"We Are All for Diversity, but . . .": How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change

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Despite stated commitments to diversity, predominantly White academic institutions still have not increased racial diversity among their faculty. In this article Robin DiAngelo and Özlem Sensoy focus on one entry point for doing so—the faculty hiring process. They analyze a typical faculty hiring scenario and identify the most common practices that block the hiring of diverse faculty and protect Whiteness and offer constructive alternative practices to guide hiring committees in their work to realize the institution's commitment to diversity.

> T a w ' a ac a ac
> a w ' w . W ' w
>
> —*Marybeth Gasman, "The Five Things No One Will Tell You About Why Colleges Don't Hire More Faculty of Color"*

A W , w ac ca ca . W a
 Bac L Ma a ba (
C , S A ca, Ta w a ') a a
a a a a a c , 2017 b -

H r   a a   Ca a , c   b a   150   a   a a ,

. . . HWCU . . .

. . . (H . . ., 2017). . . . W . . . W . . . F , . . . W . . . . . . I . . . W . . . W . . . . . . bac . . . W . . . D A . . . (2011) . . . *White fragility* . . . W . . . (. ., W . . .). S . . . a W . . .

. . . , . . . , b . . . . . . C . . . b . . . ab . N . . . . . . (. 57)

T , . . . , . . . , ... W . . . W . . .

A . . . W . . . W E . . . . T . . . (. ., . . .) . . . . F . . . wa , . . . W E . . . -W , . . . -E . . . (Ba . . . , B . . . , & F . . . , 2002; Ca . . . & F -F , 2014; G . . . , H . . . , & V O , 2016; M . . . , 2002). T . . . (W E . . .) . . . . . . (C . . ., . . ., I . . . , . c.) (G . . . a ., 2016, . 59). T . . . aca . . . , ... F . . . , . . . W . . . (. . . ac . . .), . . . b . . . (P . . . , 2017; V c & F . . . , 2012). W . . . . b . . . W . . . HWCU .

T   S   H

W   c   a   a   a   a c   c   c ,
        ac   , a   a   a
w   a c   .

—*Gabriella Gutiérrez y Muhs et al.,* P

Step 1: The Job Description

Tenure-Track Position in Elementary Education

Primary responsibilities will include teaching elementary-level teacher preparation courses and other teacher education courses as needed by the unit. Required qualifications include PhD or EdD in Curriculum and Instruction or another closely related field, demonstrated excellence in teaching, and experience teaching in grades 1–6. The ideal candidate will be adept in the use of instructional technology, be familiar with state teacher preparation standards, and be interested in joining a campus community that promotes diversity, respect, and inclusion.

a   a   a   w   a   ac (a *racialized*) a   w   a   a   a   (. ., B ac C a a   , C   A   ca) a   a   a (W   )   a   a   a   (. .,   ' W A ca   S   Ca a a). T ,   w   ac   a   aca c   ca   a   w   b   a   c   *mark*   b a c   a c   a a   b   a   a   c   . T   w c a w   a   a. T   , a ca   a   a   a   f   b . W   a   b c   a a w   a w   a   ca   a , a   c   a   a   ac   ba d ,   a   a , a   a , w   a c a a   a ,   a , a   c a   . B ca   c a a   a   c a   c   ca a   a   w   a   . T   a   a   a   a   w   a ab   ac   d   a ; w   a ca   a B b, a a   a   a   ca   a a , ca   d , w   ac   a a   d   w   d   , w   ca   a A ,   d , a( )1(-5( )1( )3.07)1   c   T*[a 2T T*0.07 0.02 Tc 0 w   ca   d   C

Step 2: The Committee Composition

I a   ‍   c   :

- *Committee 1.* H a ‍ aca   c ‍   a   a a‍‍ ‍c ‍ ‍   ac
         ‍ : W   a   a‍ w ‍   a   ‍   ‍ ‍ ‍   ‍ a   ca ‍ ‍ a
  ‍   ‍ ‍   c   ‍   . ‍ a   ‍‍ ‍   ‍   ‍‍   a ‍
  c   , w w ‍   a   a   ‍ a   ‍ a   ‍   ‍   ‍   ac
  a a . A   a ‍ ‍   ‍ ‍   ‍   ‍ b a   a   . W ‍ ‍
      ‍ ‍ ‍   ?
- *Committee 2.* H a ‍ aca   c ‍   a ‍ ac   ac   b   w   -

- *Don't underestimate the role of the committee chair.*

- *Draw on expertise in your faculty and account for their extra service load.*

Step 3: The "Objective" Scrutiny of the CV

> As chair, in preparation for our discussion, I have gone through the applicant CVs and created a table of candidates' publications in terms of numbers, quality of journals, and grant monies. This will help us compare the candidates on fair grounds.

T   a c   w   a   a ca   ca   a   d a
c   a   , *Why are their student evaluations so poor?*

H w   c   d   r   ac a   a   a   ?
        W a   cc a   r   a ? C a   ?
W a   r   r   a   r r r   r   r   a   r a   r
        (. .,   a   , LGBTQ+   , r   r   ,
            r   r d r , a   r   w   ab   )?
M r   d   r   r   a   d r   ac   ac r   ab   r
            r   ac d   . H w a   r   r   ? W a a a r
        r w   r r   r r   ?
A r   r   r   d   r r   d   a   a   ac a r
          r   c a   r '   r a c . H w   r   r   r
        d r c   r ?

- *View less formalized parts of the day as further opportunities to communicate your diversity literacy.* P r   a   ,   a   r a   ab r   a   c r   ? I
  r   r   w r cc   r   r   d   r   d   r r   a   (. ., Ra   a-

[illegible]

- *Attend to the reality of implicit bias.* [illegible] *descriptive* [illegible] *evaluative* [illegible]
- *Revisit the institutional mission and vision statements.* [illegible]
- *Acknowledge and address power dynamics on committees.* [illegible]

[illegible]

[illegible] *Do we really want to open the gates to greater faculty diversity?* [illegible] *everything* [illegible]

[illegible]

Won't putting diversity ahead of subject-matter expertise bring down the quality of our institution's research profile?

D⋯ ac⋯ b c⋯ a ⋯ a ⋯ a c, ⋯ w ⋯ c a ⋯ c b a a ⋯ a ⋯ ⋯ a c. F⋯, ⋯ a a b ⋯ a. I w ⋯ ⋯ba a ⋯ ⋯ ac⋯ c a ⋯ b ca⋯, ⋯, ⋯ ⋯ ⋯ a c a ⋯ a ⋯ a ⋯ a w, W⋯, a, ⋯ -c a, ⋯ w c ⋯ a w a a ⋯ ⋯ a w ⋯ a bac (K⋯, 2002) ⋯ w ⋯ ⋯ c b ⋯ a, w a c a ⋯ ⋯ ca ⋯ ac a c ⋯ ⋯ ⋯ b a. M w ⋯ a ⋯ ac a ⋯ ⋯- ca ⋯ ac a c b, ⋯ ac, *lesser* a a c?

You're just advocating for diversity because it's your area of scholarship. Why not make math education a mandatory subject for all candidates to demonstrate expertise on?

L b c a. W a ⋯ a ⋯ ca ⋯ a b a a ⋯ b c- a . W a a ⋯ ca ⋯ ⋯ a ⋯ a ⋯ a *one cannot be considered to have subject-matter expertise if one cannot position their field within a sociopolitical context.* ⋯ a , a STEM ca ⋯ ca a ⋯ ab ⋯ a c a ⋯ w STEM ca ⋯ ca ⋯ ⋯ a ⋯ ⋯-, ⋯ a ⋯ ⋯ w a ⋯, a a ⋯ a a ⋯ w a ⋯ ⋯ w b , a ca a ⋯ a ⋯ ⋯ STEM ca ⋯. E c a a c ⋯ b ⋯ ⋯ c a ⋯ a a ⋯ a, w ⋯ ab a ⋯ a ⋯ a ⋯ a ⋯ a ⋯ a, , b ⋯ a w .

We are all for diversity, but isn't privileging candidates of color over White applicants just reverse racism?

Rac⋯ ⋯ ⋯ ac a b a. W a ⋯ a ac a b a, *racism* ⋯ ⋯ c ac ⋯ a b a w ⋯ bac b w ⋯ ⋯, a a ⋯, ⋯ ⋯ a ⋯ ⋯. W ⋯ a ⋯, ac a b a ⋯ ⋯ ⋯ ac, a ⋯ ac a ⋯- ⋯. B ⋯ ⋯, ac ⋯ a ca ⋯ b w b ⋯ a a ⋯ ac a ⋯ ⋯; , ac ⋯ ⋯ (S ⋯ & D A ⋯ ⋯, 2017).

A ⋯, ⋯ ab ⋯ c ⋯ ca ⋯ c a ⋯ ⋯ ⋯ a c ⋯ a a ⋯ ⋯ a b ⋯ a ⋯ ⋯ ⋯ (C ⋯ a., 2016; D ⋯, B ⋯, R ⋯ ⋯, & D c, 2016; Ha ⋯, 2016; R a, 2015). U ⋯ ⋯ b a ⋯ a ⋯ a ⋯ ac ⋯ ⋯ ⋯ b ⋯ W a ⋯ ⋯ b ca a ba ⋯ a ⋯ a a ⋯ ⋯ ⋯ ⋯ ⋯ ⋯ b a b ⋯ a ⋯ .

Aren't we setting up new hires to fail if we bring them into a hostile workplace?

There just aren't qualified diverse candidates out there.

These are really good suggestions and thank you for raising them, but the job description was approved by senior administration and it cannot be changed. Besides, if we ask them for changes, we risk losing the position altogether.

a... ab , ... w a ac a b... a : *We developed these practices without a lens on equity. Now that we have begun to profess valuing equity, we can't change them.* O... , ; ... ca... ca... ca ... B w a w . C... c a c w... w... a ... a... a c . I w ca... a a w a ... ... ac... *and their outcomes,* ... c c w ... a ca a w a ca ... a ... , c , ... c ...

C... c ...

D... a a ca ... c a aca ... ... ab wa ... ... ca ... a ... c ... , a ... , a ...
—*Frances Henry et al.,* T... E... M...

T a ... ca W ... c... ac a ... a . F... a ... a w ca... ... ... - a c ... ca . A F... c H... a ... a (2017) ... , H... aca ... ... ac , w ... b a ca ... a ca , ... c ... a a a ... c c c a a ... ca (.8). Ra ... ... ac ... ca , w ... ab ... ... c . O a , ... , ... *how* ... c a - , a ... ab ... -ca ... a . P ... a a ... a ac c a a b ... - a ... c ... c ac a ... ca ... . W a aa ... ca c ... a w , , ... acc a a ... ... c (... ... c ...). ... ... c a w a ... ... ac c . W ... , w ... a a ca b a ... ac ... aca c ... c . B ... w a w . W a ... W ... a ... ... wa ac ... w , aa , ... a c w ... ... c c ... , a ... ... wa ... ... c... ... ac a ac . I a , w ... ... c a ... b a ... ac c . B w ... a w a ... a ... a ... a a ... w ... a ... a ... ac w ... wa a a ... , w ... ... a a a ... ... a ca - a . ... c a a HWCU a ... a ac w - ... ... a ... ca ... ... c ... , ... b ...

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       ca   ca b c   c   a   [, B c   B   .a
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