

UC SANTA CRUZ

SELECT ANNOTATED BIBLIOGRAPHY ON BEST PRACTICES FOR EQUITY AND DIVERSITY IN HIRING – NOTING SERVICE WORK

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

Know the different ways diversity work manifests.

Sylvester, C. Y. C., Sánchez-Parkinson, L., Yettaw, M., & Chavous, T. (2019). The promise of diversity statements: Insights and a framework developed from faculty applications. The National Center for Institutional Diversity (NCID) Currents, 1(1).

Introduction. As students in colleges and universities continue to diversify along myriad dimensions, there is a need to hire faculty who have the expertise, knowledge, and commitments needed to foster intellectually and culturally rich, inclusive, and equitable learning environments. Faculty can make these contributions in multiple ways. ... Here we present a case example that reflects the above principles, for which we analyzed diversity statements written by faculty applicants across social sciences, humanities, and natural sciences departments in a college of liberal arts within a large research university. Our comprehensive analysis of the content and features of applicants' diversity statements informed the development of an initial diversity statement framework, providing an organization for the numerous ways an applicant might articulate their demonstrated contributions to DEI. This type of framework can be useful to faculty applicants as they approach writing their DEI statements and for institutions that request DEI statements to support their ability to effectively identify and evaluate information about desirable skills, knowledge, and perspectives for their faculty roles.

Know the role faculty of color play in diversity work.

Jimenez, M. F., Lavery, T. M., Bombaci, S. P., Wilkins, K., Bennett, D. E., & Pejchar, L. (2019). Underrepresented faculty play a disproportionate role in advancing diversity and inclusion. Nature Ecology & Evolution, 3(7), 1030-1033.

Abstract. A diverse and inclusive scientific community is more productive, innovative and impactful, yet ecology and evolutionary biology continues to be dominated by white male faculty. We quantify faculty engagement in activities related to diversity and inclusion and identify factors that either facilitate or hinder participation. Through a nationwide survey, we show that faculty with underrepresented identities disproportionately engage in diversity and inclusion activities, yet such engagement was not considered important for tenure. Faculty perceived time and funding as

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major limitations, which suggests that institutions should reallocate resources and reconsider how faculty are evaluated to promote shared responsibility in advancing diversity and inclusion.

Recognize that research work with societal implications has been historically undervalued.

Zárate, M. A., Hall, G. N., & Plaut, V. C. (2017). Researchers of color, fame, and impact. *Perspectives on Psychological Science*, 12(6), 1176-1178.

Abstract. Fame and eminence, as traditionally measured, limit the definition of impact to the publication world. We add two types of impact to the traditional measures of fame and eminence. Many of the traditional measures of fame or eminence are based on social-network connections, whereby individuals appoint other people to positions of eminence. Editorial boards are one specific example. Eminence is also limited to number of publications, for example, with little regard for the impact of those publications at the societal level. In addition to the dominant measures of eminence, societal impact broadens the definition of impact to reflect real-world changes. Two examples include mentoring, which is rarely mentioned as a criterion for eminence, and policy value, such as when research influences important public policy. These additions are discussed in reference to the general underrepresentation of researchers of color in academia.

Recognize that service loads and service types are not distributed equitably.

Re. university-internal and university-external service:

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.

Abstract. This paper investigates the amount of academic service performed by female versus male faculty. We use 2014 data from a large national survey of faculty at more than 140 institutions as well as 2012 data from an online annual performance reporting system for tenured and tenure-track faculty at two campuses of a large public, Midwestern University. We find evidence in both data sources that, on average, women faculty perform significantly more service than men, controlling for rank, race/ethnicity, and field or department. Our analyses suggest that the male-female differential is driven more by internal service—i.e., service to the university, campus, or department—than external service—i.e., service to the local, national, and international communities—although significant heterogeneity exists across field and discipline in the way gender differentials play out.

Re. identity taxation:

Hirshfield, Laura. E., & Joseph, Tiffany D. (2012). 'We need a woman, we need a black woman': Gender, race, and identity taxation on the academy. *Gender and Education*, 24(2), 213-227.

Abstract. In 1994, Amado Padilla used the phrase 'cultural taxation' to describe the extra burden of service responsibilities placed upon minority faculty members because of their racial or ethnic background. In this paper, we expand upon Padilla's work and introduce the concept of 'identity taxation' to encompass how other marginalised social identities (such as gender, race and gender, and sexual orientation) may result in additional non-academic service commitments for certain faculty. Using qualitative interviews with faculty members at a large, public university in the Midwest, we examine identity taxation involving gender and the intersection of gender and race to demonstrate how women faculty (in general) and women of colour (specifically) feel their gender and racial group memberships influence their experiences in academia.