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Office of Equity and Inclusion Newsletter - August 2021

Office of Equity and Inclusion, East Tennessee State University

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Office of Equity and Inclusion Newsletter

August 2, 2021



A Message from Dr. Keith Johnson, Vice President for Equity and Inclusion

*“Diversity: A Necessity to Sustain the Nation’s
Prosperity in the 21st Century ”*

In the coming weeks, universities will once again welcome back many faculty, staff, and students who have been remote students and employees because of the pandemic. It is also a time when many new faces of not only freshman students, but faculty and staff members as well, will appear on campuses. This is the end result of the time and effort many invested throughout the spring and summer terms serving on search committees, calling references, and interviewing faculty and staff. Many of these searches started out with their university’s diversity goals in mind. Some were successful and others obviously came up short.

Many faculty search committees across the country have been challenged to promote a more racially and culturally representative

teaching environment. Several universities have set diversity goals for faculty, but continue to struggle with making significant progress. Traditional strategies used by numerous search committees across the country also continue to yield the same results, a search pool that is not very diverse or not diverse at all. To begin changing the outcomes of many of the searches, creative and innovative search strategies will need to be prioritized and implemented through policy. Universities will need to have an attractive brand to encourage prospective faculty to apply. This requires that universities create inclusive environments where faculty perceive that they can teach, expand their scholarship and participate in service related

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I tell students that the opportunities I had were a result of having a good educational background. Education is what allows you to stand out.

~ [Ellen Ochoa](#) ~

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Continued ~ Message from Dr. Keith Johnson

activities, while at the same time feel welcomed, valued, and appreciated. With the number of universities having the same problems relative to employing faculty of color, brand and reputation means everything. The University of North Carolina at Chapel Hill recently reversed its decision to not grant tenure to Nikole Hannah-Jones, who served as its Knight Chair for Race and Investigative Journalism, a position that usually comes with tenure. Though the university provided a statement on explaining why the non-tenure decision was made, the rationale given did not make sense as the university had tenured a previous Knight Chair based on the same criteria that is being used to deny Hannah-Jones. What appears to be a move that has blatant racial, and political undertones, has created a less inclusive cultural climate that threatens to harm the UNC brand and discourage many people of color from seeking employment there. (Read full article at: <https://apnews.com/article/nikole-hannah-jones-unc-howard-university-6e192586fbbc0b8788db9613314a444e>.)

Many people of color are weeded out of the hiring process through systemic practices. One of which includes eliminating applicants based solely on their name. A National Bureau of Economic Research study that was conducted in 2003 revealed that resumes with “white-sounding” names got 50 percent more callbacks than did resumes with “Black-sounding” names. Other similar studies have yielded similar results. It was revealed that job applicants with white names needed to send about 10 resumes to get one callback; those with African-American names needed to send around 15 resumes to get one callback. (Read full article at: [Employers' Replies to Racial Names | NBER](#)). As a different way to challenge the faculty search process, Yale University’s Department of Molecular Biophysics and Biochemistry decided to anonymize part of its

faculty application process. Simply stated, they redacted the names, institutions attended, journals or labs on the applications of each candidate. Non-search committee members ensured identifying materials had been redacted. In addition to redacting information from the application, the search process required equity, inclusion, and diversity statements from each applicant. Like the application, these statements were anonymized. This did increase the time commitment of those redacting the statements, but this was time well spent. Yale is also developing a way to code each applicant’s identity so the search committee can score them without knowing which application they belong to. The department also trained many standout junior and senior undergraduate students to search the internet for talented candidates. The students, who were paid for their work, zeroed in on research-grant winners, conference presenters, and award recipients to find potential applicants who might be a good fit. They turned over their list to staff who then reached out to many candidates and invited them to apply. The results of this approach yielded a significantly more diverse pool of candidates than the previous year. Of 194 applicants, 22 self-identified as members of underrepresented minority groups, and 62 were women. The university was so impressed with the candidates that leadership granted an additional faculty line to be filled. This structure appears to have woven diversity into its fabric, and received positive feedback from the applicants.

Universities are beginning to critically consider different ways to attract and retain underrepresented faculty of color. In order to retain or gain a competitive edge in higher education, prioritizing diversity and creating an inclusive environment must be a part of the university’s strategic plan. According to the

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Continued ~ Message from Dr. Keith Johnson

American Council on Education, *“Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment. It promotes personal growth-and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds. It strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions. It enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century requires us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.”*

ETSU is a campus and community where discrimination based on race, color, sexual orientation, ability level or national origin will not be tolerated and definitely is not welcomed.

We are an institution whose people are always growing into our university mission:

PEOPLE come first, are treated with dignity and respect, and are encouraged to achieve their full potential; **RELATIONSHIPS** are built on honesty, integrity, and trust; **DIVERSITY** of people and thought is respected; **EXCELLENCE** is achieved through teamwork, leadership, creativity, and a strong work ethic; **EFFICIENCY** is achieved through wise use of human and financial resources; and **COMMITMENT** to intellectual achievement is embraced.

Resources and Websites

Visit the Office of Equity and Inclusion [website](#) for access to:

- Recordings of over a dozen past lunch and learn sessions such as [Allyship](#), [The Biology of Skin Color](#), [Recruiting and Retaining Diverse Populations](#), and [Coping with Crisis](#).
- Speaker Series Recording, [Understanding Health Disparities and What it Takes to Achieve Health Equity](#).
- Student Support Resources include, but are not limited to, [Counseling Center](#), [BucsCare](#), and Diversity Scholarships, and [Diversity and Inclusion Resources](#).
- Recruiting/Interviewing Tip - [10 Ways to Reduce Interviewer Bias](#)

Additionally, you will find the Office of Equity and Inclusion [Strategic Plan](#), can read past issues of the monthly [newsletter](#), and learn about the Equity and Inclusion [Advisory Council](#).

Please visit these other ETSU websites and discover their important resources:

[College of Arts and Sciences Equity and Inclusion](#)
[Disability Services](#)
[Dr. Patricia Robertson Pride Center](#)
[Mary V. Jordan Multicultural Center](#)

[Office of Veteran Affairs](#)
[University Compliance](#)
[Women's Resource Center](#)

Mary V. Jordan Multicultural Center BUCS Academy Program

The Mary V. Jordan Multicultural Center's BUCS Academy Program and the ETSU Honors Program took around thirty students to New York City as part of the UHON 4958 "City as Text" course. The course itself took place June 21st to July 21st, with time spent in New York City July 8th to July 14th. This one-credit course was based on the National Collegiate Honors Council's "City as Text" pedagogy, which is a seminar-style course intended to familiarize students to New York City through academic exploration and local engagement. Through a combination of readings, group discussions, class assignments, and city investigation, students developed an understanding of the various services that bring shape to the character and history of New York City. Upon completion of UHON 4958, students will have the following learning outcomes:

- Recognize how NCHC's "City as Text" methodology offers a critical and nuanced approach to understanding complex environments in New York City and beyond
- Articulate specific, complex problems within the various places they visit in New York City in written documents, during classroom discussion, and on social media platforms
- Collaborate with peers in both small and large groups in order to effectively navigate and explore New York City, both physically and intellectually
- Reflect on specific experiences in New York City in ways that offer fresh insights about aspects of their personal and/or professional lives and goals



During the student's time in New York City, much of the class time took place with "walkabouts" in various locations around the city, such as ports, markets, industrial centers, parks, pedestrian zones, neighborhoods, tourist centers, and other points of interest. Some of the walkabouts included: Manhattan, Upper/Lower East Side, Chelsea, Financial District, West Harlem, and West/East Village. As the students embark on their "walkabouts", each day students had themes to consider as they reflected and explored in their assigned area for that day. The City-as-Text strategies that the students used in their exploration included: mapping, observing, listening, and

reflecting. Furthermore, students were able to have direct observation and examine their own questions of place, people, space, and identity.

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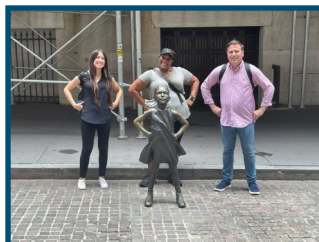
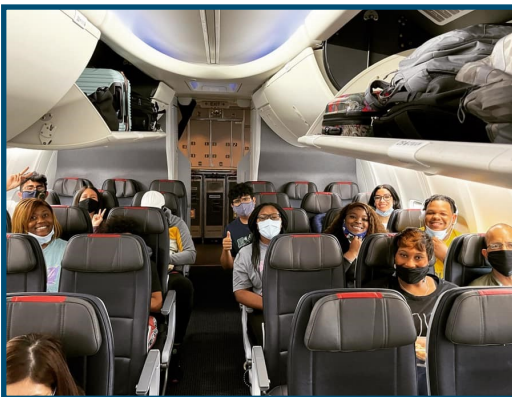


Continued ~ BUCS Academy Program

With the nature of “City as Text” being a Team-Based Learning, students engaged in most of the activities and “walkabouts” in a small group. This helped to enhance the learning experience and provided a more safety for the students to navigate the large city of New York. Each small group in addition, to the other assignments, posted pictures and short reflection of the theme of the day to Instagram and other social media platforms, with the tag of #etsu_nyc. Our hope is to take all of the pictures and reflections and turn it into a magazine to showcase New York City through the student’s eyes.

Hearing stories from the students, this was a life-changing opportunity. For many of the BUCS Academy students, this was their first time flying and/or in New York City. This experience is something that they will be talking about for a very long time. We are currently in early conversations on expanding this opportunity abroad and take students to the UK at Harlaxton this winter.

To continue learning more about these opportunities, please visit www.etsu.edu/mcc or follow us on all of our social media platforms.



Upcoming Events

August 2021				
Tuesday	August 10th	Lunch and Learn Lecture Series Leadership Identity Development on Black Men's College Experience Discussion lead: Dr. Shannon Williams, Faculty Staff Experience and Professional Development, Human Resources, Wake Forest University	12:00-1:00pm	Join Zoom Meeting
September—October 2021				
Tuesday	September 7th	Lunch and Learn Lecture Series The Problem with Diversity by Numbers Only: A Talk About Ideological Diversity, Hegemony, and A Dead Italian Guy Discussion lead: Dr. Jean Swindle Assistant Professor, Education Foundations & Special Education, Clemmer College	12:00-1:00pm	Join Zoom Meeting
Saturday	September 11th	Umoja Festival	4:00-11:00pm	Kings Common Johnson City
Tuesday	September 14th	Lunch and Learn Lecture Series Inclusive Leadership Discussion lead: Dr. Angela Webster, Associate VP for Institutional Diversity and Inclusion, Associate Professor of Leadership Studies University of Central Arkansas	12:00-1:00pm	Join Zoom Meeting
Friday	September 17th	Native American Festival	10:00am-5:30pm	Ampitheater
Mon-Wed.	September 20-22	3rd Annual Equity and Inclusion Conference From Discussion to Action: Bold Steps Toward Equity and Inclusion	Visit conference website	Virtual
Tuesday	September 21st	International Day of Peace Vigil	8:30pm	Amphitheater
Tuesday	October 5th	Lunch and Learn Lecture Series Equity and Inclusion in the Sustainability World Discussion lead: Irene Poulton, Grad Student	12:00-1:00pm	Join Zoom Meeting
Tuesday	October 19th	Lunch and Learn Lecture Series Microaggressions Discussion leads: Dr. Teresa Carnevale, Director of Quality Improvement, Assistant Professor, College of Nursing; Dr. Chassidy Cooper, Coord. Office of Equity and Inclusion; and Chelsie Dubay, Internet Program Support Coord.	12:00-1:00pm	Join Zoom Meeting
Tuesday	November 2nd	Lunch and Learn Lecture Series Exploring Ways to Honor Indigenous Peoples in the Classroom Discussion lead: Dr. Debi Thibeault, Assistant Professor, Social Work	12:00-1:00pm	Join Zoom Meeting
Tuesday	November 9th	Lunch and Learn Lecture Series Wellbeing through Diversity, Equity, and Inclusion Lens Discussion lead: Dr. Nicholas Hagemeyer, Associate Professor and Vice Chair, Department of Pharmacy Practice, Director of Student Professional Development, Director of Pharmacy Practice Research Fellowship	12:00-1:00pm	Join Zoom Meeting

3rd Annual Equity and Inclusion Conference September 20-22, 2021



Visit etsu.edu/equity/conference
to learn more.

September 20, 2021 Opening Keynote Speaker

Dr. Paul Farmer
"To Repair the World:
Dr. Farmer Speaks to the Next Generation"

September 21, 2021 Closing Keynote Speaker

Vernon Wall
"Creating a Campus Culture Committed to Equity & Inclusion"

September 22, 2021 Student Track
Wes Moore, Vernon Walls, and D'Lo

Ways to Register

1. [Click here](#);
2. Scan QR Code below; or
3. In person during the following Weeks of Welcome Events:
Cultural Remix (Multicultural Center) - August 26th, 10am-2pm;
Culparoo (Multicultural Center) - August 27th, 10am-2pm; or
Campus RoundUp (Quad) - August 31st, 10am-2pm

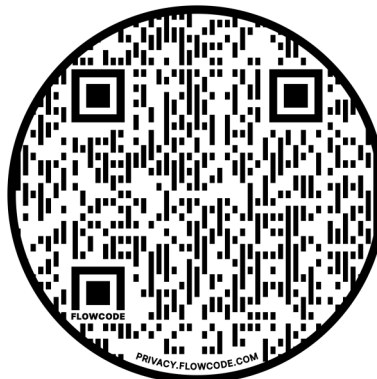
Early Bird Rates until
August 31, 2021

ETSU Employee: \$50.00 (use
[Education Assistance Form](#))

Community Rate/Non-ETSU:
\$60.00

ETSU Students*: Free

Non-ETSU Students: \$25.00



Rates
September 1-15, 2021

ETSU Employee: \$65.00 (use
[Education Assistance Form](#))

Community Rate/Non-ETSU:
\$75.00

ETSU Students*: Free

Non-ETSU Students: \$25.00

* 200 ETSU students who attend the conference will receive a free copy of Dr. Paul Farmer's book, ["To Repair the World: Dr. Farmer Speaks to the Next Generation"](#)

International Day of Peace

INTERNATIONAL DAY OF PEACE
21 SEPTEMBER 2021



**RECOVERING
BETTER FOR A
SUSTAINABLE
AND EQUITABLE
WORLD**



un.org/peaceday | [#peaceday](https://twitter.com/peaceday)

Each year the International Day of Peace is observed around the world on September 21st. The UN General Assembly has declared this as a day devoted to strengthening the ideals of peace, through observing 24 hours of non-violence and cease-fire.

The International Day of Peace was established in 1981 by the United Nations General Assembly. Two decades later, in 2001, the General Assembly unanimously voted to designate the Day as a period of non-violence and cease-fire.

International Day of Peace events are an opportunity to educate the public on issues of concern, to mobilize political will and resources to address global problems, and to celebrate and reinforce achievements of humanity. The existence of international days predates the establishment of the United Nations, but the UN has embraced them as a powerful advocacy tool.

The International Day of Peace

1. Reminds us to believe in something bigger than ourselves.

We can get caught up in the day-to-day of work and family. But sometimes, it's healthy to reflect on how communities and nations need to get outside our comfort zones. We can have peace when we make an effort to see someone else's perspective or, put another way, to "walk a mile in their shoes."

2. Connects us to each other.

Nations and communities around the world struggle with poverty and disease, education, and healthcare. The International Day of Peace reminds us that regardless of where we come from or what languages we speak, we are more alike than we are different.

3. Demonstrates that small actions can make big impacts.

We can all contribute to the worldwide culture of peace be that through prayer, advocacy, education, and respecting others. If each of us did one small thing to bring about peace, even each week, think of the global impact this would have!

Equity and Inclusion Diversity Champion Spotlight



Dr. Thomas Donohoe, University Registrar, upholds that the purpose of the Office of Equity and Inclusion at ETSU is to build awareness of equity and inclusion throughout the institution in order to affirm the educational value of a diverse and inclusive community. Tom maintains that the Equity and Inclusion Advisory Council should be custodians of the living plan that helps to steer and remind the campus of how diversity, equity, and inclusion helps to strengthen and enrich us as individuals and as a community.

Tom's definition of diversity includes a population of people who are from various racial, ethnic, socioeconomic, and cultural backgrounds who bring different experiences, lifestyles, interests and perspectives to life. He tries to remember his own biases and tries not to say anything that would be harmful to anyone. Tom will try to restate what he has heard, think before saying anything, take a few breaths if necessary prior to speaking, and then speak with compassion and thoughtfulness. He tries to take the other person's point of view into consideration as it is just as important as his own point of view. The idea, Tom says, is to communicate in a meaningful and non-hurtful way.

The Office of the Registrar deals with students, faculty, and staff all day every day. Tom attempts to provide the professional development, mentoring, and modeling necessary for staff to treat everyone with dignity and respect and to value and internalize the value of diversity, equity, and inclusion at East Tennessee State University. Tom believes that modeling this behavior to all can get us a little closer to growing these values both inside and outside the institution.

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We would like to hear from you.

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