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Essential Readings:

Promoting Equity in Higher Education for
Historically Underrepresented Minority Groups¹

BIBLIOGRAPHY (2000-2018)

This selection of 18 readings outlines important arguments, data, and recommendations in the debates about promoting equity of historically underrepresented groups in colleges and universities across the U.S. Based on relevant empirical research and URM experiences the readings poignantly address the institutional, interpersonal, and systemic challenges that confront underrepresented minorities (faculty and students) throughout the higher education pathway.

1. Acosta-Belén, E. & Bose, C. E. (2012). Unfinished business: Latino faculty and diversity in the SUNY System. NYLARNet (New York Latino Research and Resources Network) Report. University at Albany: SUNY.

<https://www.albany.edu/wwwres/nylarnet/Enlaces%20Latinos%20NYLARNet%20newsletter.pdf>

This report using extensive data sources documents and assesses the hiring and retention of Latino faculty at a selected sample of State University of New York (SUNY) institutions. The major conclusions about the status of underrepresented minority faculty in the SUNY system are: the hiring of Latino faculty within SUNY is far from keeping pace with the changing demographics of New York State and U.S.; the progress in hiring and retaining faculty from underrepresented minorities has been slow, especially in regards to Latino/as; and the hiring of women faculty members has progressed more than other group of SUNY faculty, especially for White women. Recommendations proposed: SUNY should develop consistent ways of collecting, reporting and monitoring data on minority faculty over a specific time period; and,

¹ Historically underrepresented minority (URM) refers to African Americans with a history of intergenerational slavery in the U.S., and Mexican American, Puerto Rican, and American Indian/Alaska Native faculty who are part of the domestic talent pool and considered underrepresented due to their historic and contemporary underrepresentation in the academy, relative to their proportion in the general U.S. population. Although AIAN faculty share many of the same barriers to success as URM colleagues, their unique status as Tribal peoples and their relationship to settler colonialism pose particular challenges and resistance strategies

develop effective strategic hiring and retention plans for Latino faculty. (Report is not available online)

2. Barrett, T. G. & Smith, T. (2008). Southern coup: Recruiting African American faculty members at an elite private Southern research university. *American Educational Research Journal*, 45(4), 946-973.

<https://www.jstor.org/stable/pdf/27667159.pdf>

Competition for highly qualified African American faculty members among elite universities in the United States remains keen. Two of the most successful research universities at recruiting African American faculty members are located in the Southeast. Employing a conceptual framework grounded in organizational culture and climate literature, this qualitative study identifies sets of tangible, intangible, and non-work-related factors that influenced the decisions of 12 African American faculty members in several disciplines to accept positions at an elite private research university in the Southeast. Participants identified other factors not included in the framework that also played significant roles in their decisions to accept positions at this university. Understanding such factors may assist other elite research universities in developing recruiting strategies to compete more effectively for African American faculty members.

3. Brunσμα, D. L., Embrick, D. & Shin, J. H. (2017). Graduate students of color: Race, racism, and mentoring in the white waters of academia. *Sociology of Race and Ethnicity*, 3(1), 1-13.

<http://journals.sagepub.com/doi/abs/10.1177/2332649216681565>

The graduate student experience can be a time of great stress, insecurity, and uncertainty. Overwhelmingly, studies verify that good mentoring is one of the best indicators of graduate student success. This literature review outlines in detail previous research that attest to these experiences, and pay specific attention to the experiences of students of color. The literature suggests that academia, in general, and sociology, in particular, does not do a good job of mentoring graduate students of color. An overview of graduate student experiences and the mentoring side of the equation, informs respecting reasons that might explain variations in how students are mentored in higher education. Recommendations on what faculty and departments can do to address the inadequate mentoring of graduate students of color are presented.

4. Castañeda, M., Zambrana, R. E., Marsh, K., Vega, W., Becerra, R., & Pérez, D. J. (2015). Role of institutional climate on underrepresented faculty perceptions and decision making in use of work–family policies. *Family Relations*, 64(5), 711-725.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/fare.12159>

Institutional challenges that underrepresented minority (URM) faculty perceive in higher education with use of workplace-family support policies are examined. Evidence reveals that faculty encounter differences in access to information and explanations of how to use workplace-family statutes. A qualitative study of 58 URM faculty highlighted five particularly notable themes: (a) faculty perceptions of how the institution views their family caregiving responsibilities, (b) inadequate compensation matters in the utilization of formal policies, (c) informal policies are often inaccessible and invisible, (d) social networks affect the inclusiveness of work-family institutional practices, and (e) fear of being regarded as a “red flag” constrains decisions regarding the use of policies. If administrators are to successfully implement equity, and inclusion and retain URM faculty, institutions need to pay particular attention to how URM faculty experience the academic climate regarding work-family balance.

5. Cook, E. D., & Gibbs, H. R. (2009). Diverse academic faculty: A precious resource for innovative institutions. In *Faculty Health in Academic Medicine: Physicians, Scientists, and the Pressures of Success* (pp. 93-111). Humana Press.

https://link.springer.com/chapter/10.1007/978-1-60327-451-7_8

Diverse academic faculty contribute unique perspectives and experiences that lead to creative growth of academic centers. Although the US population has become more diverse, academic faculty remain primarily heterosexual, able bodied, white, and male. These centers risk losing touch with the population at large and the issues they face. It is important to recruit and retain diverse academic faculty since they train future scientists and physicians who will make discoveries and apply treatments to the entire population. There is a paucity of data about diverse academic faculty and their unique additional stressors impacting on faculty health. In this chapter stressors as they apply to race and ethnicity and faculty with disabilities are discussed. Further, the important associations between marginalization, isolation, and silence experienced by diverse faculty and the stress that follows, are also examined.

6. Gutiérrez y Muhs, G., Niemann, Y. F., González, C. G., & Harris, A. P. (2012). Presumed incompetent: The intersections of race and class for women in academia.

<https://upcolorado.com/utah-state-university-press/item/2338-presumed-incompetent>

Presumed Incompetent is a path breaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators. The narratives are filled with wit, wisdom, and concrete recommendations, and provide a window into the struggles of professional women in a racially stratified but increasingly multicultural America.

7. Hassouneh, D., Lutz, K. F., Beckett, A. K., Junkins, E. P., & Horton, L. L. (2014). The experiences of underrepresented minority faculty in schools of medicine. *Medical Education Online*, 19, 10.3402/meo.v19.24768.

<http://doi.org/10.3402/meo.v19.24768>

The study collected data through in-person and telephone interviews with 25 historically underrepresented faculty in academic medicine. The terms 'faculty of color' and 'underrepresented minority faculty' (URM) refer to two overlapping but distinct groups. The former includes Asians who are minorities in the US population but not in medicine. Two processes were identified that contribute to a greater understanding of the experiences of respondents: patterns of exclusion and control, and surviving and thriving. In response to exclusion and control, faculty of color survive, thrive, or both, depending on risk and protective conditions and context. Exclusion and control are processes that restrict or limit faculty of color's influence on school cultures. Data show that mentorship was the most frequently reported protective condition. The study concludes that strong support from leaders, mentors, and peers to nurture and protect faculty of color in schools of medicine is needed to counteract the negative effects of racism, and promote the positive effects this group has on diversity and excellence in medical education. Specific strategies for survival and success are proffered.

8. Henderson, L. & Herring, C. (2013). Does critical diversity pay in higher education? Race, gender, and departmental rankings in research universities. *Politics, groups and identities*. 1(3), 293-310.

<https://www.tandfonline.com/doi/abs/10.1080/21565503.2013.818565>

"Critical diversity" is the equal inclusion of people from varied backgrounds on a parity basis throughout all ranks and divisions of an organization. The critical diversity perspective argues that as organizations become more diverse, they benefit relative to their competitors. Using data from the 2011 National Academy of Sciences (NAS) Rankings of U.S. Research Universities, this paper examines whether racial and gender diversity "pay" in terms of the rankings of academic programs at research universities. The NAS data set consists of several indicators relating to research productivity, student support and outcomes, and program diversity from over 5000 doctoral programs at US research universities. Net of factors such as publication rates, grants, scholarly awards, program size, region, and whether the institution is public or private, racial and gender diversity among faculty and students at research universities are positively associated with departmental rankings. Implications of these findings for diversity in higher education are discussed.

9. Kaiser, C.R., Major, B., Jurcevic, I. Dover, T. L., Brady, L. M. & Shapiro, J.R. (2013). Presumed fair: Ironic effects of organizational diversity structures. *Journal of Personality and Social Psychology*, 104(3), 504-19.

<http://psycnet.apa.org/doi/10.1037/a0030838>

The hypothesis that the presence (vs. absence) of organizational diversity structures causes high-status group members (Whites, men) to perceive organizations with diversity structures as procedurally fairer environments for underrepresented groups (racial minorities, women), was tested. This illusory sense of fairness derived from the mere presence of diversity structures causes high-status group members to legitimize the status quo by becoming less sensitive to discrimination targeted at underrepresented groups, and react more harshly toward underrepresented group members who claim discrimination. Six experiments support these hypotheses in designs using 4 types of diversity structures (diversity policies, diversity training, diversity awards, idiosyncratically generated diversity structures from participants' own organizations) among 2 high-status groups involving several types of discrimination (discriminatory promotion practices, adverse impact in hiring, wage discrimination). Implications of these experiments for organizational diversity and employment discrimination law are discussed.

10. Kayes, P. E. (2006). New paradigms for diversifying faculty and staff in higher education: Uncovering cultural biases in the search and hiring process. *Multicultural Education*, 14(2), 65-69.

<http://www.nwic.edu/wp-content/uploads/2016/08/New-paradigms-for-diversifying-faculty-and-staff-in-higher-education.-Uncovering-cultural-biases-in-the-search-and-hiring-process.pdf>

In last ten years, many colleges, universities, boards, and agencies have undertaken diversity initiatives aimed at faculty/staff hiring not only by issuing resolutions, policies, and mandates but also by inventing programs and developing strategies intended to increase the number of faculty and staff of color in predominantly White institutions. The statistics illustrate the results: 80-90% of faculty and staff in most colleges and universities are still White.

11. Matthew, P. A. (Ed.). (2016). *Written/unwritten: Diversity and the hidden truths of tenure*. UNC Press Books.

<https://www.uncpress.org/book/9781469627717/writtenunwritten/>

The academy claims to seek and value diversity in its professoriate, but reports from faculty of color around the country indicate 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. This second, unwritten set of rules disproportionately affects faculty who are hired to "diversify" academic departments and then expected to meet ever-shifting requirements set by tenured colleagues and administrators. The authors 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 professorate. 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.

12. Moore, W.L. and Bell, J.M. (2011) Maneuvers of Whiteness: 'Diversity' as a Mechanism of Retrenchment in the Affirmative Action Discourse. *Critical Sociology*, 37 (5): 597-613.

[0.https://doi.org/10.1177%2F0896920510380066](https://doi.org/10.1177%2F0896920510380066)

Through a discourse analysis of three textual sources within elite law schools, we suggest that the white racial frame and the diversity construct are key mechanisms in the process of stalling racial reform by imposing tacit boundaries around the discourse surrounding progressive racial policies. We contend that this limits their effectiveness, resulting in the retrenchment of white racial privilege and power and that this happens without any explicit expression of racial animosity by whites participating in the discourse. To illustrate this process, we analyze the discourse concerning affirmative action, a policy designed to end racial discrimination in and redistribute resources related to employment and education. We focus on the institutional setting of elite law schools both because of its socializing influence on those who will make and interpret affirmative action law and because it represents an institution in which the policy may be utilized in student selection and faculty hiring.

13. Patitu, C. L., & Hinton, K. G. (2003). The experiences of African American women faculty and administrators in higher education: Has anything changed? *New Directions for Student Services*, 104, 79-93.

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/ss.109>

This chapter explores factors of concern for, and overall experiences of, African American female faculty and administrators, including salary issues, affirmative action, racism, sexism,

homophobia, campus climate, isolation, tenure and promotion processes, and salary. The data reported here were gathered during a prior study of African American women in administrative roles in higher education. These issues were consistent throughout their academic careers. The authors conclude that little has changed for African American female faculty and administrators as evidenced in the findings and overall. Recommendations for making institutions of higher learning more attractive to and receptive of African American women administrators and faculty are discussed.

14. Rockquemore, K., & Laszloffy, T. A. (2008). *The black academic's guide to winning tenure--without losing your soul*. Boulder, CO: Lynne Rienner Publishers.

[https://www.rienner.com/title/The Black Academic s Guide to Winning Tenure Without Losing Your Soul](https://www.rienner.com/title/The+Black+Academic+s+Guide+to+Winning+Tenure+Without+Losing+Your+Soul)

For an African American scholar, who may be the lone minority in a department, navigating the tenure minefield can be a particularly harrowing process. The authors go beyond standard professional resources to provide clear guidance for black faculty intent on playing and winning the tenure game.

15. Rodríguez, J. E., Campbell, K. M., & Pololi, L. H. (2015). Addressing disparities in academic medicine: what of the minority tax? *BMC medical education*, 15(1), 6.

<https://bmcomeduc.biomedcentral.com/articles/10.1186/s12909-015-0290-9>

The proportion of African American/Black, Latino, and Native American faculty in U.S. academic medical centers has remained almost unchanged over the last 20 years. Some authors credit the "minority tax"—the burden of extra responsibilities placed on minority faculty in the name of diversity. This tax is in reality very complex, and a major source of inequity in academic medicine. The “minority tax” is better described as an Underrepresented Minority in Medicine (URMM) faculty responsibility disparity. This disparity is evident in many areas: diversity efforts, racism, isolation, mentorship, clinical responsibilities, and promotion. The authors examine the components of the URMM responsibility disparity and use information from the medical literature and from human resources to suggest practical steps that can be taken by academic leaders and policymakers to move toward establishing faculty equity, and increasing the numbers of Black, Latino, and Native American faculty in academic medicine.

16. Stanley, C. A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly White colleges and universities. *American educational research journal*, 43(4), 701-736.

<https://www.jstor.org/stable/pdf/4121775.pdf>

This article, based on a larger, ethnographic qualitative research project, focuses on the first-hand experiences of 27 faculty of color teaching in predominantly White colleges and

universities. The respondents represented a variety of institutions, disciplines, and ranks and women of color identities (African American, American Indian, Asian, Asian American, Latina/o, Native Pacific Islander, South African). Predominant themes of the narratives shared by these respondents are: teaching, mentoring, collegiality, identity, service, and racism. These themes, consonant with findings from the research literature, can be used to offer suggestions and recommendations for the recruitment and retention of faculty of color in higher education.

17. Valverde, M. R., & Rodriguez, R. C. (2002). Increasing Mexican American doctoral degrees: The role of institutions of higher education. *Journal of Hispanic Higher Education*, 1(1), 51-58.

<http://journals.sagepub.com/doi/pdf/10.1177/1538192702001001005>

Mexican Americans continue to be severely underrepresented among doctoral degree recipients. The institutional support model presented can serve to provide immediate guidance to personnel in institutions of higher education who want to increase the rates of Mexican American doctoral degree attainment. The model was developed based on a retrospective analysis of the authors' experiences as participants at one of the host institutions in the Hispanic Border Leadership Institute Doctoral Fellowship Program and a review of the literature. The four components of the model include financial support and opportunity, emotional/moral support, mentorship from university faculty or other professionals, and technical support.

18. Zambrana, R.E. (2018). *Toxic Ivory Towers: The Health Consequences of Work Stress on the Health of Underrepresented Minority Faculty*. Rutgers University Press.

<https://www.rutgersuniversitypress.org/toxic-ivory-towers/9780813592978>

Toxic Ivory Towers seeks to document the professional work experiences of underrepresented minority (URM) faculty in U.S. higher education, and simultaneously address the social and economic inequalities in their life course trajectory. Despite the changing demographics of the nation, the percentages of Black and Hispanic faculty in the past 4 decades have not significantly increased, while the percentages obtaining tenure and earning promotion to full professor have remained relatively stagnant. This is the first book to examine institutional factors impacting the ability of URM faculty to be successful and persist at their selected vocations, and to flourish in academia. The book captures not only how various dimensions of identity inequality are expressed in the academy and how these social statuses influence the health and well-being of URM faculty, but also how institutional policies and practices can be used to transform the culture of an institution to increase rates of retention and promotion so URM faculty can thrive.

19. Zambrana, R. E., Harvey Wingfield, A., Lapeyrouse, L. M., Dávila, B. A., Hoagland, T. L., & Valdez, R. B. (2017). Blatant, Subtle, and Insidious: URM faculty perceptions of discriminatory practices in predominantly white institutions. *Sociological Inquiry*, 87(2), 207-232.

<https://onlinelibrary.wiley.com/doi/pdf/10.1111/soin.12147>

Although modest gains are observed in the number of African American, Mexican American, and Puerto Rican faculty in higher education institutions, systemic issues of underrepresentation and retention remain problematic. This article describes how historically underrepresented minority (URM) faculty in Predominantly White Institutions perceive discrimination and illustrates the ways in which discriminatory institutional practices—such as micro aggressions—manifest and contribute to unwelcoming institutional climates and workplace stress. Using a mixed methods approach, including survey data and individual and group interviews, findings show that respondents ($n = 543$) encounter racial discrimination from colleagues and administrators; experience discrimination differently based on their race/ethnicity and gender; and report difficulties in describing racist encounters. Qualitative data reveal three themes that inform the survey results on perceived discrimination: (1) blatant, outright, subtle, and insidious racism; (2) devaluation of scholarly contributions, merit, and skillset by colleagues and administrators; and (3) the burden of “representing minorities,” or a “racial/ethnic tax.” Propositions for how to change unwelcoming environments and create safe spaces for professional development to reduce the adverse effects of discrimination among URM faculty are discussed.