

Diversity Matters

OED Team

Michael Alston,
OED Assistant Vice
Chancellor

Amber Carter,
Publications Editor,
Diversity Matters

Dustin Fulton,
OED Deputy Conduct &
Compliance Officer

Ashleigh Brock,
OED Diversity
Management Specialist

Maggie Joyce,
Equity
Assurance Specialist

Denise Steverson,
OED Administrative
Service Assistant

Cynthia Crowe,
HCP Coordinator

Kamaria Robinson,
TIP Coordinator

Travis Liggins,
TIP Coordinator

<http://uthsc.edu/oed/>

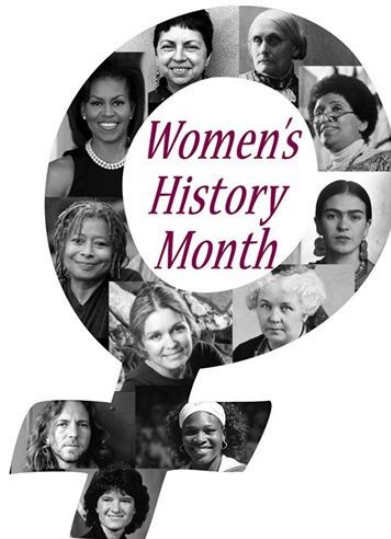


March is Women's History Month, which honors and celebrates the struggles and achievements of American women throughout the history of the United States. This year also commemorates the 35th anniversary of the Women's History Movement and the National Women's History Project. During Women's History Month, we recognize the victories, struggles, and stories of the women who have made our country what it is today. Throughout our Nation's history, American women have led movements for social and economic justice, made groundbreaking scientific discoveries, enriched our culture with stunning works of art and literature, and charted bold directions in our foreign policy.

"This month, we are reminded that even in America, freedom and justice have never come easily. As part of a centuries-old and ever-evolving movement, countless women have put their shoulder to the wheel of progress -- activists who gathered at Seneca Falls and gave expression to a righteous cause; trailblazers who defied convention and shattered glass ceilings; millions who claimed control of their own bodies, voices, and lives. Together, they have pushed our Nation toward equality, liberation, and acceptance of women's right -- not only to choose their own destinies -- but also to shape the futures of peoples and nations." As President Barack Obama stated in his 2014 Presidential Proclamation.

INSIDE THIS ISSUE:

Women's History Month	1
Sexual Assault Month	2
Note From the Ass. Vice -Chancellor	3
Being an Ally	4
Unite	5
Accommodations and Accessibility	6
Admin Professional Day	7
WHET Event	8
TIP Student Assistants	9
Quick Pics	10
Community Events	11
Religious Holidays/ OED Training Classes	12






Sexual Assault Awareness Month

National Sexual Assault Awareness and Prevention Month 2015

In April of 2001, the U.S. began to nationally observe the month of April as Sexual Assault Awareness Month. Throughout the month, organizations across the country host events and programs that aim to educate the public and reach out to survivors.

The national [Sexual Assault Awareness Month \(SAAM\)](#) campaign will focus on campus sexual violence prevention. The goal of SAAM 2015 is to support campuses in creating a culture of prevention and effective, trauma-informed response. An institutional commitment has been demonstrated through the [Sexual Misconduct and Relationship Violence Policy](#).

UTHSC will also be working to raise awareness about sexual assault/violence through programs and events in April 2015. OED is strongly encouraging your participation and support with National Sexual Assault Awareness and Prevention Month!



April is...
**Sexual Assault
AWARENESS
Month**

NOTES FROM THE ASSISTANT VICE-CHANCELLOR



Diversity, Bias and Performance Evaluations

Performance evaluations, performance reviews or performance appraisals are conducted on a yearly basis by individuals who manage people throughout various organizations. UTHSC's organizational leaders, managers and supervisors are tasked with a March 31, 2015 deadline to evaluate staff employees (i.e., non-faculty exempt;

non-exempt) for work performance in the 2014 calendar year.

According to an article titled "[4 Steps to Painless \(And Effective\) Performance Evaluations](#)" in Forbes Magazine the performance evaluation process does not have to be viewed as being difficult. Also, I once read that some leaders, managers and supervisors would prefer having a root canal than conducting an annual performance review with an employee. Leaders, managers, and supervisors need to also understand the extent of what they control as it relates to the performance review that may support tangible employment actions like:

- hiring and firing;
- promotion and failure to promote;
- demotion;
- undesirable reassignment;
- a decision causing a significant change in one's benefits;
- salary decisions/changes; and
- work assignments.

If an employee(s) receives a below standard performance evaluation it should not be a surprise to him/her but more important what was it that happened as it relates to the unit/department not being able to maximize the contributions of that particular employee(s)? This seems to imply that at some point the employee "was" or "was not" made aware of his/her work performance shortcomings through feedback that included a plan for improvement. If the employees on staff in the unit/department are diverse treating everyone the same really does not work to enable guidance or success. Remember people differ based on personality, character, work status and population characteristics.

The differences (i.e., personality; character; work status; population characteristics) referenced earlier may become factors in an employee's performance review through bias. Leslie Traub, Cook Ross Inc., addresses "[Bias In Performance Management Review Process](#)" in her 2013 thought paper. She has identified four domains of bias such as rater bias, self-rater bias, structural bias and calibration bias. We have an unconscious preference to like people who look like us, think like us and come from backgrounds similar to ours even as leaders, managers, supervisors and employees.

Just remember the performance evaluation moment should be a time when the employee and leader, manager or supervisor have a meaningful interaction with rich conversation regarding what the unit/department accomplished through the employee's contributions. For your convenience, staff performance evaluation forms have been placed on the Human Resources website at http://uthsc.edu/hr/performance_evaluations.php. The department is only required to provide Human Resources with the Summary Form. All other tools or assessments for employees and managers can be maintained in the department.



Why Being an Ally is Important

By NaKeshi Dyer and Maggie Joyce

All students deserve to learn in an environment that is supportive and friendly, regardless of their affectual/romantic orientation or their gender identity/expression.

For many lesbian, gay, bisexual, transgender, and queer (LGBTQ) students, school can be a frightening place. According to a 2013 national survey by the Gay, Lesbian and Straight Education Network (GLSEN), 74.1% of LGBTQ students reported being **verbally harassed** (e.g., called names or threatened) at school in the past year because of their affectual orientation and 55.2% because of their gender expression; 36.2% reported being **physically harassed** (e.g., pushed or shoved) at school in the past year because of their affectual orientation and 22.7% because of their gender expression; 16.5% reported being **physically assaulted** (e.g., punched, kicked, injured with a weapon) at school in the past year because of their affectual orientation and 12.4% because of their gender expression. Forty-nine percent of LGBTQ students experienced electronic harassment in the past year (e.g., threats, 'outed' on social media, inappropriate pictures posted to Facebook). Moreover, 56.7% of students chose not to report the incidents to appropriate personnel citing that they believed nothing would be done or that the harassment would escalate and 61.6% of the students who did report said that school staff did nothing in response.

These statistics are particularly poignant when we consider that compared to their (non-LGBTQ) peers, LGBTQ students tend to report lower levels of happiness, a higher incidence of alcohol and drug use, and lower GPAs. However, when LGBTQ students can identify just one accepting person or ally on their campus, their risk factors are reduced, their GPAs are higher, and they feel safer at school. This speaks to how important it is to have visible LGBTQ allies in place, folk who are willing to speak up in support of equality, full inclusion, and safety for those in the LGBTQ community (Human Rights Campaign-HRC).

Closing the gap to full acceptance of LGBT individuals and insisting on student safety on our campus will not come from judicial decisions and school administration alone, but from a deeper understanding, empathy, and collective action of people willing to stand as allies and advocates for the LGBTQ community. The voices of allies can carry tremendous weight in academic environments. The number of places where and ways in which we can express support in small but incredibly meaningful ways is limitless.

Ways to Be an Ally

Merriam-Webster defines an ally as “a person or group that gives help to another person or group.” An ally to the LGBTQ community is an individual who supports gender equality, LGBTQ social movements, and challenges homophobia, biphobia, and transphobia. By helping others understand the importance of acceptance, equality, mutual respect, and acceptance, allies are some of the most effective and powerful voices of the LGBTQ movement. Becoming an ally requires developing awareness of yourself and others, knowledge about sexual orientation and what the experience is for LGBTQ members of the community, and skills in communicating the knowledge you have learned.

Some ways of being an ally include:

1. Being open- minded.
2. Not assuming the sexual orientation of another person.
3. Being inclusive. Use inclusive language and invite LGBTQ friends to hang out with your friends and family. For example, use terms such as partner, spouse, or date, instead of wife, husband, boyfriend, or girlfriend.
4. Speaking out against LGBTQ jokes and comments. Let your friends, family, and coworkers know that you find them offensive.
5. Confronting your own prejudices and homophobia, even if it is uncomfortable to do so.
6. Validating people's gender expression. For example, if a person assigned male at birth identifies as female, refer to that person as “she” and use her chosen name. If you are unsure how to refer to a person's gender, simply ask that person.
7. Showing that you are an ally by displaying a LGBTQ symbol in your work area or a pin on your lapel.
8. Educating yourself on LGBTQ cultures, concerns, and terminology.
9. Not assuming that the sexual orientation is the most important aspect of that person, or the only topic they will want to talk about. Remember that everyone is a multi-faceted human being.

10. Believing that all people, regardless of gender identity and sexual orientation, should be treated with dignity and respect. By incorporating some of these practices into your daily life, you can be an ally and help to promote inclusion and respect within the University of Tennessee Health Science Center community.

Sources:

GLAAD. 10 Ways to Be an Ally & a Friend. www.glaad.org/resources/ally/2

GLAAD. Accelerating Acceptance. <http://www.glaad.org/publications/glaad-accelerating-acceptance>

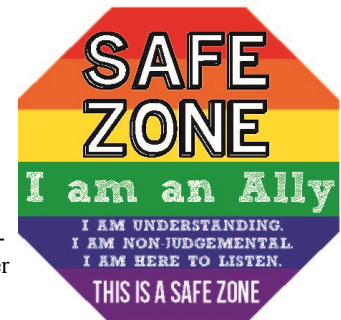
GLSEN. 2013 National School Climate Survey. <http://glsen.org/nscs>

How to Be and Ally to LGBT People.

www.umass.edu/stonewall/uploads/listwidget/12992/How%20Be%20an%20Ally%20to%20LGBT%20People.pdf

HRC. An Allies Guide to Issues Facing the LGBT Community. <http://www.hrc.org/topics/allies>

Merriam- Webster. www.merriam-webster.com/dictionary/ally



Making Changes for Diversity By Peter Duden, School of Medicine, Class of 2018 of UNITE UTHSC Student Organization

According to the Association of American Medical Colleges (AAMC), nearly one third of sexual minority students and two thirds of gender minority students choose to conceal their identity during medical training. Fear of discrimination and lack of support in medical school are main factors in choosing to withhold identity. In another study, The National Institutes of Health (NIH) found that students placed significant value in the safety of their educational environment. This perceived safety affected subsequent decisions about identity disclosure, residency and their career path (2). Creating a supportive environment in professional education is an increasingly important component of student success.

How can we as a professional body create a welcoming environment for all students? Identifiable support systems, effective policies censuring discrimination based on sexual orientation, and curricula inclusive of gay and lesbian sexuality and health issues have significant positive effects on students and faculty, and can be tangibly implemented in several health care settings (2). In addition to improving inclusion of LGBTQI students, incorporating LGBT topics in health professional education benefits and prepares students for addressing gender and sexual minority populations. However, LGBT-related topics average five hours in undergraduate medical education, with reported variability in quantity, content covered, and perceived quality of instruction (2).

Important emerging data for future health care professionals are the health care disparities and needs of LGBT individuals. Results from a California Health Interview Survey (CHIS) supported that those in the LGBT community are significantly more likely to delay or not seek medical care, to not obtain prescription medicine, and to have higher rates of emergency room visits and cancer (3). LGBT patients are also less likely to have health insurance. UCSF clinical investigator Juno Obedin-Maliver describes LGBT health disparities as “due to the cumulative and intersecting impact of many different factors, particularly their reduced access to employer-provided health insurance, the social stigma that exists against LGBT people, and a lack of cultural competence in the health care system.” Future health care professionals can have a direct role in improving these findings, and places of professional education.

UTHSC Unite seeks to help bridge these gaps, in its own small ways, between the health science fields and the LGBTQI community. In conjunction with the College of Medicine, Unite has advocated for and seen an increase in LGBT-related curriculum. We believe that creating platforms for LGBTQI individuals to discuss their first-hand healthcare experiences will increase visibility of LGBTQI health experiences. Currently, Unite is looking to increase its presence within the Greater Memphis community through outreach, and extend its presence within the UTHSC system by becoming a more interdisciplinary LGBTQI organization.

Peter Duden, College of Medicine, Class of 2018

UTHSC Unite is a resource organization concerned with improving the visibility, strength, and support of lesbian, gay, bisexual, transgender, queer, questioning, intersex, and intergender (LGBTQI) as well as Allied students and initiatives. Interested students, as well as faculty and staff, from all the UTHSC Colleges are welcome to join. For more information, contact Unite president Colby Passaro (rpassaro@uthsc.edu).

1. "Sexual and Gender Minority Identity Disclosure During Undergraduate Medical Education: "In the Closet" in Medical School."
2. *CMAJ February 8, 2000 vol. 162 no. 3 331-334*
3. Center for American Progress analysis of 2007 California Health Interview Survey data
4. Obedin-Maliver, J., et al. (2011). "Lesbian, gay, bisexual, and transgender-related content in undergraduate medical education." *JAMA* 306(9): 971-977.



Accommodation Process and Accessible Parking at UTHSC

By Ashleigh D. Brock

The largest minority population in the workforce today are employees with disabilities. Here at UTHSC, we strive to have an inclusive and diverse environment. The Office of Equity and Diversity (OED) seeks to share important information regarding engaging in the interactive process and applying for accessible parking.

The Americans with Disabilities Act (ADA) protects people with disabilities from discrimination in employment, in the programs and activities offered by state and local governments and several other locations. An impairment is only a "disability" under the ADA if it substantially limits one or more major life activities (walking, seeing or working). A disabled individual must be unable to perform, or be significantly limited in the ability to perform, an activity compared to an average person in the general population.

If an employee has a disability and would like to request accommodation, forms are located on the OED's webpage <http://www.uthsc.edu/oed/disabilities.php>. For additional assistance, employees may also contact **Ashleigh Brock**, the Diversity Management Specialist in OED (901-448-2106 or abrock6@uthsc.edu). UTHSC students should contact SASS (<https://www.uthsc.edu/sass/#3>).

After completed accommodations forms are returned, the next step is to determine whether to satisfy the request for accommodation. A HR representative and OED representative, in conjunction with individual's supervisor or department chair, will:

- identify the essential functions or core work-related duties of the individual's position;
- consider the work-related duties of current or prior faculty, staff, or students in that same job or position;
- assess the impact of the requested accommodation on the performance of the essential functions of the individual's position and the operation of the department or unit;
- assess the potential issues posed by the request, such as impact on other faculty, staff, or student employees;
- implement the approved Accommodation; and
- monitor the Accommodation.

It is important to understand reasonable accommodations are determined on an **individual basis**.

A frequently asked question is whether "temporary disabilities" are covered by the ADA. To determine, the question whether the impairment "substantially limits" one or more major life activities should be asked. This question is answered by looking at the extent, duration and impact of the impairment. Temporary, non-chronic impairments that do not last for a long time and that have little to no long term impact usually are not disabilities (sprains, common colds or broken limbs).

However, a person may apply for temporary accessible parking through the OED. The [accessible parking forms](#) are located on the OED and Campus Police websites. For a temporary permit, please return all forms to OED. For a six month permit, please return all forms and your state issued accessible parking placard. Once forms are verified, Parking Services will be informed and a UTHSC accessible parking permit will be issued.





Save the Date

Administrative Professionals Day Luncheon

Speaker

Dr. Tonja Johnson

**Vice President for Communications and Marketing
UT System**

April 22, 2015

11:30 a.m. -1:00 p.m.

SAC Dinning Hall

Registration required

Sponsored by Human Resources

Dr. Tonjanita (Tonja) L. Johnson assumed the role of University of Tennessee vice president for communications and marketing on June 24, 2013. In this capacity, she has responsibility for overall communications, research-based messaging, marketing, and branding activity for the UT System.



Women in Higher Education in Tennessee (WHET)

“Weaving the Stories of Women’s Lives in Higher Education”

Come and learn more about women in higher education in Tennessee and hear inspiring stories from our own UTHSC phenomenal women.

Wednesday, March 25, 2015

10: 00 am—Noon

SAC—O.D. Larry Dining Hall

Refreshments provided.

Registration required.

<http://www.uthsc.edu/hrtraining/>

Sponsored by UTHSC HR

Celebrating Women of Character, Courage & Commitment

Founded in 1980, Women in Higher Education in Tennessee (WHET) provides opportunities for members to cultivate their personal and professional potential while supporting the core values of the higher education community. Since its founding, WHET has sought to meet the needs of women in academe by supporting initiatives that include professional development, leadership training and recognition of excellence.

For more information, visit whettn.org or email whettn@gmail.com

The University of
Tennessee Health
Science Center

Student
Assistant
Application

Tennessee Institute for Pre-Professional Program (TIP) seeks to promote and to nurture the interest of underrepresented students in the health professions through structured activities offered on the campus of the University of Tennessee Health Science Center.

The Student Assistant will provide general support to the program coordinator in the area of program implementation, more specifically, Student Assistants will:

GENERAL:

- Be available to program coordinators to begin work assignments one week prior to program operation for “start-up” and close out activities
- Be assigned to one specific program which will require continuous availability Mondays through Fridays from 8 to 5p or agreed upon hours from May 26 through July 17
- Assist faculty with instructional needs (i.e. attendance, copying, proctoring exams, creating presentations, errands, etc.)
- Facilitate individual or group tutoring, as needed
- Monitor student progress and behavior in and outside of the classroom
- Distribute and collect program evaluation forms
- Provide feedback to program coordinator
- Help coordinate orientation and closing program activities
- Disseminate program changes to students utilizing various forms of communication (i.e. texting, e-mail, paper or verbal announcements)
- Learn SASS front desk responsibilities and be prepared to work in SASS as needed

TRACK I

- Take class attendance each Friday session both in the morning and afternoon
- Coordinate workshops as needed
- Participate in every Track I workshop and serve as backup for coordinators
- Take photos of students to be displayed on the TIP Facebook and/or Twitter page.
- Lead weekly book discussion
- Visit preceptor sites, take pictures, and gather evaluations of student engagements within first two weeks, as needed

TRACK II & III

- Take daily class attendance both in the morning and afternoon
- Coordinate individual and group tutoring (times, rooms, tutor, etc.)
- Take photos of students to be displayed on the TIP Facebook and/or Twitter page.

Apply online at www.uthsc.edu/HCP

Applications Due: **March 15th, 2015**



Quick Pics of OED Events

Soul Food Taste Around



Judge Camille R. McMullen Speaks



Left to right: Ashleigh Brock (OED), Judge Camille R. McMullen, Bruce McMullen and Dustin Fulton (OED).

Community Events March & April



Jack and the Beanstalk Hattiloo 's Children's Theater Mar 5, 2015 - Mar 15, 2015

Hattiloo's Children's Theatre presents Jack and the Beanstalk. Jack goes to the market to sell the family cow and a stranger offers him beans for the cow. Jack takes the beans and the next morning there is a giant beanstalk. Jack climbs the beanstalk up through the clouds and sees a castle - the home of a giant. He goes into the castle and steals a singing harp and a hen that lays golden eggs. The giant chases after him and follows him down the beanstalk.

Tickets range from "pay what you can" to \$30 and can be purchased online or by calling the box office at 901-525-0009.

Hattiloo Theatre is one of the few free-standing, independent Black theatres in America identifying itself as a Black repertory, many of its plays have multiracial casts and production teams. Hattiloo is located in the theater district of Overton Square and is surrounded by great restaurants and attractions.

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

ballet memphis | REACH FURTHER

Ballet Memphis Presents Swan Lake
Orpheum Theater
Apr 17, 2015 - Apr 19, 2015

The dance world's most iconic story of good and evil, in its entirety on the Orpheum stage for the first time in 15 years. Staged fresh for a new generation of ballet goers, the famous Tchaikovsky score and the brilliant cast eloquently narrate the tale of the beautiful maiden Odette transformed into a swan by an evil magician, and the prince who swears his enduring love for her. Whether this is your first ballet or your all-time favorite, this is your moment to be a part of the dance world's legacy.

<http://www.balletmemphis.org/> <http://www.orpheum-memphis.com/>



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/>

2015 Religious Holidays

<http://faithinmemphis.com>

March

- March 1 Orthodox Sunday - **Orthodox Christian**
Saint David of Wales – **Christian**
- March 2 – 20 Nineteen Day Fast * - **Baha'i**
- March 5 Purim * - **Jewish** (begins sundown on 4
Magha Puja Day ** - **Buddhist**
- March 6 Holi ** - **Hindu**
Hola Mohalla – **Sikh**
- March 18 L. Ron Hubbard birthday - **Scientology**
- March 17 St Patrick's Day - **Christian**
Maha Shivaratri ** - **Hindu**
- March 19 Saint Joseph's Day - **Christian** 20 Equinox
- March 20 Ostara * - **Wicca/Pagan** northern hemisphere
Mabon * - **Wicca/Pagan** southern hemisphere
- March 21 Naw Ruz (News Year) * - **Baha'i**
Norooz (New Year) - **Persian/Zoroastrian**
New Year – **Hindu**
- March 21-28 Ramayana ** - **Hindu**
- March 25 Annunciation of the Blessed Virgin Mary – **Christian**
- March 28 Ramanavami ** - **Hindu**
Birth of Prophet Zarathushtra ** - **Zoroastrian**

April

- April 2 Maundy Thursday – **Christian**
- April 3 Good Friday – **Christian**
Mahavir Jayanti ** - **Jain**
- April 4-11 Passover-**Jewish**
- April 4 Therevadin New Year ** - **Buddhist**
Hanuman Jayanti ** - **Hindu**
Lazarus Saturday - **Orthodox Christian**
- April 5 Easter - **Christian**
Palm Sunday - **Orthodox Christian**
- April 10 Holy Friday - **Orthodox Christian**
- April 12 Pascha (Easter) - **Orthodox Christian**
- April 14 Baisakhi - New Year - **Sikh**
- April 15 Lord's Evening Meal - **Jehovah's Witness**
- April 16 Yom HaShoah * - **Jewish**
- April 21 First Day of Ridvan * - **Baha'i**
- April 23 St. George Day - **Christian**
- April 24 Yom Ha'Atzmaut * - **Jewish**

Equity & Diversity March/April Training Classes



Commemorative Month Movie Viewing Schedule

March -Women's History Month

Movie: *Makers*

Date/Time: March 10, 2015, 2:00pm-3:00pm;

March 19, 2015 9:30-10:30 March 31, 2015 2:00-3:00 p.m.

Location: Madison Plaza Conference Room C-1

LGBTQ Informational Event

Date/Time: March 24, 2015, 11:00-1:00;

Location: Madison Plaza C-1



March

LGBTQ Safe Zones and Inclusivity on Campus

When? March 9, 2015 2:00p.m.-3:30p.m.; March 26, 2015 9:00am-10:30am

Where? Madison Plaza Conference Room (C-1)

Who? Facilitated by Ashleigh Brock , Nikki Dyer and Maggie Joyce

April

Diversity in the Workplace

When? April 7, 2015 9:30am-11:00am; April 21, 2015 2:00pm-3:30pm

Where? Madison Plaza Conference Room (C-1)

Who? Facilitated by Ashleigh Brock



Request a Workshop

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

Office of Equity & Diversity

910 Madison Ave.
Suite 826
Memphis, TN 38163
Phone: 901-448-2112
Fax: 901-448-1120