Faculty Diversity
To B.B., Justin, and Joan
CONTENTS

Acknowledgments xi

Introduction and Organization of the Book 1

PART ONE: PROBLEMS

Chapter 1 Succeeding as a Professor on a Majority Campus
Disadvantages versus Advantages
A. Extra Taxes and Burdens versus Hidden Profits
B. Unfair Evaluations versus Overly Generous Evaluations 11

Chapter 2 Succeeding Outside the Ivy Walls
Disadvantages versus Advantages
A. Maintaining Professional Standing and Generating Wealth
B. Securing Educational Credentials 39

Chapter 3 Extra Disadvantages for Colonized Minorities
A. Not All Minority Groups Share the Same Cultural Status and Context: Differences between Colonized and Immigrant Minorities
B. Asian Americans: Immigrant Minorities
C. Women as a Colonized Group 65
PART TWO: SOLUTIONS

Chapter 4  Good Practices in Recruitment  89
A-1 through A-19: Good Practices for Campus Presidents, Provosts, Deans, and Academic Departments

Chapter 5  Good Practices in Retention  113
B-1 through B-13: Good Practices for Campus Presidents, Provosts, Deans, Trustees, and Mentoring Programs
B-14 through B-21: Good Practices for Departments

Chapter 6  Good Practices in Mentoring  129
C-1 through C-11: Good Practices for Senior Mentors
D-1 through D-20: Pointers and Strategies for Pre-tenure Faculty Mentees

Chapter 7  Other Remedies: Macrocosmic and Microcosmic  159
A. Structural and Institutional Changes: Dismantle Castelike Elements; Continue to Act Affirmatively; and Pay Reparations
B. Create More Diverse Student Bodies and Faculties
C. Educate Students about Unearned Advantages and Disadvantages
D. Create Learning Communities in Colleges and Universities
E. Create K–12 Learning Communities

PART THREE: ITEMS FOR DISCUSSION, ANALYSIS, AND PRACTICE

Chapter 8  Minority and Majority Faculty Speak  173
A. Why Diversify the Faculty? (quotations 1–5)
B. Stresses and Vulnerabilities (quotations 6–16)
C. Different Views of Affirmative Action in Academia (quotations 17–21)
D. Bad Practices That Must Be Replaced (quotations 22–26)
E. New Practices and New Visions (quotations 27–34)

Chapter 9  Bad Practices  185
Scenarios for Discussion and Application (with Discussion Guides)
Scenario 1: Deliberations of an Academic Search Committee
Scenario 2: An Academic Search Committee Narrows the Field
Scenario 3: Second Week as a New Assistant Professor of Mechanical Engineering
Scenario 4: Preparing for the Tenure Review
Scenario 5: Conversation between a Mentor and Mentee
Scenario 6: Deliberations of a Tenure and Promotion Committee

Conclusion 215
Bibliography 217
Appendix: Checklist of Chapter Contents 231
Index 237
Biography 249
ACKNOWLEDGMENTS

I wish to express my appreciation to the minority and majority faculty and administrators from across the country I have had the honor to know and work with. Over the past several years, a number of department chairs, mentoring groups, entire academic departments, and student organizations have reacted to early elements of this book that I have used in my consulting and program work. Such field-testing has been invaluable. Others have graciously allowed me to interview them and to hone in on their expertise and experience related to minorities on majority campuses.

Yet others, with red pencil in hand, have reviewed parts or all of the book and suggested changes—with gratitude I single out Sharon Hogan, Patricia Aron, Ricardo Stanton-Salazar, Joseph White, David Schulberg, Stacy Blake-Beard, Daryl Smith, Christopher Jones, Sheila Ewing Browne, and above all, Joan Tonn. Being stubborn, I have not followed all of these reviewers’ suggestions—so the mistakes remaining belong only to me.

Special thanks to the very competent staff at RoutledgeFalmer for their help: Sara Folks, Assistant Editor; Catherine Bernard, Education Editor; Nicole Ellis, Production Editor; and Andrew Schwartz, Copyeditor.
INTRODUCTION AND ORGANIZATION
OF THE BOOK

Although U.S. colleges and universities are enrolling far more minority students than ever before, they are failing to diversify their faculty. During the 1990s and into the early part of this new century, the percentage of underrepresented minority faculty in the academic workplace has not budged. African-American, Puerto Rican-American, Mexican-American, and Native American faculty remain clustered in minority-serving institutions and two-year colleges. At most U.S. campuses, where European-American students and, in particular, European-American faculty preclude, minority faculty are rare (taking up barely five percent of the total in the faculty ranks), and they are astonishingly rarer still at the tenured- and full-professor ranks. The only progress to be found is in the increasing number of Asian-American professors (now five percent of the total), especially in science fields.

Why such disappointing overall results? The cause stems not from an undersupply of job candidates with doctorates (a popular but inaccurate assumption), but rather from unconscionably high barriers to minorities’ entry into and success in the professoriate (Harvey, 1994, 1999; Harleston and Knowles, 1997; Mervis, 2001; Smith, 1996, 2000; Cooper and Stevens, 2002; Trower and Chait, 2002). What exactly is wrong, and how can it be fixed? In this book, I set forth in concrete detail how the academic field is uneven and how that unevenness makes it difficult for majority faculty and their departments to appreciate the talents and strengths of non-majority faculty candidates. I then turn to what can be done to level the field. Because majority faculty and administrators, I argue, are often unwittingly causing the problem, it should not be surprising that they must become a large part of the solution. This book focuses on how majority campuses, departments, and individual faculty members and administrators can improve their
evaluating, recruiting, mentoring, and retaining of underrepresented minority faculty.

I started my academic career as the first and only woman faculty member in a department composed of thirty-three male European-American faculty (I, too, have European-American ancestry). Being a pioneer and a token in such a setting brought me a variety of eye-opening experiences, which continue to inform my thinking. The insights and practices set forth in this book arise partly from my early years as a professor on two majority campuses but primarily from my later work as co-founder of and adviser to the national Compact for Faculty Diversity; as founding director of the regional Excellence through Diversity Initiative at the New England Board of Higher Education; and as founding director of the Northeast Consortium for Faculty Diversity. In these roles, I have worked since 1990 with hundreds of minority and majority graduate students and faculty at predominantly majority campuses throughout the country. As a national consultant since 1994, I have had the additional opportunity to coach majority faculty, department chairs, deans, and provosts—at a range of public and private colleges and universities—on how to diversify their faculty ranks.

Doing this coaching, I have found it heartening that many majority leaders genuinely want their campuses and departments to be more diverse. And while they sincerely want to become more effective and empowering with their minority faculty colleagues, they simply do not know how to locate roadblocks and remove them. These power-holders often lack sufficient time—to dig into national studies on departmental climate and change; conduct or read ethnographic interviews with minority faculty; find out how other institutions and departments are pursuing faculty diversity; and distill the wisdom offered by effective cross-cultural mentors and other seasoned practitioners—in order to piece together what they themselves should be doing differently. This book answers that need.

ORGANIZATION OF THE BOOK

The book is divided into three parts. Part One shows how U.S. educational, political, and economic institutions favor some groups and disfavor others. Despite our cherished political belief that we live in a democracy promising equal opportunity for all, the playing fields within these institutions have been constructed unevenly, through the intervention of sexism and racism. This unevenness promotes the suc-
cess of those in the dominant majority group while it hampers, to different degrees, the success of those in non-majority groups.

Yet in my consulting and program work, I have found it insufficient to maintain to majority faculty and administrators, the prime movers in educational institutions, that the problem—the paucity of minority faculty on their campuses—is caused by sexism and racism. Because most of the leaders understandably do not regard themselves as bigots, they tend to dismiss or belittle the problem when it is stated so superficially. To counter this dismissal and reframe the problem—in conceptual, structural, and personal ways as well as with hard-to-deny examples—is my purpose in Part One. After such reframing, I have found many majority leaders more motivated to assume new obligations, welcome coaching on new cognitive habits, and consider new practices that their academic departments can adopt or adapt to improve faculty diversity.

To accomplish the reframing of the problem, I set forth sixteen pairs of disadvantages/advantages that help majority power-holders understand, often for the first time, how they unconsciously benefit from privileges and hidden profits accruing and accumulating to the favored group. These benefits, they often are surprised to learn, occur outside as well as inside the ivy walls. Further, I make sure that majority administrators and faculty grasp another key principle: Minority faculty from colonized groups (that is, African Americans, Native Americans, Puerto Rican Americans, Mexican Americans, and Native Hawaiians, all of whose roots are deep in this country and whose ancestors were enslaved, conquered, dispossessed, colonized, or almost decimated by European Americans) usually face the highest barriers not only to entering academia but also to succeeding there. By contrast, immigrant minority faculty who have voluntarily come to this country usually discover a far more favorable cultural and political context to inhabit and are more highly regarded by the European-American majority. Unless these different contexts and different historical relationships to the majority group are grasped, gatekeepers and power-holders in academe will continue to overvalue international minority faculty and undervalue domestic minority faculty. I see this sad pattern all the time in my consulting and program work with majority campuses.

Turning now to specifics, I aim in chapter 1 to demonstrate how cumulative unearned disadvantages (a total of twelve, I suggest) hamper minority professors’ advancement in academia. Moreover, cumulative unearned advantages (the obverse side of the same twelve) enhance the
advancement of majorities. By examining, one by one, each disadvantage/advantage pairing within the cluster of twelve, I try to make clear in this first chapter how the academic system is structured and how and why some are favored and others disfavored. Most faculty are woefully unaware of this pervasive system and its daily workings.

Chapter 2 spotlights key domains outside academia—the housing market, the political arena, and social networks and organizations—where another cluster of four advantages/disadvantages operates, again with impact on daily life. Cumulative unearned advantages enable majority professors operating in these outside domains to reap greater monetary and political power as well as more enduring social status from their professional achievements. Cumulative unearned disadvantages are found on the obverse side of this cluster and translate into fewer rewards and more risks for minority professors, a fact that majority power-holders such as deans, chairs, and provosts must grasp as they move to diversify their faculty. If such understanding does not develop, these power-holders are likely to be cavalier with and unsupportive of their new minority colleagues as well as ineffective as champions for diversity on their campuses.

Chapter 3 reminds us that the United States is a land of immigrants but also non-immigrants and demonstrates that non-immigrant minority faculty usually have the greatest taxes and burdens to carry. It is important to realize that non-immigrants, incorporated into the nation “by force and not by choice” (political scientist Jennifer Hochschild’s phrase, 1995), possess a unique context and must constantly struggle against social stigma. Those non-immigrant groups named above—American Indians, Mexican Americans, Puerto Rican Americans, Native Hawaiians, and African Americans—are likely to face, over many generations, castelike stigmatizing and both explicit and implicit discrimination from majority members and the powerful institutions they control. Chapter 3 maintains that faculty with membership in such groups often face exceptional challenges. Again, this lesson is important for deans, provosts, department chairs, and senior faculty to comprehend—so they can rise above the tendency to unwittingly overvalue the competence of their international colleagues and students and, at the same time, to undervalue the competence of their U.S. minority colleagues and students.

Part Two, composed of chapters 4 through 7, recommends ways to systematically undo the pairings of advantages/disadvantages and hidden profits/hidden taxes that I highlighted in the first three chapters. These pairings, routinely delivering gains for many of those in the favored group and losses for many in the disfavored groups, delineate
just how uneven the academic playing field actually is. To provide a blueprint for a more equitable plain is the purpose of Part Two, with its array of Good Practices that have been compiled from my own consulting and program work and from interviews and site visits at campuses and departments already proving effective in their faculty diversity efforts. Successful applications of these Good Practices and innovative approaches appear throughout the second part of the book.

Chapter 4—Good Practices in Recruitment—sets forth twenty-seven guidelines for campus presidents, provosts, deans, and especially academic departments to follow. A separate and crucial section for academic search committees is provided, in light of the notorious mistakes that are made again and again during the search process. This chapter uncovers a number of traditional procedures, myths, and mind-sets operating during the faculty search process that, unwittingly, block the diversifying of the faculty ranks. Adopting more effective procedures, dispelling myths and easy excuses, and learning to recognize and rise above sloppy, biased thinking and decision-making—all are concerns of chapter 4. It will be the responsibility of provosts, deans, chairs, and other leaders to foster the activation of these new procedures and new ways of processing information and evaluating job candidates by their colleagues and departments. The provosts and other leaders should wisely seek guidance and problem-solving assistance from outside consultants, successful practitioners from other campuses, and diversity advocates found among the faculty in various departments across their campuses. Problems and backlashes will occur, as most deans and other leaders already realize. Promoting change of any kind is not for the faint of heart or mind.

Chapter 5 sets forth twenty-one Good Practices for retaining non-majority faculty. Some of these practices must be the responsibility of senior administrators, while others are the responsibility of departmental units and their faculty. This chapter answers such questions as: What do effective orientation and mentoring programs—serving all pre-tenure faculty, majority and minority—look like? Who should direct and fund such programs? Who should train senior faculty in cross-cultural mentoring skills? Who should be involved in the welcoming and monitoring of new faculty hires?

Chapter 6 highlights both Good Practices for mentoring as well as caveats about what to avoid in the mentoring relationship. The approaches and practices here are addressed to majority faculty and administrators in their roles as mentors to pre-tenure faculty, especially those from stigmatized domestic minority groups. In addition, I include for pre-tenure faculty mentees a number of self-help
strategies they should activate, often with the support of their allies and mentors. Senior mentors, department chairs, faculty colleagues, and mentoring programs, I believe, should discuss both parts of this chapter—the good practices and the self-help steps—with their mentees. Such an exercise often moves the mentoring relationship to a deeper level. And invariably, minority faculty express relief not only when I name and demystify the crosscurrents they are contending with, but also when I outline specific actions that they, as agents, can take to enhance their success and satisfaction. [This chapter extends some of the points made in my earlier monograph, *Demystifying the Profession: Helping Junior Faculty Succeed* (2001), now in its second printing.]

Chapter 7 offers additional remedies for ensuring equal opportunity inside and outside academia. Some of these remedies are global and macrocosmic, others local and microcosmic. I offer chapter 7 because I recognize that the Good Practices laid out for mentors, departments, and campuses are necessary but, unfortunately, not sufficient by themselves. Broader efforts in the larger society are also required.

Part Three, comprising chapters 8 and 9, is the practicum section of the book. Here, readers are invited to wrestle with thorny issues and problems centering on recruitment, screening and evaluation, retention, and mentoring and to think through how to apply relevant principles and Good Practices set forth in the preceding chapters. The scenarios and critical incidents in chapter 9—as well as the pithy quotations from minority and majority faculty in chapter 8—can be used to animate thought, discussion, and action. I recommend that senior administrators and faculty leaders use parts of this practicum section not only in their coaching sessions for search and tenure-review committees, but also in their informal and formal meetings with departments, colleagues, and trustees.

The almost three dozen thought-provoking (and sometimes lengthy) observations appearing in chapter 8 are drawn from my conversations with majority and minority faculty and administrators and from their publications. These quotations can serve as catalysts in faculty meetings and in orientation and mentoring programs for new hires. In addition, classroom teachers might ask their students to discuss relevant principles and Good Practices set forth in chapters 1 through 7 as they apply to one or more quotations in chapter 8. The quotations are assembled into five categories: Why Diversify the Faculty?; Stresses and Vulnerabilities; Different Views of Affirmative Action in Academia; Bad Practices That Must Be Replaced; and New Practices and New Visions.
Chapter 9 sets forth six scenarios (some would call them mini–case studies) that I have developed and use in my consulting sessions with administrators, faculty, departments, and their search committees. Accompanying each scenario is a discussion guide that suggests how to resolve or lessen the problems and dysfunction I have dramatized by applying guidelines and principles from previous chapters. Each scenario can serve as the centerpiece of a faculty or administrators’ meeting, to elicit creative problem-solving and sharing of insights. The first two scenarios in the chapter illustrate bad practices—in fact, terrible practices—being followed by search committees. The last scenario depicts a tenure-review committee and its own dysfunctional process. The other three scenarios in chapter 9 illustrate bad practices related to the mentorship and monitoring of pre-tenure faculty that are thwarting the juniors’ professional development as teachers, scholars, and colleagues.

To widen the appeal and applicability of this book, I draw on insights generated by a wide range of leaders: philosophers, psychologists, engineers, scientists, anthropologists, novelists, journalists, medical doctors, political scientists, lawyers, and educators from various levels and specializations. Too often, faculty-diversity books written from an exclusively social science perspective prove difficult to use for readers outside the field. Furthermore, I make it a point to use testimonials from both majority and minority professors whom I have interviewed or whose work I have studied; most faculty-diversity books include only minority faculty’s viewpoints or frustrations. Because most U.S. campuses are dominated by majority faculty and administrators, I believe their viewpoints, confusions, and hopes must be included.

By separating out and numbering the major points found in Parts One and Two of the book (regarding disadvantages/advantages; Good Practices for provosts, departments, and academic hiring committees; pointers for mentors and self-help strategies for their pre-tenure faculty mentees), I aim to make these sections of the book patently easy to discuss, point by point, in meetings of faculty, administrators, college trustees, mentoring programs, and so on. (Note that for the convenience of users, the appendix provides a checklist of contents for all nine chapters.) Various parts of the practicum section, Part Three, can also serve as catalysts in meetings large and small. Compelling quotations as well as discussion scenarios call for analysis of bad practices and then thoughtful application of good practices.

By reframing the problem and then recommending short-term and long-term solutions, I trust this book will move faculty diversity closer to becoming a reality on majority colleges and universities.