

UC SANTA CRUZ

SELECT ANNOTATED BIBLIOGRAPHY ON BEST PRACTICES FOR EQUITY AND DIVERSITY IN HIRING – RETENTION

Compiled by the Advancing Faculty Diversity Workgroup, 2020-2021, UC Santa Cruz

Racial equity requires faculty to work to become equity minded.

Liera, R. (2020). Moving Beyond a Culture of Niceness in Faculty Hiring to Advance Racial Equity. *American Educational Research Journal*, 57(5), 1954–1994.

<https://journals.sagepub.com/doi/abs/10.3102/0002831219888624>

Abstract. This study applies cultural historical activity theory to examine the experiences of 17 professors at a religiously affiliated private university who participated in a 10-month, inquiry-based intervention to change their culture around faculty hiring. The findings illustrate that professors who use race-conscious language and tools to interrogate their campus culture's historical roots with racism rethought their hiring process. In doing so, faculty perceived racial equity work as an action-oriented, organizational effort to use equity-minded language and create a more equitable hiring structure. The study contributes to the literature on organizational change for racial equity by identifying faculty experiences with racism and critical knowledge about the organizational culture mediating faculty learning and agency.

Devaluation of non-mainstream knowledge is institutionalized.

Settles, I. H., Jones, M. K., Buchanan, N. T., & Dotson, K. (2020). Epistemic exclusion: Scholar(ly) devaluation that marginalizes faculty of color. *Journal of Diversity in Higher Education*.

<https://doi.org/10.1037/dhe0000174>

Abstract with additions from article. Faculty of color experience a number of challenges within academia, including tokenism, marginalization, racial microaggressions, and a disconnect between their racial/ethnic culture and the culture within academia. The present study examined epistemic exclusion as another challenge in which formal institutional systems of evaluation combine with individual biases toward faculty of color to devalue their scholarship and deem them illegitimate as scholars. The research was guided by three questions: (a) What is the nature of epistemic exclusion for faculty of color? (b) How do faculty of color respond to experiences of epistemic exclusion? (c) What are the consequences of epistemic exclusion for faculty of color? Using data from interviews with 118 faculty of color from a single predominantly White, research-intensive institution, we found that epistemic exclusion occurs through formal hierarchies that determine how scholarship is valued and the metrics used to assess quality, and through informal processes that

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further convey to faculty of color that they and their scholarship are devalued. In addition, there was variability in reporting these experiences by race, gender, nationality, and discipline. We found that faculty of color coped with epistemic exclusion by being assertive and by seeking validation and support outside the institution. Finally, participants described a number of negative work-related and psychological consequences of their epistemic exclusion. We discuss epistemic exclusion as a form of academic gatekeeping that impedes the recruitment, advancement, and retention of faculty of color and offer strategies to address this barrier.

Solutions and Best Practices.

Guenter-Schlesinger, S. & Ojikutu, K. (2009). Best Practices: Recruiting and retaining faculty and staff of color. Western Washington University.

https://provost.wwu.edu/files/2020-10/Best%20Practices_Recruiting%20and%20Retaining%20Staff%20of%20Color.pdf

AFDW Summary. Report by Western Washington University in a commitment to recruiting and retaining a diverse workforce to its mission of “Engaged Excellence.” The report comes from a review of faculty and staff of color initiatives at other universities (including engagement with UCSC). A summary of the results and conclusions of “Best Practices”:

- 1. Funding.** Competitive beginning salary and Start-up incentives (labs, equipment, TAs, etc); “Bridge Funding” to hire a diverse candidate in anticipation of a retirement. Use centralized funding to “bridge” funding until retirement (practiced at Northwestern and Cal State LA); Funding for Faculty of Color Research Projects; Diversity Achievement Awards; Women of Color Empowerment Dinners/Awards; Internal Grant programs aimed at funding junior scholars; Fundraising campaigns to support faculty/staff of color.
- 2. Cluster Hiring.** Hiring more than one person of color at a time, minimizing isolation and overload (utilized successfully at many universities).
- 3. Mentoring Programs.** Critical component for the professional development of junior faculty; Proven to improve retention rates of underrepresented minority faculty; Reinforce a respectful, positive work environment; Duke University has extended/regularized mentorship programs to undergrads, grads, post-doctoral fellows - improving “culture”; Virginia Tech implemented strong mentorship program to support women and minority faculty to combat the “chilly” and “alienating” environment; Welcoming events for faculty of color are utilized and successful at many universities.
- 4. Campus-wide diversity/cultural competency training** for new/existing faculty and staff; Comprehensive Diversity Plan (supported by President, Provosts); Including outcome assessments; Visiting Scholar Programs; Faculty Exchange Programs.
- 5. Campus Climate Assessment.** Department by Department assessment of “inclusiveness” of their environment; Many climate assessment instruments available; Focus groups (focused on faculty/staff of color).
- 6. Retention Studies (Data Collection).** Exit Interviews with Faculty/Staff of Color; Why faculty of color leave.
- 7. Leadership Opportunities for Faculty of Color.**
- 8.**

Multicultural Resources for Candidates and New Faculty/Staff of Color. 9. **Enhancements to Search Process.** Diversity workshops for Departments. 10. **Targeting underrepresented groups of individuals.** 11. **Job Announcement Shaped to Attract and Center Diversity**

Direct resources and material changes combat retention failure.

Johnson Jr, M. (2019). Retaining faculty of color: Costs and consequences. *Inside Higher Education*.

<https://www.insidehighered.com/advice/2019/08/30/specific-ways-institutions-can-improve-their-campus-climate-and-quality-life>

AFDW Summary. Inside Higher Ed article outlining suggestions for how institutions can improve campus climate and quality of life for faculty of color. Such practices are put in place to combat high retention failure rates. The suggestions include: Cover moving costs upfront; hire faculty of color in cohorts; provide professional development and funding opportunities; reward senior faculty of color for their mentoring efforts; include more graduate students of color in department hiring and admission decisions.

Stress due to discrimination affects productivity.

Eagan, M. K, & Garvey, J. C. (2015). Stressing out: Connecting race, gender, and stress with faculty productivity. *The Journal of Higher Education*, 86(6), 923-954.

<https://www.tandfonline.com/doi/abs/10.1080/00221546.2015.11777389>

Abstract. This study uses multilevel modeling to analyze data from a national sample of full-time, undergraduate faculty at four-year institutions to examine the connections among race, gender, sources of stress, and productivity in the areas of research, teaching, and service. The study finds that stress due to discrimination has particular negative salience for faculty of color. By contrast, stress due to family obligations significantly and positively correlated with faculty's adoption of student-centered teaching practices and participation in civic minded activities.

Female faculty perform more service than men.

Guarino, C. M., & Borden, V. M. (2017). Faculty service loads and gender: Are women taking care of the academic family? *Research in Higher Education*, 58(6), 672-694.

<https://link.springer.com/article/10.1007/s11162-017-9454-2>

Abstract. This paper investigates the amount of academic service performed by female versus male faculty. We use 2012 data from an online annual performance reporting system for tenured and tenure-track faculty at two campuses of a large public Midwestern university as well as 2014 data from a large national survey of faculty at more than 140 institutions. Evidence in both data sources show that women faculty perform significantly more service than men, controlling for rank, race/ethnicity, and field or department. Analyses suggest that the male-female differential is driven primarily by internal service – i.e., service to the university, campus, or department – rather than external service – i.e., service to the local, national, and international communities.” Female faculty members perform more service, both in the number of activities and the hours per week, than male faculty members (Guarino & Borden, 2017). In addition their service work is mostly in departmental service or national service such as review committees, rather than professional service (Guarino & Borden, 2017). This may have implications for female faculty’s likelihood of being granted awards for their work (cf. Vaid & Geraci, Treviño et al., 2015).

Academics with disabilities remain unseen.

Brown, N. & Leigh, J., Eds. (2020). *Ableism in Academia: Theorising experiences of disabilities and chronic illnesses in higher education*. London: University College London Press.

Summary: Rather than embracing difference as a reflection of wider society, academic ecosystems seek to normalise and homogenise ways of working and of being a researcher. As a consequence, ableism in academia is endemic. However, to date no attempt has been made to theorise experiences of ableism in academia.

Ableism in Academia provides an interdisciplinary outlook on ableism that is currently missing. Through reporting research data and exploring personal experiences, the contributors theorise and conceptualise what it means to be/work outside the stereotypical norm. The volume brings together a range of perspectives, including feminism, post-structuralism, such as Derridean and Foucauldian theory, crip theory and disability theory, and draw on the width and breadth of a number of related disciplines. Contributors use technicism, leadership, social justice theories and theories of embodiment to raise awareness and increase understanding of the marginalised; that is those academics who are not perfect. These theories are placed in the context of neoliberal academia, which is distant from the privileged and romanticised versions that exist in the public and internalised imaginations of academics, and used to interrogate aspects of identity, aspects of how disability is performed, and to argue that ableism is not just a disability issue.

This timely collection of chapters will be of interest to researchers in Disability Studies, Higher Education Studies and Sociology, and to those researching the relationship between theory and personal experience across the Social Sciences.

Unpaid/unseen labor bears a disproportionate burden.

Osagie, K. & Zucke, K. (2019). *All of the Above: The unpaid labor of people of color in DEI work.* *The New Teacher Project.*

<https://www.promise54.org/all-of-the-above-the-unpaid-labor-of-people-of-color-in-dei-work/>

AFDW Summary. Report from The New Teacher Project and Promise54 about the burden of people of color in extra, unpaid, invisible labor they perform in organizations every day. Too often, people of color are expected to spot, interrupt, and fix inequitable structures without recognition or reparations. As faculty of color, Black women, and other voices from historically marginalized communities have shared before, the risks for bearing that disproportionate burden are substantial. The cost of speaking up can be literal, as people of color lose their jobs for “rocking the boat.” The cost can be deeply emotional and mental, as people of color relive micro- and macro-aggressive experiences by speaking up and facing ignorance or outright re-silencing. And the cost can be political, as people of color are ostracized at work for implying that “good people” can perpetuate inequality too.

Faculty of color face two sets of rules when it comes to P&T.

Matthew, P. (2016). *Written/Unwritten: Diversity and the hidden truths of tenure.* University of North Carolina Press.

AFDW Summary. The academy may claim to seek and value diversity in its professoriate, but reports from faculty of color around the country make clear that departments and administrators discriminate in ways that range from unintentional to malignant. Stories abound of scholars--despite impressive records of publication, excellent teaching evaluations, and exemplary service to their universities--struggling on the tenure track. These stories, however, are rarely shared for public consumption. *Written/Unwritten* reveals that faculty of color often face two sets of rules when applying for reappointment, tenure, and promotion: those made explicit in handbooks and faculty orientations or determined by union contracts and those that operate beneath the surface. It is this second, unwritten set of rules that disproportionately affects faculty who are hired to “diversify” academic departments and then expected to meet ever-shifting requirements set by tenured colleagues and administrators. Patricia A. Matthew and her contributors reveal how these implicit processes undermine the quality of research and teaching in American colleges and universities. They also show what is possible when universities persist in their efforts to create a diverse and more equitable professoriate. These narratives hold the academy accountable while providing a pragmatic view about how it might improve itself and how that improvement can extend to academic culture at large.