

# ACS FOCUS Faculty Of Color Uniting for Success

## Suggested Reading List for FOCUS Participants and University Administrators, Staff, and Committees (Annotated)

[Manya Whitaker, \*When Do You Stop Being an Early Career Scholar?\* ChronicleVitae.](#)

[**Adapted Article Excerpt:** “Ph.D.s are considered early career until [they] earn tenure and/or for the first five to seven years of our postgraduate career (whether or not [they] are in a tenure-track position). However, the professional-development opportunities for early career scholars mostly focus on graduate students and brand-new faculty members, and fail to address the professional concerns of people like the author — an advanced assistant professor on the downward slope of the early career hill.”]

[Stanley, Christine A., ed. 2006. \*Faculty of Color: Teaching in Predominantly White Colleges and Universities\*. Bolton, MA: Anker Publishing Co.](#)

[Combining an overview of current research literature and 23 engaging narratives, *Faculty of Color* invites deeper dialogue on the experiences of faculty of color teaching in predominantly white institutions. By raising issues for commentary and investigation, the book challenges its readers to adopt effective strategies for the recruitment and retention of faculty of color in higher education.]

[Yancy, George. “\*The Ugly Truth of Being a Black Professor in America.\*” Chronicle of Higher Education. April 29, 2018.](#)

[**Article Excerpt:** “By recounting, in explicit language, the white backlash that I encountered after writing “Dear White America,” those violent and dehumanizing racist modes of address, I risk becoming retraumatized. The retelling is imperative, though. For too long, I have had black students say to me that they feel unsafe at PWIs (predominantly white institutions). I must believe them. And while they may not have been called a nigger to their faces, such white spaces position them as inconsequential, deny their blackness through superficial concerns for “diversity,” and take their complaints as instances of individual problems of institutional adjustment.”]

- [A response to George Yancy’s article, \*The Ugly Truth of Being a Black Professor in America\*: Van Aelst, Kevin. “\*We Asked About Your Experience of Racism. Here’s What You Told Us.\*” Chronicle of Higher Education. May 3, 2018.](#)

[**Article Excerpt:** “The burden all seems to fall on people of color. We’re the ones that are told to be nicer. We’re the ones tapped to be on every committee that has to do with anything brown, black, yellow, etc. We’re the ones working extra hours at predominantly white institutions because we have students that only feel safe coming to us with their issues or concerns because we understand. We’ve got the students’ baggage and stress in addition to our baggage and stress, and our white counterparts wonder why we’re burnt out by Fall Break.”]

[Gasman, Marybeth. “\*An Ivy League professor on why colleges don’t hire more faculty of color: ‘We don’t want them.’\*” Washington Post. September 26, 2016.](#)

[This essay identifies reasons why faculty diversity is important, as well as why having a diverse faculty — in terms of race, ethnicity, gender, sexuality, religion — adds greatly to the experiences of students in the classroom. Moreover, it challenges institutions to think differently about who produces knowledge. It also challenges them to move away from a “white-centered” approach to one that is inclusive of many different voices and perspectives.]

[Silvia, Paul J. 2007. \*How to Write A Lot: A Practical Guide to Productive Academic Writing\*. W.p.: Blackwell.](#)

[All students and professors need to write, and many struggle to finish their stalled dissertations, journal articles, book chapters, or grant proposals. Paul Silvia explains that writing productively does not require innate skills or special

traits but specific tactics and actions and he shows readers how to overcome motivational roadblocks and become prolific without sacrificing evenings, weekends, and vacations.]

Gabriella Gutiérrez y Muhs, Flores Niemann, Yolanda, and González Carmen G, eds. 2014. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Logan: Utah State University Press.

[*Presumed Incompetent* is a pathbreaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher education, including hiring, promotion, tenure, relations with students, colleagues, and administrators.]

Tuitt, Frank, Michele Hanna, Lisa M. Martinez, María del Carmen Salazar, and Rachel Griffin. 2009. "[Teaching in the Line of Fire: Faculty of Color in the Academy.](#)" *Thought & Action* (fall): 65-74.

[Historically, faculty of color have been woefully underrepresented in higher education. The authors created a counternarrative by drawing on their collective experience to deconstruct and challenge the ways that race and racism play a role in their pedagogical interactions. In this article, the authors combine their narratives to capture the essence of their collective experiences and at the same time ensure that no one voice remains isolated or exposed, potentially subjecting any one of us to unnecessary scrutiny.]

House, Jeremy. "[How Faculty of Color Hurt Their Careers Helping Universities with Diversity.](#)" *Diverse Issues in Higher Education*. November 27, 2017.

[This article outlines ways in which young, underrepresented minority faculty are being put upon to serve in roles in their department to provide service related to diversity. Experts argue that unfortunately, this predicament poses a web of complications for underrepresented faculty. For academics of color, especially those vying for tenure, this added responsibility can hurt their careers.]

Thompson, Chasity Q. 2008. "[Recruitment, Retention, and Mentoring Faculty of Color: The Chronicle Continues.](#)" *New Directions for Higher Education, Special Issue: Faculty at the Margins* (autumn/fall) 143: 47-54.

[Faculty of color continue to face challenges with recruitment, retention, and mentoring in academe.]

Wing Sue, Derald, David P. Rivera, Nicole L. Watkins, Rachel H. Kim, Suah Kim, and Chantea D. Williams. 2011. "[Racial Dialogues: Challenges Faculty of Color Face in the Classroom.](#)" *Cultural Diversity and Ethnic Minority Psychology* (17:3) 331-340. [Research on the experiences of faculty of color in predominantly White institutions (PWIs) suggests that they often experience the campus climate as invalidating, alienating, and hostile. Few studies, however, have actually focused on the classroom experiences of faculty of color when difficult racial dialogues occur. Faculty of color described both successful and unsuccessful strategies in facilitating difficult dialogues on race that arose in the course of their teaching.]

Gassam, Janice." [Why are there so few professors of Color?](#)" *Forbes, Diversity & Inclusion*. July 23, 2019. [A recent study of doctoral-status institutions, between 2013 and 2017, found that the number of Hispanic and Latino faculty members grew by less than 1% and the number of black faculty members grew by only one-tenth of a percent. The study reinforced the fact that there has been little change as far as ethno-racial diversity in higher education. Dr. Eli Joseph shares what needs to be done to create a **sense of belonging** for faculty members of color.]

Misra, Joya and Jennifer Lundquist. "[Diversity and the Ivory Ceiling: Midcareer minority faculty members face particular challenges.](#)" *Inside Higher Ed*. June 26, 2015.

[In addition to recruiting faculty of color, universities need to give more thought to retention as well, including those at midcareer. Investment in faculty makes good sense. Diversity creates the conditions for greater creativity, and allows for much greater institutional change. The author shares ways to make a difference, with recognition of the challenges and concentrated focus on solving the problems that limit the advancement of faculty of color.]

Matthew, Patricia A., "[What Is Faculty Diversity Worth to a University? The "invisible labor" done by professors of color is not usually rewarded with tenure and promotion. But it is more important now than ever.](#)" *The Atlantic*. November 23, 2016.

[The "invisible labor" done by professors of color is not usually rewarded with tenure and promotion. But it is more important now than ever.]

Batista, Angela E., Shirley M. Collado, and David Perez II, eds. 2018. *Latinx/a/os in Higher Education: Exploring Identity, Pathways, and Success*. Washington, D.C.:National Association of Student Personnel Administrators, Inc. [*Latinx/a/os in Higher Education: Exploring Identity, Pathways, and Success* addresses topics relevant to the experience of Latinx/a/o students and professionals and illustrates key elements that should be considered in the development of varied pathways to their success.]

Brown, Karen Harris, Patricia Alvarez McHatton, and Michelle Frazier Trotman Scott. 2016. *Faculty of Color Navigating Higher Education*. Rowman & Littlefield.

[The experiences of faculty of color at traditionally white institutions (TWIs) of higher education (IHE) share common threads as they cope with/handle struggles/defeats and successes in the workplace. In what ways can college/university administrators and colleagues support and retain faculty of color? This book seeks to answer these questions and address issues of recruitment, retention, and support of faculty members of color while providing insight into the higher education experiences of faculty of color.]

García, Mildred. 2000. *Succeeding in an Academic Career: A Guide for Faculty of Color*. Greenwood Publishing Group.

[Faculty of color are entering the academy at a time when colleges and universities are undergoing significant transformations. As well, demographic shifts promise the most diverse student body in the history of higher education. Consequently, administrators and faculty throughout the country proclaim that they want to diversify their faculty in order to be able to meet these new challenges. Yet, when faculty of color enter the academy, they all too often receive little guidance about what it takes to carve out a career in higher education. The present volume is a collection of success stories contributed by faculty of color that share their lessons of survival.]

Harris, Michelle, Sherrill L. Sellers, Orly Clerge, and Frederick W. Gooding Jr. 2017. *Stories from the Front of the Room: How Higher Education Faculty of Color Overcome Challenges and Thrive in the Academy*. Rowman & Littlefield.

[Faculty of color in historically white institutions experience higher levels of discrimination, cultural taxation, and emotional labor than their white colleagues. This edited volume builds upon the existing research on faculty of color and unravels the socio-emotional experiences of being in front of the classroom. *Stories from the Front of the Room* focuses on the boundaries which faculty of color encounter in everyday experiences on campus and presents a more complete picture of life in the academy - one that documents how faculty of color are tested, but also how they can not only overcome, but thrive in their respective educational institutions.]

Mack, Dwayne A., Elwood Watson, and Michelle Madsen Camacho, eds. 2014. *Beginning a Career in Academia: A Guide for Graduate Students of Color*. 1 edition. Routledge.

[This practical guide prepares graduate students of color for their first job in academia and offers strategies for succeeding in the early years of a tenure-track position. Through the voices of faculty who have experienced the rigors of the job search and a career in academia, *Beginning a Career in Academia* offers advice for graduate students of color on how to transition from graduate school to an academic position. This inclusive volume shares perspectives that vary based on gender, racial, ethnic, generational, and disciplinary backgrounds, giving readers an opportunity to reflect on successful strategies for career readiness and for dealing with marginalization.]

Matthew, Patricia. 2016. *Written/Unwritten: Diversity and the Hidden Truths of Tenure*. University of North Carolina Press.

[The academy may claim to seek and value diversity in its professoriate, but reports from faculty of color around the country make clear that departments and administrators discriminate in ways that range from unintentional to malignant. Stories abound of scholars--despite impressive records of publication, excellent teaching evaluations, and exemplary service to their universities--struggling on the tenure track. *Written/Unwritten* reveals that faculty of color often face two sets of rules when applying for reappointment, tenure, and promotion: those made explicit in handbooks and faculty orientations or determined by union contracts and those that operate beneath the surface. It is

this second, unwritten set of rules that disproportionately affects faculty who are hired to "diversify" academic departments and then expected to meet ever-shifting requirements set by tenured colleagues and administrators.]

Myers, Lena Wright. 2002. *A Broken Silence: Voices of African American Women in the Academy*. Greenwood Publishing Group.

[This book addresses the interlocking systems of race and gender in institutions of higher education in America. The study is based on empirical data from African American women of various disciplines in faculty and administrative positions at traditionally white colleges and universities. It focuses primarily on narratives of the women in terms of how they are affected by racism, as well as sexism as they perform their duties in their academic environments. The findings suggest that a common thread exists relative to the experiences of the women. The book challenges and dispels the myth that Black progress has led to equality for African American women in the academy.]

Seltzer, Rena. 2015. *The Coach's Guide for Women Professors: Who Want a Successful Career and a Well-Balanced Life*. Stylus Publishing, LLC.

["Graduate schools do not prepare women for the numerous challenges they encounter in the various facets of academic life. This book identifies challenges and issues related to women's lives in academe and suggests practical and studied tactics to help women thrive in the academic world and in their own lives. The author acknowledges that surviving in academia is not easy, especially for women and underrepresented minorities. The book offers a deeper analysis of the issues and obstacles of academic life as well as provides practical advice on how to overcome them.]

Tuitt, Frank, Chayla Haynes, and Saran Stewart. 2016. *Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education*. Stylus Publishing, LLC.

[Focusing on the higher education learning environment, this volume illuminates the global relevance of critical and inclusive pedagogies (CIP), and demonstrates how their application can transform the teaching and learning process and promote more equitable educational outcomes among *all* students, but especially racially minoritized students.]

Whitaker, Manya. 2017. "[The Unseen Labor of Mentoring](#)." *ChronicleVitae* (blog). June 12, 2017.

[This article focuses on the unseen labor of the "only" and shares the large amount of service that is expected of and experienced by faculty of color, especially when mentoring students of color. The author shares her journey and some tips.]

June, Audrey Williams. 2015. "[The Invisible Labor of Minority Professors](#)." *Chronicle of Higher Education*, November 8, 2015.

[On many campuses, cultural taxation — a term coined in the 1990s by Amado M. Padilla, a professor of psychological studies in education at Stanford University — is exacerbated by a student population diversifying faster than the faculty. College-going rates have increased among minority groups, and demographic change is yielding more Hispanic high-school graduates. Meanwhile, the pipeline of minority Ph.D. students isn't as robust, and efforts to recruit and retain minority professors are uneven at best. This article shares that diversity is "everybody's work."]

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## Readings in blue font were collected from the [NW5C \(Annotated\)](#)

These are a few resources that may be useful as you reflect on your own experiences as a faculty member and some you might consider passing on to colleagues or administrators in a position to effect change on your campus. Note that the research is almost entirely at large universities. There is a great potential for faculty at small colleges to do meaningful research in the scholarship of teaching and learning in this area.

Baez, B. 2000. "Race-related Service and Faculty of Color: Conceptualizing Critical Agency in Academe. *Higher Education* 39: 363-391.

[Documents the higher service burdens placed on faculty of color and recommends institutions review the classification of service in promotion and tenure policies.]

Brown-Glaude, Winnifred R., ed. 2009. *Doing Diversity in Higher Education: Faculty Leaders Share Challenges and Strategies*. Rutgers, NJ: Rutgers University Press.

[Through a series of case studies (mostly at large universities), these essays address institutional power, change, and the role of faculty. Race and ethnicity are considered alongside gender and other markers of diversity across the essays.]

Case, Kim A., ed. 2013. *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom*. New York: Routledge.

[Essays cover a variety of identity categories (race, gender, sexuality, social class, religion) and offers pedagogical strategies for helping students to become more accustomed to handling discussions of race and other topics with more sophistication.]

Chesler, Mark A. and Young Jr., Alford A, eds. 2013. *Faculty Identities and the Challenge of Diversity: Reflections on Teaching in Higher Education*. Boulder, Co. Paradigm.

[This book comes out of a research study conducted by a team of faculty and graduate students at a large university. The qualitative data collected over a two-year period are distilled into chapters on a variety of topics, including White privilege in the classroom, teaching "hot button" topics, and the cultural tax for minority faculty.]

Chun, Edna and Evans, Alvin. 2015. *The Department Chair as Transformative Diversity Leader: Building Inclusive Learning Environments in Higher Education*. Sterling, VA. Stylus.

[While geared specifically toward department chairs, this resource includes perspectives relevant to other faculty leaders and administrators. Blending perspectives on campus climate broadly with very specific department-level issues such as curricula, it also has a useful self-assessment that individuals can do in order to develop specific strategies for change.]

Fries-Britt, Sharon L., Heather T. Rowan-Kenyon, Laura W. Perna, Jeffrey F. Milem, and Danette Gerald Howard. 2011. "Underrepresentation in the Academy and the Institutional Climate for Faculty Diversity." *The Journal of the Professoriate*. Center for African American Research and Policy.

[A study of Black and Hispanic faculty at three predominantly White flagship universities, in Georgia, Texas, and Maryland, this study also includes conversations with administrators about their efforts to hire and retain a diverse faculty, including tenure and promotion practices.]

Harlow, Roxanna Harlow. 2003. "Race Doesn't Matter, But ...": The Effect of Race on Professors' Experiences and Emotion Management in the Undergraduate College Classroom." *Social Psychology Quarterly* 66.4.

[Based on research of White and African American professors at a large predominantly White research university, this article demonstrates the "emotional labor" performed by Black faculty whose authority or credibility are questioned. 76% of African American faculty believed that students questioned their qualifications in contrast to 7% of white

professors. The issues were especially pronounced for African American women faculty. Interestingly, about half of respondents (most often men) acknowledged that race matters yet downplayed its importance for them personally. ]

Huston, Therese. October 31, 2005 "Research Report: Race and Gender Bias in Student Evaluations of Teaching." Downloaded May 22, 2014:

[This report summarizes a number of studies. It concludes that this is an important, as yet under researched area, and that while some studies suggest that faculty of color are more likely to be rated negatively, the findings are not conclusive, and the bias against faculty of color appears to be stronger for women faculty of color. One factor may be students' perception of whether they are giving feedback directly to the faculty member (likely to be more positive) versus reported to an administrator for evaluation purposes.]

Huston, Therese. 2009. *Teaching What You Don't Know*. Cambridge: Harvard University Press.

[Written for faculty teaching outside of their area of expertise, this book has a section (pp. 94-96) that notes the particular challenge for faculty of color who often work harder to establish their credibility in general. One compelling example is that even when a professor assigns an article documenting the persistence of racial inequities in American culture, students don't take it as objective when coming from a professor of color. One strategy discussed is for professors to assign to students to find the research themselves, which fosters in them more ownership over the material.]

Moody, JoAnn. 2010. *Faculty Diversity, Removing the Barriers*, 2<sup>nd</sup> ed. New York: Routledge.

[This is a foundational guide for administrators who want to ensure that hiring and promotion practices attend to cognitive biases that provide advantage to majority candidates while disadvantaging those from underrepresented groups. Chapter 6 on "Faculty Mentoring: Replacing Dysfunctional Practices with Good Practices" is not only useful for administrators who need to attend to supporting faculty, but can also be useful to faculty member in thinking about what mentoring possibilities s/he is being afforded or not afforded.]

Pittman, Chavella T. 2010. "Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students." *Teaching Sociology* 38 (3): 183-196.

[Based on qualitative study of faculty at a Midwestern Research university, demonstrates women faculty of color's experiences in the classroom where students (mostly white males) challenged their authority and teaching competency, questioned their expertise, and sometimes exhibited threatening behaviors.]

Pittman, Chavella T. 2012. "Racial Microaggressions: The Narratives of African American Faculty at a Predominantly White University." *The Journal of Negro Education* 81:1, 82-92.

[A study of 14 African American faculty members at a Midwestern Research I institution, this study discusses the range of "microinvalidations" and "microinsults" experienced both in the classroom and in interactions with colleagues. It concludes with some ways the faculty members deal with these experiences and use them to promote cultural change on campus.]

Prieto, Loreto R. 2009. "Teaching about Diversity: Reflections and Future Directions." In *Getting Culture: Incorporating Diversity Across the Curriculum*, edited by Regan A. R. Gurung and Loreto R. Prieto. Sterling, Virginia: Stylus. 23-40.

[Prieto, who identifies as a male Latino professor, helps faculty to reflect on their own position, its benefits and drawbacks, and to develop strategies for making explicit how their own identity and that of the students inflects the conversation.]

Rockquemore, Kerry Ann and Tracey Laszloffy. 2008. *The Black Academic's Guide to Winning Tenure Without Losing your Soul*.

[Comprehensive “how to” guide for pre-tenure faculty at predominantly white institutions with chapters on effective and efficient teaching and service, getting published, and navigating conflict. The authors note that some of their advice applies to all faculty of color, but the emphasis is on Black faculty. Some of the advice is perhaps geared more toward faculty in research institutions than at small liberal arts colleges.]

Stanley, Christine A., ed. 2006. *Faculty of Color Teaching in Predominantly White Colleges and Universities*. Boston: Anker.

[A collection of twenty-three essays and stories by faculty of color, this volume is intended both for faculty early in their career and for administrators. The introductory chapter provides an overview of prior research on the challenges unique to faculty of color in the areas of teaching, research, and service. A final chapter by the editor usefully outlines recommendations both for faculty and for administrators. This last chapter could be a useful outline given to an administrator to help him or her learn what institutions should do in order to support faculty color.]

Sue, Derald Wing, ed. 2010. *Microaggressions and Marginality: Manifestation, Dynamics, and Impact*. Hoboken, NJ: Wiley.

[Essays on microaggressions specific to African-Americans, Hispanics, persons with disabilities. Chapter 7 is “Microaggressions and the Pipeline for Scholars of Color.”]

White, Deborah Gray. 2008. *Telling Histories: Black Women Historians in the Ivory Tower*. Chapel Hill: University of North Carolina Press.

[This text is a collection of essays by African American women in the academy (all historians) in which each details the particular struggles she has faced. They are truly “telling histories.”]

Yancy, George and del Guadalupe Davidson, Maria, eds. 2014. *Exploring Race in Predominantly White Classrooms: Scholars of Color Reflect*. New York: Routledge.

[Essays cover issues related to choosing content for education about race, dealing with student resistance, and reflecting on and drawing effectively from the instructor’s own identity. Chapter 13 is by the 2015 NW5C keynote speaker, Nana Osei-Kofi and chapter 3 is by our Lewis and Clark colleague, Dyan Watson.]

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