

Diversity Matters

UTHSC National Black History Month

National Black History Month in February celebrates the contributions that African-Americans have made to American history in their struggles for freedom and equality. The annual celebration deepens our understanding of the African Diaspora and of our Nation's history.

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." The law further called upon the President to issue a proclamation urging the people of the United States to observe February 1986 as Black History Month with the appropriate ceremonies and activities.

UTHSC Black History Month Events

OED Team

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



"Documentary"
Tuesday,
February 5, 2013
10-11:30 a.m.
930 Madison Ave.
Rm. C1

Film showing of a documentary titled "Slavery by Another Name" narrated by Laurence Fishburne.



"Infant Mortality"
Wednesday,
February 6, 2013
12-1:00 p.m.
Student-Alumni
Center (SAC) 305

Join us for a "lunch and learn" on Infant Mortality, presented by Dr. Linda Moses, Director of the Blues Babies & Beyond Project.



"Soul Food Tasting"
Wednesday,
February 13, 2013
11:30 a.m.-1:00 p.m.
OD Larry Dining Hall,
Student-Alumni Center
(SAC)

Enjoy samples of traditional African American cuisine and see live demonstrations of hot water cornbread, and fried fish. There will be an art exhibit featuring [Mr. Emery Franklin's](#) new Art work.



"Cultural Competence: The Patient in Rm. 3053"
Tuesday,
February 19, 2013
12:-1:00 p.m.
GEB A104

Light refreshments will be served while enjoying insights about "The Patient in Rm. 3053" presented by local author Dwight Fryer.



"Motown Musical Celebration"
Wednesday,
February 20, 2013
11:00 a.m.
OD Larry Dining Hall,
Student-Alumni Center
(SAC)

Enjoy sounds of Motown performed by the Havenview Middle School Jazz Band.



"BSA Banquet"
Friday,
February 22, 2013
6:30 p.m.
OD Larry Dining Hall,
Student-Alumni
Center (SAC)

Tickets:
students - \$10
non-students - \$30
Tables - \$300
Tickets are non-refundable. For more information please call Special Events at 901-448-5618.



"The True Beginning of Civil Rights"
Tuesday, February 26, 2013 12:-1:00 p.m. GEB A104
Light refreshments will be served while learning more about "The True Beginning of Civil Rights" presented by William "Bill" Carter, Director of Student Affairs.

Visit OED's Monthly Events Page for more information on [Black History Month](#)

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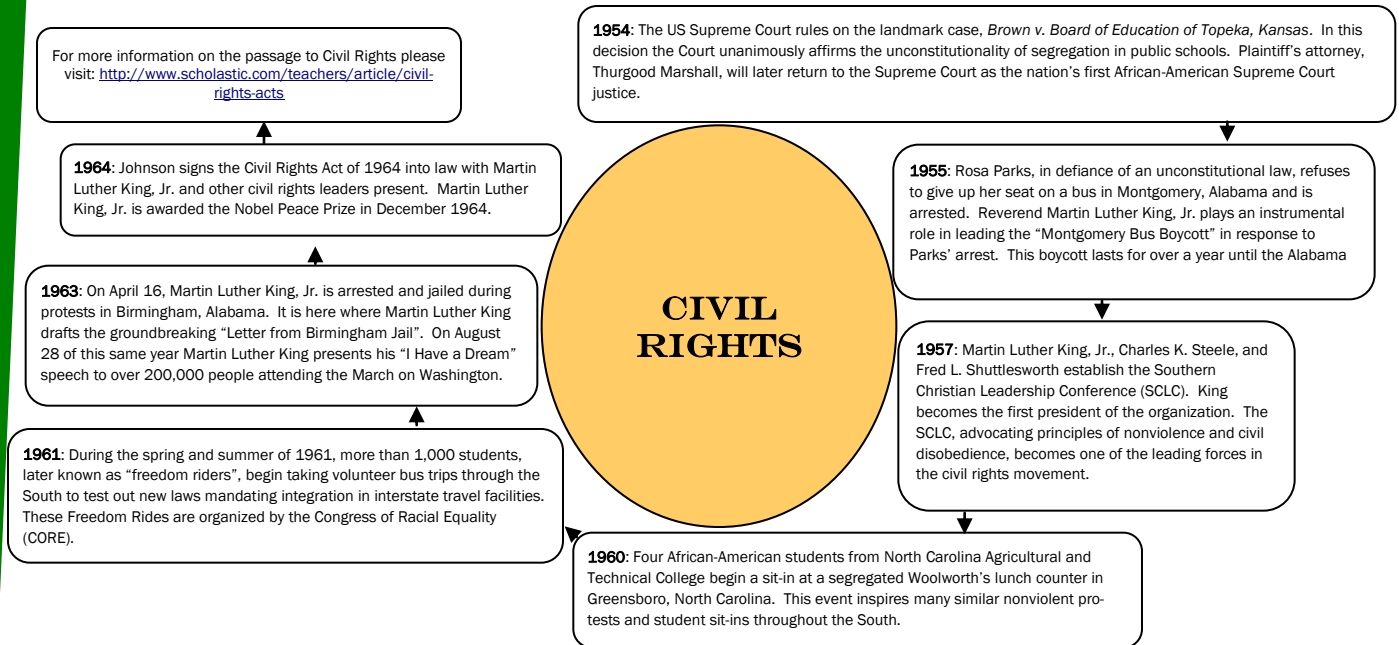
EAP: Tax and Credit Checkup

Do you need a tax and/or credit checkup? Check out an article posted on the Magellan Health Services website, offered as an EAP benefit to all employees, for resources on making sure your Credit and Taxes are in order! EAP now provides 5 FREE sessions per episode and they can be reached by calling 1-855-437-3486 and/or www.here4tn.com.

- ◆ [Tax and Credit](#)
- ◆ [Online Filing Services](#)

Civil Rights Act of 1964

On July 2, 1964, President Lyndon B. Johnson signed into law the Civil Rights Act of 1964. The Act remains one of the most comprehensive civil rights laws to date. The Civil Rights Act of 1964 specifically prohibits discrimination on the basis of race, color, religion, sex and national origin. This prohibition applies to voting, state and municipal governments, government agencies receiving federal funds, and employers. The law's provisions also created the Equal Employment Opportunity Commission (EEOC) to address discrimination in employment. The Civil Rights Movement in America provides an essential context for this key piece of legislation. Below are some of the key moments in the Movement that led up to the passage of the Civil Rights Act:



Ten INSIGHTS in Critical Conversations

1. Build Trust
2. Create Collaboration
3. Give Effective Praise
4. Deliver Criticism without Creating Conflict
5. Conduct or Participate in Effective Performance Review
6. Conduct or Participate in an Effective Interview
7. Ask Effective Questions
8. Make an Effective Apology
9. Argue without Offending
10. Communicate to Resolve Conflict

Learn more in our upcoming OED Training Sessions!

#2 CREATE COLLABORATION:

Do you want to create collaboration on a particular project or assignment? Do you want people from your department or other departments to work with you on it with enthusiasm?

Use the B.E.A.T. Model.

B Benefits

- * Talk to people about the benefits they will gain from working on a particular project or assignment. Describe how the project will contribute to the organization's goals, and how it fits in the Big Picture. As is the case in selling anything, sell the benefits; don't just describe the product or the process.

E. Enlist

- * En-list also means List-en. Listen to people's concerns about the project and address them in advance. This way you create allies, not enemies.
- * Get comments and support for the project, not only from people who must approve it, but also from those who need to know about it because it affects their work. Never surprise people with projects that affect them.
- * "When we haven't the time to listen to each other's stories we seek out experts to teach us how to live. The less time we spend together at the kitchen table, the more how-to books appear in the stores and on our bookshelves...Because we have stopped listening to each other we may even have forgotten how to listen, stopped learning how to recognize meaning..."

– Rachel Naomi Remen

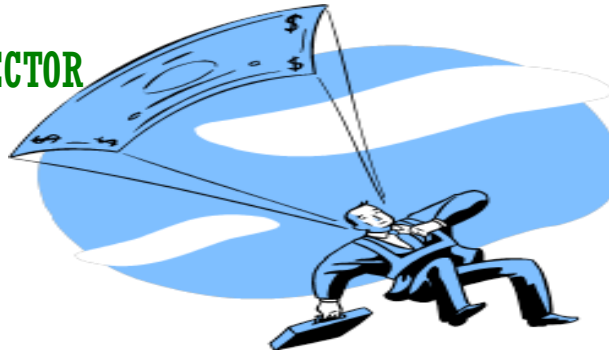
A. Ask Assertively

- * Ask for action. Describe the goals to be achieved, not necessarily the way to achieve them. Leave something for the creativity and expertise of others who might be more capable, or even just to give them a chance to do it their way, as long as it achieves the goal.
- * Use assertive (firm, yet considerate) communication style. Avoid both aggressive communication that creates conflict, and passive communication that creates nothing.

T. Thank

- * Thank people for working on the project.
- * Give them feedback on how things are going.
- * At completion, celebrate accomplishments and thank people for their contribution.

NOTE FROM THE DIRECTOR



Organizations across the United States are managing employees with varying educational levels that work in full-time and part-time positions. In higher education institutions, like the University of Tennessee, varying employee educational levels are evident in executive exempt, faculty exempt, non-faculty staff exempt (i.e., classified), and staff non-exempt (i.e., unclassified) positions. For the University of Tennessee System the varying educational levels span position titles in 25 [job families](#) represented on each UT campus.

Employees within University of Tennessee institutions often take advantage of elevating their educational level by pursuing an associate's degree, bachelor's degree, graduate/professional degree, or taking courses for college credit through the educational assistance benefits offered. Meaning, employees at all levels within the organization have earned associate degrees, bachelor degrees, master degrees, doctoral degrees and [professional degrees](#). Enrollment in continuing education credit courses have also proved to be meaningful while enabling capital conversion.

For some employees the reward has been upward mobility to higher graded positions (i.e., administrative or academic) and outward mobility opportunities with

other educational institutions and organizations. UT employees in some job families are encouraged and sponsored to pursue professional certifications relevant to his/her field of expertise.

Employees have also been encouraged to take advantage of the internal training supported through the Human Resource Development Policy (HR128). The courses focus on topics like safety in the workplace, sexual harassment avoidance, supervision training, interpersonal skills, computer software and data management systems, research guidelines, diversity and inclusion, and finance and operations. Some of the HR128 classes have been offered as workshops for administrative professionals (e.g., CAP Review; Star Achievement) and managers/supervisors (e.g., Seven Habits; Performance Evaluations; Sexual Harassment Avoidance). More specifically, the HR128 policy advises that professional development and training should be planned individually during the employee's annual performance review. Supervisors are strongly encouraged to support employees' participation in a minimum of 32 hours of training and development

activities per year. Through these courses a UT employee may realize a significant work related contribution that enhances productivity, efficiency, or problem solving. Through the HR128 Policy, the University of Tennessee's commitment to diversity and inclusion is demonstrated each day in the workplace through its workforce as institutional

Accomplishing organizational diversity objectives is not as easy as it may sound because individuals in the workplace also differ based on learning styles, work experience, and working together.

objectives are created and accomplished. Specifically, the diversity and inclusion element is that we have team members with a high school diploma or less to a professional degree or doctorate

working together and making a contribution each day throughout the UT System. Joshi and Jackson (2003) advise that educational diversity is also likely to stimulate conflict and reduce cooperation in organizations but it also enables diverse perspectives. Across the workforce, workplace and marketplace organizations, an individual's educational background has value that encourages inclusion. An employee's education also infers that he/she has competencies for success in a position, use of a common language, and the ability to follow instructions and make a contribution. As a higher education institution, it behooves us to effectively

manage the diverse work force for retention and productivity as it relates to the varying levels of education employees bring into a work environment, and education is considered to be a secondary dimension characteristic of diversity according to Gardenswartz and Rowe (1994). Organizations often fail to value all the [dimensions](#) an employee brings to the work environment. A great example of one dimensional focus is demonstrated in the FedEx commercial titled "[Not What It Seems](#)" in making judgments about people through labels and not his/her contributions.

Accomplishing organizational diversity objectives is not as easy as it may sound because individuals in the workplace also differ based on learning styles, work experience, and working together. The critical element is learning how to manage diversity that encourages working together and recognizing that everyone's contribution as being valuable beyond his/her level education.

2013 Religious Holidays

<http://faithinmemphis.com>

JANUARY

1 Solemnity of Mary, Mother of God
(*Christian*)
6 Epiphany (*Christian*)
7 Christmas (*Orthodox Christian*)
13 Maghi (*Hindu*)
27 Mahayana Buddhist (New Year)
(*Buddhist*)

FEBRUARY

10 Chinese New Year
(*Confucianism/Taoism/Buddhism*)
13 Ash Wednesday (*Christian*)
7 Christmas (*Orthodox Christian*)
14 Nirvana Day (*Buddhist*)
15 Vasant Panchami (*Hindu*)
*23-24 Purim (*Jewish*)

Equity & Diversity Training Classes

Sign up on the HR 128 [Training Calendar](#)

Location of all classes: 930 Madison Plaza Conference Room C-1

FEBRUARY

What is EAP?

Tuesday, February 12, 2013 10:00 ~11:00 a.m.

Essential Issues in Employment Law for Managers and Supervisors

Part I: Sexual Harassment

Thursday, February 21, 2013, 1:30~3:00 p.m.

Office of Equity & Diversity

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