

Reaffirming Diversity in Higher Education through Faculty Hiring - A Leadership Perspective

Dianbing Chen
University of Wyoming

Xinxiao Yang
University of Wyoming

Xinxiao Yang
Normal University

Follow this and additional works at: <http://newprairiepress.org/aerc>



Part of the [Adult and Continuing Education Administration Commons](#)



This work is licensed under a [Creative Commons Attribution-Noncommercial 4.0 License](#)

Recommended Citation

Chen, Dianbing; Yang, Xinxiao; and Yang, Xinxiao (2013). "Reaffirming Diversity in Higher Education through Faculty Hiring - A Leadership Perspective," *Adult Education Research Conference*. <http://newprairiepress.org/aerc/2013/papers/12>

This is brought to you for free and open access by the Conferences at New Prairie Press. It has been accepted for inclusion in Adult Education Research Conference by an authorized administrator of New Prairie Press. For more information, please contact cads@k-state.edu.

Reaffirming Diversity in Higher Education through Faculty Hiring - A Leadership Perspective

Dianbing Chen, University of Wyoming, USA

Xinxiao Yang, Zhejiang Normal University, P. R. China

Abstract: Ongoing globalization and immigration bring diversity and rich cultural elements to American organizations at all levels. An educational environment with faculty and leaders from people of colors will set a good example for all students, especially for students of color. Higher education needs to reaffirm diversity through faculty hiring.

Demographic shifts and changing immigration patterns are the characteristics of current American society (Merriam, Caffarella, & Baumgartner, 2007). The question in culture and diversity is not long whether American universities and other organizations want diversity or whether should they accommodate people from diversified cultural background, for cultural diversity are clearly the present and the future (Smith, 2009). The discussion about how to address the diversity in higher education needs to occur within a global and national context. First, addressing diversity in higher education is unique and critical because it produces teachers and leaders for schools at all levels to educate children and adults who will in turn serve and lead their nation's communities, schools, and societies in a diverse and multicultural environment by practicing their intellectual knowledge, skills, and commitments (Sergiovanni, 2007). How they are going to practice them in a heavily rely on their attitudes, ability, and experience they accumulated from their schooling (Flowers, 2004). Therefore, how higher education engage in diversity population has profound national and global implications and effects. Second, historic issues of races, gender, social class, and continuing concerns about access to higher education for underrepresented minorities and low-income students are still a challenge for higher education. Therefore, higher education and its administrations plays important role in helping "build resources through scholarship and policy that will effectively address inequities that keep the world off balance" (Smith, 2009, p.4).

Literature Review

There is little doubt that many universities and colleges shared an articulated mission for and a commitment to diversify their faculty and students. A report by the American Council on Education and the American Association of University Professors (2009) showed that 63% of their faculties believe that their universities value racial and ethnic diversity. However, rhetoric does not always match action (Stanley, 2006). Although in higher education, there is a commitment to having diverse faculty and leaders, the numbers of faculty and leaders from minority groups remain disproportionately low in comparison to white faculty (Synder & Hoffman, 2007). Therefore, minority leaders and faculty are working to break the walls on their way to be successful leaders in higher education field.

Also, researchers, educators, and practitioners generally believe that leaders from minority groups play critical role in bridging achievements gap among students from minority group. Nieto and Bode (2008) reported that minority students in their case study talked at length about teachers who made a difference in their attitude about school and their engagement with learning because “these teachers are from the same racial or ethnic background as students themselves” (p.417). Also, an educational environment with faculty and leaders from people of colors will set a good example for all students, especially for students of color who are eager to explore ideas and arguments at a thoughtful level to rethink their own education and to reconsider their life promises. The life and career experience of leaders of color can pave the way for the oncoming faculty and leaders of minority groups because as human beings, people tend to learn by doing and from experience.

Moreover, Cejda & Murray (2010) pointed out that numerous studies and long standing research show that diversity in a faculty and student body will lead to great benefits in education for all students. More importantly, Jackson and O’Callaghan (2009) argued the importance of hiring for students’ success instead of hiring based on the color of the faculty by holding that “the process of hiring for students’ success is, indeed, as important as “hiring” a supreme court justice: college staff, faculty, and administrators affect the lives of students daily and help to determine their success in college and in life” (p.71).

Purpose of the study

The overall objective of this qualitative study was to explore, describe, and analyze the perceptions of a sample of faculty members from three universities in the Rocky Mountain area regarding minority leadership challenges and opportunities in higher education hiring system. Throughout the study, the researchers sought to identify obstacles that might lead to discouraging and isolating faculty and leaders of colors, and opportunities that might enhance the working and life satisfaction of leaders in higher education.

Theoretical Orientations

In this qualitative study, researchers looked at diversity in higher education fields through multicultural social justice (Sleeter & Grant, 2009) and critical race (Ladson-billings, 1998) theoretical lens for two reasons. First, racism is normal in American society and white have been the primary beneficiaries of civil rights legislation. Therefore, the researchers conducted this study in ways so as to not further marginalize the population under study. Second, the researchers conducted this research that is change-oriented and seeks to identify power imbalance. The purpose was to seek to address issues of social justice and call for change.

Research Questions

This study was guided by the following research question:

1: What are the opportunities and obstacles in reaffirming diversity through faculty hiring in higher education?

2: What should administrator do to address the diversity issues in the current hiring policies and practices?

Research Design

We adopted systematic in-depth face-to-face interviews and researcher-generated documents mining in this qualitative research. The number of participants was based on Stake's (2006) recommendation of sampling 4 to 10 participants and Dukes' (1984) recommendation of studying 3 to 10 participants. The researcher reached saturation after roughly seven participants, but conducted a few more interviews to ensure saturation. By collecting and analyzing 13 interview protocols, this study relied on inductive reasoning to document emerging themes.

Findings

Through analyzing the data, four categories emerged. The first category—promise made and promise lost—calls for a real genuine commitment to diversity and more efforts needed in embracing social justice in faculty hiring policies. The second category—roles of models and cultural ambassador—illustrates minority leaders' role models contribute a lot to higher education as a whole.

Promise Made and Promise Lost

The diversity promise of higher education is to offer significant opportunities to enhance students' and faculty's capacity to function in a pluralistic society (Smith, 2009). By looking at the university missions on the website, it is easy to see that they all promise to build the campus where diversity and rich culture will be respected, embraced, and celebrated. However, the research findings that the challenges are that few stories and examples exist of diversity societies and campuses are successful. Sadly, the promises are lost and there are far more stories of failure. Faculty leaders argued that race still matters and a big obstacles. The encountering of discrimination in their schooling and working life shared by Sam and Anthony were echoed by other participants. Also, leaders of color showed concerns about race and racism in the hiring procedure, especially when the search committees are all white.

Anthony shared his vision based on his experience of working at two universities. He said, "Institutional policies that close their doors to certain groups of people are a great challenge. Some of these policies are deliberate but most are not but have that effect. They need to be changed."

Emilia, a Latino female in a leader position, shared her experience in hiring:

People will hire people they like. People who look like them not people who are different. Because of that diversity, they are looking for that fit, you know someone who fit this culture. Someone can fit this society. I am open to talk about this because I talked about this as human beings. And sometimes people will say oh, this is not true. This is not how it is,

you know. Or we are looking for this skill; we are looking for the super star we are looking for people Really, to me, it is a human being thing. How you really want to look at the candidate in the pool who may have the experience as ... so they do not give the chance to interview even.

In addition, leaders of color shared concerns regarding their white counterparts' tendency to believe in the predetermined perceptions. They shared concerns regarding their White counterpart's tendency to adhere to a deficit-laden perspective about their academic ability. Being a leader of color, they need to work harder than their white colleagues because they are perceived as "less smart" than their counterparts and they are hired to present diversity on campus not because their ability and expertise in the fields. Sam "needs to work harder because I am the department chair now and still a 100% percent faculty member in another department." Carlos, a Latino professor, also shared the experience of being coerced to serve on double positions when he applied the job.

Roles of Models

Although the leaders and faculties of color encountered various challenges, the efforts they made in being a role model for faculty of color and students as a whole emerged from the interviews. Sam argued that leaders and faculty of color play huge roles in education because "to students of color, when they see people like you in leadership positions, since you are the first, then they might think although I am one student from a minority group but the instructor is the same as me, then they start to think oh, I can do that too. For most ethnic minorities, we have our leaders in the roles in entertainments, but when it comes to teaching, professor, there are fewer. The higher you get, the whiter it gets. For white students who feel afraid of people of color, this is a great moment because you can change their perceptions from movie, media and let them know there are many other perspectives you can live in the black culture."

Anthony, who has been working on multicultural education for many years, believed that minority people have played the most important role in the development of multicultural education:

...first in segregated schools where minority people did lots of "uplift" for their communities and developed knowledge which highlighted the experiences and contributions of their community, to the anti-racist work, to the ethnic studies programs, to the contemporary work in multicultural education. I think we have to continue to play this role, recalling it as both our legacy/history and as our trajectory/future. We have a role to play in organizational work, in the discovery and dissemination of new knowledge, in the creation of new programs. When I learned that Latino people have done so much as scholars and intellectuals also has influenced me...and I feel like I'm not a pioneer nor am I alone.

Sam, who is leading the department, puts the role model this way:

There will be difficulties but being prepared to confront them. To continue to build experience, knowledge, expertise and skills to help the students and to serve the community to build a role model for students and faculties of all.

All the participants agreed that role models are highly important for them psychologically. The roads paved and built by other minority leaders help them to guide through daily and academic lives, to make important decisions that affect the outcomes of their lives, to navigate successfully in a different culture. Therefore, they all expressed the willingness and happiness to be a role model for the coming generations.

Discussions & Implementations

The values and culture of the higher education campus can be reflected through the campus culture, how people from diversified background are treated, and how they perceive the institution with respect to diversity. Virtually, to reaffirm diversity in higher education need joint and engaging efforts from every single individual, every sector in higher education settings.

Showing Respects and Appreciations to Minority Faculty and Leaders

To value the presence of leaders and faculties of color on university campuses and to recognize their contributions to the development and growth of the students and community, universities and society as a whole need to discover ways to encourage educational leadership faculty to reexamine how they address the complexity of race and racism. For example, one of the ways to show our gratitude to their contribution is to take their teaching loads and their services to promoting community diversity into consideration in the tenure track process. Another way is to really value their contributions to the academic field by inviting their insights of interpreting different cultures and social values.

Making Resolutions to Lead for Social Justice

Aspiring university leaders, especially those who are sitting on hiring committees, need to develop a skill set to deepen their empathic responses with issues of social justice and equity. Also, in hiring system, there should be differentiating policies between domestic diversity and international diversity. Faculties from other countries do bring on their cultures and enrich the diversity on campus. However, in the real hiring practices, this practice will make the diversity efforts lose its focus. More importantly, university needs to create a supporting system to keep faculty of colors through coordinated efforts from both white faculty and faculty of color such as developing a mentoring program. Combining experience and knowledge can help faculty leaders of color know the skills to navigate among different cultures presented on campus and community. In this way, the celebration of diversity will not just be words in the air but actions for real.

Conclusion

From this current research, we found that issues on race are still main factors to hinder the development and growth of leaders and faculty of color. Although America has been making progress regarding racial issues, there is still a long way to go to achieve social justice in higher education. People of colors should join the groups and push harder in fighting against this race war by presenting the group to benefit the adult education as a whole.

References

- Alfred, M. V. (2004). Immigration as a context for learning: What do we know about immigrant students in adult education? In E. E. Clover (Ed.), *Proceedings of the Joint International Conference of the 45th Annual Adult Education Research Conference and The Canadian Association for the Study of Adult Education* (pp. 13-18). Victoria, BC, Canada: University of Victoria.
- Cejda, B. D., & Murraray, J. P. (2010). *Hiring the next generation of faculty: New directions for community college*. San Francisco: John Wiley & Sons.
- Dukes, S. (1984). Phenomenological methodology in the human sciences. *Journal of Religion and Health*, 23, 197 – 203.
- Flowers, L.A. (2004). *Diversity issues in American colleges and universities: Case studies for higher education and student affair professionals*. Springfield, Illinois: Charles C Thomas.
- Jackson, J.F. L., & O’Callaghan (2009). *Ethnic and racial administrative diversity: Understanding work life realities and experiences in higher education*. San Francisco: Jossey-Bass.
- Ladson-Billings, G. (1995). But that’s just good teaching! The case for culturally relevant pedagogy. *Theory to Practice*, 34(3), 159-165
- McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5th ed.). New York, NY: Longman.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood*. (3rd ed.). San Francisco: Jossey-Bass.
- Nieto, S., & Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education* (5th ed.). Boston, MA: Pearson/Allyn & Bacon.
- Rudenstine, N. (1996). Why a diverse student body is so important. *Chronicle of Higher Education*, 42, B1-B2.
- Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles* (2nd ed.). Thousand Oaks, California: Corwin Press, Sage Publication Company.
- Sleeter, C.E., & Grant, C.A. (2009). *Making choices for multicultural education: Five approaches to race class and gender* (6th ed.). New York: Wiley.
- Smith, D. G. (2009). *Diversity’s promise for higher education*. Baltimore, Maryland: The Johns Hopkins University Press.
- Stanley, C. A. (2006). *Faculty of color: Teaching in predominantly white colleges and*

universities. Bolton, Massachusetts: Anker Publishing Company.

Snyder, T. D., & Hoffman, C. M. (2007). *Digest of education statistics, 2006*. National Center for Education Statistics.