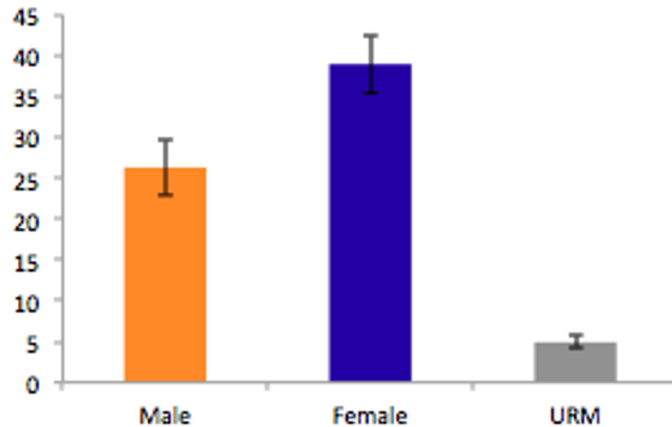


# NBB Diversity Forum

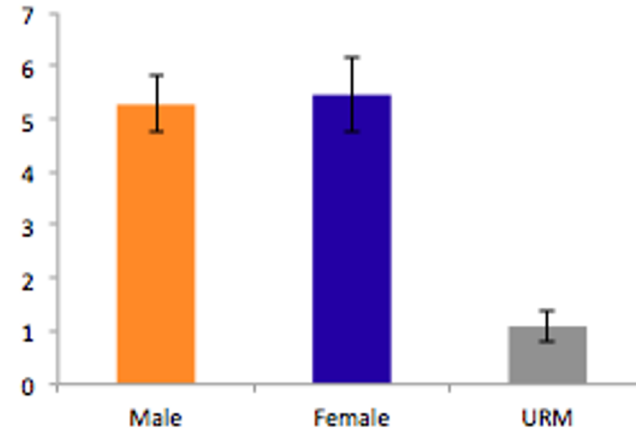
4-25-2016

# NBB graduate student statistics (2006-2016)

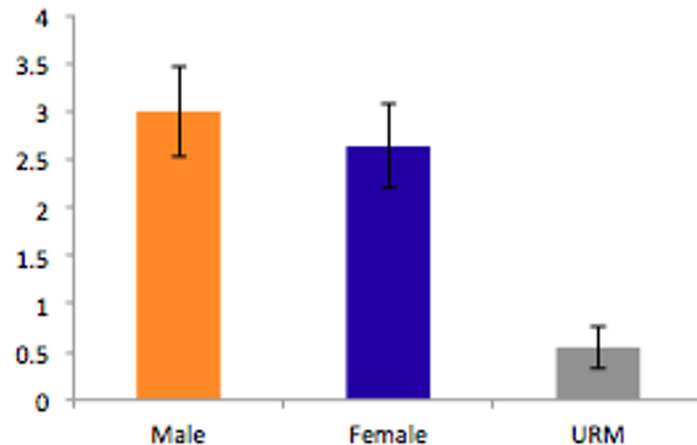
## Graduate Applicants



## Grads Admitted



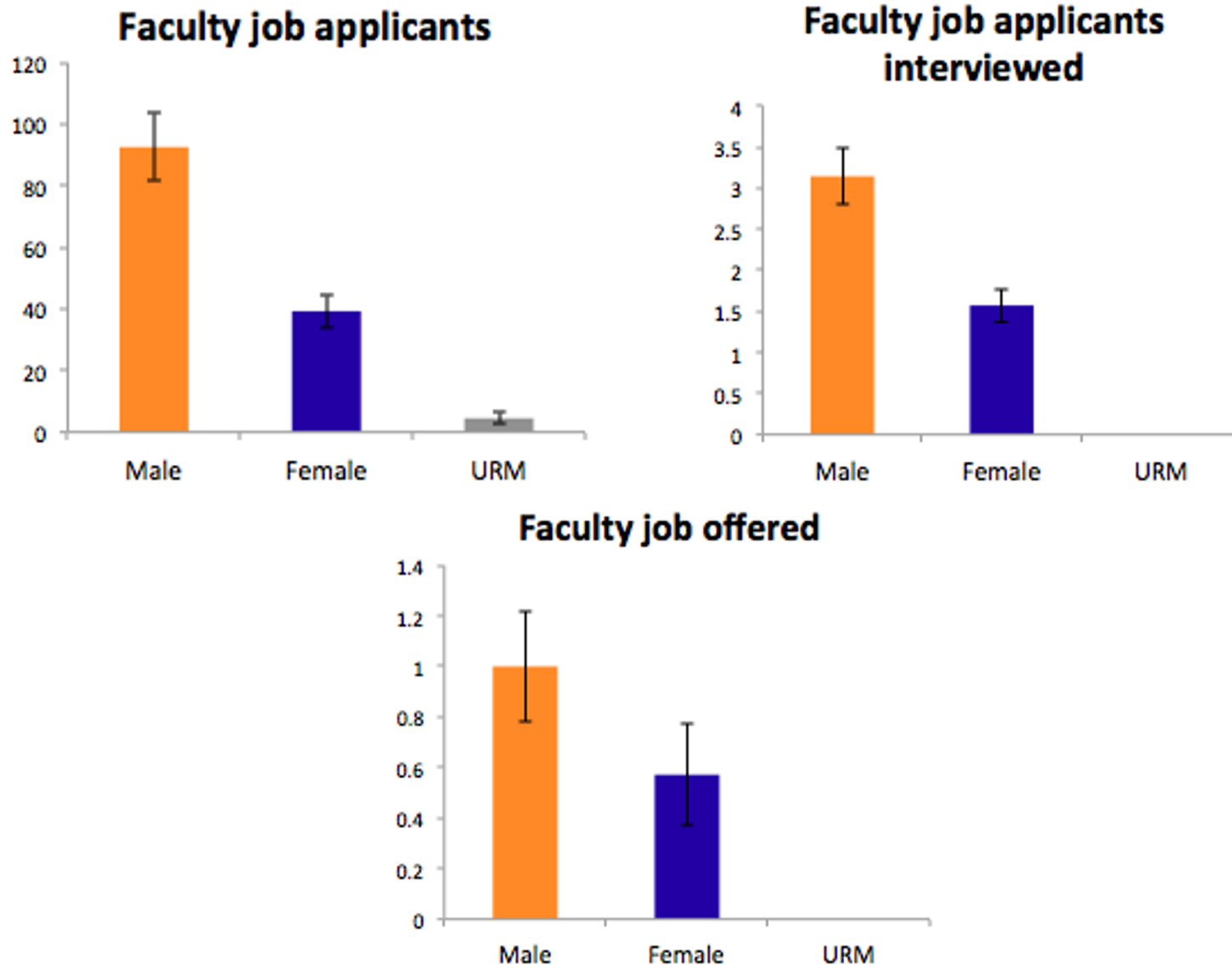
## Graduate enrolled



URM = Underrepresented minorities  
(Typically American Indians/Alaskan natives, African Americans/Blacks, Mexican Americans, and Puerto Ricans)

Grad level: we are falling short in recruiting URM's

# NBB job search statistics (2006-2016; N=7)



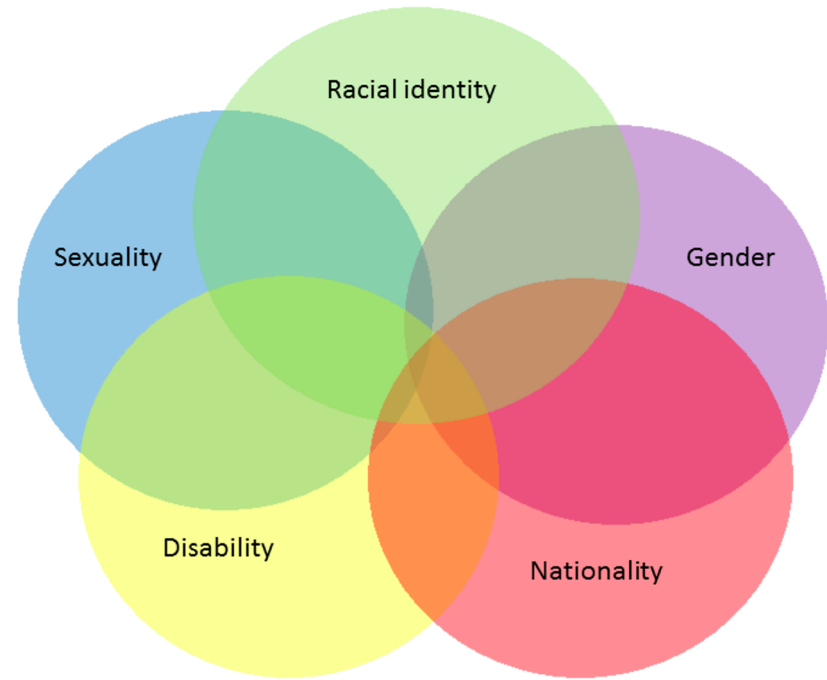
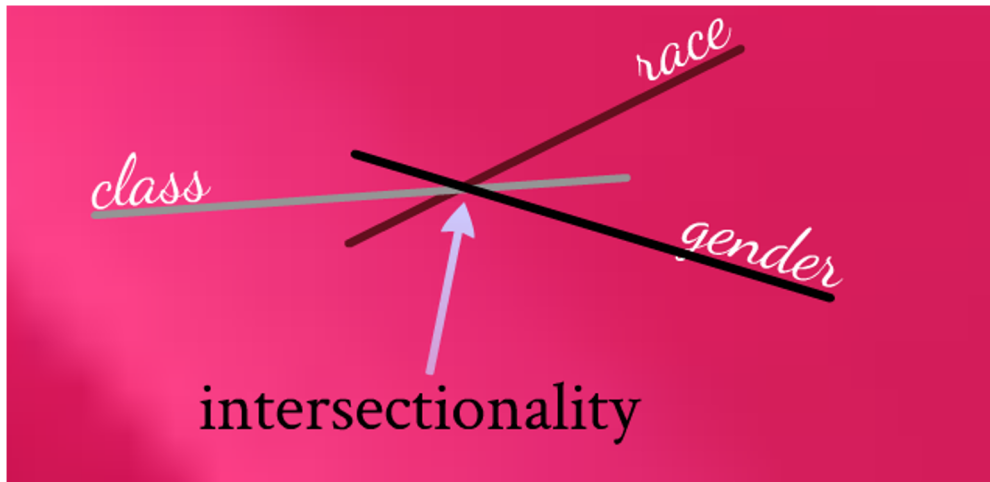
Faculty level: we are falling short in recruiting both women and URM's

Is diversity in NBB important  
for you?

# How do we talk about climate?

Terminology & considerations

# Intersectionality



Ways in which we reduce dimensionality

- Stereotypes
- Environments that cater to a specific identity

## Non-inclusive environments:

What do they look like,  
What are the consequences?

# Non-inclusion via invalidation or silencing

To someone who complains about an inequity:

*“You have nothing to complain about compared to people in other countries/cultures.”*

*“You are acting like a child”*

*“Don’t be so sensitive”*

- Progress = not settling for the lowest common denominator
- These responses are used under specific contexts and not others (e.g. not to complaints about weather or sports).



# Ways to induce a sense of “otherness” and reinforce power structure

## **Microaggression (see handout):**

A subtle but offensive comment or action directed at a minority group that is often unintentional, but reinforces a stereotype.

E.g. A female colleague gets talked over in lab meeting.

[https://diversity.missouri.edu/summit/session-mats/can\\_we\\_talk-microaggressions\\_in\\_everyday\\_life-handout.pdf](https://diversity.missouri.edu/summit/session-mats/can_we_talk-microaggressions_in_everyday_life-handout.pdf)

## **Benevolent sexism:**

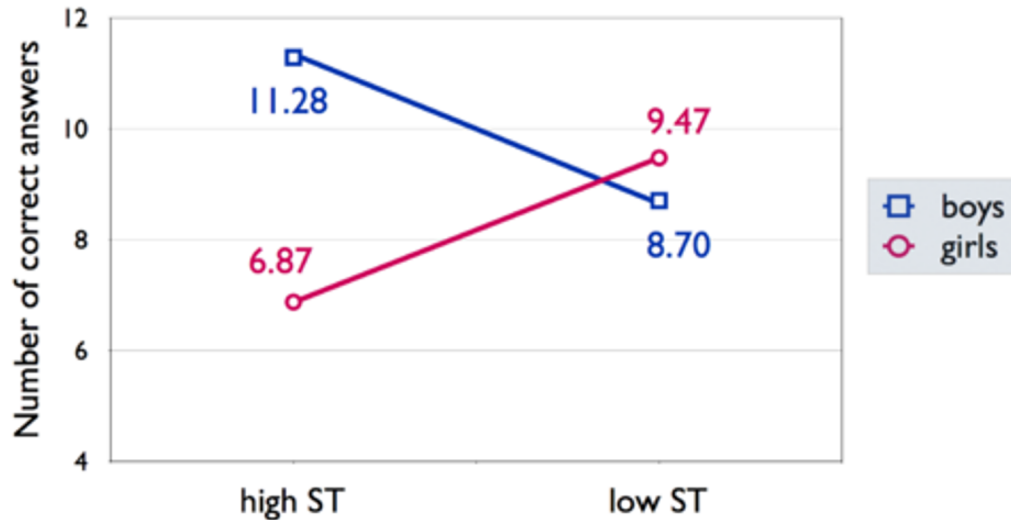
A chivalrous attitude toward women that feels favorable but casts women as weak and in need of protection.

E.g. Donald Drumpf: “I love women...I do cherish women. And I will take care of women.”

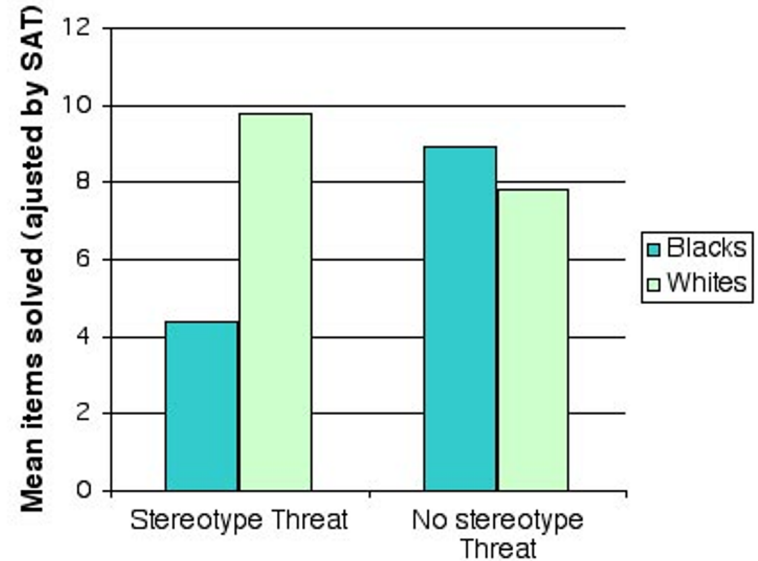
<http://blogs.scientificamerican.com/psysociety/benevolent-sexism/>

# What are some explanations for underperformance in minority groups?

Stereotype threat and test performance



Effects of Stereotype Threat



## Stereotype threat

Being at risk of confirming, as self-characteristic, a negative stereotype about one's group (Steele & Aronson, 1995).

<http://www.reducingstereotypethreat.org/>

Whistling Vivaldi: How stereotypes affect us and what we can do (issues of our time)- Claude Steele

# Cues that increase stereotype threat:

- Increasing diversity seen as a threat to excellence (“Numbers vs. fit”)
- Small number of minorities in student body & leadership
- Programs and efforts that help minorities viewed as primarily benefiting minority students rather than general student body/entire group
- Organization of social life heavily shaped by race or gender

What are some ways that we make a more inclusive environment?

# Graveyard slides

What are some ways that we make a more inclusive environment?

- Embracing discomfort.
- Accepting that we are all part of the problem.
  - Try not to take things personally.
  - Give each other and yourself some slack.
  - Have a growth mindset!
- Using “I” statements.
- Instead of policing, ask questions, listen, acknowledge and validate.
- Using one mic rule/equal talking opportunity.
- Expecting and accepting non-closure (we won’t solve it all in one forum or agree on everything).
- [... your input here ...]

# We can no longer only explain underperformance as an observer

## Implications:

- Focus on individual deficits
- “Damage” already done
- Hard to overcome
- Permanent



Stereotype threat studies suggest underperformance is in part caused by an invisible force, one that can be lifted & manipulated.

# Stereotype threat...

- Can affect anyone (even white men when faced with threat of Asian math superiority)
- But academically strong students can be more vulnerable
- Decreases minority participation in fields like math and science
- Has been replicated in controlled laboratory settings as well as real-world classrooms in over 300 studies to date:

<http://www.reducingstereotypethreat.org/bibliography.html>



# Alleviation

- Self-affirmation: focus on self values/individuality (simply writing about self values increased performance over 2 years)
- Provide minority role models, peers
- Integrated small groups that discuss shared challenges (made racial identity less central to how minority students interpreted their experience, changed narrative, increased trust, decreased vigilance about stereotype threat, increased grades)
- When providing critical feedback, set high standards and expectations while asserting the belief that these can be met by the student (increase trust that the feedback is not based on bias, motivates students to meet high standards)
- Emphasize “growth mindset”—intelligence/ability is not fixed but malleable (shown to increase performance under many settings, encourage risk taking/challenge seeking, decreases threat of reaching stereotyped ability cap)