


Chapter 4


When Stereotypes Shape Expectations: Academic Bias and Faculty Performance

Delarious O. Stewart

 <https://orcid.org/0000-0003-2163-8727>

East Texas A&M University, USA

Charles Pinckney

 <https://orcid.org/0009-0008-9622-2228>

Coppin State University, USA

Ronald Richards

 <https://orcid.org/0009-0004-3946-9516>

East Texas A&M University, USA

Brandon M. Harris

 <https://orcid.org/0009-0004-6957-7008>

East Texas A&M University, USA

ABSTRACT

This chapter explores the pervasive impact of stereotypes, microaggressions, and implicit bias on Black faculty in academia. It examines how these subtle yet harmful behaviors undermine professional authority, limit career advancement, and contribute to systemic inequities. Through a detailed analysis of concepts such as stereotype threat, tokenism, and unequal scrutiny, the chapter highlights the emotional and psychological toll on affected faculty, including heightened stress and diminished job satisfaction. Drawing on case studies, empirical research, and theoretical frameworks, it emphasizes the cumulative damage of microaggressions

DOI: 10.4018/979-8-3693-9914-9.ch004

on faculty performance and institutional equity. The chapter also discusses the role of academic institutions in addressing these challenges by reforming evaluation standards, fostering inclusive environments, and providing tailored mentorship and mental health resources. Strategies for resilience and allyship are presented as critical tools for mitigating the impact of bias and promoting equity in academic settings.

INTRODUCTION

Dr. Simone Carter, a Black professor at a prestigious university, walks into a faculty meeting with a sense of achievement. She has spent months preparing a detailed presentation on a groundbreaking study, confident in her data and conclusions. As she concludes her presentation, instead of addressing her findings, a senior colleague questions her ability to lead the project, citing no specific concerns but cloaking the remark in a patronizing tone. Another colleague follows up with a comment that her eloquence is “surprising,” subtly implying that such articulation is unexpected from her. Though outwardly polite, these remarks carry a weight that undermines her expertise, erodes her sense of belonging, and reflects broader stereotypes about Black faculty in academia. These interactions, known as microaggressions, occur frequently and can have profound consequences on those who experience them.

Faculty of color often face unique challenges in navigating academic environments where implicit biases and systemic inequities persist. Microaggressions play a critical role in these dynamics by undermining their professional authority, marginalizing their contributions, and creating hostile work environments. Research highlights the detrimental effects of these experiences, including heightened stress, diminished job satisfaction, and barriers to career progression (Holliday et al., 2020; Gonzalez & Zuberi, 2017). These outcomes are compounded by the emotional labor required to manage microaggressions, which detracts from the focus needed for teaching, research, and service responsibilities.

This chapter explores the pervasive influence of stereotypes and biases in academic settings, particularly as they manifest as microaggressions against Black faculty members. It examines how these subtle forms of prejudice affect faculty performance, career advancement, and overall well-being. Additionally, the chapter explores the broader institutional implications of microaggressions.

16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/when-stereotypes-shape-expectations/385810

Related Content

Synergy With the World Soul: Establishing the Humanitarian Organism

Stephen Brock Schafer (2017). *International Journal of Civic Engagement and Social Change* (pp. 13-36).

www.irma-international.org/article/synergy-with-the-world-soul/198954

Cultural Tourism and Community Development: Dhofar Governorate as a Case

Samskrati Gulvady, Mohammad Soliman, Hamed Almuhrziand Musallam S. Hawas Al-Aamri (2023). *Exploring Culture and Heritage Through Experience Tourism* (pp. 169-179).

www.irma-international.org/chapter/cultural-tourism-and-community-development/333043

Actor Networks and Development of Cultural Tourist Destinations

Oswaldo Ledesma González, Rafael Merinero Rodríguezand Juan Ignacio Pulido Fernández (2022). *Handbook of Research on Cultural Tourism and Sustainability* (pp. 209-230).

www.irma-international.org/chapter/actor-networks-and-development-of-cultural-tourist-destinations/300571

Impact of Violence in Movies on Juvenile Delinquency

Naima Saeed, Tansif Ur Rehmanand Mehmood Ahmed Usmani (2018). *International Journal of Civic Engagement and Social Change* (pp. 55-68).

www.irma-international.org/article/impact-of-violence-in-movies-on-juvenile-delinquency/204936

Crossing Cultures and Finding Growth Through Global Learning: Lessons From a Year at Kean University

Zikun Xu (2026). *Cases on US-China Study Abroad Programs in Higher Education* (pp. 177-194).

www.irma-international.org/chapter/crossing-cultures-and-finding-growth-through-global-learning/405186