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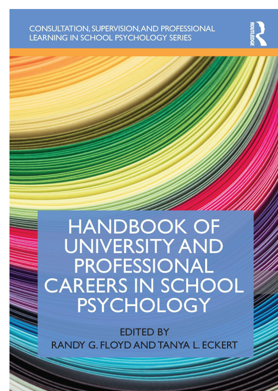

Handbook of University and Professional Careers in School Psychology

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Succeeding as a Man in Higher Education as an Advocate of Diversity, Equity, and Inclusion in School Psychology

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13 Succeeding as a Man in Higher Education as an Advocate of Diversity, Equity, and Inclusion in School Psychology

Jeffrey A. Miller, Frank C. Worrell, Prerna G. Arora, and Shawn Powell

Readers are asked to consider the following question: How can men in positions of power and privilege capitalize on the opportunity afforded to them by virtue of said position to promote more women and people of color in the academy? The framing of this question is intentional as it implies (a) the responsibility is already held by those in positions of power and privilege and (b) to not act is a vote for the status quo, suggestive of complicity in denying progress for women and persons of color in higher education. This perspective is important because those in service of advancing public health and education, as we are in school psychology, hold the responsibility for considering and acting on the needs of a diverse public. To effectively prepare the next generation of school psychologists, it will require university programs not only to develop an appreciation for and a sensitivity to diversity but also to initiate programs that shape a university culture to embrace and leverage diverse colleagues and students in service of the public.

Men as advocates for diversity, equity, and inclusion have to (a) make the case for diversity to peers and colleagues as well as (b) work toward the goal of a diverse academy. Thus, this chapter has two major sections addressing these tasks. In the first part of this chapter, we discuss current, historical, and systemic factors that indicate the need for diversifying higher education. This information provides the knowledge base necessary to understand the state of affairs with regard to advancement of diversity and to convincingly argue the merits of a diverse academy. In the second section, we provide both high-level and tactical recommendations for increasing diversity in the academy. This section covers establishing a priority for diversity, developing a culture of civility and diversity, implementing the high-level strategy, and finally, offering the tactics and initiatives that need to happen at the school level. However, before these two sections, we begin with a section on male privilege.

Understanding Privilege as a Man

Privilege has been defined as the automatic earning of benefits by members of dominant groups (Case, Hensley, & Anderson, 2014; McIntosh, 1998). Fundamental to its definition, moreover, is that privilege often remains invisible to those who have it (Wildman & Davis, 2008), with individuals within these groups often ascribing their status to their own merits rather than to unearned advantages. Men, and White men in particular, as members of this dominant group, have been the recipients of such benefits. These benefits have often resulted in men being granted authority over women in work as well as in social settings (McIntosh, 1998).

However, male privilege has been granted primarily to those individuals aligned with traditional and stereotypical expectations of men. Thus, individuals who meet ideal masculine norms, standards which include being perceived as strong, rational, and brave, have often benefited from the greatest privilege (Coston & Kimmel, 2012). Moreover, White, straight, able-bodied, middle-class men are often those who have received the greatest amount of privilege

(Woods, 2014). As such, an intersectional analysis, which underscores the complexities and intersections of identity (Byrd, Brunn-Bevel, & Ovink, 2019; Collins, 2008), is particularly relevant when considering male privilege. Intersectionality theory, which emerged from critical race studies in the late 1980s (Crenshaw, 1989), underscored the "multidimensionality of marginalized subjects' lived experiences" (Nash, 2008, p. 2), and in particular, it has focused on the ways both gender and race interact to impact an individual's experience.

Chamorro-Premuzic (2020) provided insight into how men continue to be elevated despite equally prepared, diverse alternatives. First is our difficulty differentiating confidence from competence. Second, we tend to admire charismatic individuals. Finally, we have difficulty resisting individuals with grandiose visions and a high level of confidence they can achieve those visions. He described this group as confident, narcissistic, and charismatic. As a counter measure, Chamorro-Premuzic (2020) recommended relying on the research that defines the characteristics of great leaders (Hasan, 2019) as a benchmark for decision-making and distrusting our instincts that may cloud our judgment.

Men have benefited from privilege in academic settings, with many endorsing hostile or discriminatory climates for women within institutions of higher education (Dallimore, 2003). Considering experiences of women in work settings, and particularly in academia (Muhs Niemann, González, & Harris, 2012), allies in addressing concerns of equity are needed. As holders of the greatest privilege in the academy, men must play key roles as allies in supporting inclusion and promoting social justice (Drury & Kaiser, 2014). We now turn to the case for diversity.

The Case for Diversity

Academe has long been steeped in tradition and elitism as well as at tension with populism and access (Bergquist, 1995), but academe has been facing a massive shift of democratization. Demographic shifts have been toward increased diversity in the United States, harsh fiscal realities are resulting in closure and mergers of higher education institutions, and pervasive questions about the value of a college degree are exerting pressure on institutions to become more accepting of applicants, increase focus on retention, and connect fields of study with employment outcomes. For no other reason than financial viability, most institutions of higher education need to grow enrollments of diverse, qualified students. Academe still uses selectivity as a marker for excellence, but the reality is that selectivity guided by discrimination and intolerance can limit the financial health and effectiveness of an institution. Thus, market and social forces, educational benefit, and ethos drive institutions to serve a broad range of the populace. University initiatives now seek to capitalize on the educational benefits of diversity for all students rather than simply increasing the headcount of diverse constituents.

Many authors have made the case for diversity with different formulations. Williams (2013) integrated most of these formulations into a comprehensive model. He argued that specific pressures exerted on universities have resulted in these institutions becoming more accepting of diversity. First is the recognition that academic institutions exist in a global economy and that the world of work is largely a knowledge-based environment. Thus, more Americans need to have college degrees and be prepared for "knowledge work" to contribute to the economy. Second, as society becomes more diverse, universities need to help a more diverse student body be successful. As a corollary, the success of women and persons of color who achieve greater financial and social parity has caused universities to rethink who the "typical" student population is—especially as they engage with influential alumni and leaders in business and politics from diverse backgrounds who exert considerable influence.

Third is the recognition that diverse student bodies help universities to respond to changes in the economy and to their alumni and other stakeholders. Thus, universities need a pipeline of

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students who they must encourage to matriculate and graduate. Fourth is the educational benefit of a diverse student population, a frequently cited rationale for diversity. A diverse student population enriches the learning environment, encourages innovation, adds to existing disciplines, and prepares students for the world of work (Stewart & Valian, 2018). For all students, success after graduation increasingly depends on the ability to work with diverse individuals. Despite the obvious benefits of diversity, there are political and legal assaults on efforts to ensure diversity in higher education, which is causing universities to reexamine their strategies for increasing diversity in the current political environment (Williams, 2013).

Women in Academia

Making the case for diversity includes understanding the current context of women and women of color in higher education. In recent years, increased attention has been paid to the status of women in academia in particular, with focus placed on the significant gender inequalities that persist within the field. Specifically, despite being the recipients of approximately half of doctoral degrees granted since 2004 (National Science Foundation [NSF], 2016), women held only 40% of tenure-track faculty positions in the United States-based colleges and universities (American Association of University Professors [AAUP], 2014). Moreover, in a phenomenon termed the "leaky pipeline," women have been shown to hold fewer positions with increasing position rank (Hill, Corbett, & St. Rose, 2010). For instance, in 2014, women constituted 51% of assistant professors, 44% of associate professors, and only 29% of full professors of United States institutions of higher learning (AAUP, 2014). Relatedly, women are disproportionately overrepresented among faculty members at community colleges and primarily undergraduate institutions (Bank, 2011), as well as in part-time, temporary, and non-tenure-track positions (Curtis, 2011). Women, further, are underrepresented in administrative positions (Niemeier & González, 2004). Finally, despite little difference in the number of working hours (Winslow-Bowe & Jacobs, 2011), women in faculty positions receive considerably less pay (Jacobs & Winslow, 2004).

Several reasons have been put forth for the underrepresentation of women in academia, in terms of gaining tenure-track or full-time positions, achieving full professor status, and earning an equivalent salary (Anicha, Burnett, & Bilen-Green, 2015). Within academia broadly, chief among those has been the perception that careers in academia are incompatible with family life (Canetto, Trott, Winterrowd, Haruyama, & Johnson, 2017). For instance, previous studies of women in academia have pointed to numerous concerns among women graduate students, postdoctoral fellows, and early career faculty about how to balance life on the tenure track with having children (Barthelemy, McCormick, & Henderson, 2015; Canetto et al., 2017; Ecklund & Lincoln, 2011). Additionally, women are more likely than men to have full-time employed or academic spouses, thus making geographical mobility associated with obtaining tenure-track appointments more challenging (Mason, Wolfinger, & Goulden, 2013). Such experiences, as well as numerous others, may explain why a recent AAUP report concluded that "women face more obstacles in higher education than they do as managers and directors in corporate America" (West & Curtis, 2006, p. 4).

Within the field of school psychology, dramatic shifts in the representation of women have occurred. Specifically, the percentage of doctorates in school psychology awarded to women increased from 25% in 1971 to 61% in 1991, a span of only 20 years (Pion et al., 1996). This number increased to 78% in 2000 (Fouad et al., 2000) and, more recently, to 85% (American Psychological Association, 2018). Despite the substantial increases in women receiving doctoral degrees, significantly fewer school psychology faculty are women, with one study noting only 45% of school psychology faculty were women (Thomas, 1998). Although the number of women in school psychology faculty positions has increased in the recent years, with one

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estimate placing the number at 62% (Castillo, Curtis, & Gelley, 2013), a large discrepancy still exists. Historically, women in school psychology have published less than men and are less likely to obtain fellow status in the American Psychological Association (Hagin, 1993). A more recent examination found that men within school psychology were more likely to hold senior positions (i.e., full professor versus associate or assistant professor) within academic programs (Watkins & Chan-Park, 2015). Finally, women in school psychology faculty positions have been found to earn less than men, a finding with implications for job satisfaction (Crothers et al., 2010). Indeed, it is not surprising that, in a 2004 survey of women school psychology faculty, responses suggested that women experienced a significant amount of stress in balancing work and life (e.g., parenting), with several individuals disclosing their decision to work at smaller, nondoctoral institutions for this reason (Akin-Little, Bray, Eckert, & Kehle, 2004).

People of Color in Academia

People of color have been historically underrepresented in academia, a concern that has heightened in recent years with the increasing diversity of higher education student populations. Although the student population in higher education is increasingly diversifying, White faculty still make up the majority of academics at 72% (Madyun, Williams, McGee, & Milner, 2013). As of 2016, roughly 9% of full-time faculty are Asian American, 6% are African American, 5% are Hispanic, and 0.4% are Native American (Espinosa, Turk, Taylor, & Chessman, 2019). Additionally, proportions of people of color are lower in higher faculty ranks and senior administrative positions (Turner, 2003). For instance, in 2016, White and Asian American faculty represented 28% and 27% of full professors, respectively (Espinosa et al., 2019). In fact, most faculty of color enter academia through non-tenure-track positions, such as lecturer or instructor, and most do not rise to senior positions (Khan et al., 2019; Laden & Hagedorn, 2000). Furthermore, throughout the 20th century, faculty of color have historically worked almost entirely within universities and community colleges that serve people of color (Turner, 2003). Yet, even in community colleges, faculty of color represented only 17% of total faculty (National Center for Education Statistics, 2007). Finally, the majority of college and university presidents in 2016 were White, with people of color representing only 17% of presidents (Espinosa et al., 2019).

Several factors are put forward to explain the underrepresentation of faculty of color. One explanation is the low numbers of people of color earning doctorates, creating a "pipeline" problem (Smith, Turner, Osei-Kofi, & Richards, 2004). Numerous studies have raised concerns regarding the lack of doctoral degree completion, program attrition, and interest in faculty careers among people of color (Brunsma, Embrick, & Shin, 2017; Graham, 2013; Sowell, Allum, & Okahana, 2015). In addition, faculty of color often find their academic peers responding more to their ethnicity or race than to their scholarly achievements, contributing to perceptions of tokenism (Laden & Hagedorn, 2000). Furthermore, faculty of color often do not have many colleagues of color, which affects their prospects for mentoring, research support, and tenure (Diggs, Garrison-Wade, Estrada, & Galindo, 2009; Turner, González, & Wood, 2008). In fact, faculty of color are more likely to participate in undervalued service activities pertaining to students of color and are less successful at gaining promotions at institutions that reward research more than teaching (Grapin, Bocanegra, Green, Lee, & Jaafar, 2016; Levin, Haberler, Walker, Jackson-Boothby, 2014). These concerns and ongoing challenges faced by a faculty of color run counter to the calls for increased diversity in higher education (Turner, Gonzalez, & Wood, 2008).

Despite the modest but steadily growing presence of students of color in post-secondary education, they remain largely underrepresented in certain sectors. The field of school psychology in particular is lagging behind other sectors in terms of membership of students of

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color (Curtis, Grier, & Hunley, 2004). In 1998, such students were found to represent only 17% of graduates from school psychology programs (Thomas, 1998). Gains in students of color enrollment have been marginal, with their rates growing from 24% in 2015 (Gadke, Valley-Gray, & Rossen, 2016) to 25% in 2017 (Gadke, Valley-Gray, & Rossen, 2018). A number of studies have addressed the need for faculty of color to enhance recruitment and retention efforts for students of color, and to encourage them to join the professoriate (Chandler, 2011; Grapin et al., 2016; Maton, Kohout, Wicherski, Leary, & Vinokurov, 2006; Zhou et al., 2004). Despite the topic's prevalence in the literature, recruiting students of color into school psychology doctoral programs is an ongoing challenge. Barriers to recruiting students of color include a lack of exposure to the profession (Grapin et al., 2016), feelings of disconnection from faculty and peers (Proctor & Truscott, 2012), and a lack of recruitment and retention efforts (Zhou et al., 2004).

Several studies have suggested the need for efforts to maintain a critical mass of African American school psychology doctoral students to help maximize the number of potential African American school psychology faculty (Munoz-Dunbar & Stanton, 1999; Maton et al., 2006; Proctor & Truscott, 2012). Considering the projection for low ethnic diversity among school psychologists in the future (Curtis et al., 2004), major efforts will be necessary to increase the number of school psychologists of color.

Making Change in the Institution

Priorities. Increasing the diversity of faculty in the academy requires that diversity be a long-term, strategic priority for university leaders at all levels, and clear benchmarks are needed to determine if progress is being made. One obvious indicator is increased numbers of women and persons of color in the institution and, more importantly, in positions of power. A true priority in higher education is one that is adequately funded. Using this marker, leaders can judge whether such a priority exists and whether it is the first task they should take on. Time is the same; it is a resource that is always in short supply for initiatives that are not priorities. Thus, when statements from the highest levels in the institution reference a lack of funds or resources as a rationale, it simply means the initiative is not a priority. Prioritizing diversity means devoting resources, even when scarce, to supporting diversity initiatives.

Although dedicated funds and time are essential, these can only be accomplished after a thorough, careful consideration of the university system and its actors. If the rest of the leadership team is comfortable with the status quo and does not share diversity as a central value, making change will be difficult. The leader of the institution needs to be able to make a strong case for diversity and appoint a leadership team that shares this value. Promoting underrepresented individuals to leadership positions helps to bring about change by developing a network of individuals with the same priorities and by signaling to others that this institution lives up to its value of diversity.

A diversity culture. No barriers to diversity are more pervasive and challenging than sexism and racism. No matter how well an institution's priorities are documented and funded, if these types of discriminatory issues are not addressed, diversity will be difficult to achieve. Thus, in serving the goal of diversity, an institution needs to develop a culture that embraces diversity, equity, inclusion, and civility and is intolerant of discrimination in all forms (Stewart & Valian, 2018, Williams, 2013). Indicators of issues with discrimination and intolerance include discrimination lawsuits, Equal Employment Opportunity Commission (EEOC) complaints resulting in decisions against the university, demands for mediation due to discriminating behavior, and Title IX violations, among others. Even in the absence of these concerns, institutions need to be intentional in determining if there are problems, and they should collect data from climate surveys, studies of pay equity, or diversity audits (Chun & Evans, 2019). The Higher

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Education Research Institute Faculty Survey targets the faculty experience and can provide a valuable information for recruitment and retention of women faculty and faculty of color.

The ultimate goal for any institution is to be proactive at encouraging an open and welcoming place for diverse perspectives rather than an institution that only reacts when problems associated with ethnicity, race, or gender arise. For example, if the only time the institution focuses on diversity is when an accreditation report is due, the institution does not have a culture of embracing diversity. An institution with a strong diversity culture will have an easy time documenting the diversity in its self-study, and these views will be echoed by the views of the community.

Developing institution-wide strategies for promoting diversity at all levels is also critical to achieving the goal. Strategies include marketing and recruitment campaigns and mentoring programs. Institutions can recruit from high schools with diverse graduates, improve the climate for faculty of color, provide financial incentives (e.g., a reinvestment fund) in support of the diversity agenda, and acknowledge concerns and act when goals are not met. As with any serious strategy, specific tactics, actions, and initiatives need to be implemented and executed with integrity.

Faculty recruitment. All levels of the institution conduct searches. However, the majority of hiring of new faculty takes place in schools and departments. In this regard, deans and department chairs have enormous impact on hiring diverse new faculty members. Hiring for diversity is a fundamental aspect of a university-wide strategy for increasing diversity (Stewart & Valian, 2018). In a culture with a priority for diversity, the leader of the unit needs to set the tone for faculty (and staff) searches. In institutions that value diversity, there are typically policies with regard to the composition of the search committee, the text of the search advertisement and the search plan, and review processes for the advertisement, the search plan, and the pool of candidates that are beyond the search committee and the hiring department. In some places, there are equity officers in each unit who touch base with every search committee to ensure that diversity issues are being considered seriously, and there are processes that can lead to a search plan or a search outcome being rejected because diversity was not taken into account.

The unit leader should choose a search committee chair and other members of the search committee who share the institution's commitment to diversity. This group has the most interaction with candidates (e.g., during dinners and formal meetings) and will set the tone for the institution and reflect its values. The role of the search committee chair is particularly important as the chair helps the committee to make recommendations that are not based on biases or stereotypes. The committee chair will moderate discussions and ensure all voices are heard. Selecting the committee members, too, can make or break a search that truly seeks diversity. Best practices for search committee formation include selecting members that are themselves diverse (Harvard University, 2019; Stewart & Valian, 2018). Imagine a woman or a person of color's response to a search committee comprised of only White men. They may sense incompatibility and be deterred from joining the department.

Search committees can include members from outside the specific hiring unit (Harvard University, 2019) providing the opportunity to showcase disciplinary diversity and campus community collegiality. For smaller programs or institutions, including a committee member from outside the discipline may be the only way to have diversity represented on the committee.

For universities where interdisciplinarity is important, search committee membership can showcase the university's interdisciplinarity. Even if interdisciplinarity is not a priority, including a committee member who can speak about the campus community outside the department will be useful. Sources of such individuals could be members of faculty leadership groups, senior faculty in highly visible roles, or even academic administrators. Interdisciplinarity and collegiality are signs to candidates that there are opportunities to partner with other scholars on campus and become a part of a community (Stewart & Valian, 2018).

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The search committee may also include a student member (Harvard University, 2019), and it is also common for prospective faculty to meet graduate (or undergraduate) students of color and women students during their campus visit. These graduate students could be one of the interview groups for candidates, but they can also assist in transport between interview meetings and meals. These informal interactions allow the candidate to get a feel for the openness of a campus to diversity and allow students to hear about the career ladder to academe. By focusing on diversity student anxiety can be reduced and can provide them with increased feelings of competence that they are doing the right things or how to change course in their pursuit of an academic career. Most importantly, this gives students insight into the faculty search process in preparation for when they may be applying for a faculty position in the future. In this way, the search is mutually beneficial. The candidates feel like they will be able to assimilate into the institution, and graduate students see role models of diverse people making it to a campus interview, thus promoting their confidence in gaining a faculty position in the future.

Once the committee is selected, the unit leader needs to set the tone and direction for the search. This is done through the verbal or written charge to the committee and the quality control the unit leader exercises over the position description and subsequent position advertisement. As this chapter is about men in leadership roles, it will be important for a leader who is a man to transmit the message that the search should endeavor to include diversity as an important criterion. That is, qualified candidates should bring a unique view that only can come from a diverse individual. Stewart and Valian (2018) argued that the search charge should have the goals of hiring for diversity in addition to scholarship, teaching, and service.

In some universities, the position description and position advertisement are provided to the committee, and in others, the committee is expected to generate these documents. In the former case, the hiring documents should represent the institution's priority for promoting diversity. The search committee can easily see the charge articulated in these documents. If the committee has the opportunity to prepare these documents, there are several best practices that should be followed. To avoid attracting only people similar to the current majority individuals in the department, the position should be described as broadly as possible. Benefits of a broad position description are a larger and more diverse applicant pool.

The position should also not be described as a replacement. Replacement suggests the committee is searching for someone like the previous position holder, who is likely not a woman or person of color. It is appropriate to include language in the advertisement that indicates the search committee is seeking to increase the diversity of the department faculty that include direct statements encouraging applications from women and people of color. The position advertisement should use descriptive language appropriate to the level of the position in order not to deter applicants. For example, using adjectives such as distinguished or exceptional for an entry level position may lead potential candidates to think they are not qualified for a position (Harvard University, 2019).

The carefully crafted position advertisement should then be distributed to a wide range of outlets to increase the probability of attracting a diverse applicant pool. A barrier to achieving such a goal often comes down to money. Some potential outlets for job postings are very expensive. For example, posting a job in *The Chronicle of Higher Education* is quite costly, and some intuitions will only put senior positions in this outlet. Men in positions of power can have a broad impact on diversity hiring by requiring that the search is advertised in sources or outlets that will attract diverse applicants. These include outlets like hbcu.com, higheredjobs.com, or http://psychjobsearch.wikidot.com/ and other diversity advertising outlets identified by the search committee. Associated with these plans, the university could tie a certain amount of funds for advertising searches at an institutional level and distributed through human resources as part of the diversity plan. Other sources of applicants can come from narrowcasting to professional organizations' committees on diversity. Most professional organizations have a special

interest group focused on diversity in their membership and in the field. Sending job positing to their listservs if authorized by the leadership can be a rich source applicant leads. Another option is to broadcast to outlets that are not academically focused. Sites such as indeed.com, monster.com, glassdoor.com, and linkedin.com have the added benefit that they show up as highly ranked in Google searches. Nowadays, the first thing a person searching for an academic position will do is search Google. *The Chronicle* job listings typically do not show up first.

It is also important for positions to be posted in a Higher Education Recruitment Consortium (HERC; website https://www.hercjobs.org/). Although HERC is a national organization, their heart is in regional consortiums organized by geographical region and comprised of participating colleges and universities. The advantage of the regional consortium idea is they provide job listings for "trailing partners"—a significant other who would have to find a job in the same vicinity if a candidate were offered a position. Simplifying relocation for a job through partner job opportunities can increase the chances of hiring a first-choice diverse candidate. The HERC regional consortia focus on achieving that goal.

Once the applicant pool is established, it becomes the job of the search committee chair, and sometimes unit leader, to keep the candidate review process on point. When leading a search committee, it is important to have someone in the room who can stay focused on the goal of diversity and inclusion. There are many ways in which committees veer off track, including focusing on previous steps in the process, such as debating the interpretation of the job description, digressing into superfluous details, and using time to talk about personal topics or just socializing. The reason for these diversions can be innocuous, such as a poor decision-making process, but they can also be insidious by preventing a decision-making process to maintain a status quo, among others. In the former diversionary situation, a good search committee chair can steer the conversation back on track, but in the latter, the committee will have to address the unsaid issues that interfere with the success of the committee. This also results in the committee membership needing to hold each other accountable to the purpose. In whatever form, the search committee chair is like a lane assist system in one's car that keeps the car from swerving into other lanes. When hiring with diversity in mind, it is often the chair's duty to keep equal focus on the second of Stewart and Valian's (2018) hiring foci, diversity in addition to scholarship, teaching, and service.

It was discussed previously that the reason White men end up getting jobs over diverse candidates is that hiring decision-makers place value on confident, charismatic, and grandiose vision. The search committee chair needs to keep the committee focused on evidence of competence, humility, and integrity (Chamorro-Premuzic, 2020). Hodges and Welch (2018) similarly said that hiring "divas" and "devils" will undermine efforts to develop a culture of diversity. The unit leaders can facilitate this focus by asking the committee to reduce reliance on indicators of quality such as prestige and journal titles. These are proxies for the acceptance by the majority culture, which may be deprived from a diverse candidate. To guard against this, it is more important that the committee members actually read the candidates' submitted materials and make impartial judgments based on that content. Structured interviews can level the playing field for all candidates and should be required. The questions in the structured interview should solicit a range of information about the candidate that individuals from diverse backgrounds would find inviting and allow candidates to identify their strengths as they see them. Finally, it is appropriate to provide the committee with guidance on avoiding bias when evaluating applicants (Williams & Valian, 2018) such as the ADVANCE (Morimoto, Zajicek, Hunt, & Lisnic, 2013) and Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) materials and trainings (https://advance.umich.edu/stride/).

As alluded to previously, the campus interview is a great opportunity for a two-way exchange between the candidate and representatives of the university. The interview experiences

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on campus should be guided by near-identical interview schedules for all candidates. This goes for the list of interviewers, the list of attendees, the locations where social events such as dinners take place, and even transportation to and from airports.

Typically, unit leaders will be making the job offer to a diverse candidate. Here they transmit their and the institution's commitment to diversity through their actions and not just words. A savvy candidate can see through platitudes and disingenuousness. Such communications are a sign of a reactionary rather than a proactive stance to diversity as discussed in previous sections. Unit leaders need to demonstrate they live the mission of diversity, rather than espouse it as needed. In the job offer, it is important to emphasize employee benefits, retirement savings options, and moving expenses (Gasman, Kim, & Nguyen, 2011). It is also a chance to point out the parental leave policy and the openness the leader has to lifestyle choices. It is well established that women delay entrance into academe and delay tenure due to a concern that family planning will adversely impact their career. The reverse is also true that women will delay starting a family until their job becomes more secure with tenure (Khan et al., 2019). Allaying such fears when making the job offer can increase the chances of acceptance of the offer.

Leaders should examine barriers in their school to hiring for diversity. At the broadest level, there are professional schools that are heavily regulated by accrediting bodies and research schools that are not regulated. Each has its own set of challenges, but school psychology falls squarely in the professional degree category so we will focus on those issues. Accreditors of professional schools typically expect to see a diverse faculty and a diverse student body. Each accrediting body expresses its particular expectations for diversity in their accreditation standards. Because many programs have trouble achieving diversity, achieving diversity is often a primary recommendation from the accrediting body. Our experience is that, even when the professional program is firing on all cylinders in terms for meeting accreditation standards, it may still fall short in this area (Chun & Evans, 2019). Nevertheless, by identifying diversity as a deficiency it serves to frame diversity as a burden rather than the great opportunity that it is.

Framed as a burden, leaders will often be reactive and put plans in place to appease the accreditors, so they get accredited. That is, maintaining accreditation is the first priority, and diversity strategy is a means to an end. In a culture focused on diversity as a priority the program faculty would not have to give a second thought to passing the diversity standard of the accrediting body. Unit leaders overseeing accreditation processes can listen for these subtle differences in faculty's framing of accreditation standards and provide guidance to move the program from a reactive to a strategic stance.

Mentoring. School leaders should take time to develop school-level mentoring plans for all new faculty, but this is particularly important for the success of women and people of color (Zambrana et al., 2015). A mentor can provide initial assistance and support for the transition to higher education by ensuring assimilation to the location, such as help through housing, and identifying community resources, such as doctor recommendations and cultural communities. The mentor, while not responsible for promotion and tenure, can assist in explaining and providing context for the content of the faculty handbook, particularly as it applies to tenure and promotion. Connecting new diverse faculty with university-wide networks of diverse individuals (e.g., women in science group) can help bring together a critical mass of women faculty, faculty of color, and the like. However, mentors should be vigilant to helping new faculty members' tendency toward race-related service, rather than scholarship, although knowing scholarship has a higher value in the tenure and promotion process. Reconceptualizing merit to better align with service aspirations of women and people of color is not yet a reality in most institutions, and not striking a balance can result in unfavorable tenure decisions. Providing options for mentoring is a sign of a commitment to and valuing of diversity at the school level (Quezada, Kinsey, & Louque, 2015).

Managing Individuals Hostile to Diversity

A particularly tough situation for an institutional leader is when a member of the faculty or other employees make sexist or racist statements. Sexist and racist individuals work to drive out faculty who do not fit their ideals. For example, microaggressions, subtle statements, or actions of discrimination toward women and persons of color are common tactics in these situations (Guzman, Trevino, Lubuguin, & Aryan, 2010; Pittman, 2012). Unfortunately, racist and sexist behavior can range from microaggressions all the way to outright incivility toward diverse faculty, staff, and students.

Typically, such individuals who engage in sexist and racist acts have attended some Title IX or EEOC training on a periodic basis, so appropriate behavior has been communicated systemically. However, such trainings that offer views different from theirs will have little impact. The leader often has to contend with complaints from these individuals that go against diversity initiatives, such as concerns about "overreaching administration" and about "political correctness stifling academic freedom." Managing such individuals has been the topic of many books on the subject of workplace bullies and building civility (e.g., Sutton, 2007).

Addressing the backlash to strategic diversity requires men to show their support of diversity, reject the old norms of a patriarchal academy, and set standards of behavior (Hodges & Welch, 2018). That is, it takes competence, humility, and integrity (Chamorro-Premuzic, 2020). Making change requires a more personal approach and the necessity to use all of the tools available as an administrator. In the sexist or racist view, they are just waiting the leader out because there will be a new leader coming along, with whom they can start this whole process over with again.

To remediate sexist and racist individuals, the best advice is not to wait. Problem behaviors will not dissipate on their own. Blaming women and people of color or removing the individual from the situation will not work either because the problem individual will find a new target. Meet with the problem individual and give them a verbal warning, tell them your standards, and share that there is a bright line not to be crossed with regard to sexist and racist behavior. After direct feedback, if the behavior has not changed, it is important to reach out to human resources and the EEOC coordinator to seek guidance on an improvement plan. It is important to maintain good documentation that should have been started as early as possible to build the case for action. Formal documentation to the individual should say "stop immediately and permanently and if not, consequences may include termination of employment." Write this in the first formal written notice to ensure the individual knows you are serious and will act. Notify the individual that all formal feedback and the written improvement plan are going in the individual's personnel file, to the EEOC coordinator, and to executive leadership. Such sexist and racists individuals strive for secrecy and eschew their behavior seeing the light of day. Point out that you are making a paper trail for the next leader and ensuring that they cannot wait out the whole system. Unfortunately, often times the individual returns to baseline sexist and racist behavior at which time more direct sanctions including termination need to be enacted. If the leader demonstrates integrity in dealing with such difficult situations, the word will get out, and it will signal to all other bad actors that the leader is serious and this may not be the best place of employment for them. With less sexist and racist behavior and fewer individuals modeling such behavior, new junior faculty will evolve in a mold of embracing diversity for all the value it brings to them and the institution.

If the leader finds the process we have described beyond their capabilities, then that person is likely part of the problem. The tendency to give the bad actor a long leash or even ignore the behavior to avoid conflict means the leader should seek guidance. Weak leaders will only perpetuate sexist and racist behavior. It is best for leaders to recognize their limitations and seek advice from the executive leadership or a consultant so that they may learn to serve as an effective leader in culture promoting diversity.

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Being an Ally

Allies have been defined as members of the dominant group who relinquish their own privilege and work to support social justice in their professional and personal lives (Broido, 2000). In this regard, allies are individuals who seek to go beyond simply not expressing bias toward women or people of color but who are actively willing to support such individuals (Brown & Ostrove, 2013). Allies serving as formal or informal mentors can improve recruitment and retention of women and people of color.

There is a strong advantage to men serving as allies against sexism. Specifically, past research has noted that men who serve as allies to women are viewed more positively than those who have not (Eliezer & Major, 2012). Moreover, men have been found to be more effective at confronting sexism as compared to women. Despite this potential benefit, previous findings have brought attention to the difficulties faced by men in confronting sexism (Drury & Kaiser, 2014). Accordingly, educational interventions that increase men's awareness of the prevalence and negative impact of sexism (Becker & Swim, 2012) by reflecting on their privilege have proved helpful (Case et al., 2014; Broido & Reason, 2005). Moreover, the importance of increasing men's willingness to act when observing sexism is also crucial (Drury & Kaiser, 2014). Interventions based on the bystander helping model (Latané & Darley, 1970), in which men are taught about barriers that individuals face in confronting sexism, have been promoted for this purpose (Ashburn-Nardo, Morris, &Goodwin, 2008). At the organizational level, supporting environments that encourage allies to report observations of sexism have also been promoted (Drury & Kaiser, 2014).

Multiple models of ally development exist. In Bishop's (2002) Becoming an Ally framework, the development of an ally begins with understanding oppression (Step 1) as well as understanding the interactions among different types of oppression (Step 2). Step 3 involves recognizing how the types are different and the same, after which the individual begins to act toward change (Step 4). Step 5 involves increasing awareness of one's previous roles in maintaining oppression. The final step (Step 6), called maintaining hope, underscores the difficulties in the path forward and the need to persevere on the long journey toward becoming a social justice ally (see Shriberg, Harper, & McPherson, Chapter 29).

Like Bishop (2002), Hardiman and Jackson (1997) described the sequence of the development of a social justice mindset in allies. They stated that members of the dominant group begin with an understanding of their identity based primarily on social acceptability and hierarchy. They referred to this stage as the Acceptance Stage. This understanding changes only when they begin to reject their existing worldviews and recognize the privilege associated with their group. This is the Resistance Stage. Across the next stages, members of the dominant group develop an identity removed from a system based on hierarchical superiority (part of the Redefinition Stage) and then act on their new social justice values (as part of the Internalization Stage).

Past research on ally development has been applied to efforts to reduce gender inequality in higher education settings. For instance, the National Science Foundation's ADVANCE programs seek to promote the recruitment, retention, and advancement of women in sciences (National Science Foundation, 2016). These programs incorporate many activities, including leadership development, campus climate surveys, reform of search practices, and unconscious bias training (Morimoto et al., 2013). A key component of the ADVANCE grant has been the Focus on Resources for Women's Advancement, Recruitment/Retention, and Development (FORWARD) Advocates program, which has a goal of training and supporting men faculty to advocate for gender equity on university campuses (Anicha et al., 2015). The program is composed of self-education involving exposure to relevant content on male privilege and unconscious bias as well as training to support active engagement in promoting gender-equity on campus. For instance, men attend bystander intervention training, during which they learn about how to speak out when they witness bias against women.

Executive-Level Administrative Leadership

Many school psychologists have risen to positions of dean, associate provost, provost, and president (see Tobin, Clark, Ochoa, & Close Conoley, Chapter 7). The importance of setting priorities and developing a culture of diversity with the intent of hiring women and persons of color and admitting a diverse student body has been established in earlier sections. At the most fundamental level, executive leadership can apply all of the techniques discussed previously to hire for diversity in positions of leadership (such as president and provost) and positions directing the offices of human resources, management and business, student life, academic affairs, and athletics. A diverse team of executive leaders sends a strong message to the institution. At this level, it is also a matter of motivation and morale. Faculty and staff notice every time a high-level position is filled by a White man. Each instance of this, particularly in an already homogeneous team, is a blow to progress in the minds of faculty and staff.

Along the same lines, executive-level efforts to promote women and persons of color from within the institution will improve the motivation and morale of faculty and staff. Thus, developing processes for diverse individuals to be promoted to leadership can greatly facilitate growing a diverse executive leadership team. Succession planning has historically not been a strength in higher education (Betts, Urias, & Betts, 2009). The typical process is to promote individuals into roles in which they have little management or leadership experience. Succession planning for women and diversity is achieved by funding and allowing release time for attendance at leadership institutes, such as the HERS Learning Institute or the Harvard Institutes for Higher Education (see Table 13.1 for additional information regarding resources). Extant leaders can tap diverse faculty to lead or serve on faculty search committees or others such as compensation, benefits, or faculty workload committees. The most direct and systematic approach to succession planning is through the faculty and staff evaluation process. Too often the annual evaluation process is viewed as burden and is a perfunctorily responsibility that examines the past and ignores the future (Bossidy & Charan, 2002). Rather, the evaluation process is an opportunity to set goals for succession, provide coaching, and identify opportunities for gaining leadership experience when possible.

Men in leadership positions at the executive level have to implement initiatives that make strategic diversity initiatives priorities real and deepen the culture of diversity. In this section, we discuss approaches that all leaders should implement at the executive level. Institutional buy-in for these approaches is gained in the president's cabinet or similar leadership teams. Through this process, far-flung units of the institution are enlisted to participate in the university diversity strategy. Leaders should enlist human resources, student life, and athletics as primary offices in addition to academic affairs.

Table 13.1 Resources for Diversity, Equity, and Inclusion (DEI)

Resource	*Description*
Higher Education Resource Services (HERS)	Leadership Development for Women Leaders in Higher Education
Focus on Resources for Women's Advancement, Recruitment/Retention, and Development (ADVANCE FORWARD)	National Science Foundation (NSF) initiative to improve gender equity through the engagement of men faculty https://www.ndsu.edu/forward/
Harvard Institutes on Higher Education	Leadership training for leaders in higher education
Higher Education Research Institute Faculty Survey	Faculty survey that provide information useful for faculty recruitment, retention, and development

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Developing a systematic and regular schedule of diversity, equity, and inclusion (DEI) training should be a priority for institutions. Such trainings should target new employees as well as periodic re-training. Trainings would focus on the institution's commitment to DEI and the benefit the university provides to underrepresented populations. Many research and service projects include interacting with the local community. Indeed, this is part of the mission of public universities. It is therefore important for faculty, staff, and students to be prepared to interact in culturally sensitive manner. Maintaining positive campus relations with the community can facilitate their buy-in to campus efforts. Of course, DEI training promotes faculty, staff, and students interacting with each other in a culturally sensitive manner.

Another approach is to recognize the opportunities to have community, stakeholder, and alumni representation on university committees. Executive-level search committees require the inclusion of community members. These are opportunities to include community leaders who are women and people of color as partners in the search. These types of committee members then do double duty by representing the community and providing the needed contributions critical to hiring for diversity. Similarly, diverse community members should receive invitations to campus celebrations and fund raisers.

It is also important to include a chief diversity officer at the level of the president's cabinet (Stanley, 2014). Chief officers have not been discussed directly in this chapter because higher education typically does not use this term. However, there has been an increase in the use of this term—if for no other reason than that private, non-profit universities and public universities are increasingly pressured to generate revenue as an institution, which was discussed previously and requires a diverse student population. The "c-suite" in universities can include the chief executive officer (president), chief financial officer (vice president for finance and business), chief academic officer (provost), chief technology officer (vice president for information technology), and so on. A fixture in this list should be a chief diversity officer (vice president for diversity and inclusion). Williams and Wade-Golden (2013) defined a chief diversity officer as the highest-ranking diversity administrator charged with prioritizing organizational change in the area of diversity who sets the strategic plan for achieving that change. For some institutions naming a chief diversity officer may be a progressive step forward. However, if the individual is not properly funded and supported to achieve real goals, no progress will have been achieved. As we discussed at the beginning of this chapter, an unfunded priority is not a priority at all.

Executive leadership on campus should establish and properly fund an office of diversity and inclusion, which then will establish a diversity council for the institution. The office of diversity and inclusion, with the guidance of a diversity council, can establish a series of initiatives designed to keep the importance of diversity in the minds of faculty, staff, and students. Such initiatives could include giving scholarship, teaching, and service-related awards to women and people of color, conducting climate surveys, sponsoring speaker series and seminars on diversity issues, holding fund raisers for scholarships and other supports of diverse students and scholarship, and hosting cultural programming around international holidays and celebrations (Williams & Wade-Golden, 2013).

Conclusion

Men attain positions in academic leadership with greater frequency than other individuals for a number of deeply ingrained cultural reasons. Being in positions of power provides great opportunities to change cultural biases. Men in these positions can confront the cronyism, patriarchy, and the "good old boys'" networks and actively work to diversify their institutions. Diversifying the academy will require men to take risks and engage in several strategic activities. First, diversification and inclusion of women and people of color must be a top priority for the administrators at the highest levels, and this priority must be communicated to and

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acted on at each administrative level. Prioritization also implies appropriate funding. Second, the institution's culture must embrace diversity and fairness and imbue institutional values and commitments to diversity. Existing sexism and racism in a university's culture needs to be identified and eliminated. Third, universities need to develop comprehensive strategies with discrete and specific indicators of change that are monitored routinely and adjusted as needed to achieve success. Fourth, the actions, tactics, and initiatives that are part of the strategy must be implemented with integrity. Creating a culture that embraces diversity and fairness cannot be a haphazard endeavor.

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