

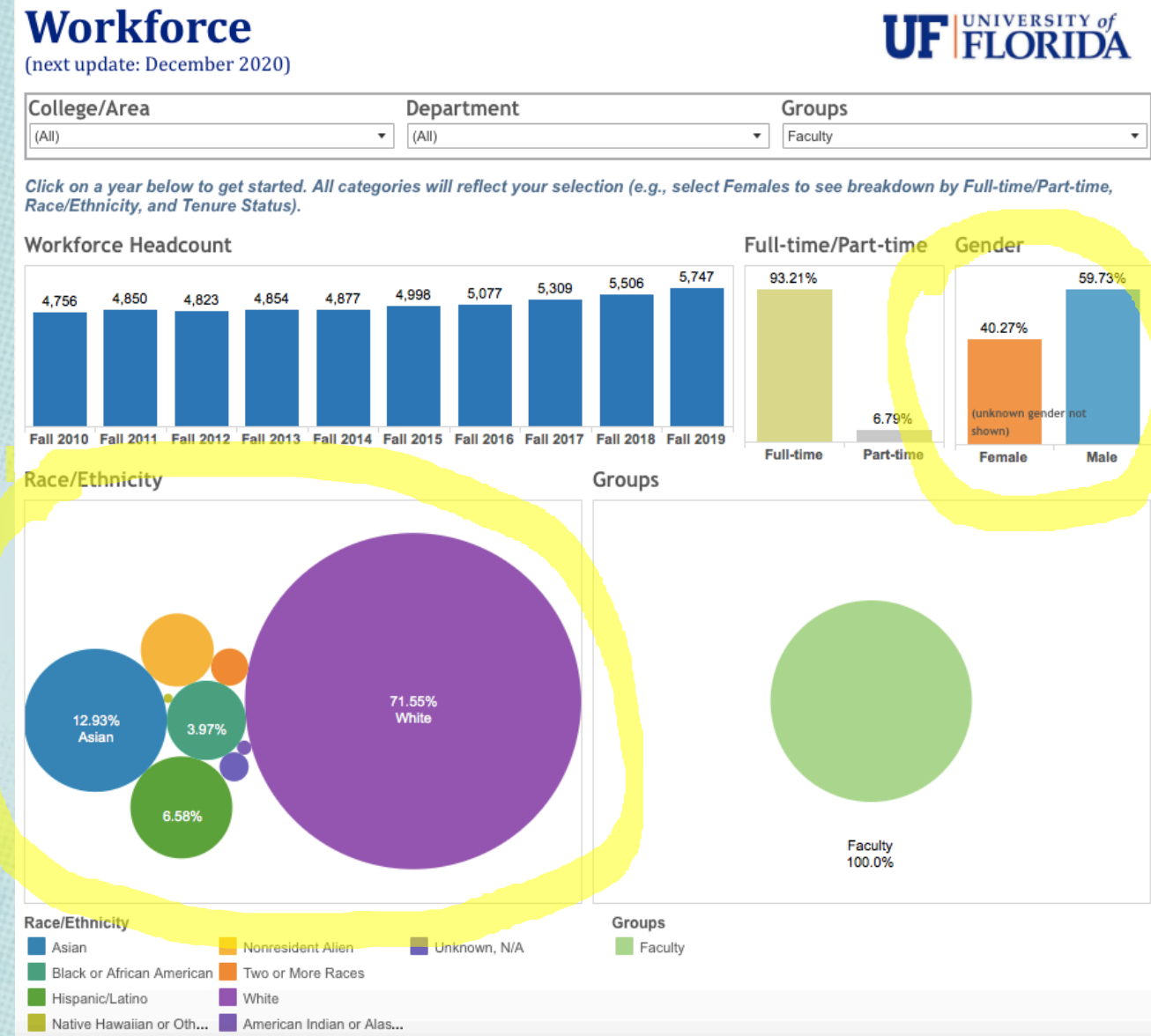
Intersectional Analysis as a Framework for Understanding Institutional Inequalities and Working Toward Equity & Justice

BONNIE MORADI, PHD
PROFESSOR OF PSYCHOLOGY
DIRECTOR OF CENTER FOR GENDER, SEXUALITIES, & WOMEN'S STUDIES RESEARCH
UNIVERSITY OF FLORIDA

*PRESENTED TO UNIVERSITY OF FLORIDA FACULTY SENATE STEERING COMMITTEE
UNIVERSITY OF FLORIDA
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Structural Analysis: Faculty Recruitment

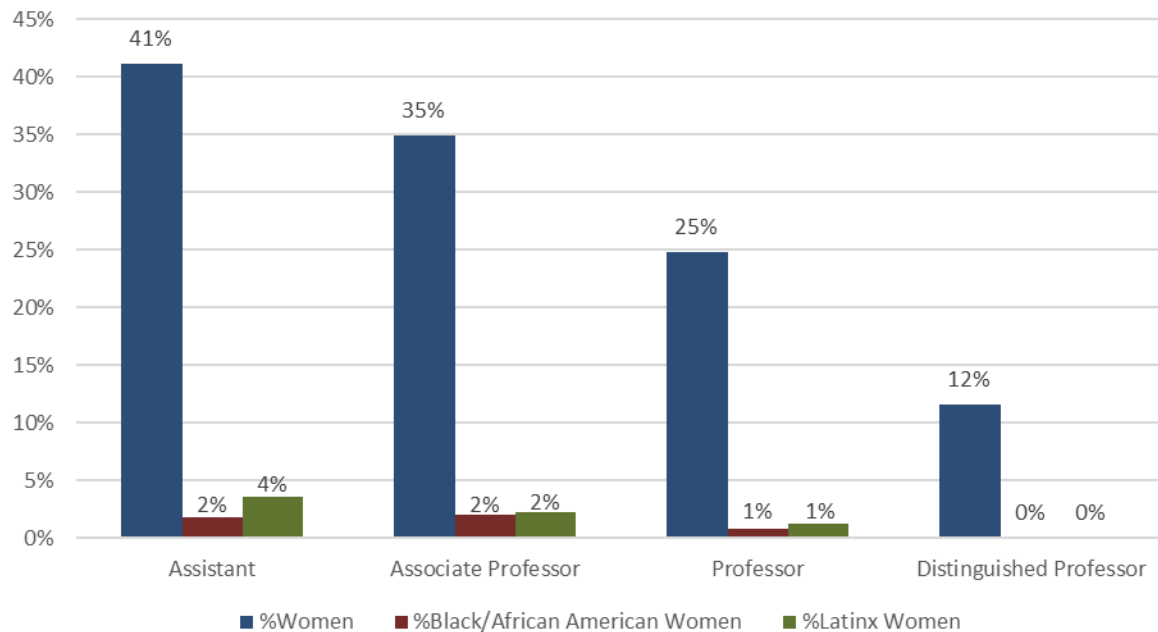
- Race & Gender in faculty composition, Fall 2019:
 - ~72% White (fall18: 69% White)
 - 0%-13% POC subgroups (fall18: same)
 - ~60% men, 40% women (fall18: ~58% men, 42% women)
 - No data on LGBTQ status
- Feminist intersectional analysis
 - Power: tenure vs lecturer lines ~ race and gender?
 - Salary, status, job security
 - Historical context
 - Across higher ed, growth in lecturer hires at same time as growth in “diversity recruitment” and POC/women in pipeline



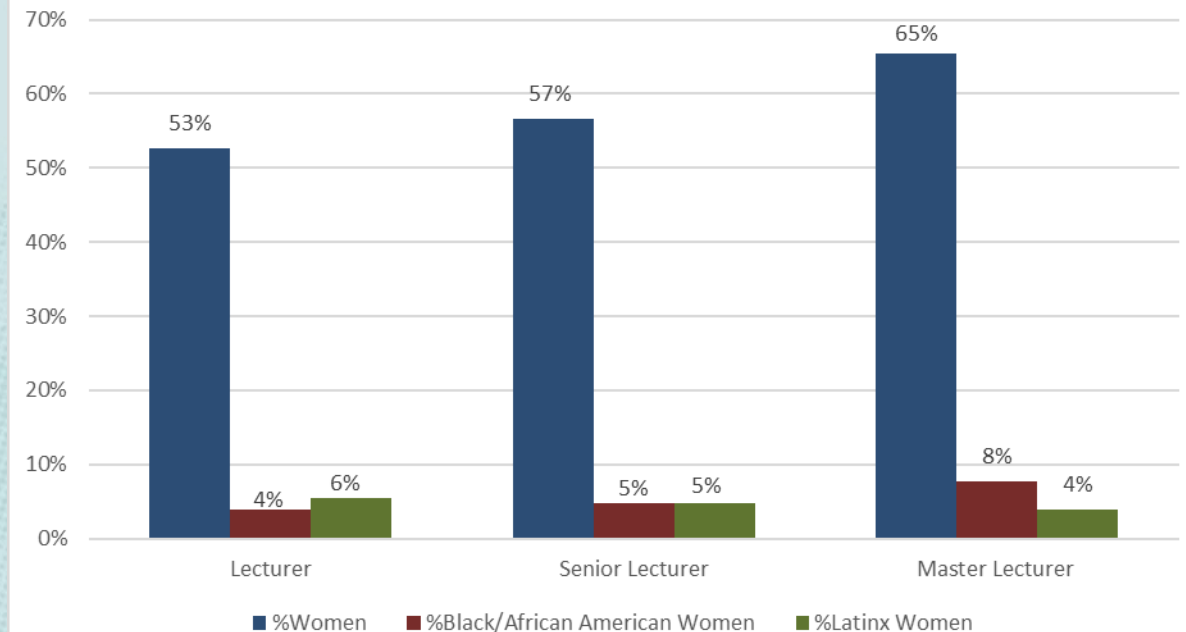
Diversity & Inclusion?

- Sociodemographics ~ power
 - Gendered and racialized disparities in tenure vs. lecturer lines
 - Women overall: 12% to 41% of Tenure lines vs 53% to 65% of Lecturer lines
 - Women of color: 0% to 4% of Tenure lines vs 4% to 8% of Lecturer lines
 - Greater representation in lower salary/status positions
 - “Bakes in” gendered and racialized disparities in salary, status, job security
 - Not only about “recruiting diversity” but also what are we recruiting women and POC into? What structures of power are we creating/reinforcing? Careful calibration of tenure vs. non-tenure line hires

Fall 2018: Gender/Race & Tenure Line Ranks



Fall 2018: Gender/Race & Non-Tenure Line Ranks



Faculty Hiring: Practical Tips

- Job ad
 - Explicitly describe unit's commitment to diversity and inclusion
 - State expectation for contributing to diversity and inclusion
 - Request diversity and inclusion statement as part of application materials
 - Distribute job ad to outlets that specifically reach women and/or people of color
- Evaluation process
 - Explicitly document evaluation criteria when developing job ad (before receipt or review of any applications)
 - Application material should include evidence related to the criteria – no irrelevant materials (e.g., photos)
 - Return to evaluation criteria throughout evaluation process, redirect broad judgments about candidates (e.g., “fit”) back to explicit evaluation criteria
 - Allow ample time for deliberation – time rush = more bias
- Negotiation process
 - Documented double bind whereby women are penalized for negotiating (disliked, not hired):
<https://www.cfa.harvard.edu/cfawis/bowles.pdf> and have to engage in negotiation gymnastics to escape this bind:
<http://pwq.sagepub.com/content/37/1/80.full.pdf+htm>
 - Avoid evaluative judgments of candidate's Candidates' negotiation requests, keep this research in mind
- Additional resources
 - https://faculty.harvard.edu/files/fdd/files/best_practices_for_conducting_faculty_searches_v1.2.pdf
 - <https://advance.umd.edu/sites/advance.umd.edu/files/5.%20Bias%20in%20Hiring%20Handout.pdf>
 - <https://www.insidehighered.com/news/2020/07/14/study-concept-faculty-fit-hiring-vague-and-potentially-detrimental-diversity-efforts>

