

TAA DEI Survey Analysis Report

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Acknowledgements

We would like to thank the TAA Committee for Diversity Equity and Inclusion for their efforts to take the lead on moving TAA's DEI work forward.

We acknowledge the efforts of the Northern Kentucky University Burkardt Consulting Center (Highland Heights, KY) for completing the quantitative analysis.

I. Introduction

On June 19, 2020, TAA's Council issued a statement on racism on its website, and announced the statement to the membership through a short blog post and its July 1, 2020 newsletter. Following the statement, several members of the TAA Council developed a survey for members to learn more about their experiences and needs. At the beginning of September 2020, TAA launched the member survey on Diversity, Equity, and Inclusion. The survey had four broad goals:

1. Develop a clear understanding of the identities of TAA members, with respect to privileged or underrepresented groups.
2. Learn about TAA members' experiences and observations of discrimination due to racial, gender, gender identity, or sexual orientation roles.
3. Evaluate from members' perspectives several actions TAA could take to improve inclusion and diversity.
4. Encourage members to provide their own ideas for actions TAA could take and invite them into dialogue with leadership about diversity issues over the long term.

The survey stayed open until early October and a total of 222 members completed the survey. This is a very good response for any activity of TAA with about 10% of the membership responding.

At the end of the survey, and via email, members were asked if they would be interested in serving on a Committee for Diversity, Equity, and Inclusion (CDEI) that the Council would develop. From the interested volunteers, the TAA president appointed the CDEI in October

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of 2020. The CDEI met every three weeks beginning in November 2020 until the end of June 2021.

The CDEI has made several notable achievements during that time period including:

1. DEI inclusions on the TAA website banner
2. A DEI pull-down menu with resources on the website
3. Two newsletter articles addressing DEI concerns
4. A TAA Council social justice award and additions highlighting the value of diversity, equity and inclusion as a consideration for all TAA Council awards.

Further, in December of 2020 the CDEI outlined a Strategic Plan and in February 2021 the CDEI posted a first report of its progress. This was followed in June by a presentation at the Virtual Annual Conference where we outlined the results of the survey. This report includes a more detailed look at those results with an examination of quantitative and qualitative findings.

II. Quantitative Analysis Findings

The quantitative analysis was completed in collaboration with the Burkhardt Consulting Center of Northern Kentucky University. Burkhardt Consulting Center was asked to organize the data for ease of interpretation and examine the associations between demographic data (such as race and ethnicity), underrepresented identities (such as biological gender), and discrimination (such as experiencing hiring discrimination). This was done using Chi-square analysis.

Who Took the Survey?

(Q1) Respondents were asked where they currently live. Members were pretty evenly distributed across the regions of the United States, with 8 respondents from outside the US (see Figure 1).

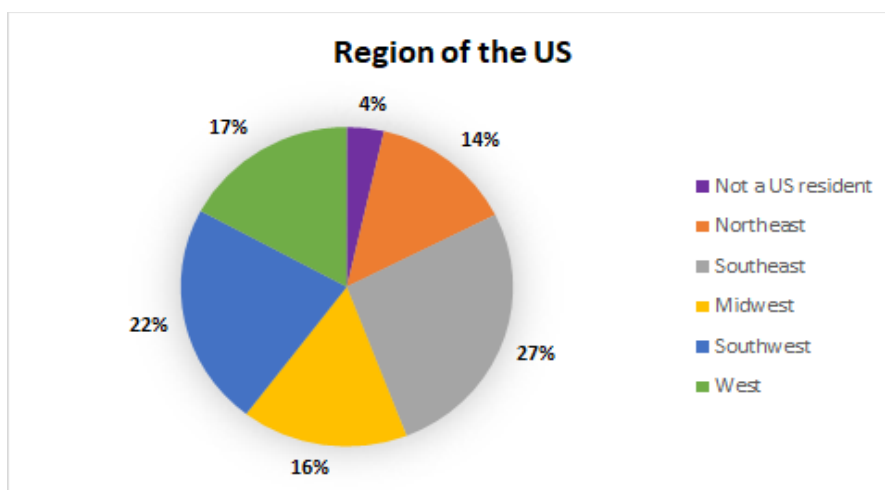


Figure 1. Responses to question 1 (N=222) - "In which region of the US do you currently live?"

(Q2) Respondents were asked about their professional positions. About 90% of the respondents had Higher Education as their main career focus. All other categories 13% response or less (see Figure 2).

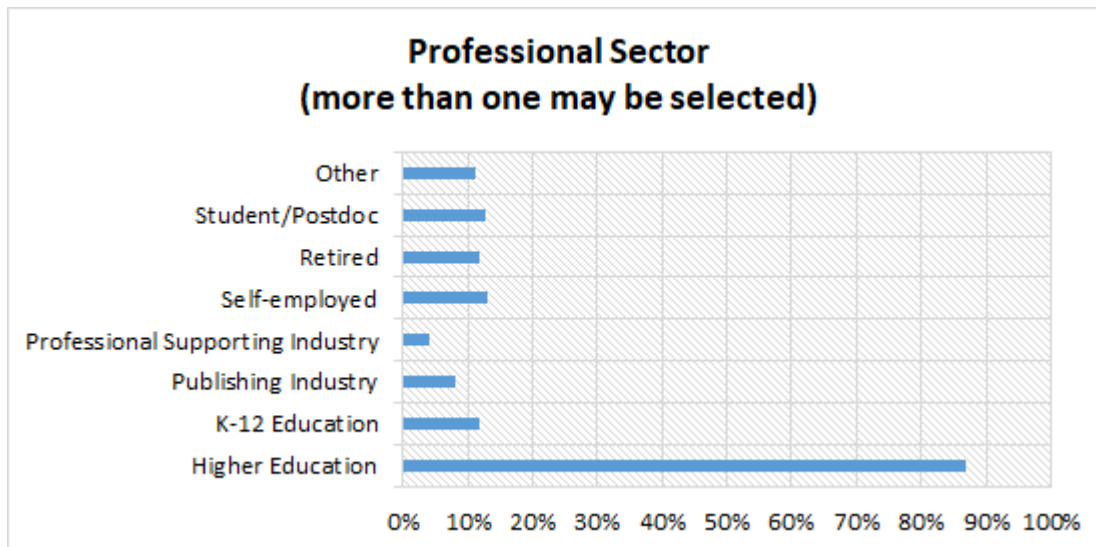


Figure 2. Responses to question 2 (N=222) - “Please tell us which professional sectors have been your main career focus so far, if any. Check all sectors you deem to have been a substantial part of your work life or your current situation.”

(Q3) Respondents were asked about their publication history. Two-thirds of respondents were peer-reviewed academic authors while 45% had published textbooks and about 30% had authored a textbook chapter (see Figure 3).

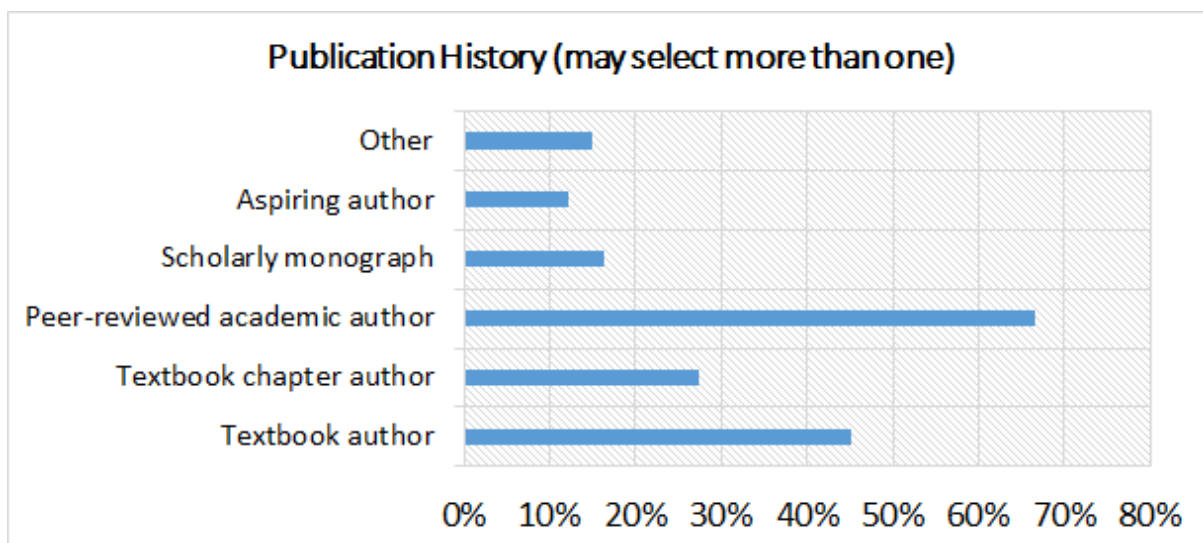


Figure 3. Responses to question 3 (N=222) - “Tell us about your publication history (check all that apply).”

(Q10) Respondents were asked about their race. Sixty-five percent of our respondents were White, 20% Black, 9% Other, 6% Asian and 1% American Indian/American Native (see Figure 4).

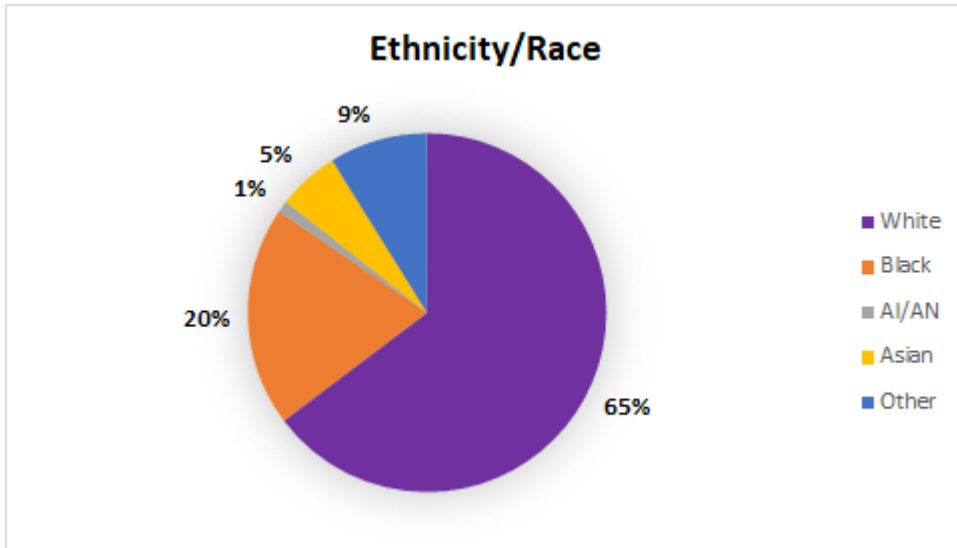


Figure 4. Responses to question 10 (N=177) - "What is your race? (you may specify more than one)."

(Q9) Respondents were also asked about their ethnicity. About 82% were not Hispanic, Latino or Spanish origin while 8% were. Three percent chose not to answer and 7% reported Other (see Figure 5).

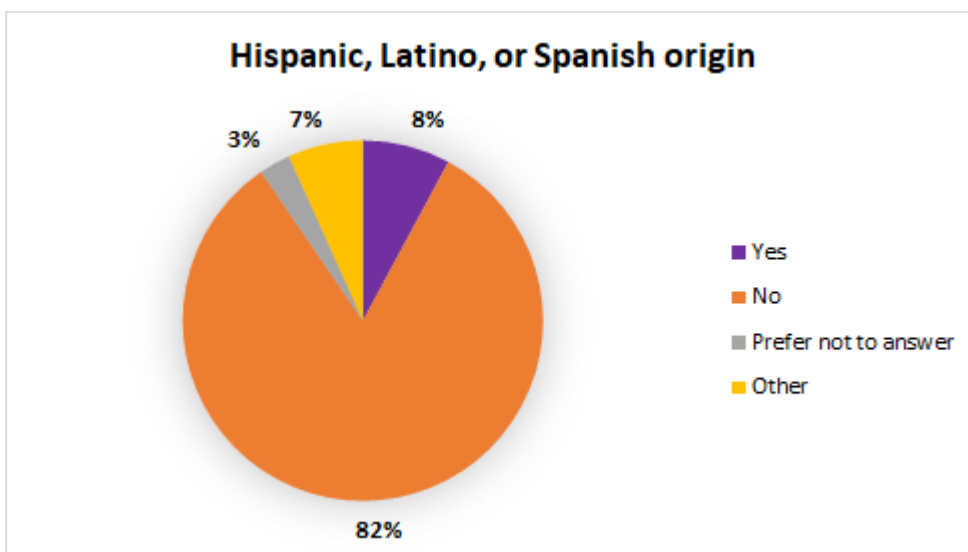


Figure 5. Responses to question 9 (N = 178) - "Are you of Hispanic, Latino, or Spanish origin?"

DEI Experiences with Publishers

(Q4) The participants who indicated that they were authors were asked to rate a series of questions related to their publisher and whether the publisher was open to inclusivity in publication, showing diversity in illustrations and photographs, and whether publishers were 1) not interested in considering work highlighting historical or current issues of racism, discrimination or oppression or 2) imposed restrictions on publication of politically or historically sensitive issues.

When asked whether their publisher was open to inclusive pedagogy, the majority of the respondents felt that their publishers were open to their ideas for inclusivity with 60.5% of the sample either Strongly Agreeing (34%) or Agreeing (26%) while 36.6% selected Neither Agree nor Disagree (20%) or Did Not Know (17%) whether their publishers would be opposed to publishing works that highlighted inclusivity and diversity or had restrictions on these issues. Only 3% of the sample Strongly Disagreed or Disagreed suggesting that most members felt their publisher is open to inclusive pedagogy (see Figure 6). These results are a promising indication that publishers are valuing DEI and encouraging efforts to be inclusive and equitable in texts and other written works.

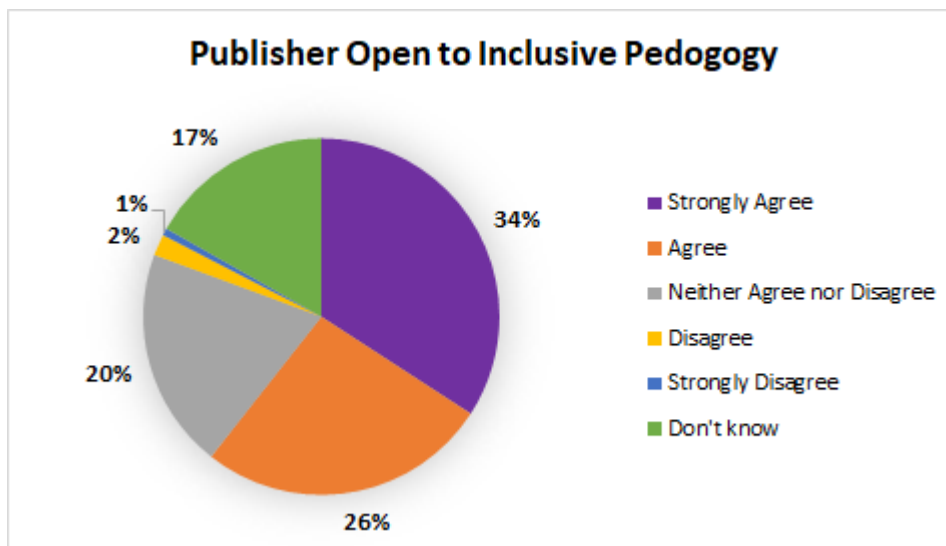


Figure 6. Responses to question 4 (N=155) - “My publisher was open to my ideas for how to make my publication(s) more inclusive, or more effective pedagogically for a broad audience.”

(Q5) When asked whether they have had disagreements about inclusivity with their publisher and if so, how those were resolved, 90% of the respondents had not had a disagreement with their publisher over how diversity in their work was represented. Of the 20 respondents that did have a disagreement, half of them (N= 10) were resolved, one-quarter (N = 5) withdrew from the project (3 withdrew and the project did not go forward and 2 withdrew and the project went forward without them), and one-quarter (N= 5) of those felt that the required changes damaged the work (see Figure 7). These results also suggest positive movement in the publishing field towards DEI initiatives.

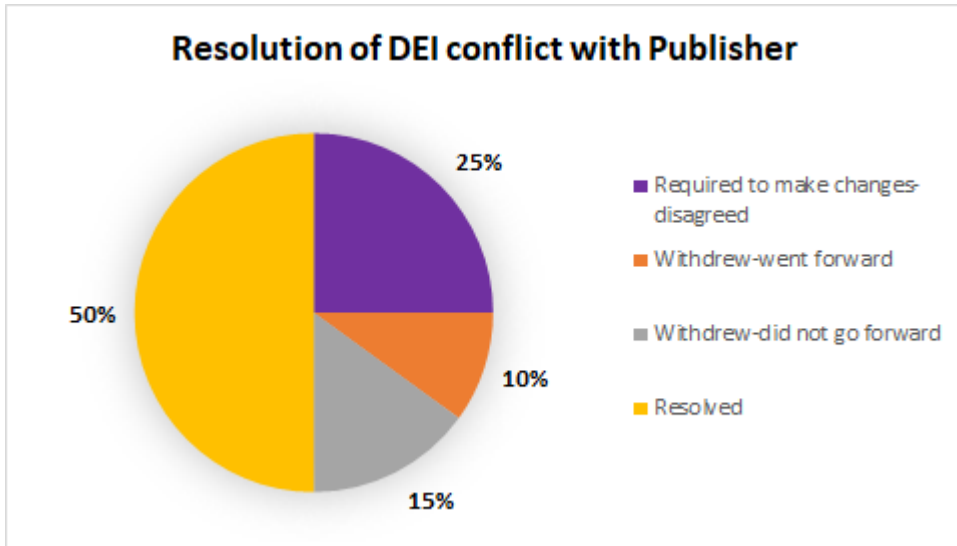


Figure 7. Responses to question 5 (N=154) - “Disagreements with my publisher over representing diversity have affected at least one of my works in the following ways (check all that apply).”

(Q6) When asked whether they develop an inclusive learning environment through their writing, two-thirds of the textbook authors who responded to our survey reported “Always” considering elements of diversity among their readers, with another 28% indicating that sometimes they considered elements of diversity. Only 4% suggested that they do not consider DEI as textbook authors (see Figure 8) suggesting that most authors are in sync with publishers in supporting DEI efforts.

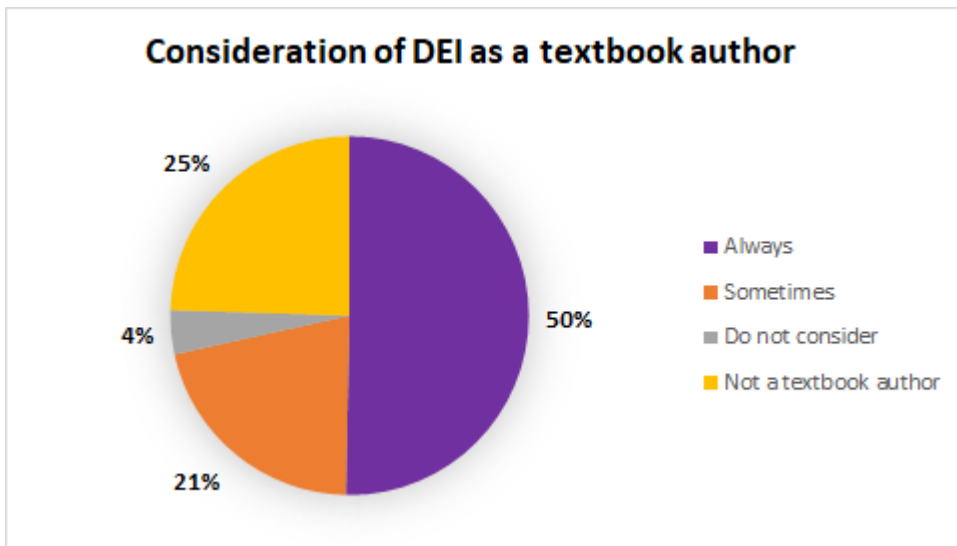


Figure 8. Responses to question 6 (N=154) - “In order to develop an inclusive learning environment through my writing, as a textbook author, I (check one answer that most closely fits your situation).”

(Q11) When asked whether they had an underrepresented identity, about two-thirds of the respondents identified with an underrepresented group with only 36% not identifying with an underrepresented group (see Figure 9). Biological gender (30%) was the most highly endorsed group, followed by Race (23%), Ethnicity (20%), and Other underrepresented identity (14%). Members of the sample also identified as being underrepresented due to their Gender identity (12%), Sexual orientation (5%), and Religion (11%).

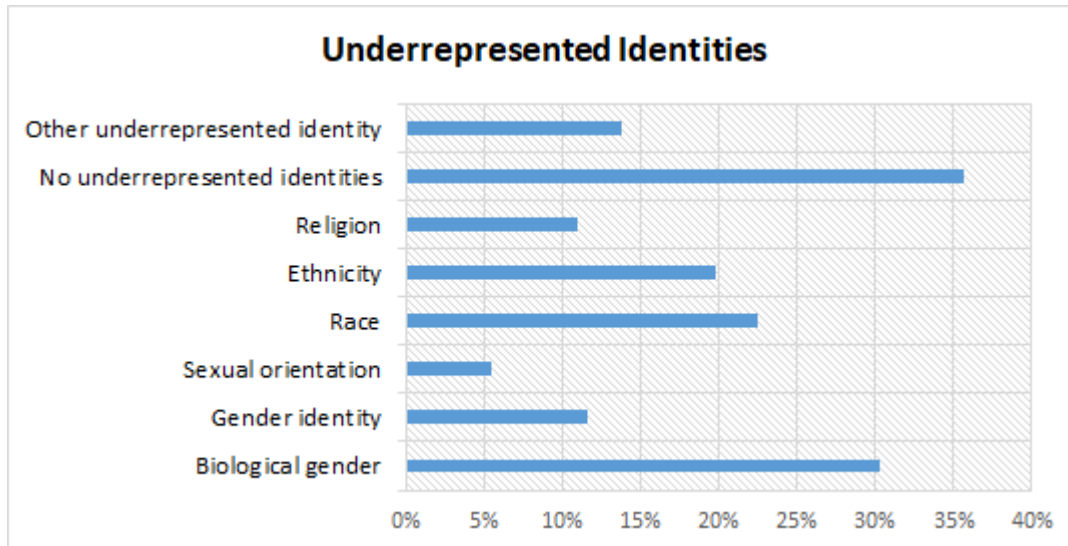


Figure 9. Responses to question 11 (N=182) please indicate the category(ies) below within which you identify with an underrepresented group. (Check all that apply)."

Underrepresented Identities

Those who stated that they were discriminated against due to their **biological gender** were more likely to report having a lower salary than comparable workers in the privileged group (chi-square = 11.998, p-value = <0.001). This suggests that the women in our sample, felt that they were receiving lower salaries than the men.

Those who stated that they were discriminated against due to some **other underrepresented identity** were more likely to report identity-based harassment towards them by colleagues (chi-square = 11.869, p-value = <0.001).

(Q12) Respondents reported the most frequent areas in which they had experienced discrimination. Those were lower salary and hiring discrimination followed by identity-based harassment by colleagues or supervisors. Thirty-percent reported hiring discrimination while 20% reported harassment by colleagues and 20% reported harassment by supervisors/administrators (see Figure 10).

Important for TAA is that 20% of the respondents to this question (22/113) felt like their authoring opportunities were limited because of their identity.

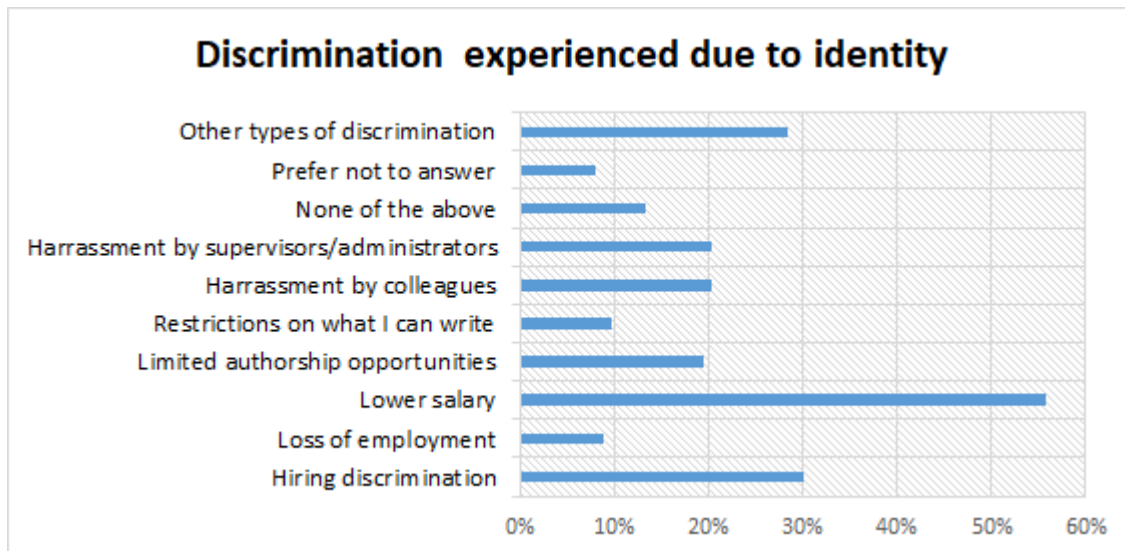


Figure 10. Responses to question 12 (N=113)- “I believe I have experienced discrimination due to my identity(ies) in the following ways (check all that apply):”

Hispanic, Latino, or Spanish Origin

Additional examinations of the data were conducted using chi-square analysis to determine whether TAA members of different backgrounds were having different experiences.

Those who are of Hispanic, Latino or Spanish Origin (H/L/SO) reported having experienced some type of discrimination more often than those who were not (chi-square = 4.7, p-value = 0.03).

- H/L/SO: Somewhere between 8% to 64% have experience of discrimination
- Not H/L/SO: Somewhere between 5% to 18% have experience of discrimination

As indicated by the overlapping intervals, the evidence here is not strong evidence of some large clear-cut difference. The sample size for those who are in the H/L/SO group is a limitation and may prohibit us from identifying a true difference. However, results suggest that those of Hispanic, Latino, or Spanish origin may be noting greater experiences with discrimination.

(Q13) Respondents were asked whether they had witnessed discrimination against underrepresented groups and what type of discrimination they witnessed. Of respondents who have witnessed discrimination, the same response pattern applied with Lower salary and Hiring discrimination being ranked most common followed by Identity based harassment by colleagues or supervisors. Again, our respondents have also witnessed author discrimination or restrictions to authoring based on identity (about 15%).

Those who stated that they were discriminated against due to their **biological gender and ethnicity** were more likely to report having witnessed various forms of discrimination including loss of employment, lower salary, restrictions on their writing, and harassment from colleagues and administrators. This finding suggests that women of color were more cognizant of discrimination happening around them than other groups.

Further, no significant differences in experiences with underrepresented identities, experiencing discrimination, nor witnessing discrimination were found between white and Black responses. Chi-square analyses examining the responses from respondents could only be conducted between the white and Black group since the numbers for other ethnic/racial groups were too small. This could be due to the overlap between Hispanic, Latino, or Spanish and white, but may represent a true lack of difference.

These findings suggest that though publishers and authors seem to be valuing DEI initiatives, many who consider themselves to have underrepresented identities are still experiencing and witnessing discrimination that impacts their salaries and hiring decisions as well as experiencing and witnessing other types of harassment.

(Q14) Respondents were asked whether they agreed with various statements about TAA. Of note, two-thirds of the respondents saw their perspectives reflected in our Statement on Racism with only 6% disagreeing (others didn't know). Seventy-percent of the respondents feel like the leadership is open to hearing thoughts and a majority indicated that they feel TAA would welcome conference proposals from a diverse range of members. The CDEI is pleased to note that TAA is moving in a direction that is primarily supported by our membership and continues to look forward to receiving additional feedback on our efforts.

A large portion of respondents didn't know about our policies or TAA leadership regarding each of these statements (a clear third in most cases).

(Q15) Top resources offered that would be of value to respondents as authors were a guide to representing diversity in writing, best practices for reviewers in analyzing diversity issues as the review works, guidelines for discussing diversity issues with publishers, editors and co-authors, and a list of diversity experts or diversity content reviewers that can be called on by TAA members.

TAA Resources

Those who stated that they were discriminated against due to their **ethnicity** were more likely to value all of the resources TAA listed. (chi-square = 13.073, p-value < 0.001). This is likely indicative of fewer mentoring and support efforts for authors of color and is an area in which the CDEI will continue to attempt to fill the gap.

Those who stated that they **did not have an underrepresented identity** were more likely to value the guidelines for discussing diversity issues with publishers, editors or co-authors (chi-square = 10.186, p-value = 0.001) suggesting that the TAA membership is open to learning about DEI issues, particularly when they may not be personally relevant to their own identity. This is promising and suggests that TAA is home to many DEI allies.

Those who are of Hispanic, Latino or Spanish Origin reported finding value in the TAA Grants more often than those who were not (chi-square = 6.098, p-value = 0.014).

- H/L/SO: Somewhere between 42% and 98% value this.
- Not H/L/SO: Somewhere between 23% and 40% value this.

- Note that the difference between H/L/SO and Not H/L/SO could be large or small, because the H/L/SO sample size is a limiting factor in this analysis.

Known Limitations

In terms of the statistical analysis, we acknowledge that the number of tests conducted was large. As a result, we only reported results with p-values less than 0.01.

III. Qualitative Analysis Findings

In addition to conducting a quantitative analysis of the survey results, the team also performed a qualitative analysis. In this work, we took all of the open-answer data and coded based on patterns related to diversity, equity and inclusion. The findings were then organized into the following four categories: (1) Understanding the Experiences of TAA membership, (2) Recommended Strategies for TAA members, (3) Needs of TAA members and (4) Recommendations for TAA-led support for DEI work. These categories were then explored for greater complexity through the themes that are discussed below.

Category 1: Understanding the Experiences of TAA membership

This category represented one of the core goals that TAA had in its inception of the survey. We wanted to gain greater insight to the experiences that our membership faced related to issues of diversity, equity and inclusion (DEI). So, it was not surprising that the survey yielded significant data regarding this area. This category is comprised of two major themes:

- Theme 1: Types of discrimination experienced by membership
- Theme 2: The need to expand the representation of identities included in TAA's CDEI work

Relating to Theme 1, we found that members have experienced a range of discrimination that included issues such as assumptions of not being qualified, lower salary, microaggressions and denials of tenure, promotion and grant opportunities. These experiences are consistent with the data for academic organizations. In fact, there is an abundance of research that supports the anecdotal experiences of our memberships with these concerns including denials of tenure and promotion based on identity (Hill & Warbelow, 2008), and gender and racial discrimination in competitive grant funding (Steinþórsdóttir, et. al., 2020). What Theme 2 highlighted was that these types of issues were apparent across a number of social identity categories that needed to be included in the work of TAA Committee for Diversity, Equity, Inclusion (CDEI). While we understand the core demographic categories (race, ethnicity, gender, sexuality, etc.) still provide a wealth of issues that need to be resolved in order to foster diverse, equitable and inclusive environments for our members, we also must acknowledge that we must look more broadly at a number of other social identity categories that are impacted by these issues as well, which included (but are not limited to) parental status, age, immigration status, socio-economic status, and non-visible disabilities. Furthermore, what this data demands is that we can also no longer look at these identities as separated. Many of our members experienced

exacerbated discrimination based on the intersections of multiple marginalized identities, therefore the committee must evaluate DEI concerns from with an intersectional lens.

Category 2: Recommended Strategies for TAA members

We are grateful to our members because the data represented in this category provided an abundance of recommendations and strategies that TAA can curate and access moving forward in support of our DEI efforts. This category reflects the following themes:

- Incorporate Internationality
- Adopt Inclusive Language Principles
- Foster Diverse Collaboration
- Factor in the Role of Accessibility to Diversity
- Include Diverse Representation within Text
- Use Diversity Resources in Design

Each theme represents a strategy that members have utilized and felt was successful in mitigating against discrimination and fostering a culture of DEI. For example, *Incorporate Internationality* represents the need for our membership and the larger academic community to reflect the global community that it represents. As such, we should actively include internationality as a context for our work. Specific to our DEI work, we must be conscious of not only reflecting a US perspective, but to also include the experiences and needs of our international community members. We have already begun curating content that supports the goal of the second theme: *Adopt Inclusive Language Principles*. Our resource on pronoun use is a great example of this strategy – using language that is inclusive across different identity groups. *Foster Diverse Collaboration* is the request that we intentionally seek out partners, co-authors and collaboration that will create and encourage diversity. While *Factor in the Role of Accessibility to Diversity* acknowledges that we ensure that our work is accessible not only to those with physical differences (i.e. Universal design) but also those who have financial limitations (e-books, and accessibility of expensive texts, etc.) The fifth theme to *Include Diverse Representation within Text* represents efforts to include diverse images, visual and case studies that are representative of a diverse audience. Finally, *Use Diversity Resources in Design* is specific to increasing our intentionality and efforts to seek out diverse scholarship, publishers, etc.

Category 3: Needs of TAA members

Overwhelmingly, the members reported needs in two areas:

- Opportunities for DEI-related Professional Development
- DEI-related Engagement Opportunities

While these areas may seem identical, the first represents the need for TAA members to have access to opportunities related to their professional development. From the data, this included items such as training, workshops, written guides/resources, etc. The second theme is less specific to the professional needs of our members, and more related to their personal needs and desires to increase engagement on DEI-related issues for their own personal growth. This includes items such as affinity groups, social events, and other safe spaces to explore DEI content. This finding supports an overall shift in organizations to provide a more holistic and

community-based approach to the support of its employees by providing both professional and personal development opportunities (Hadar & Brody, 2010; Knight & Newby, 2019).

Category 4: Recommendations for TAA-led support for DEI work

This category includes areas where TAA can take an active leadership role in fostering a culture of DEI within the association. Most critical in this category is that the data not only included recommendations and strategies (i.e., resource guides, trainings, DEI specific writing sessions), but also included areas where TAA has opportunities for growth (i.e., increase diversity in leadership, membership, etc.). This category was captured in two themes:

- TAA-led Resources
- TAA Areas of Improvement

While many of the resources in Theme 1 are captured in the aforementioned categories, and provide a starting place for TAA to exhibit leadership, the areas identified in Theme 2 provide insight on opportunities for TAA to make substantial changes to reflect the DEI goals outlined in its mission. Specifically mentioned were increased efforts to diversify TAA leadership and membership, increase advocacy resources, and provide tangible and physical resources to our members that can inform their work. It is important to note that the CDEI has begun efforts addressing these areas, which is further highlighted below in Section V.

IV. Other Considerations

Resistance to TAA DEI-work

As is expected when embarking on work of this nature, we anticipated some resistance to the undertaking of this work. While data that articulated some resistance to TAA moving a DEI framework forward was beyond the scope of the survey's intent, it is important for us to be transparent and acknowledge that there were some instances of resistance reflected in the survey results to the pursuit, legitimacy, and political nature of this work. These comments were captured and the CDEI will consider them as we move forward in sustainably and responsibly pursuing our DEI efforts.

V. Next Steps

Since the 2021 Conference and the Committee's first report and discussion, the committee continues to meet monthly to work on issues important to our members related to Diversity, Equity, and Inclusion in publishing and among authors. Some of these initiatives include:

- DEI style guidelines - This guide provides an overview of inclusive language and a set of language and image resources for inclusive writing and publishing.
- DEI advocacy - The CDEI can provide resources to be used with publishers and/or legislators when advocating for DEI in publishing.
- DEI membership and representation - members of the CDEI advise the TAA Council on equitable and inclusive membership recruiting efforts and representation of the organization.

VI. References

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