

Common Sense and Equity Work

The following are some of the common reactions to efforts to bring equity to academia. Such efforts are pursued on the grounds of social justice and true excellence in the production of knowledge, both of which are essential to fulfill the primary mission of public university, but have continued to be stymied in recent decades. The common reactions discussed here are often shared by high level management, faculty and staff, i.e. you and me, and a lot of our colleagues. If these reactions were less common and widely shared, things would be different than what the data shows for our institution.

The problem with common sense is that by definition it is more often than not unquestioned. In its taken-for-grantedness, common sense contributes to the reproduction of the status quo and prevents change. This creates a problem: How could common sense be examined when the most widely available resource to do it is common sense itself?

In order to understand what is at stake and what this truly means for us in the university, please read the following commonsensical reactions to equity and excellence-oriented initiatives as they are contrasted here with substantial social science data showing how and why they are wrong, and why they are just unexamined presuppositions -- presuppositions whose power resides in their unquestioned obviousness and our willingness to repeat them.

We know you want to be fair and guided by principles and real data. Please give yourself a better chance by reading the following which is structured in three parts: (1) Knowing our institution, (2) The commonsensical responses to academic equity work, and (3) Continuing your education on equity issues.

1. Knowing our institution

It would be useful to start by knowing our institution by the numbers, especially from the viewpoint of equity. The [data](#) is striking and points to a systemic under-representation of people of color at the faculty and senior management levels of the University of California. This is particularly evident when contrasted with the much better numbers for equity at the student level. Similar evidence would be found looking at gender, disability status, and other minoritized identities that are historically underrepresented in academia.

This is what the student population of the UC system looks like:

Filter by Group

UC SYSTEM

Filter by Group

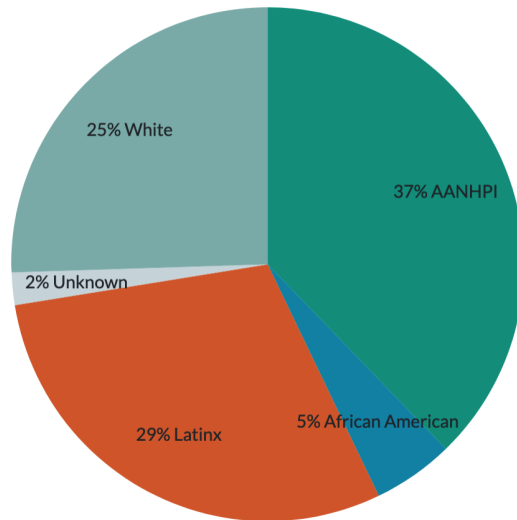
- Students
- Tenured
- Non-Tenured
- Academic Senate
- Senior Leadership
- State Academic Senate
- UC Office of the President
- Board of Regents

Filter by Gender

- Male
- Female
- All

UC SYSTEM - 2016-2017

AGGREGATE RACE & GENDER STUDENTS DATA



This is what the senate faculty of the UC system looks like:

Filter by Group

UC SYSTEM

Filter by Group

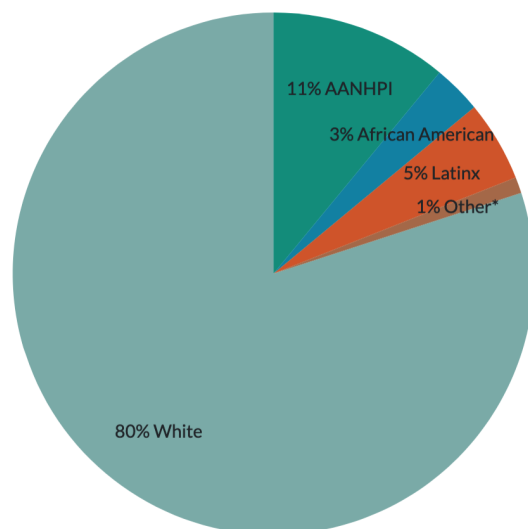
- Students
- Tenured
- Non-Tenured
- Academic Senate
- Senior Leadership
- State Academic Senate
- UC Office of the President
- Board of Regents

Filter by Gender

- Male
- Female
- All

UC SYSTEM - 2016-2017

AGGREGATE RACE & GENDER ACADEMIC SENATE DATA



This, finally, is what the senior leadership of the UC system looks like:

Filter by Group

UC SYSTEM

Filter by Group

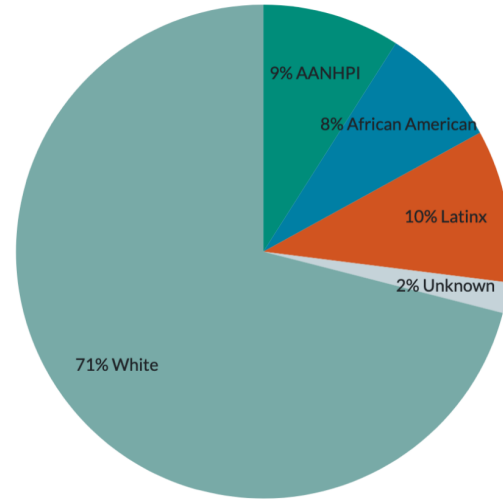
- Students
- Tenured
- Non-Tenured
- Academic Senate
- Senior Leadership**
- State Academic Senate
- UC Office of the President
- Board of Regents

Filter by Gender

- Male
- Female
- All**

UC SYSTEM - 2016-2017

AGGREGATE RACE & GENDER SENIOR LEADERSHIP DATA



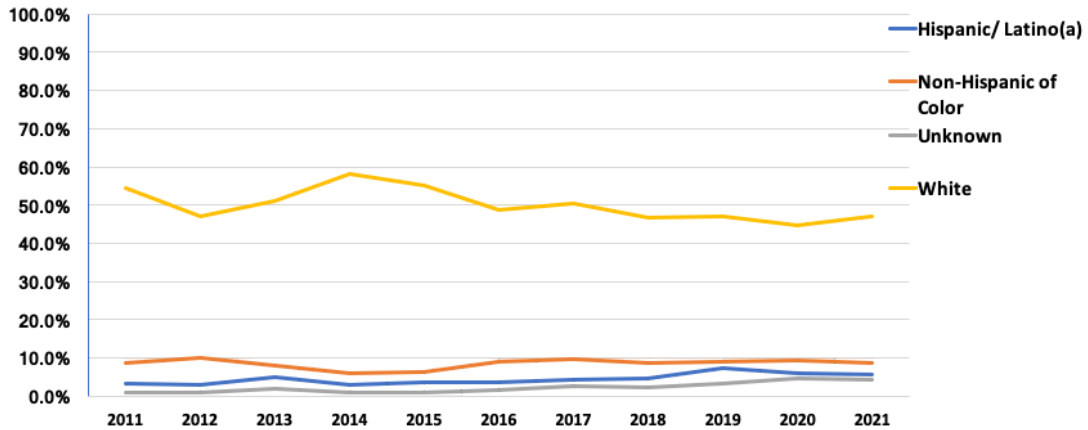
At the campus level, this is what equity looked like at UCSC in 2019:

Table 1. Race/ethnicity of the California Population against UC Santa Cruz faculty, graduate students, and undergraduate as of 2019. The (approximate) percentages represent individuals in that category. Sources: CA demographics: Public Policy Institute of California <https://www.ppic.org/>; Personnel: personnel profile 2019-20; Faculty welfare: Committee on Faculty Welfare May 2018.

Race/ethnicity	CA Pop from PPIC	Ladder rank faculty	Lecturers	Management Senior Staff	Professional Support Staff	Grads	Undergrads
White	37%	65%	76%	81%	55%	40%	30%
Latinx	39%	10%	11%	8%	30%	10%	27%
Asian, PI	15%	17%	10%	7%	10%	11%	28%
African Am.	6%	3%	2%	3%	4%	3%	4%
Native Am.	1.6%	2%	1%	1%	1%	1%	1%

What follows is some of the data by division at UCSC between 2011 and 2021. It shows how—in a decade of campus embrace of diversity and inclusion discourse—the levels of underrepresentation of domestic faculty of color, and, in some cases, women in general, have fundamentally not changed.

Faculty Race/Ethnicity Collapsed Groups by Percentage Engineering & Computer Science – UCSC

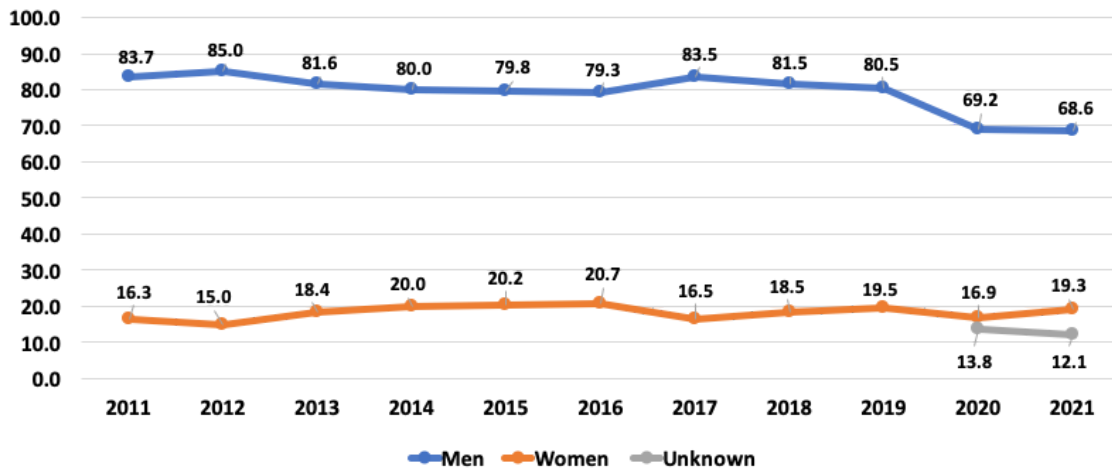


*Domestic population only**Non-Hispanic of Color Includes : Black/African American/African, Asian, and Two or more Races ***American Indian was not represented
Source: <https://www.universityofcalifornia.edu/infocenter/uc-workforce-diversity>

Faculty Race/Ethnicity by Percentage Engineering & Computer Science – UCSC

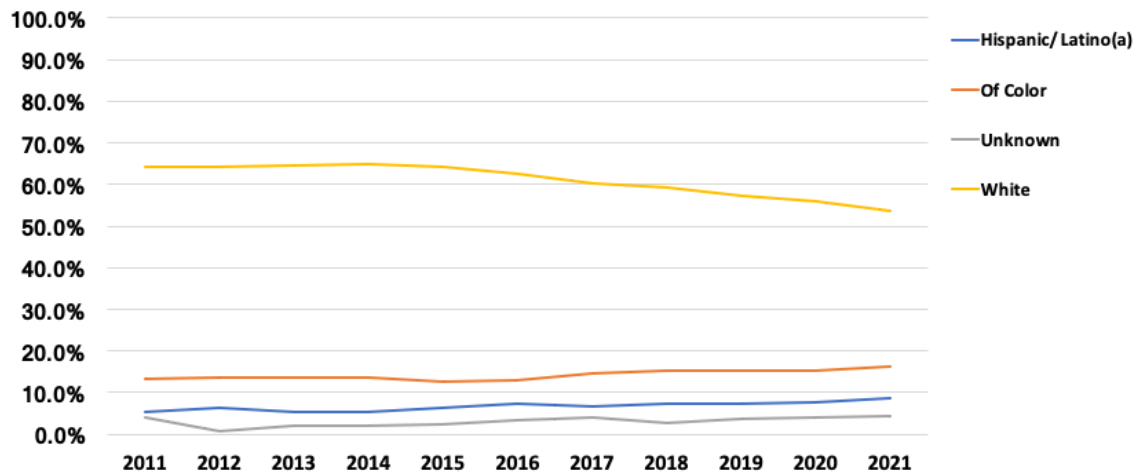
Year	Asian	Black/ African/ African American	Hispanic/ Latino(a)	Two or more races	Unknown	White
2011	8.7%	0.0%	3.3%	0.0%	1.1%	54.4%
2012	9.0%	1.0%	3.0%	0.0%	1.0%	47.0%
2013	7.1%	1.0%	5.1%	0.0%	2.0%	51.0%
2014	4.0%	1.0%	3.0%	1.0%	1.0%	58.0%
2015	5.5%	0.9%	3.7%	0.0%	0.9%	55.1%
2016	6.3%	0.9%	3.6%	1.8%	1.8%	48.7%
2017	6.1%	1.7%	4.4%	1.7%	2.6%	50.4%
2018	6.5%	0.8%	4.8%	1.6%	2.4%	46.8%
2019	7.3%	0.0%	7.3%	1.6%	3.3%	47.2%
2020	7.7%	0.0%	6.2%	1.5%	4.6%	44.6%
2021	7.9%	0.0%	5.7%	0.7%	4.3%	47.1%
Min. - Max.	4.0 % - 9.0%	0.0% - 1.7%	3.0% - 7.3%	0.0% - 1.8%	0.9% - 4.6%	44.6% - 58.0%

Faculty Gender by Percentage Engineering & Computer Science – UCSC



*Includes both domestic and international faculty

Faculty Race/Ethnicity Collapsed Groups by Percentage Arts & Humanities – UCSC

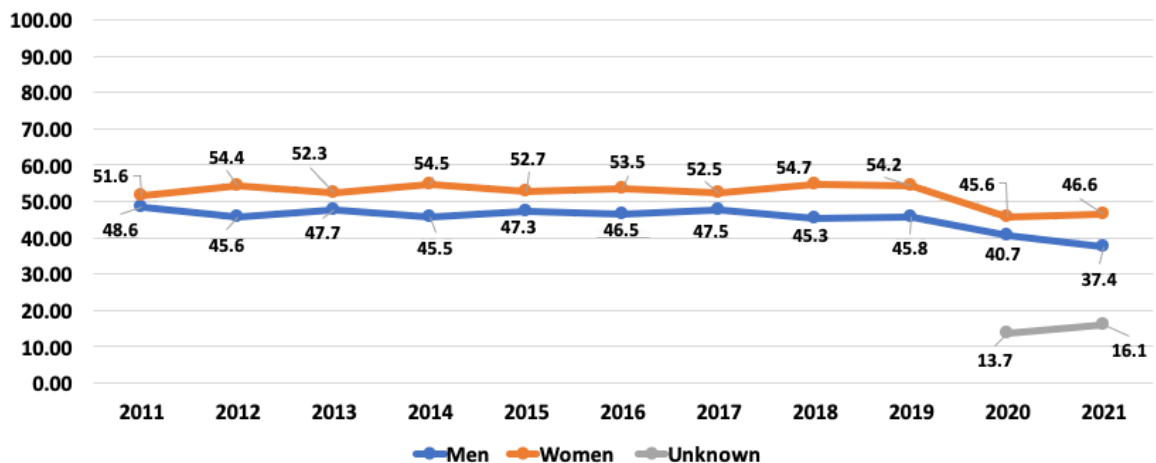


*Domestic population only**Non-Hispanic of Color Includes : Black/African American/African, Asian, American Indian, and Two or more Races
Source: <https://www.universityofcalifornia.edu/infocenter/uc-workforce-diversity>

Faculty Race/Ethnicity by Percentage Arts & Humanities– UCSC

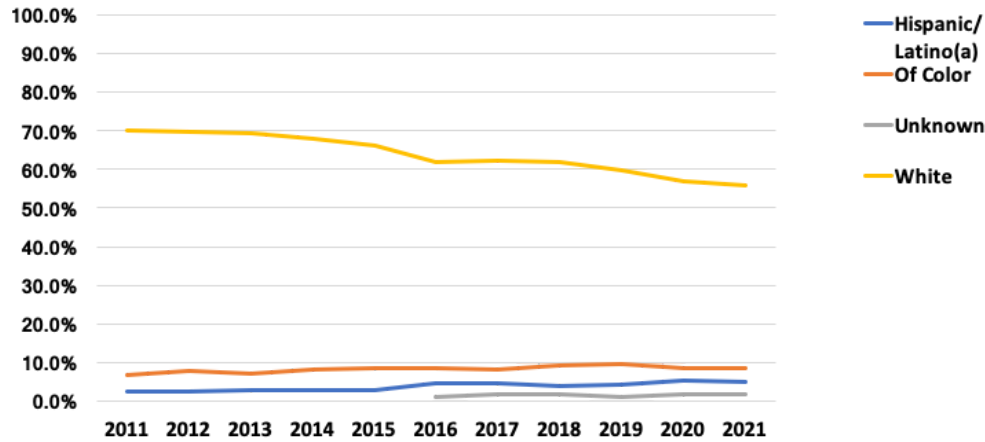
Year	American Indian	Asian	Black/ African/ African American	Hispanic/ Latino(a)	Two or more races	Unknown	White
2011	2.6%	6.2%	4.4%	5.5%	0.0%	4.0%	64.1%
2012	2.1%	7.1%	4.2%	6.4%	0.4%	0.7%	64.3%
2013	2.2%	7.2%	3.9%	5.4%	0.4%	2.2%	64.5%
2014	2.1%	6.6%	4.5%	5.2%	0.3%	2.1%	64.9%
2015	1.4%	6.8%	4.1%	6.5%	0.3%	2.4%	64.3%
2016	1.3%	6.7%	4.5%	7.4%	0.3%	3.5%	62.5%
2017	1.5%	8.0%	4.0%	6.8%	0.9%	4.0%	60.2%
2018	1.3%	9.1%	4.1%	7.2%	0.9%	2.8%	59.4%
2019	1.3%	9.2%	4.2%	7.2%	0.7%	3.6%	57.2%
2020	1.3%	7.8%	4.9%	7.8%	1.3%	3.9%	56.0%
2021	1.3%	7.2%	5.6%	8.5%	2.3%	4.3%	53.8%
Min. - Max.	1.3 – 2.6	6.2% - 8.0%	3.9% - 5.6%	5.2% - 8.5%	0.0% - 2.3%	0.7% - 4.3%	53.8% - 64.9%

Faculty Gender by Percentage Arts & Humanities– UCSC



*Includes both domestic and international faculty

Faculty Race/Ethnicity Collapsed Groups by Percentage Physical Science – UCSC

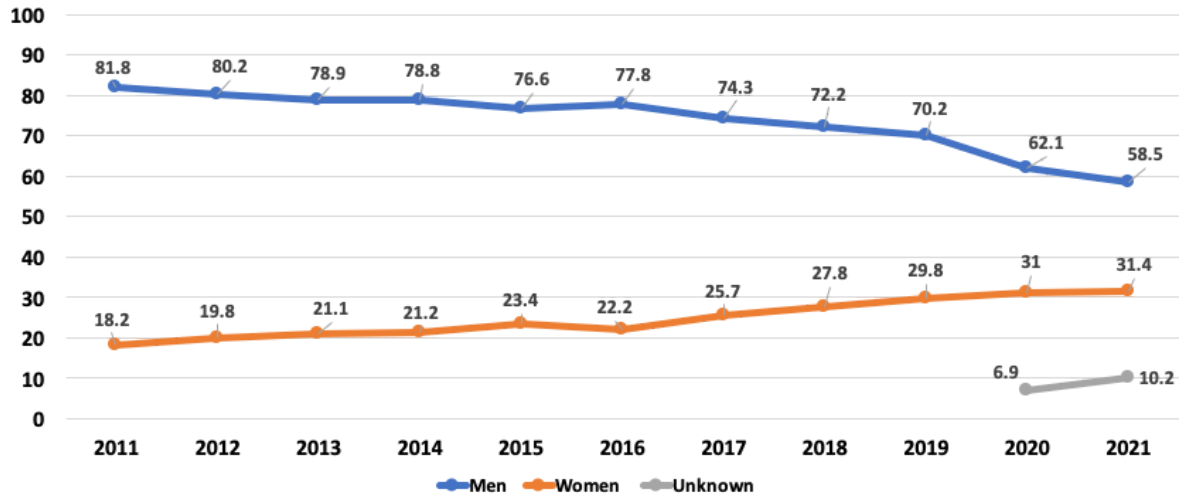


*Domestic population only**Non-Hispanic of Color Includes : Black/African American/African, Asian, American Indian, and Two or more Races
Source: <https://www.universityofcalifornia.edu/infocenter/uc-workforce-diversity>

Faculty Race/Ethnicity by Percentage Physical Science – UCSC

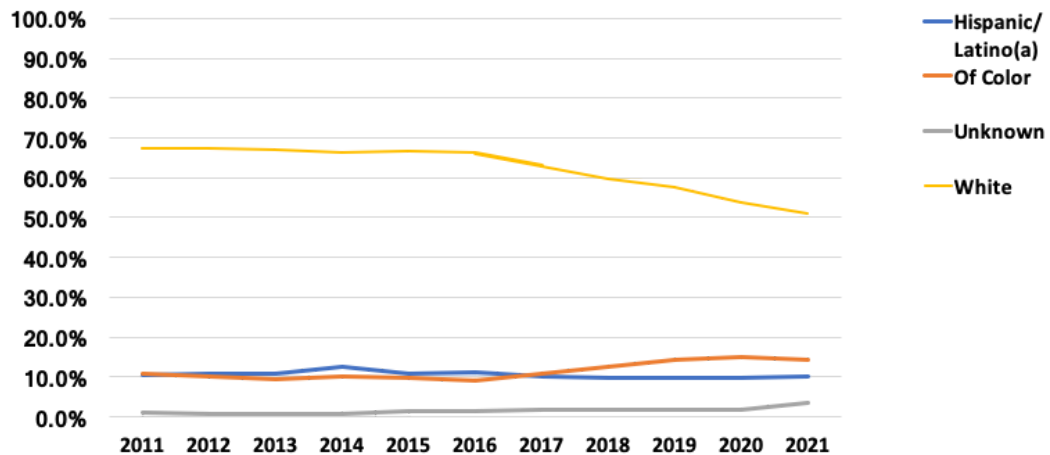
Year	American Indian	Asian	Black/ African/ African American	Hispanic/ Latino(a)	Two or more races	Unknown	White
2011	0.8%	5.0%	0.8%	2.5%	0.0%	0.8%	70.2%
2012	0.9%	6.0%	0.9%	2.6%	0.0%	0.0%	69.8%
2013	0.9%	6.1%	0.0%	2.6%	0.0%	0.0%	69.3%
2014	0.9%	6.2%	0.0%	2.7%	0.9%	0.0%	68.1%
2015	0.9%	7.5%	0.0%	2.8%	0.0%	0.0%	66.4%
2016	0.9%	6.5%	0.9%	4.6%	0.0%	0.9%	62.0%
2017	0.9%	6.4%	0.9%	4.6%	0.0%	1.8%	62.4%
2018	0.9%	7.4%	0.9%	3.7%	0.0%	1.9%	62.0%
2019	0.9%	7.9%	0.9%	4.4%	0.0%	0.9%	59.6%
2020	0.9%	6.0%	0.9%	5.2%	0.9%	1.7%	56.9%
2021	0.8%	5.9%	0.8%	5.1%	0.8%	1.7%	55.9%
Min. - Max.	0.8% – 0.9%	5.0% - 7.9%	0.0% - 0.9%	2.5% - 5.2%	0.0% - 0.9%	0.0% - 1.9%	55.9% - 70.2%

Faculty Gender by Percentage Physical Science – UCSC



*Includes both domestic and international faculty

Faculty Race/Ethnicity Collapsed Groups by Percentage Social Science, Psychology & Education – UCSC

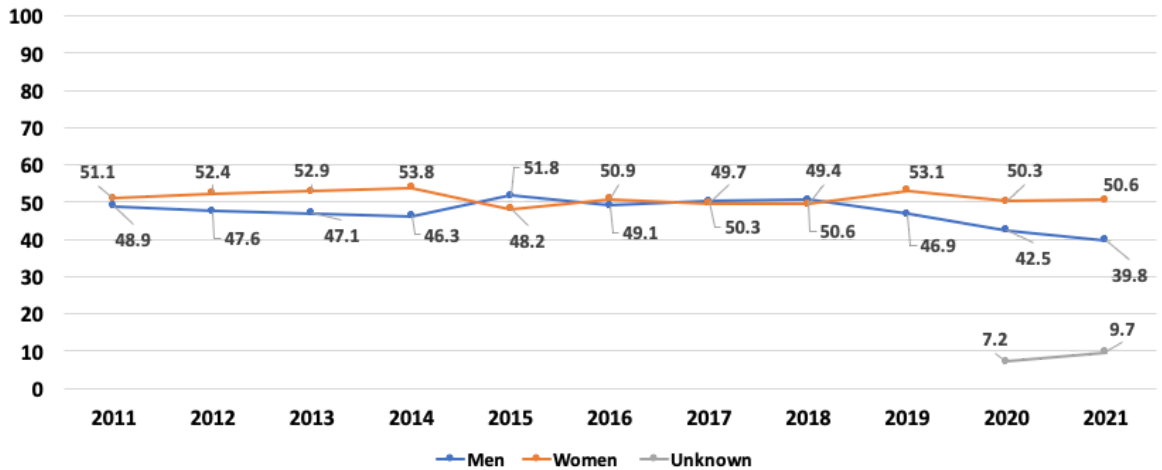


*Domestic population only**Non-Hispanic of Color Includes : Black/African American/African, Asian, American Indian, and Two or more Races
Source: <https://www.universityofcalifornia.edu/infocenter/uc-workforce-diversity>

Faculty Race/Ethnicity by Percentage Social Science, Psychology & Education—UCSC

Year	American Indian	Asian	Black/ African/ African American	Hispanic/ Latino(a)	Two or more races	Unknown	White
2011	1.15%	6.90%	2.87%	10.34%	0.0%	1.15%	67.24%
2012	1.81%	6.02%	2.41%	10.84%	0.0%	0.60%	67.47%
2013	1.91%	5.10%	2.55%	10.83%	0.0%	0.64%	66.88%
2014	1.88%	6.25%	1.88%	12.50%	0.0%	0.63%	66.25%
2015	1.81%	6.02%	1.81%	10.84%	0.0%	1.20%	66.87%
2016	2.45%	4.91%	1.84%	11.04%	0.0%	1.23%	66.26%
2017	2.40%	5.39%	2.99%	10.18%	0.0%	1.80%	62.87%
2018	2.30%	6.32%	4.02%	9.77%	0.0%	1.72%	59.77%
2019	2.29%	6.86%	4.57%	9.71%	0.57%	1.71%	57.71%
2020	2.40%	6.59%	4.79%	9.58%	1.20%	1.80%	53.89%
2021	2.27%	5.68%	4.55%	10.23%	1.70%	3.41%	51.14%
Min. - Max.	1.15% – 2.45%	4.91% - 6.86%	1.81% - 4.79%	9.71% - 12.50%	0.0% - 1.70%	0.60% - 3.41%	51.14% - 67.47%

Faculty Gender by Percentage Social Science, Psychology & Education – UCSC



*Includes both domestic and international faculty

The data just presented is the basis of what we could call UC's and UCSC's acute problem of underrepresentation of people of color. The AFDW notes with regret that similar statistics are not available for faculty with disabilities, who we know are also significantly underrepresented relative to the student body. That is why equity oriented interventions are needed and why it is important to address the obstacles to that work. In what follows we present some of those common obstacles. Many of them stem from generally sympathetic people, like you or me.

2. The commonsensical responses to academic equity work

While the numbers are clear about the social stratification of our system and campus, many of us have acquired a reflexive response to the problem when equity proposals are being discussed. In order to effectively address them with the available data, we have relied on and expanded the following excellent report: [Responses to 10 Common Criticisms of Anti-Racism Action in STEM](#).

I. "There is no evidence of racism or sexism in my field."

This is easy to counter-argue. The fact is that racism affects many aspects of academia and of the workforce. For example, 62% of Black and 42% of Hispanic employees in STEM have experienced discrimination in recruitment, retention and promotion (Pew Research Center, 2018). In addition, racism occurs in the form of microaggressions, which are commonplace, often unintentional slights, slurs and insults about people of color (Sue et al., 2007). There is also structural racism -- policies and practices that result in the exclusion of minoritized groups and in the promotion of majority groups. One example is defining "merit" based on metrics that favor majority groups (Hofstra et al., 2020; Heffernan, 2021). Solutions include improving university climate and sense of belonging for people of all identities, and, during hiring and promotion, emphasizing innovation, creativity, and meeting desired teaching and mentoring outcomes over traditional metrics.

Heffernan, Troy. "Sexism, racism, prejudice, and bias: a literature review and synthesis of research surrounding student evaluations of courses and teaching." *Assessment & Evaluation in Higher Education* (2021): 1-11.

Hofstra, Bas, et al. "The diversity–innovation paradox in science." *Proceedings of the National Academy of Sciences* 117.17 (2020): 9284-9291.

Pew Research Center, January 2018. "Women and Men in STEM often at odds over workplace equity"

Sue, Derald Wing, et al. "Racial microaggressions in everyday life: implications for clinical practice." *American psychologist* 62.4 (2007): 271.

II. “Don’t politicize my field! Stick to the academic topic, not social issues.”

Everything is politicized! All disciplines are influenced by people’s implicit biases and beliefs, which they bring to their academic work spaces. For this reason, it is important to think about how to raise awareness and to employ policies and practices that minimize the impact of implicit bias. In addition, one goal of activism in academia is to identify how systemic racism and implicit bias influence the topics we pursue, the research methods we use, and the outcomes we observe. For example, machine learning models are frequently built using racially biased datasets (Schatsky et al., 2019). This has led to widely-used algorithms (including for facial recognition or criminal recidivism) that are less accurate for BIPOC, perpetuating systemic racism in the criminal justice system (Grother et al., 2019; Larson et al., 2016; Public letter, 2020).

Grother, P., Ngan, M., & Hanaoka, K. (2019). *Face Recognition Vendor Test (FVRT): Part 3, Demographic Effects*. (National Institute of Standards and Technology, 2019).

Larson, J. et al. (2016, May 23). How we analyzed the COMPAS recidivism algorithm. ProPublica <https://www.propublica.org/article/how-we-analyzed-the-compas-recidivism-algorithm>

Coalition for Critical Technology. (2020, June 22). Public letter. Abolish the #TechToPrisonPipeline: Crime prediction technology reproduces injustices and causes real harm. Medium.com. <https://medium.com/@CoalitionForCriticalTechnology>

Schatsky, David et al. (2019, April 17). Can AI be ethical? Deloitte. <https://www2.deloitte.com/us/en/insights/focus/signals-for-strategists/ethical-artificial-intelligence.html>

III. “I’m not a racist (sexist, ableist, etc.), so I don’t need to do anything.”

Statements like these are a form of gaslighting. They imply that people who perceive problems are seeing problems that aren’t there, or that if those problems truly exist, someone else has the responsibility to fix them. Racism is real and everyone needs to help do something about it. As those of us who have made the commitment to be anti-racist know, it is very difficult to eradicate racism even if you want to personally. You have to work at it.

This is the case because discrimination comes in many flavors and comprises both individual and institutional aspects. For example, denial of racism or of being “racist” can be a form of racial gaslighting. Critical race scholar Shannon Sullivan argues that middle-class whites buttress their sense of moral goodness by defining themselves as “good White people” (Sullivan, 2014). This logic further denigrates lower-class White people who are deemed to be exclusively responsible for ongoing White racism. The emphasis placed on colorblindness and “White middle-class goodness” cultivates a culture of silence, denial, and passivity around issues of race and power and, ultimately, carries on attitudes of White guilt, shame, and betrayal. Attitudes that distance people from confronting racial bias are also part of a racial history that is routinely downplayed, erased, and misrepresented in our education system, the media, and national mythmaking (Loewen, 2008). Racism is not simply an interpersonal

dynamic. Attitudes about racial superiority are routine practices and ideas embedded in our institutions, including our laws and policies, families, education system, media, film, and television (mass incarceration, housing discrimination, redlining, policing, unequal schooling, poverty, etc.). Ibram X. Kendi shows that systemic White supremacy runs deep in both the political right and left in his book, *Stamped from the Beginning* (Kendi, 2016).

Many academics also need to bring anti-bias (anti-racism, anti-sexism, anti-ableism, and others) into their experimental design. A long-standing insight of social science suggests that culture and environment play a significant role in how individuals perceive themselves and their environments (Wang, 2016). However, the widely held belief that human behavior, perception, and memory are innate and should not differ across cultural groups can discourage scientists from collecting or considering data about culture and ethnicity as part of their research design. This often leads to non-representative studies that generalize the Western, educated, industrialized, rich, democratic experience to people from all cultures and ethnicities (Wang, 2016). Researchers across all fields have in this regard a key opportunity to exercise being inclusive and anti-biased by designing representative and robust studies.

Kendi, I. X. (2016). *Stamped from the beginning: The definitive history of racist ideas in America*. Hachette UK.

Loewen, J. W. (2008). *Lies my teacher told me: Everything your American history textbook got wrong*. The New Press.

Sullivan, S. (2014). *Good white people: The problem with middle-class white anti-racism*. Suny Press.

Wang, Q. (2016). Why should we all be cultural psychologists? Lessons from the study of social cognition. *Perspectives on Psychological Science*, 11(5), 583-596.

[IV. "I only hire/award/cite based on merit; I do not need to consider race or gender or other historically marginalized identities."](#)

We consider academia an objective meritocracy that rewards all academics equally in terms of citations, jobs, and awards. After all, that is how we would like to think we all achieved our success! This misconception sets us up for a false dichotomy between merit/excellence and diversity. Unfortunately, the reality is that our conceptions of merit and excellence are often subjective, flawed, and themselves the product of implicit bias and/or structural bias (Ford et al., 2018; Guarino & Borden, 2017; Moore et al., 2017; Vaid & Geraci, 2016). For example, biomedical research that focuses on health disparities, which is more commonly pursued by Black scientists than White ones, is often assessed as less impactful and meritorious by grant reviewers (Hoppe et al., 2019), despite its demonstrated importance in our multi-racial society. In another example of academia's inconsistency, minoritized scholars innovate at higher rates than well-represented ones but these novel contributions are more likely to be discounted and less likely to earn them academic positions (Hofstra et al., 2020). Indeed, our reliance on flawed

proxies for merit or excellence, like where a scholar has published (Bendels et al., 2018; Ginther et al., 2018) and/or trained (Clauset et al., 2015), further maintains marginalization, given that these proxies themselves reproduce bias and maintain homogeneity. Finally, considering minoritized identities, allows for a more holistic and equitable evaluation of scholars and their scholarship by acknowledging the often challenging experiences that minoritized scholars have had to navigate (Funk & Parker, 2018; Milkman et al., 2015), and the wider array of expertise that they have had to develop (Zuroski, 2018), during their training and careers. This expertise should be reflected in our hiring and promotion decisions, as well as in how we cite research work and grant awards.

Bendels, M. H., Müller, R., Brueggmann, D., & Groneberg, D. A. (2018). Gender disparities in high-quality research revealed by Nature Index journals. *PloS one*, 13(1), e0189136.
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0189136>

Clauset, A., Arbesman, S., & Larremore, D. B. (2015). Systematic inequality and hierarchy in faculty hiring networks. *Science advances*, 1(1), e1400005.
https://advances.sciencemag.org/content/1/1/e1400005?hc_location=ufi

Ford, H. L., Brick, C., Blaufuss, K., & Dekens, P. S. (2018). Gender inequity in speaking opportunities at the American Geophysical Union Fall Meeting. *Nature Communications*, 9(1), 1-6.

Funk, C., & Parker, K. (2018). Blacks in STEM jobs are especially concerned about diversity and discrimination in the workplace. *Pew Research Center*, available at: www.pewsocialtrends.org/2018/01/09/blacks-in-stem-jobs-are-especially-concerned-about-diversity-and-discrimination-in-the-workplace/ (accessed 14 February 2019).
<https://www.pewresearch.org/social-trends/2018/01/09/blacks-in-stem-jobs-are-especially-concerned-about-diversity-and-discrimination-in-the-workplace/>

Ginther, D. K., Basner, J., Jensen, U., Schnell, J., Kington, R., & Schaffer, W. T. (2018). Publications as predictors of racial and ethnic differences in NIH research awards. *PLoS One*, 13(11), e0205929.
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0205929>

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.

Hofstra, B., Kulkarni, V. V., Galvez, S. M. N., He, B., Jurafsky, D., & McFarland, D. A. (2020). The diversity–innovation paradox in science. *Proceedings of the National Academy of Sciences*, 117(17), 9284-9291.
<https://www.pnas.org/content/117/17/9284>

Hoppe, T. A., Litovitz, A., Willis, K. A., Meseroll, R. A., Perkins, M. J., Hutchins, B. I., ... & Santangelo, G. M. (2019). Topic choice contributes to the lower rate of NIH awards to African-American/black scientists. *Science Advances*, 5(10), eaaw7238.
<https://advances.sciencemag.org/content/5/10/eaaw7238>

Milkman, K. L., Akinola, M., & Chugh, D. (2015). What happens before? A field experiment exploring how pay and representation differentially shape bias on the pathway into organizations. *Journal of Applied Psychology*, 100(6), 1678.
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2063742

Moore, S., Neylon, C., Eve, M. P., O'Donnell, D. P., & Pattinson, D. (2017). "Excellence R Us": university research and the fetishisation of excellence. *Palgrave Communications*, 3(1), 1-13.
<https://www.nature.com/articles/palcomms2016105>

Zuroski, E. (2018). Holding patterns: On academic knowledge and labor. *Medium*. April 5.
<https://medium.com/@zugeniah/holding-patterns-on-academic-knowledge-and-labor-3e5a6000ecbf>

Vaid, J., & Geraci, L. (2016). An examination of women's professional visibility in cognitive psychology. *Feminism & Psychology*, 26(3), 292-319.

[V. "There just aren't as many BIPOC \(or members of other historically marginalized group\) who want to work in my field."](#)

There are two problems with this leaky pipeline argument. One is that the pipeline isn't as leaky as people think, and the second is that the solution is both to fix the leak and to fix the filter, i.e. to stop the practice of letting only certain people through the pipe. We need to give historically marginalized job candidates a fair shot at success by truly considering their merits and the full scope of our needs.

Let's talk about the pipeline for BIPOC scholars as an example. While it is still true that in most fields in academia the underrepresentation of minoritized populations continues to be a significant issue, it is also true that, historically speaking, [there have never been as many qualified Ph.Ds of color as there are now \(American Academy of Arts and Sciences\)](#). In all fields the problems stem, instead, from some common sources: program barriers that weed people out early instead of cultivating their potential, the lack of faculty of color that can most effectively function as role models for BIPOC students, and the inability in many fields to properly assess BIPOC academic candidates.

Now let's talk about the fair shot at success. According to the [American Academy of Arts and Sciences](#) (2019) "In 2015, the share of humanities doctorates completed by students from traditionally underrepresented racial/ethnic groups was 10.5%, four percentage points greater than in 1995 and the largest share recorded over the time period." In other words: in ten years the number of Ph.Ds of color in the Humanities had almost doubled. The same source adds that: "In 2015, the share of humanities master's degrees awarded to students from traditionally underrepresented racial/ethnic groups was 14.9%, up from 8.2% in 1995." The data points to the potential already within reach and the need to strengthen the pipeline from the masters to

the doctoral level. In many fields we already have more qualified BIPOC candidates than ever before, but we seem to have difficulty hiring them in sufficient numbers to make a difference. The way out of this loop is giving BIPOC job candidates a fair shot at success, by truly considering their merits and the full scope of our needs.

American Academy of Arts and Sciences. (2019). Racial/Ethnic Distribution of Advanced Degrees in the Humanities.

<https://www.amacad.org/humanities-indicators/higher-education/raciaethnic-distribution-advanced-degrees-humanities>

VI. [“Diversity initiatives are unfair to non-minority students/faculty: it’s reverse discrimination.”](#)

We can show this isn’t true by looking at statistics about scholars of color. If reverse discrimination was in fact present the number of White faculty would have decreased after a decade of diversity work. Even at UCSC, it hasn’t (see above figures). The truth is that diversity initiatives remove the disadvantages minority groups face while preserving opportunities for non-minority groups. For example, the National Science Foundation has a focus on increasing representation of minority scholars, yet 80% of the Graduate Research Fellowship Program awardees are White (NORC, 2014) -- the same percentage as as thirteen years earlier (Sheppard et al., 2001). It will take a concerted effort to level the playing field: Minoritized people face many kinds of biases in academia, including biases in performance evaluations, recommendation letters, citations, and funding from grant agencies. We can work to counteract these biases, including using simple techniques that have been shown to decrease bias. For example, when making hiring decisions, we can spend five minutes listing plusses relevant to our search criteria and five minutes listing negatives, and then use these lists in thinking about candidates’ performances (Bauer & Baltes, 2002). Decreasing bias levels the playing field and allows everyone’s stars to shine.

Bauer, C. C., & Baltes, B. B. (2002). Reducing the effects of gender stereotypes on performance evaluations. *Sex Roles*, 47(9), 465-476.

Hoffer, Tom and Kirby, Sheila Nataraj. (2014). Evaluation of the National Science Foundation’s Graduate Research Fellowship Program. NORC at the University of Chicago.

Sheppard, E., Rutledge, J., & Johnson, J. (2001). Merit Criteria, Eligibility and Diversity in the NSF Graduate Research Fellowships. Proceedings of the 2001 American Society for Engineering Education Annual Conference & Exposition.

VII. [“Education is the great equalizer.”](#)

Americans love to imagine schooling and education as “the great equalizers.” Particularly in the post-Brown v. Board era, public schools aspire towards multicultural diversity as an emblem of

goodness. However, the literature on upward mobility and educational attainment refutes this basic notion. Not only are children in the United States “tracked,” such that the likelihood that a child will or will not attend college can be predicted with reasonable accuracy as early as preschool (Putnam 2015), children and young adults’ experiences of school itself can vary profoundly by race, class, and gender (Shange 2019; Bastedo and Jaquette 2011). In general, the U.S. has seen slowed economic growth since the 1970s; the “concentration of that growth among the wealthy [has] slowed the pace of U.S. social mobility (Beller and Hout 2006). Globally we see that “[l]arger social inequalities set limits on what education can achieve” (Marginson 2016). In the absence of broader efforts to ensure social equality, education, far from being “the great equalizer,” reproduces profound inequity.

Bastedo, Michael N. and Jaquette, Ozan. (2011). Running in Place: Low-Income Students and the Dynamics of Higher Education Stratification. *Educational Evaluation and Policy Analysis*. 33(3). 318-339.

Beller, Emily and Hout, Michael. (2006). Intergenerational Social Mobility: The United States in Comparative Perspective. *The Future of Children*. 16(2). 19-36.

Marginson, Simon. (2016). The worldwide trend to high participation in higher education: dynamics of social stratification in inclusive systems. *High Educ*. 72. 413–434.

Putnam, Robert D. (2015). *Our Kids: The American Dream in Crisis*. New York: Simon & Schuster.

Shange, Savannah. (2019). *Progressive Dystopia: Abolition, Antiracism, and Schooling in San Francisco*. Durham and London: Duke University Press.

VIII. “I don’t agree with biased statements, but people should be allowed to express their opinions and have debates.”

In a public institution of higher learning, biased statements and biased belief systems play no part in healthy and generative dialogue and debate. Rigorous and honest debate in a university context involves discussion, research, data, expertise and experiences, rather than provocation, incitement, and uninformed opinion (Rupert, 2017). For example, while people may be legally allowed to express racist opinions, they are not free of the responsibility and consequences of these statements within educational public institutions.

Consider too that the view that biased statements should be permitted as not only a matter of free speech, but of scholarly debate, may stem itself from a position of privilege. For example, White people may have the privilege of being able to discuss and debate racism as a detached scholarly exercise because they are not directly harmed by racism. For others, racism is not some theoretical concept, but a concrete reality, which precludes an emotionless debate. BIPOC should never be forced to explain and defend their lived experiences and racial trauma

for the sake of “debate.” The facts and the data clearly speak for themselves in validating the reality of racism and thus, the experience of those who suffer it.

In 1995, the UN released a Declaration of Principles on Tolerance, which proclaims that tolerance is not only a moral imperative, but a political and legal requirement (Unesco). The declaration notes that “the practice of tolerance does not mean toleration of social injustice.” This clause upholds Karl Popper’s “paradox of tolerance” – the idea that being completely tolerant of all ideas will allow the emergence of intolerant groups which, if left unchecked, will in turn stifle and destroy the entire framework of tolerance that permitted their formation (Popper). To act in accordance with these ideas, racist sentiments cannot be tolerated; they perpetuate discrimination and injustice, which threaten a tolerant society. They are also blind to the facts and data on the ground.

1. Rupert, Maya. [“I’m Done Debating Racism With the Devil: White people playing devil’s advocate in conversations about race are completely counterproductive to actual progress, 2017.](#)
2. Unesco. [United Nations Declaration of Principles on Tolerance](#), 1995
Unesco. (1995). Declaration of principles on tolerance. In 28th Session of the General Conference.
3. Popper, Karl. (1945) [The Open Society and Its Enemies](#)

[IX. “Focusing on anti-Black racism ignores the experiences of non-Black POC, in addition to sexism, ableism, etc.”](#)

It’s unfortunate that there are so many forms of discrimination and bias in academia. And it’s entirely accurate that we should attempt to address as many forms of bias as possible when trying to make academia more equitable, along the lines not only of race, but also of gender, sexual identification, disability status, and ethnicity, among other ways (Crenshaw). However, the attempt to address the bias these minoritized identities experience as distinct from one another obscures some realities about historical and contemporary racial discrimination. First, as a continuing legacy of slavery and colonialism, anti-blackness is a foundational but rarely acknowledged organizing principle of our country and our institutions (Hannah-Jones & Elliot, 2019). The existence of **colorism** in marginalized communities is another example of its debilitating effect (Dixon & Telles, 2017). Because we are reluctant to discuss this uncomfortable reality, we often seek to decenter race in our discussions about bias (DiAngelo, 2018), as this question illustrates. Last of all, and perhaps most importantly, these attempts to segregate minoritized identities and their experiences deliberately shifts the focus away from a common reality of the experience of most minoritized groups: that able-bodied, heterosexual White men have historically and systematically benefitted from how our universities and academic structures have been constructed, at the expense of the success of members of many minoritized groups. The data are clear in this regard. Focusing on anti-Blackness, and validating its effect on our institutions, provides an opportunity to better understand and ameliorate how racism and other forms of minoritization intersect to produce inequity.

Crenshaw, K. (1991). Mapping the Margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299. doi:10.2307/1229039

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.

Dixon, A. R., & Telles, E. E. (2017). Skin color and colorism: Global research, concepts, and measurement. *Annual Review of Sociology*, 43, 405-424.

Hannah-Jones, N., & Elliott, M. N. (Eds.). (2019). The 1619 project. *New York Times*.

1: https://www.jstor.org/stable/1229039?origin=crossref&seq=1#metadata_info_tab_contents

2: <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>

X. ["Improving racial equity and inclusivity does not benefit my field as a whole."](#)

Diversifying our faculty will have an enormous positive impact on our fields, including benefitting everyone's research and everyone's students' prospects. For example, women and scholars of color produce reliably more innovative scientific contributions, as assessed using data science techniques that measured newly-created relationships between concepts in research work (Hofstra et al., 2020). The researchers assessed almost all U.S. Ph.D. recipients across all science fields over a 38-year period. While the individuals who created this new knowledge were under-rewarded, the impactful discoveries and knowledge significantly advanced research. As another example, in an assessment of citations to law review articles over a 60-year period, those produced after a diversity policy was implemented were of demonstrably higher quality – they were cited more often (Chilton et al., 2022). The researchers included any diversity policy, from reserving seats on an editorial board for a member of a minority group to consideration of potential editors' diversity statements. Racial equity and inclusivity have been repeatedly shown to advance fields and help all of us. After all, the research and editorial teams assessed in just these two studies included people from minority and majority groups. Everyone's work was cited more and had more impact.

Chilton, A., Driver, J., Masur, J. S., & Rozema, K. (2022). Assessing Affirmative Action's Diversity Rationale. *Columbia Law Review*, 122(2).

Hofstra, B., Kulkarni, V. V., Galvez, S. M. N., He, B., Jurafsky, D., & McFarland, D. A. (2020). The diversity–innovation paradox in science. *Proceedings of the National Academy of Sciences*, 117(17), 9284-9291.

3. Continuing your education on equity issues

By reading this document, you have already made a good start at better understanding equity issues on our campus, and what we each need to do to improve equity.

As we showed at the beginning, UCSC has made equity-oriented progress at the undergraduate admission level, but has a long way to go at all other levels, including Staff, Senior Management, Graduate students, and Faculty. We have decided to start at the faculty level and that is the purpose of the newly created Faculty Equity Advocates (at least one per division) that UCSC will design, test, and implement in the next two years (2021-2023) The third part of this document is then work-in-progress and is radically open to a brighter, more equitable future.

To continue your work learning about these issues, you can read the Conclusion and Call to Action of the report from which we built our commonsensical responses to academic equity work: [Responses to 10 Common Criticisms of Anti-Racism Action in STEM: Conclusion and Call to Action](#)

You can find more resources in five bibliographies put together by UC Santa Cruz's Advancing Faculty Diversity Workgroup of 2020-2021. Each paper in these bibliographies was identified and collated by your colleagues during the 2020-2021 year. The bibliographies cover (1) Top Twelve Articles, (2) Recruitment, (3) Hiring Processes, (4) Service Contributions, and (5) Retention.

You can use these five bibliographies to learn more about these issues:

1. In Select Annotated Bibliography on Best Practices for Equity and Diversity in Hiring – Our Top Twelve, we present twelve articles on (1) equity and inclusion in academia, (2) recruitment, (3) hiring process, and (4) retention. **ADD LINK TO PUBLIC FACING BIB**
2. In Select Annotated Bibliography on Best Practices for Equity and Diversity in Hiring – Recruitment (e.g., job ads, applicant pools), we present fourteen articles on 1) the value of attending workshops for affirming the value of social science categories and research; 2) the need for recruitment activities that are a. proactive and b. encourage underrepresented applicants; 3) the way that more balanced applicant pools lead to more equitable outcomes; 4) how to recognize the variety of ways candidates engage in diversity work; 5) the legal framework protecting applicants and bolstering equity efforts that are a. specifically for California, b. do not discriminate against those with disabilities, and c. move beyond extant legal standards and their administrative interpretation; 6) the promises and perils of cluster-hires; 7) the need for intentional focus and committed resources to build diversity; and 8) recognizing how Institutional whiteness is created and maintained through biases both implicit and explicit.
ADD LINK TO PUBLIC FACING BIB
3. In Select Annotated Bibliography on Best Practices for Equity and Diversity in Hiring – Hiring Process, we present nineteen articles on (1) maintaining consistent search criteria, (2) the facade of “fit,” (3) the use of structured free recall to assess candidates, (4) bias that affects assessment of scholarly merit, such as citation rates, author order, journal acceptances, grant awards, invited talks, and professional achievements, (5) biases about where a scholar trains, (6) bias in recommendation letters, (7) bias in

teaching evaluations, (8) bias in service contributions, (9) the different ways diversity work manifests, and (10) ensuring fairness during job talks. **ADD LINK TO PUBLIC FACING BIB**

4. In Select Annotated Bibliography on Best Practices for Equity and Diversity in Hiring – Noting Service Work, we present five articles on (1) the different ways diversity work manifests, (2) the role faculty of color play in diversity work, (3) the undervaluing of research work with societal implications, and (4) the lack of recognition that service loads and service types are not distributed equitably. **ADD LINK TO PUBLIC FACING BIB**
5. In Select Annotated Bibliography on Best Practices for Equity and Diversity in Hiring – Retention, we present nine articles on (1) becoming equity minded, (2) the devaluation of non-mainstream knowledge, (3) solutions and best practices, including the need for resources, (4) discrimination stress, (5) unequal service loads, (6) lack of recognition of disability, (7) lack of recognition of unseen and unpaid labor, (8) differential application of privilege and tenure.

<https://docs.google.com/document/d/1gMUoA1Nn6Mcv4Nt0UNbbHMZfOJZ7d2NF/edit?usp=sharing&oid=112592425508554506652&rtpof=true&sd=true>

Entrenched inequalities of all kinds negatively affect who we are and set limits to what we can do. We need to take a good hard look at ourselves and be willing to ask: Do our institutional practices in recruitment, hiring, and retention neutralize prejudice or simply formalize it through commonsensical (but false) assumptions and mistaken behaviors? We can then use research findings to guide our corrective actions, such as in planning our job postings, evaluating our applicants, structuring our job talks, and making sure that UC Santa Cruz is a place that equitably promotes faculty and engages in communal efforts to retain scholars who were historically excluded from academia.