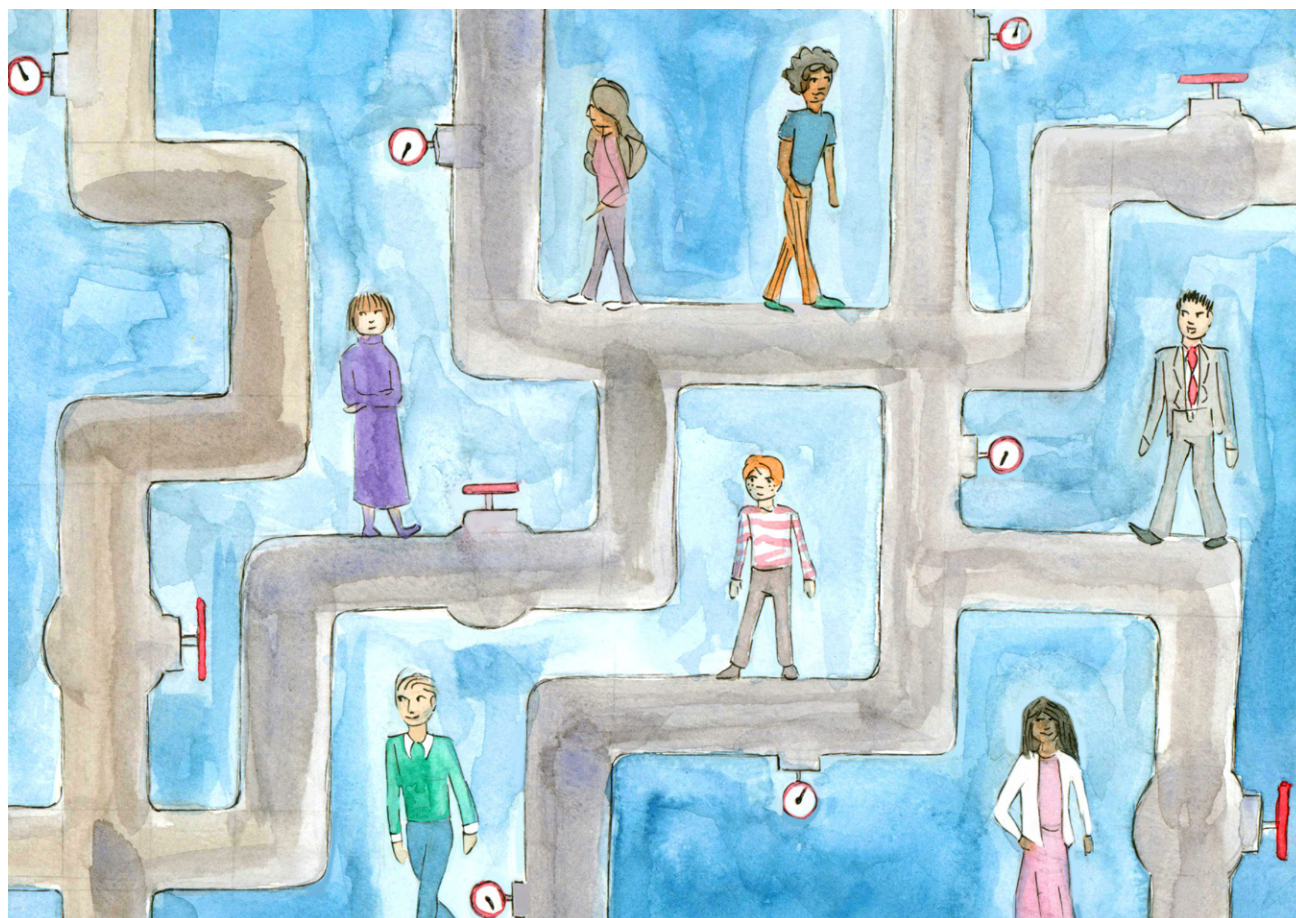


Achieving Equity

A TOOLKIT FOR RACIALLY INCLUSIVE FACULTY HIRING

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Achieving Equity:

A TOOLKIT FOR RACIALLY INCLUSIVE FACULTY HIRING

If we truly desire a racially and ethnically diverse faculty, we must approach the faculty hiring process more thoughtfully than we currently do. We cannot continue to reproduce the status quo, and we must be brave enough to push back against our colleagues who are dead set on maintaining the academy as it is—that is, maintaining a commitment to whiteness being the norm (Gasman, 2022; Ray, 2019). It is essential that current faculty members think more deeply about their role in recruiting and hiring faculty, and how they can either maintain or disrupt the status quo. At the crux of making systemic change in higher education is a need for faculty who believe that having a diverse faculty strengthens the curriculum, bolsters the academic environment in their department and school, enriches the overall institution, and is the foundation of academic excellence (Gasman, 2022). Getting to this belief is a challenge.

The U.S. was built on systems and practices rooted in racism that privilege whiteness (Ray, 2019) and higher education is no exception (Gasman, 2022; Thelin, 2019; Wilder, 2013). Of note, progress is evident as it relates to racial-ethnic diversity at the student level, with the attendance of students of color increasing by 125.5% between 1976 and 2018 (College Enrollment Statistics, 2023). Despite this growth in access to higher education, inequities in the nation's education system manifest in the makeup of its faculty—69.5% of whom are white,¹ overrepresenting the 58.9% of the general population who identify as such ([Census, 2022](#)). (See Table 1.)

Table 1. **ALL FULL TIME FACULTY, 2021**

	TOTAL		MEN		WOMEN	
American Indian or Alaska Native	2,872	0.4%	1,353	0.2%	1,519	0.2%
Asian	74,758	10.8%	42,265	6.1%	32,493	4.7%
Black	41,448	6.0%	17,653	2.6%	23,795	3.4%
Hispanic or Latino	37,897	5.5%	18,745	2.7%	19,152	2.8%
Native Hawaiian or Pacific Islander	1,047	0.2%	491	0.1%	556	0.1%
White	481,352	69.5%	249,173	36.0%	232,179	33.5%
2+ Races	8,269	1.2%	3,698	0.5%	4,571	0.7%
Nonresident	23,247	3.4%	13,958	2.0%	9,289	1.3%
Unknown	21,263	3.1%	11,048	1.6%	10,215	1.5%
Grand Total	692,153	100.0%	358,384	51.8%	333,769	48.2%

¹ We report non-Hispanic whites, per the U.S. Census categories to reflect the IPEDS definition of white, which includes only those who self-identify as white but NOT as Hispanic. See: [Collecting Race And Ethnicity Data From Students And Staff Using The New Categories](#).

The overrepresentation of the country's white population that exists among faculty overall is even higher when examining the demographic makeup of tenured faculty. While 4.9% and 5.2% of tenured faculty identified as Black and Latino, respectively, in 2021, 73% identified as white. In comparison, 13.6% of the U.S. population identified as Black, 19.1% identified as Latino, and 75.5% identified as white in 2022.² While both Black and Latino individuals are underrepresented, the proportion of tenured faculty who identified as Latino grew between 2012 and 2021 (.9%), while the proportion of tenured faculty who identified as Black did not change. Like the Latino population, the proportion of Asian tenured faculty grew over the last decade (3.2%). Among those with tenure, the proportion of American Indian or Alaska Native faculty decreased slightly between 2012 and 2021 and remained the same among those who identify as Native Hawaiian or Pacific Islander. (See Table 2.)

Table 2a. **TENURED FACULTY, 2021**

	TOTAL		MEN		WOMEN	
American Indian or Alaska Native	1,025	0.3%	532	0.2%	493	0.2%
Asian	35,107	12.0%	22,555	7.7%	12,552	4.3%
Black	14,354	4.9%	7,362	2.5%	6,992	2.4%
Hispanic or Latino	15,339	5.2%	8,389	2.9%	6,950	2.4%
Native Hawaiian or Pacific Islander	408	0.1%	211	0.1%	197	0.1%
White	214,278	73.0%	127,269	43.4%	87,009	29.7%
2+ Races	2,806	1.0%	1,460	0.5%	1,346	0.5%
Nonresident	3,798	1.3%	2,438	0.8%	1,360	0.5%
Unknown	6,320	2.2%	3,822	1.3%	2,498	0.9%
Grand Total	293,435	100.0%	174,038	59.3%	119,397	40.7%

Table 2b. **TENURED FACULTY, 2012**

	TOTAL		MEN		WOMEN	
American Indian or Alaska Native	1,027	0.4%	570	0.2%	457	0.2%
Asian	20,813	8.8%	14,659	6.2%	6,154	2.6%
Black	11,586	4.9%	6,232	2.6%	5,354	2.3%
Hispanic or Latino	10,290	4.3%	5,950	2.5%	4,340	1.8%
Native Hawaiian or Pacific Islander	292	0.1%	165	0.1%	127	0.1%
White	185,480	78.3%	117,932	49.8%	67,548	28.5%
2+ Races	1,263	0.5%	732	0.3%	531	0.2%
Nonresident	2,876	1.2%	2,002	0.8%	874	0.4%
Unknown	3,196	1.3%	2,084	0.9%	1,112	0.5%
Grand Total	236,823	100.0%	150,326	63.5%	86,497	36.5%

² U.S. Census Bureau. (2022). Population Estimates, July 1, 2022 (V2022). Race and Hispanic Origin [data table]. *Quick Facts*. Retrieved from <https://www.census.gov/quick-facts/fact/table/US/PST045222>.

Clearly, there exists a lack of proportional representation and growth in the racial-ethnic makeup of U.S. faculty. But why? While there are many factors contributing to this issue (e.g., inequitable access to quality K-12 education and to higher education as a whole), there is another reason, which we expect this toolkit will be critical in helping to address: Faculty hiring practices.

As Lauren Rivera (2015) tells us, those who design hiring systems are the same people who benefit from them the most. Being more egalitarian and including more and diverse voices in faculty hiring means that the groups that benefit the most may change alongside policies, conversations, and values within the institution. Despite a significant body of research citing the benefits of embracing diversity while pursuing equity and their importance for creating systemic change in higher education (Griffin, 2020), the pursuit of diversity and equity on the ground is slow coming.

We aim to empower faculty and administrators to take a stand, push back against the status quo, and implement the following strategies and suggestions to promote systemic change in faculty hiring at colleges and universities. Sections focus on definitions of quality, the work that leaders must do, restructuring the search process and search committees, accountability, confronting opposition to diversity and anti-Blackness, and how best to retain faculty of color, all of which are essential to creating more equitable hiring practices and campuses overall.

“While more people are okay with the idea of a balance by gender, there is pushback when discussing proportional representation as it relates to racial-ethnic groups. Thus, defining diversity by gender alone misses the mark.”

—LAUREN RIVERA, NORTHWESTERN UNIVERSITY

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Challenging Traditional Definitions of Quality



Since elites and those with power usually determine the rules of the game, it is not shocking that in whatever manner merit is defined, discussed, and measured in institutions, elites have more of it and more access to it (Rivera, 2015). Moreover, when elites notice that others are gaining more access to opportunity, they will often change the rules of the game. One of the most effective ways to expand the definition of quality is to push back against faculty members' efforts to limit recruitment to a predetermined list of "elite" institutions from which candidates earn Ph.D.s (Wapman et al., 2022). It is important to discuss the results of this practice and the limits it puts on faculty diversity, given the relatively limited access that most people of color have to these types of universities (Gasman, 2022).

“Terms like ‘excellence’ or ‘best and brightest’ may need to be reconsidered given that they are likely to be defined in a way that reflects those who are already in positions of leadership and power.”

—CHRISTOPHER LEE, STORBECK SEARCH

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According to Lauren Rivera (2023), criteria for evaluating candidates should be agreed upon and committed to by search committees or departments. This agreement should take place prior to the start of the search and be approved by institutional diversity officers. In one-on-one situations or group gatherings, Rivera suggests that the following should be considered:

- What do we want to measure?
- Is there a systematic way of eliciting this information and measuring candidate performance?
- What is on and off the table to discuss?
- Would this question make me or someone with different status characteristics uncomfortable?
- If these conversations were to be made public, how would it reflect upon us as a department?

Rivera also suggests the following to ensure consistency in the faculty hiring process:

- Committees should consider all applications, rather than only those from preferred or well-known schools and advisors.
- Decision-makers should use standardized evaluation forms during the application review process, job talks, and one-on-one interactions.
- Evaluation forms should adhere to the criteria previously agreed upon by the committee and should be submitted promptly after each stage of the interview process.

To make systemic change, we should be asking:

- What happens if we step away from this practice of only hiring from a small group of elite institutions? (Wapman et al., 2022).
- What do we gain from stepping away? Do we lose anything?
- What new ideas will surface if we are more expansive in our definitions of quality?
- How does the institutional environment change when we expand the schools we recruit from?
- What will be the impact of upsetting the status quo in this way?
- Will we get closer to achieving equity by being more inclusive of various types of institutions?

From our vantage point, having these conversations will lead to more inclusivity and a broader—although not less rigorous—definition of quality (Gasman, 2022).

Understanding the Role of Leaders

It is essential that presidents, provosts, deans, search committee chairs, and department chairs all communicate the same messages about an institution's commitment to hiring and retaining a diverse faculty, and clearly demonstrate how this diversity is central to academic excellence (Gasman, 2022). Institutions have mastered the art of issuing statements on their websites, including a commitment to diversity in their strategic plans, and talking about this commitment in sound bites. We must go further, communicating a message in every setting that permeates the campus environment and instilling policies that hold the faculty accountable for agreed upon hiring practices. Equity-oriented action is necessary, especially by institutional leaders.

Leaders must express a firm acknowledgment of systemic racism, the impact of racial microaggressions on faculty of color, and the presence of both implicit and explicit bias on campus, and they must act to address all these issues. We offer the following practical strategies for leaders addressing faculty hiring:

- Perform a cross-institutional equity audit aimed at gaining a comprehensive understanding of faculty diversity at the departmental level.
- Establish an institution-wide faculty diversity recruitment program that provides a cohesive framework for hiring practices across various schools and departments, promoting consistency.
- Implement routine salary audits for faculty members to guarantee equitable compensation for individuals of diverse backgrounds, particularly faculty of color.
- Incorporate work related to diversity and equity, along with the evaluation of efforts to hire a diverse faculty, into annual dean reviews.

According to Holden Thorpe, editor of *Science* and former campus leader at both Washington University in St. Louis and the University of North Carolina (2023), “It is important to use one’s own privilege to move the diversity agenda forward. White male administrators can use their positionality to help others feel more comfortable making changes toward diversity.” Thorpe’s suggestion is particularly important as most college and university faculty are white and men (Gasman, 2022). In fact, as of 2021, white men accounted for 36% of all full-time faculty and 43.4% (Table 2a) of all full-time *tenured* faculty.

“Genius is everywhere—who will open the door for it? People need to be supported to reach their fullest potential. We need to cultivate the next generation of genius leaders.”

—CHRIS SPAN, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

Restructuring and Rethinking Search Processes



To change the hiring process, it needs to be designed by a broad spectrum of individuals across various aspects of diversity; shared governance and faculty input must be central to the process. Those involved must not only be open to change, but they must acknowledge the possibility that the system has a different impact on different people, depending on a variety of identities, including race, ethnicity, gender, sexuality, and religion. Embracing a holistic approach that considers the multifaceted aspects of diversity will allow colleges and universities to create a more equitable faculty recruitment and search process (Sensoy & Diangelo, 2017).

Far too often, administrators know there is a problem or work to identify a problem, but once it is known, they don't act upon it. One approach to changing status quo search processes involves identifying similar universities that have demonstrated successful shifts toward more equitable hiring practices (Gasman, 2022).

Institutional leaders can seek out advice from these colleges and universities by asking the following:

- Which best practices contributed to the shift towards more equitable hiring?
- What challenges did your institution face when changing its hiring practices?
- Which strategies would make the most sense to implement given our institutional context? Which ones might be less effective?
- How can we engage with one another to build networks that will better inform faculty hiring?
- How did your institution engage the broader academic community (e.g., faculty, staff, students) when reforming our hiring practices?
- What kinds of resources of support were allocated to facilitate the transition towards more equitable hiring?
- How did your institution secure buy-in from stakeholders?

As effective strategies are identified, they can be applied and implemented with faculty input. In terms of rethinking the faculty hiring process, another strategy entails deans and department chairs examining the placement of people of color across various faculty roles both in the school and at the department level (Sensoy & Diangelo, 2017). The following serve as guiding questions:

- What is the distribution of faculty members from diverse racial backgrounds across different academic ranks—assistant, associate, or full professors?
- Are there specific areas or departments where faculty of color tend to concentrate?
- Do faculty members from diverse racial backgrounds commonly hold lecturer positions?
- Is there a significant presence of faculty of color in adjunct roles? What about tenure-track positions?
- Based on the findings for the above questions, what steps will the institution take to address these disparities and promote equity?

In addition to requiring deans and department chairs to examine faculty positioning, all faculty, search committees, and their respective chairs should be required to meet with their institution's chief diversity officer to better understand, identify, and address issues of equity and diversity in the context of faculty hiring and within the institution. Questions to ask may include:

- What do you want us to know about equity and how to address racism within faculty hiring?
- Is there anything specific to our department that you are concerned about? How can we help address it?
- What are some actionable steps we can take?
- How do you recommend we ensure action aimed towards equitable faculty hiring within our departments and throughout the institution?

Lastly, it is essential that faculty members know that they are being held accountable for hiring a diverse faculty. This message must come from academic leaders, be supported through policies and practices among academic programs and departments, and be reinforced during faculty meetings and gatherings.

Constructing Search Committees

Search committees vary by institution. Some universities are quite purposeful in choosing who participates and how committees operate. Others merely let the search committees form and leave them on their own to conduct their work. Oversight and intervention are critical to ensuring lasting change in faculty hiring (Sensoy & Diangelo, 2017).

Of considerable importance is having a search committee chair who is committed to racial equity and diversity. The chair must:

- Have the power and influence necessary to negotiate with committee members who do not support faculty diversity.
- Stand firm against the power structures that protect the status quo.
- Identify and recruit white allies willing to serve on search committees and advocate for equitable faculty hiring practices.

Some of the most effective and successful search committees are those that have a diversity representative on them who is a tenured, associate or full professor. These representatives have the power and authority to ensure that search committees stay true to their stated mission of hiring a diverse faculty and promoting equity.

Departments must take a step back and assess the makeup and effectiveness of their search committees as it relates to their composition and success in promoting equitable hiring practices. Search committees should consider the following questions:

- Is the make-up of the committee diverse in terms of race and ethnicity?
- How is power represented, and how will we ensure that those with less power are heard in our deliberations?
- Do we consider ourselves properly trained in terms of hiring practices and approaches to hiring a diverse faculty? In what areas might there be a need for further training?
- How will we learn from past experiences and adapt our approach to enhance racial equity in the hiring process?
- How will we document and measure the effectiveness of our efforts to promote racial equity throughout the hiring process?

Holding Search Committees Accountable



One of the obstacles to hiring a diverse faculty is that search committees do not spend time thinking through searches before posting position descriptions or bringing candidates to campus. All too often, departments are very eager to hire new faculty to fill workload needs, and thus they want to move forward without time for reflection on what they are looking for in a faculty colleague to complement their strengths and patch their weaknesses. The result: posting a hastily written position description and hoping that people of color see it.

To make a serious effort to hire a diverse faculty, deans and search committees need to ask themselves some important questions.³ These include:

- What strengths does the department or school currently possess in terms of faculty and curriculum diversity?
- In what ways can new faculty hires enhance and supplement the existing strengths of the department or school?
- What challenges related to diversity are being encountered by the department or school?

³ Harvard University (2013). [Best practices for conducting faculty searches](#).

“There is a lack of oversight in faculty hiring—the absence of a Human Resource department in the faculty hiring process results in a non-systematic process.”

—LAUREN RIVERA, NORTHWESTERN UNIVERSITY

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In addition to questions pertaining to the overall tenor of schools and departments, there are questions that should be asked about creating a diverse applicant pool. For example, when thinking about recruiting, search committees should consider the following questions:⁴

- Which racial and ethnic communities are typically underrepresented in our pool of faculty applicants?
- How and where can we proactively identify and engage these underrepresented groups?
- Who can we reach out to for recommendations of highly qualified faculty candidates who can contribute to diversity in both research and teaching?
- What approaches can we employ to connect with colleagues and potential candidates from institutions with diverse demographic profiles?

It is important that search committees approach their work with an ethos of being more inclusive rather than more exclusive. Colleges and universities pride themselves on who they keep out—bragging about their selectivity—when diversity and equity are tied to whom we let in and how we welcome new voices to the academy. When engaging candidates, questions from the search committee should be tied to inclusivity rather than exclusivity. It is important that the search committee ask a series of questions before reviewing candidates in the applicant pool:⁵

- Is the applicant pool reflective of the national pool of recent Ph.D. graduates from underrepresented racial and ethnic backgrounds? If not, how can we identify and engage with those candidates we may have overlooked?
- Have we consulted the [Survey of Earned Doctorates](#) to better understand the field of Ph.D. graduates and which institutions produce the most Ph.D.s of color?
- What specific criteria will be employed to assess candidates? Are these criteria equitable and impartial?
- Have we allocated sufficient time to thoroughly evaluate each applicant?
- What methods will be used to determine the qualifications of candidates for the position? Have we standardized the criteria?
- How do we encourage more diverse applicants upon the initial search?
- Should the search deadline be extended to facilitate a more diverse applicant pool?
- What standards will guide candidate rejections?

⁴ Ibid.

⁵ Ibid.

Asking questions that are focused on being more inclusive rather than exclusive can make a fundamental difference in terms of successfully recruiting a diverse faculty.

Once candidates have been reviewed, there are more questions that search committees can ask.⁶ These questions include:

- How was the process of selecting and excluding candidates determined?
- Are we engaging in assumptions that might lead to the exclusion of certain candidates?
- Were the decisions based on facts or hunches? If they are based on facts, where is the evidence?
- Does the final list of candidates include individuals from diverse backgrounds? If the initial candidate pool was diverse, what accounts for the lack of diversity in the final selection?
- How do the gender, racial, and ethnic characteristics of the search committee's shortlisted candidates compare with the broader pool of qualified candidates and recent Ph.D. graduates on a national scale?
- What criteria were used to disqualify candidates from underrepresented backgrounds? Should we consider reevaluating the candidates to ensure greater inclusivity in the selection process?

“It’s important to acknowledge that CVs are not impartial sources of information; rather, they reflect the candidates’ network connections and social capital.”

—CHRISTOPHER LEE, STORBECK SEARCH

⁶ Ibid.

Requiring Learning as a Part of Search Committee Processes



A faculty member can be a premier physicist or anthropologist and have no experience hiring faculty and no understanding of diversity and equity issues as they pertain to faculty hiring. To achieve racial equity in higher education, search committee training should:

- Require bias training aimed at teaching faculty about racism and bias and how they function and are maintained within the institution.
- Require learning about the demographic landscape of the department and institution.
- Require learning about institutional policies.
- Expand definitions of quality to include support of diversity and equity.
- Place the pursuit of diversity and equity at the core of the institution's understanding of excellence.

The type of work described above requires training. Although implicit bias training is controversial and not a placebo for racist behavior and racial biases, it does have an impact on faculty and gives them an opportunity to reflect on their personal biases—even if they are not willing to discuss them publicly.

It is best to have an outside group or someone from the chief diversity officer's staff conduct the trainings instead of faculty colleagues. Using empirical data as a foundation for the training additionally helps to convince skeptical faculty of the need for and quality of the training.

Confront Excuses



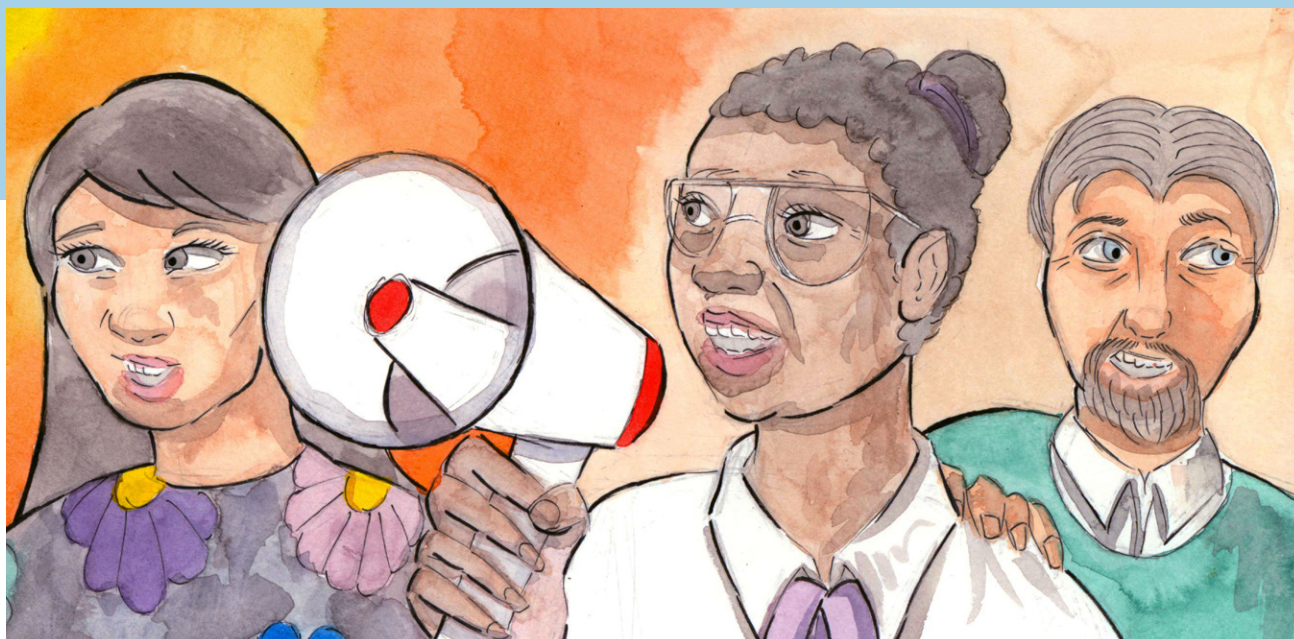
One of the most effective methods of ensuring equity in the hiring process is to confront and push back against the typical excuses that derail candidates of color. The most common excuses are:

- “Candidates of color won’t come here.”
- “We can’t meet their salary demands.”
- “They aren’t in the pipeline.”
- “We want diversity but what about quality?”

There is a myth that the slow progress in terms of diversity in faculty hiring is due to factors in the candidates themselves (Fraser and Hunt, 2011; Smith, Wolf, et al., 1996). To counter these myths and excuses, try the following:

- When someone says a candidate of color won't come to your institution, ask "What can be done to ensure that people of color are welcome at, happy within, and attracted to our institution?"
- When a search committee member says, "We can't attract people of color due to their salary demands!"—cite the literature that shows that faculty of color have the lowest salaries (Li and Koedel, 2017).
 - Ask, "Why are white faculty willing to take jobs at our institution for such low pay?" It may also be useful to compare the breakdown of salaries within your institution or department, if available. White men continue to have the highest salaries among faculty, and Black and Latino faculty have the lowest salaries, earning between \$10,000 and 15,000 less depending on the discipline. Of note, "the unconditional gender gap is larger at just over \$23,000" (Li and Koedel, 2017, p. 348). According to Holden Thorpe, Editor of *Science*, "Extra money is given to ensure that white men are hired all the time, so it is important to make sure that institutions give diverse faculty the compensation necessary to hire them as well."
- If someone refers to the lack of people of color in the faculty pipeline, ask, "Do you have data to back up your statement and have you reviewed the Survey of Earned Doctorates to fully understand the pipeline in your discipline?"
- When discussions of diversity arise and someone brings up quality as a concern, point to the racism involved in the conversation. Bringing up quality when discussing faculty diversity is a manifestation of racism. Ask, "Why would you assume that bringing in a more diverse faculty would lead to lower quality?"
- Point out the connection between definitions of quality and how they are linked to measures of class and status that have traditionally offered limited or no access to people of color and other marginalized populations. Challenge the foundations of their definition.

Acknowledge and Confront Anti-Blackness



Earlier, we pointed out that not only are Black people underrepresented among faculty, but the proportion of Black faculty barely changed (overall and at the tenured level) between 2012 and 2021—demonstrating a lag in growth relative to Latino and Asian American faculty. African Americans account for 3.4% of Association of American University (AAU) member university tenured and tenure-track faculty and represent 6% of all Ph.D. holders produced between 2011 and 2018, with only 25% of these individuals earning degrees from AAU institutions. African Americans are the least likely racial or ethnic group to be admitted and to earn a Ph.D. from an AAU institution versus a non-AAU institution. Given that research universities privilege Ph.D.s from AAU institutions and place an emphasis on pedigree, the small numbers of African Americans being admitted to AAU Ph.D. programs prop up systemic racism now and will continue to in the future.⁷

If college and university leaders are serious about creating opportunities for African Americans on their faculties, they must address this issue now on three fronts by:

- Expanding the definition of quality to be more inclusive and recognizing the pervasive impact of pedigree on opportunity and diversity.
- Challenging the privileging of a narrow group of universities as acceptable areas for recruitment of faculty.
- Recruiting, admitting, and matriculating more African Americans into AAU Ph.D. programs.

⁷ Please note that although we talk about Black faculty overall in this report on some occasions, African Americans are more underrepresented than those from the overall Black diaspora.

Consider Climate and Retention Issues



Administrators must have an even commitment to recruiting and retaining faculty of color, as these issues work together and cannot work without each other. If faculty of color are regularly leaving an institution, it becomes difficult to convince other people of color to join the faculty. According to Rich Reddick, Senior Vice Provost at the University of Texas at Austin, “Not only must institutions strive to hire a more diverse faculty, but they must be prepared for them as well. Institutions should strive to be a place where unrepresented scholars can see themselves and their families.”

“It’s necessary to make change across campus to make change in hiring. Campus culture needs to change.”

—CHRIS SPAN, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

We offer the following suggestions for supporting retention of faculty of color:

- **Illuminate the unseen curriculum:** Engage new faculty members of color in conversations about the concealed aspects of the academic environment, ensuring that these elements are no longer hidden.
- **Facilitate network building:** Establish avenues for sharing professional networks among faculty members, particularly focusing on fostering connections for faculty of color.
- **Promote sponsorship opportunities:** Encourage sponsorship programs that can generate additional pathways and promote equity, creating more opportunities for underrepresented faculty.
- **Conduct regular feedback sessions:** Periodically seek input from faculty members of color about their experiences and job satisfaction, allowing their voices to inform ongoing improvements.
- **Limit the early career service burden:** Implement measures to shield early-career faculty members, including those from underrepresented groups, from excessive service responsibilities.

“Not only must institutions strive to hire more diverse faculty, but they must be prepared for them as well. Institutions should strive to be a place where underrepresented scholars can see themselves and their families.”

—RICH REDDICK, UNIVERSITY OF TEXAS AT AUSTIN

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Conclusion



The significance of transforming faculty hiring processes to prioritize diversity and equity cannot be overstated. The solid research backing the advantages a diverse faculty brings are evident, emphasizing the impact on positive student experiences and strengthening the very core of colleges and universities. Our evolving student body requires a faculty ready not just to adapt but to flourish in educating a diverse nation (Conrad & Gasman, 2017).

The urgent need for change is evident in the collective calls from students and the gaps within current faculties. These gaps compel us to embrace a new path—one that actively welcomes new perspectives, novel ideas, and a tapestry of voices that mirror the vibrant diversity in our society overall. To move forward, it is crucial to translate the insights and recommendations in this report into meaningful shifts in our faculty hiring processes. The journey toward a more equitable and diverse higher education landscape demands more than mere acknowledgment; it requires action.

This report draws from Marybeth Gasman, *Doing the Right Thing: How Colleges and Universities can undo Systemic Racism in Faculty Hiring* (Princeton University Press, 2022), and conversations and presentations among participants at Revolution U, which took place in 2023 in Philadelphia, PA.

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