

DIVERSITY MATTERS

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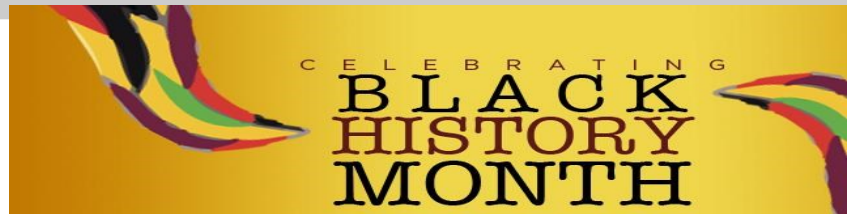
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The purpose of Black History month is to educate both African American and Non-African Americans on African American History while honoring the African Americans who have positively affected our nation. In 1986, Congress passed [Public Law 99-244](#) which designated February 1986 as "National Black (Afro-American) History Month." This law noted that February 1, 1986 would "mark the beginning of the sixtieth annual public and private salute to Black History."

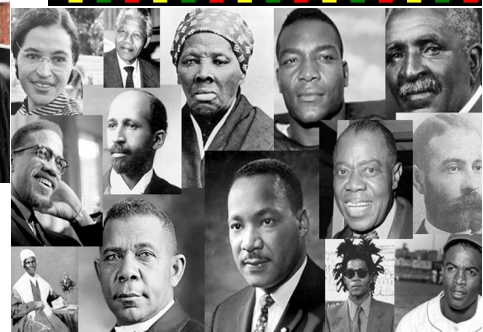
Black History Month celebrates the many contributions and rich culture of African Americans. For centuries, African Americans have broken barriers and enriched the story of our nation - from classrooms to boardrooms and from industry to our legendary military. Through centuries of struggle, and through the work of generations, African Americans have claimed rights long denied. During National Black History Month, we honor the men and women at the heart of this journey – from engineers of the Underground Railroad to educators who answered a free people's call for a free mind, from patriots who proved that courage knows no color, to demonstrators who gathered on the battlefields of justice and marched our Nation toward a brighter day.

Carter G. Woodson was the founder of Negro History Week. The event was first celebrated during a week in February 1926, that encompassed the birthdays of both Abraham Lincoln and Frederick Douglass. By 1950, Negro History Week had become a central part of African American life and substantial progress had been made in bringing more Americans to appreciate the celebration. The celebration was expanded to a month in 1976 and renamed Black History Month.

<http://www.africanamericanhistorymonth.gov/>

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NOTES FROM THE ASSISTANT VICE-CHANCELLOR



Inclusion

By 2042, there will be no single demographic majority, and people of color will comprise more than 50 percent of the U.S. population thus making for a workforce (i.e., people), workplace (i.e., culture) and marketplace (i.e., business) that is even more diverse than it is presently. Consequently, several organizations still have underutilization in various job groups despite the demographic changes in the U.S. Underutilization continues to be addressed in higher education institutions across job groups (i.e., chief executive and managerial; executive and managerial; faculty) with success for some institutions but more important these institutions still have employees that are underutilized in a way that affects retention. Underutilization across job groups simply means the organization's workforce representation for women and underrepresented minorities is lower than their market availability for certain job groups.

Higher education institutions throughout the U.S. continue to demonstrate the individual and collective achievements of employees through diversity and inclusion as it relates to recruitment, retention and support and development efforts. Several higher education institutions actively demonstrate a commitment to recognizing and appreciating the contributions of all team members in the workplace through inclusion thus minimizing the underutilization of employees. The underutilization of employees involves not adequately accessing the human capital already present in the organization. In this instance inclusion involves valuing differences in the workplace while viewing those differences as strengths by engaging that wealth of human capital.

How does UTHSC configure inclusion to enable opportunity, interaction, communication, information, and decision-making as an advantage in a diverse workplace? Some examples of "inclusive practices" that result in the celebration of individual and collective achievements at UTHSC are as follows:

Configuring Opportunity – interim appointments; participation in the UT System's Leadership Institute; UT System's Administrative Professional's Conference; memberships to professional associations; work/life balance; Health Careers Program.

Interaction – employee appreciation day; student appreciation day; the Chancellor's Holiday Party; Administrative Professional's Day luncheon; commemorative month activities; search committees.

Communication – the Chancellor's Town Hall meetings; Campus Digest listserv; The Record; group specific email announcements; departmental newsletters; condolences listserv.

Information – UTHSC website; employee engagement survey; electronic message boards around campus; Blackboard; UT policies and procedures; live training workshops; student, faculty and staff recruitment; orientations for faculty, staff and students.

Decision-Making - Faculty Senate; Exempt Staff Council; Employee Relations Committee; Student Government Association; advisory groups/committees.

Two specific inclusive events that demonstrate and celebrate the support of individual achievements are the Lichterman Employee of the Year Award for non-exempt staff and the Chancellor's Exempt Staff Award (CESA) for non-faculty exempt staff. These two employee awards encourage input from separate independent diverse committee members selecting the finalists and overall winners that are announced at the annual Chancellor's Holiday Party held each December. The nomination and selection process for the Lichterman and CESA also demonstrates how UTHSC employees are open to differences in values, communication styles, and behaviors of individuals from backgrounds different from their own in identifying finalists and winners. Another example of inclusion is the communication campaign that encouraged each UTHSC employee to share feedback about the workplace by participating in the 2014 Employee Engagement Survey.

For UTHSC recognizing and appreciating diversity in a manner that supports inclusion means fully and respectfully involving all students and employees in the activities and life of the institution.



BREAKING NEWS!!

The Office of Equity and Diversity (OED) would like to welcome Maggie Joyce as the new Equity Assurance Specialist

Maggie Joyce serves as the Equity Assurance Specialist within the Office of Equity and Diversity. Prior to joining OED, Maggie, while in law school, gained professional experience in environmental policy and compliance as a legal extern for the U.S. Department of the Interior, Office of the Field Solicitor in Knoxville, TN.

As the Equity Assurance Specialist, her duties principally include conducting investigations, providing direction in the interpretation of university policies and regulations, and delivering training to the university community. She provides guidance in the evaluation of discrimination and harassment claims of varying degrees relevant to Title VI, Title IX, ADEA, and ADA/Section 504.

Maggie is a long time resident of Memphis, Tennessee and a graduate of St. Agnes Academy. She holds a B.S. in Environmental Science and minors in Biology and History from Saint Louis University. Additionally, she holds a Doctor of Jurisprudence from the University of Tennessee College of Law and is licensed to practice law in the state of Tennessee.



Black History Month Activities

Guest Speaker

Honorable Camille R. McMullen
Tennessee Court of Criminal Appeals



Judge Camille R. McMullen received a law degree from the University of Tennessee College of Law in 1996. She served as law clerk for Judge Joe Riley in the Tennessee Court of Criminal Appeals during 1996. She then joined the District Attorney's office of the 30th Judicial District in 1997 where she prosecuted cases until 2001. Judge McMullen became an Assistant U.S. Attorney for the Western District of Tennessee, where she prosecuted cases from 2001 until June, 2008, when she was appointed by the Governor to serve on the Court of Criminal Appeals. She was elected in August, 2008. Judge McMullen is the first African American woman to serve on an intermediate court in Tennessee.



Judge McMullen will speak on Wednesday, February 11, 2015 at 11:30, GEB Room A-202.

2014 Service Recognition

2014 Thomas Connell Lichterman Award Winner Denise Griffin



Lichterman Award

This Lichterman Award is presented annually to a non-exempt UT or UTMG employee who demonstrates the high standards and positive characteristics as they were exemplified by Thomas Connell Lichterman. Denise Griffin is the 2014 Lichterman Award winner. Ms. Griffin currently works as an Administrative Aide in Human Resources with 18 years of service at UTHSC. The winner of the Lichterman receives a plaque and a \$1,500 gift.



Chancellor's Exempt Staff Award

2014 Chancellor's Exempt Staff Award Jenness Roth and Byron Porter



The Chancellor's Exempt Staff Award (CESA) at UT Health Science Center is presented annually to recognize an employee who has demonstrated outstanding service and/or who has made significant contributions to the University community beyond that normally expected for their positions. All exempt faculty staff of UT Health Science Center are eligible.

In 2014, two deserving employees were the recipients of the CESA Byron Porter and Jenness Roth. Mr. Porter has 21 years of service and today works as an Assistant Bursar in the Office of Finance & Operations. Ms. Roth works as a Coordinator in the Center for Developmental Disabilities and has 5 years of service. Both winners received a plaque and a \$1,500 gift respectively.





Learning Styles or Learning Preferences?

By Kathy Gibbs, M.S., M. Ed., NCC

Director of UTHSC Student Academic Support Services

What do you want to learn? *Is it course content, a new skill or an approach to enhance job performance?*

What impact does learning style or approach have on content or skill mastery? *What is your "go-to" when learning content or a new skill? Do you read or listen? Do you "try it out" first by doing, drawing or observing? What gives you the most "bang for your buck" in time, effort and retention?*

Learning style theory originated with Carl Jung. According to Silver, Strong and Perini (1997), Jung "noted major differences in the way people perceived, the way they made decisions, and how active or reflective they were while interacting. Isabel Myers and Katherine Briggs (1977), who created the Myers-Briggs Type Indicator and founded the Association of Psychological Type, applied Jung's work and influenced a generation of researchers trying to understand specific differences in human learning."

There is some controversy regarding the usefulness and value of learning styles and related research. Part of this originates from the fact that most learners use different approaches depending on the material and/or task. Silver et al. noted that, "Learning styles are not fixed throughout life, but develop as a person learns and grows." For example, when learning to ski, a learner might watch and listen to an instructor. When learning about the interaction of a drug, reading and/or drawing a chart might be used.

Health Science learners need to quickly adapt to mastering "more" in less time and at a higher level. At UTHSC, all incoming students complete the *Index of Learning Styles (ILS)*. The ILS is an on-line instrument used to assess preferences on four dimensions of a learning style model formulated by Richard M. Felder and Linda K. Silverman. These dimensions include active/reflective, sensing/intuitive, visual/verbal, and sequential/global. The ILS was developed by Richard M. Felder and Barbara A. Soloman of North Carolina State University.

In order for UTHSC students to get more "bang for their buck", they learn to incorporate more than one side of a dimension. For example, if a UTHSC student is usually more "reflective" when learning new material, he or she might initially prefer to read assigned material. If this same student's goal is to impact retention and efficiency, he or she would also integrate more "active" approaches with practice questions, talking out material with another student and/or drawing out or outlining.

This integration of various approaches could make the difference in efficiency, learning and performance outcomes. These approaches can become a "toolbox" from which experienced and expert learners can mix and match what is most valuable according to the task at hand. Flexibility in choosing and using sometimes "uncomfortable" or novel learning approaches can pay off for learners academically or professionally.

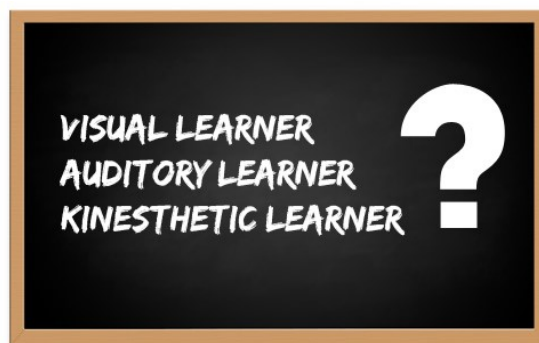
Are you interested in identifying your preferred learning style or approach? Are you curious about the impact of integrating other approaches on learning and performance?

Take the ILS. It is free and can be accessed at <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>. Along with the results, additional information and explanations are provided for different learning approaches.

So, experiment. See what impact novel learning approaches have on efficiency and mastery.

References

- Briggs, K.C., and I.B. Myers. (1977). *Myers-Briggs Type Indicator*. Palo Alto, Calif.: Consulting Psychologists Press.
- Felder, R. (n.d.). *Index of Learning Styles*. Retrieved December 14, 2014, from <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpag.html>
- Jung, C. (1927). *The Theory of Psychological Type*. Princeton, N.J.: Princeton University Press.
- Silver, H., Strong, R., & Perini, M. (1997). Integrating learning styles and multiple intelligences. *Teaching for Multiple Intelligences*, 55(1), 22-27. Retrieved December 14, 2014, from <http://www.ascd.org/publications/educational-leadership/sept97/vol55/num01/Integrating-Learning-Styles-and-Multiple-Intelligences.aspx>





Save the date

INAUGURAL BLACK FACULTY AND STAFF ASSOCIATIONS SYMPOSIUM

Coming Together in the 21st Century

Bringing together Black Faculty and Staff Associations in a professional development opportunity to address diversity initiatives for each participant's individual campuses

Keynote address by Dr. Tonja Johnson



March 19 - 20, 2015

The University of Tennessee, Knoxville

For more information:
bfsa.utk.edu

THE UNIVERSITY of TENNESSEE 
KNOXVILLE



STRATEGIC SUMMARY

One Voice, One Face, One Mission

MISSION Why do we exist?

The mission of the Black Faculty and Staff Association (BFSA) is to support the academic and professional development of African American faculty, staff, students and other individuals of color. We traditionally use cultural awareness and programs to achieve our mission and to make the larger campus community more aware of African American contributions to the University of Tennessee and society at large. Membership is open to all UT employees and retirees.

VISION What do we want to accomplish?

We envision a campus climate and community in which diligent efforts are made to recruit, promote and retain Black faculty, staff and senior leadership in key administrative positions. The BFSA wants all Black faculty and staff to have opportunities to achieve their full potential and to have a respected voice within the University-system community.

VALUE What is our overall contribution to the UT community?

Increased recruitment and retention of talented Black faculty, staff and students. This would assist the Chancellor in accomplishing one of his key measures identified in his VolVision of becoming a Top 25 public research institution and UT will become a leader and national model of excellence in diversity, equity and inclusion.

This will promote and attract valuable resources and community partnerships that will increase the drive of black faculty and staff to engage in innovative research and programming which will; (1) enhance the prestige of the University; (2) increase enrollment and retention of Black students which is an integral part of the VolVision and; (3) improve campus climate for faculty, staff and students from underrepresented populations.

STRATEGIES How will we achieve our mission?

Develop an executive board led by a chair and co-chair, and 6 standing committee chairs.

Develop 6 committees to develop and executive programs; (1) Membership Recruitment; Professional Development and Recognition; (3) Education, Advocacy & Outreach; (4) Student Enrichment; (5) Fundraising; (6) Scholarships

- Survey Black faculty, staff and students to determine and address their perceptions of the campus climate
- Launch an official website to centralize information, resources and news relevant to Black faculty, staff and students

INITIATIVES What are our core programs?

- Annual Meet & Greet Reception to welcome new Black employees and encourage networking
- Brown Bag Lunch Series to engage in discussions about the Black experience at UT
- Professional development workshops targeting specific populations (1-2 per semester)
- Mentorship programs for undergraduate and graduate students (all year)
- Social events/activities for networking and community building (2-3 semester)

RESOURCES What do we need in order to be fully sustained?

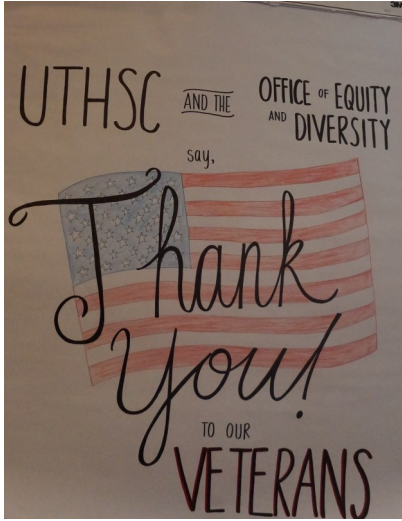
- Black faculty and staff buy-in and participation
- University partnership, and grassroots funding
- Corporate sponsors
- Collaborations with UT commissions, councils and external affinity groups and consultants committed to diversity and inclusion
- Institutional support of employee attendance at BFSA meetings and workday activities (i.e. approval from supervisors)
- Internet presence (i.e. having the BFSA URL visible on multiple UT websites and MyUTK Portal)
- Increase in program/event attendance and involvement by current members

OUTCOMES How will we measure our success?

- Increase in percentage of new members
- Increase in program/event attendance and involvement by current members
- Involvement of BFSA in campus-wide programs, initiatives, and critical conversations

Quick Pics of OED Events

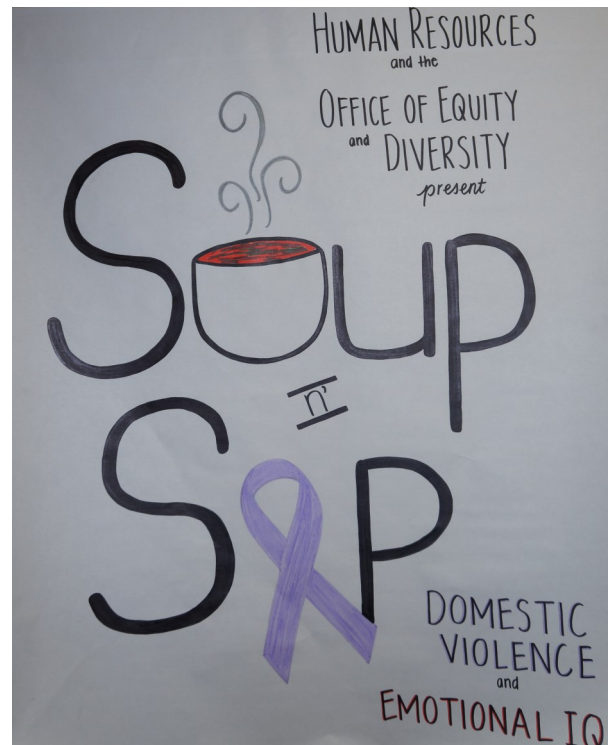
Veterans Day



CarniVOL



Soup n Sip



Community Events January & February

BROOKS

MEMPHIS BROOKS MUSEUM OF ART



Memphis Brooks Museum of Art

This Light of Ours: Activist Photographers of the Civil Rights Movement. Feb.14, 2015-May 10, 2015

Exploring the Civil Rights Movement through the work and voices of nine activist photographers featuring images by Bob Adelman, George Ballis, Bob Fitch, Bob Fletcher, Matt Herron, David Prince, Herbert Randall, Maria Varela and Tamio Wakayama. These images offer an insight into a crucial period in America's history giving viewers a perspective through the eyes of those who actively worked in the movement.

<http://www.brooksmuseum.org/upcoming-exhibitions?edl=all>

31st International Blues Challenge

Presented by The Blues Foundation at Orpheum Theatre
January 20 - January 24, 2015

The IBC is a five-day event that includes both band and solo/duo blues music competition, youth and international showcases and seminars. The 31st International Blues Challenge will begin Tuesday night (Jan 20) with the International Showcase. Wednesday and Thursday night (January 21-22) quarter finals will be conducted. Youth Showcase and Semi Finals will be held Friday evening (Jan 23). Saturday (Jan 24) IBC will conclude with Finals in the beautiful Orpheum Theater .

<http://www.blues.org/international-blues-challenge/2015-international-blues-challenge/>



**INTERNATIONAL
BLUES
CHALLENGE**

GOLDEN TICKET

15% DISCOUNT

The Germantown Performance Arts Center (GPAC) is offering a 15% discount to UTHSC students, faculty, staff, residents, and postdocs by using a special code created for UTHSC, when purchasing tickets online (www.gpacweb.com) or when calling the box office at 901-751-7500. UTHSC's promotional code is **UT15**. GPAC has some exciting programming throughout the season that should encourage a pluralistic view because music, art, and drama enables access to everyone. <http://www.gpacweb.com/>

2014 Religious Holidays

<http://faithinmemphis.com>

January

- Jan. 1 Mary, Mother of God - (Catholic Christian)
Feast of St Basil (Orthodox Christian)
Gantan-sai (New Years) Shinto
Holy Name of Jesus -(Orthodox Christian)
- Jan. 5 Twelfth Night (Christian)
Guru Gobindh Singh birthday (Sikh)
- Jan. 6 Epiphany (Christian)
Feast of the Theophany (Orthodox Christian)
Nativity of Christ (Armenian Orthodox Christian)
Dia de los Reyes (Hispanic Christian)
- Jan. 7 Nativity of Christ (Orthodox Christian)
- Jan.12 Baptism of the Lord Jesus (Christian)
- Jan.13 Mawlid an Nabi (Islam Maghi - Sikh)
- Jan.16 Tu BiShvat (Jewish)
- Jan.16-19 Mahayana New Year (Buddhist)
- Jan.17 Blessing of the Animals (Hispanic Catholic Christian)
- Jan.18-25 Week of Prayer for Christian Unity
Christian
- Jan. 19 World Religion Day - Baha'i
Timkat - Ethiopian Orthodox Christian
- Jan. 25 Conversion of Saint Paul - Christian

February

- February 2 Candlemas (Christian)
Four Chaplains Sunday-(interfaith)
Presentation of Christ in the
Temple - Anglican (Christian)
Imbolc - Lughnassad - Wicca/Pagan
Northern and southern Hemispheres
- February 3 Setsubun-sai (Shinto)
- February 4 Vasant Panchami (Hind)
- February14 Saint Valentine's Day (Christian)
- February 15 Nirvana Day (Buddhist - Jain)
- February 16 Tridion begins (Christian)
- February 26 - March 1 Intercalary Days (Baha'I)
- February 28 Maha Shivaratri (Hindu)

Equity & Diversity November/December Training Classes



Commemorative Month Movie Viewing Schedule

February-Black History Month

Movie: *Freedom Riders*

Date/Time: February 3, 2014, 9:30-11:30;
February 17, 2014 2:00pm-4:00pm

Location: Madison Plaza Conference
Room C-1

January

Ouch! That Stereotype Hurts

When? January 14, 2015 2:00p.m.-4:00p.m.; January 21, 2014 9:30am-11:30am

Where? Madison Plaza Conference Room (C-1)

Who? Facilitated by Ashleigh Brock

February

Engaging in Accommodations at UTHSC

When? February 12, 2015 9:30am-11:00am; February 24, 2015 2:00pm-4:00pm

Where? Madison Plaza Conference Room (C-1)

Who? Facilitated by Ashleigh Brock



Request a Workshop

https://ife.qualtrics.com/form/SV_cJdCwxN8NwB4hvf

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