced by how people act and interact on an ongoing basis. It encompasses a broad set of social, historical, and political relations. It's also deeply infused in the curriculum, culture, demography, language, rhetorics, and traditions of HWCUs (Bonilla-Silva, 2015)

# How Do Institutions Reproduce Whiteness?

**As Sensoy and DiAngelo (2017, p. 560) highlight, Whiteness is reproduced at the institutional level when:**

- Diversity is conceptualized as *additive* rather than transformative.
- The onus of *diversity labor* is placed on faculty of color, and often on junior faculty of color. This labor “is often devalued at the highest-tier institutions.”
- Diversity initiatives fail to address whiteness as a racial grammar and practice.
- “White fragility” (DiAngelo, 2011) creates emotional landmines and evokes white resistance and backlash.
- Neoliberal educational management: “Disciplining” of diversity (Blake, Ionide, and Reed 2019)



# How Does Institutional Whiteness Influence Searches?



**Search committee members are often guided by institutional assumptions regarding:**



- The validity and neutrality of White European epistemology
- The data sources and research methodologies that should be recognized as “best” (i.e., most “objective,” rigorous, representative, trustworthy, etc.)
- The nature of generalist versus “specialist” forms of knowledge and curricula.
- The racial identities of applicants – e.g., people of color are commonly marked as “having race” in comparison to faculty who possess “regular” (White settler) identities.

# How Do Search Committees Reproduce Whiteness?



***“Through a range of discursive moves, hiring committees protect rather than unsettle whiteness. In so doing, they actively close the gates against racial diversity”*** (Sensoy and DiAngelo, p. 558).

*Some key moves include:*

- ✓ “Objective scrutiny of applicant CVs”
- ✓ Using the “discourse of ‘fit’”
- ✓ Adding “token committee member”
- ✓ “Additive nature of diversity-related interview questions”
- ✓ “Acceptability of candidate ignorance on issues of race/gender”

# How Can Search Committees Enhance Diversity?

## *Best Practices Emphasized at ODU*

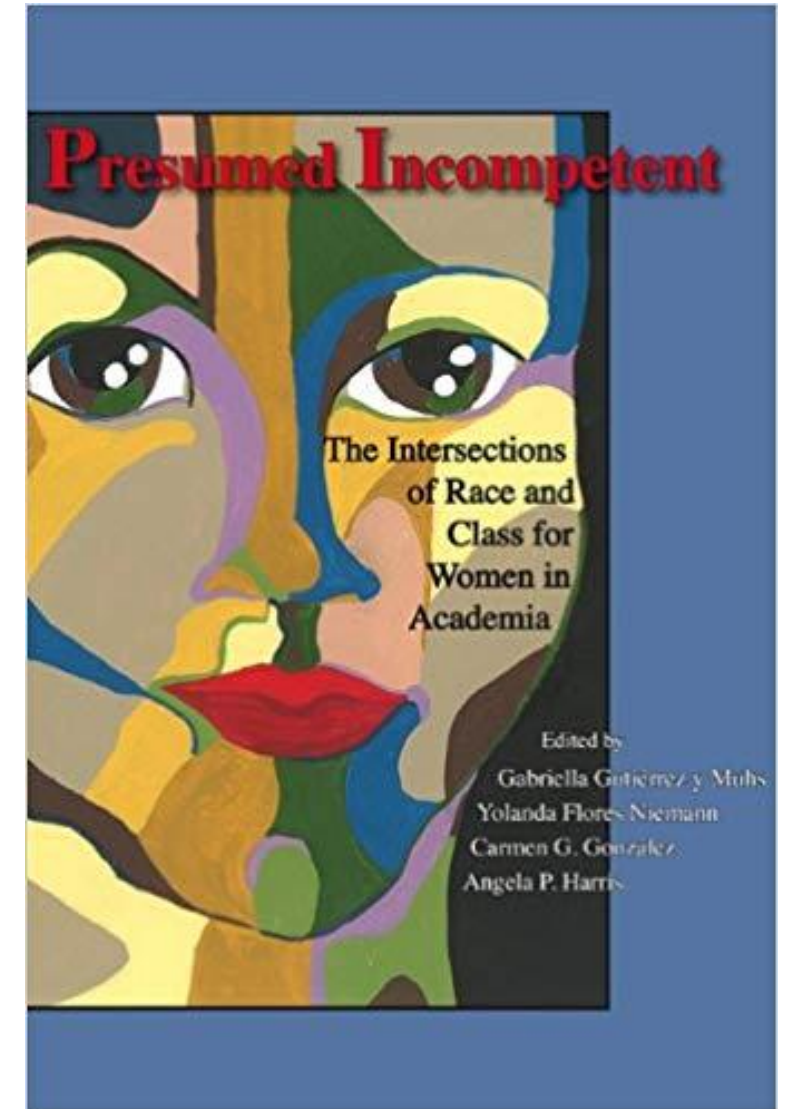


- Search committee training once each year
- Start with the desired end of a diverse hire in mind
- Remember that recruitment and retention are two different things
- Use intentional language for the creation of the job ad matrix
- Include diversity statements?
- Encourage a “diversity advocate” role and checklist
- Draw upon available university resources

# INTERROGATING AND DISRUPTING THE REPRODUCTION OF WHITENESS

“When people in power receive a mandate to search out excellence, the first place they look is to people like themselves, and too often that is also where the search ends.”

- Gabriella Guliérrez y Muhs et al., *Presumed Incompetent*



# Disrupting the Reproduction of Whiteness



## ***Step 1: Job Description*** – Sensoy & DiAngelo (S&D), p. 563:

- Operationalize diversity – identify specific metrics you will use to determine that the candidate has promoted diversity
- Politicize traditional canonic fields – e.g., candidates “must be able to speak to how knowledge is validated and institutionalized in their field.”
- Avoid coded language – e.g., “urban,” “inner city,” “disadvantaged” that signals an uncritical ideological paradigm
- Recognize that dominant groups are always overrepresented in body and/or ideology, especially in disciplines seen as nonpolitical.



# Disrupting the Reproduction of Whiteness



## **Step 2: Committee Composition – S&D, pp. 564-566:**

- Consider committee balance in terms of bodies as well as perspectives and ensure White members bring expertise in racial equity.
- Don't underestimate the role of the committee chair – Make certain the chair “can advance the work of the committee with diversity as a central project.”
- Develop a response to support and legitimize decisions that some faculty will regard as biased.
- Draw on expertise in your faculty and account for their extra service load.

# Disrupting the Reproduction of Whiteness



## **Step 3: Objective Scrutiny of the CV – S&D, pp. 566-568:**

- Be aware that qualifications of candidates of color are often over-scrutinized and undervalued.
- Remember that no CV is race-neutral.
- Count the candidate's input, not just output, in research. Pay heed to other evidence that could be considered, such as evidence of relationships with communities and activism/advocacy work.
- Count multilingualism as a strength rather than a barrier.
- Recognize that not all publications appear in Western indexes.
- Expect evidence of diversity literacy from every applicant, regardless of the field.

# Disrupting the Reproduction of Whiteness



## ***Step 4: The Interview*** – Sensoy and DiAngelo, pp. 566-568.

- Be aware that every question conveys information to candidates about the department's outlooks, priorities, and consciousness.
- Integrate diversity into every question in a meaningful way. (E.g., “What techniques do you use to teach in a culturally sensitive way?” “How has your field responded to calls to move toward more inclusive scholarship?” How do you link up to those efforts?)

# Disrupting the Reproduction of Whiteness



## ***Step 4: The Interview*** – Sensoy and DiAngelo, pp. 566-568:

- Challenge your response to affect and emotional expression.
- Consider which students you put in front of which candidates.
- View less formalized parts of the day as opportunities to communicate your diversity literacy (e.g., re: dietary restrictions, accessibility practices or concerns, the racial history of the U., etc.)

# Disrupting the Reproduction of Whiteness



## ***Step 5: The Decision*** – S&D, pp. 573-574:

- Be wary of dominant rhetorics – “fit” and “merit” – that can serve as “dog whistles” of racism. “Fit” can translate into the candidate’s likelihood of leaving the practices of Whiteness undisturbed.
- Avoid coded discourses such as “adding diversity.” Grapple openly with how all candidates will or won’t promote your equity goals.

# Disrupting the Reproduction of Whiteness



## ***Step 5: The Decision*** – S&D, pp. 573-574:

- Pay attention to the reality and consequences of implicit bias.
- Revisit the vision and mission statements of the college or U.
- Address and acknowledge power dynamics on committees and develop a plan for how to mediate the power differentials.
- Be ready to contest typical narratives of resistance (e.g., “reverse racism,” lack of diverse candidates, can’t change the job description.)





# Conclusion

THE ODU OFFICE OF INSTITUTIONAL EQUITY & DIVERSITY + THE  
COLLEGE OF ARTS & LETTERS DIVERSITY TASK FORCE INVITE YOU TO

## HOW HIRING COMMITTEES CAN (ACTUALLY) PRACTICE DIVERSITY

*A Roundtable Discussion with:*

Dr. Janice Underwood  
Dr. Allison Page  
Dr. Alison Reed

Suggested Reading: "We Are All for Diversity, but . . ." by Sensoy and DiAngelo  
(article can be found at [humanitiesbehindbars.org](http://humanitiesbehindbars.org) under the Resources tab)

**3 - 5 PM**  
**MARCH 20, 2019**  
**THE NORFOLK ROOM (1416), WEBB UNIVERSITY  
CENTER (BEHIND THE STARBUCKS)**

IF YOU HAVE ANY ACCESSIBILITY NEEDS, PLEASE  
CONTACT: DR. REED (ARREED@ODU.EDU)



# SMALL TABLE DISCUSSION

(moderated/facilitated by  
Gender Issues Committee members)

# Small Table Discussion



**Table I:** Discuss best practices for creating a diverse and inclusive University?

**Table II:** How can we promote and sustain faculty diversity? How will inclusiveness impact recruitment of a diverse student population?

**Table III:** Discuss strategies to recruit and retain underrepresented faculty in various disciplines at your University.

**Table IV:** Consider the goals of the NSF, outline strategies for mitigating gender asymmetries, and for advancing female and/or minority faculty at your university.