

Faculty of Color in Academe: What 20 Years of Literature Tells Us

Caroline Sotello Viernes Turner
Arizona State University

Juan Carlos González
University of Missouri—Kansas City

J. Luke Wood
Arizona State University

To better prepare students for an increasingly diverse society, campuses across the country remain engaged in efforts to diversify the racial and ethnic makeup of their faculties. However, faculty of color remain seriously underrepresented, making up 17% of total full-time faculty. In the past 20 years, more than 300 authors have addressed the status and experience of faculty of color in academe. From 1988 to 2007, there was a continued rise in publications addressing the issue of the low representation of faculty of color. This article presents a literature review and synthesis of 252 publications, with the goal of informing scholars and practitioners of the current state of the field. Themes emerging from these publications and an interpretive model through which findings can be viewed are presented. The analysis, with a focus on the departmental, institutional, and national contexts, documents supports, challenges, and recommendations to address barriers and build on successes within these 3 contexts. The authors hope that this article informs researchers and practitioners as they continue their work to understand and promote the increased representation of faculty of color.

Keywords: faculty diversity, faculty of color, minority faculty, literature review, higher education

The increasing demographic diversity in the U.S. population begun in the past century continues into this century. The new millennium also brings a heightened awareness of the importance of global and national understanding of cross-cultural perspectives. Such trends and transitions contribute to the shaping of American higher education. Efforts toward faculty racial and ethnic diversity are fueled by the increasing diversity of the student body (Cook

& Córdova, 2006; Cora-Bramble, 2006), compelling arguments about the need to prepare all students for a diverse society (Antonio, 2002; C. A. Stanley, 2006; Umbach, 2006), continuing evidence that a diverse faculty is important to the success of a diverse student body (Hagedorn, Chi, Cepeda, & McLain (2007), evidence that a diverse faculty assists in the recruitment of students of color to higher education (Alger & Carrasco, 1997; Antonio, 2000), and the contributions of diverse faculties to the engagement of new scholarship (Alger, 1999; Christian-Smith & Kellor, 1999; A. M. Padilla, 1994; Turner, 2000; Urrieta & Méndez Benavídez, 2007) and approaches to teaching (Antonio, 2000; M. Garcia, 2000; Pineda, 1998; Turner, 2000; Umbach, 2006; Vargas, 2002).

To better prepare students for an increasingly diverse society, campuses across the country are engaged in efforts to diversify the racial and ethnic makeup of their faculties. These efforts are perhaps the least successful of campus diversity initiatives as faculty of color remain underrepresented and their achievements in the academy almost invisible. According to *The Chronicle of Higher Education Almanac*

Caroline Sotello Viernes Turner and J. Luke Wood, Division of Educational Leadership and Policy Studies, Arizona State University; Juan Carlos González, Division of Urban Leadership and Policy Studies in Education, University of Missouri—Kansas City.

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Correspondence concerning this article should be addressed to Caroline Sotello Viernes Turner, Division of Educational Leadership and Policy Studies, College of Education, Arizona State University, Farmer 120, P. O. Box 872411, Tempe, AZ 85287-2411. E-mail: caroline.turner@asu.edu

Table 1
Review of Literature Related to Faculty of Color, by Type of Publication, in 5-Year Increments

5-year increment	Journal articles	Dissertations	Books	Reports	Book chapters	Total
2003–2007	86	15	9	9	5	124
1998–2002	25	11	15	6	7	64
1993–1997	12	14	8	9	4	47
1988–1992	7	1	2	3	4	17
Total	130	41	34	27	20	252

(“Number of Full-Time Faculty Members,” 2007–2008), in 2005 faculty of color made up only 17% of total full-time faculty, with 7.5% Asian, 5.5% Black, 3.5% Hispanic, and 0.5% American Indian. When figures reported for the full professor rank are examined, we see that fewer than 12% of full professors in the United States were people of color: 6.5% Asian, 3% Black, 2% Hispanic, and 0.3% American Indian. For female faculty of color, the numbers are even more dismal: In 2005, only 1% of full professors were Black, 1% Asian, 0.6% Hispanic, and 0.1% American Indian.

According to Bland, Meurer, and Maldonado (1995) and Patterson, Thorne, Canam, and Jillings (2001), literature analyses and syntheses are important as a means of periodically bringing coherence to a research area, contributing new knowledge revealed by integrating single studies, and informing scholars and practitioners of the state of the field. From 1988 to 2007, more than 300 scholars published 211 studies

and produced 41 doctoral dissertations related to the underrepresentation of faculty of color. We found it inspirational that so many scholars have written about issues pertaining to faculty of color in the past 2 decades. This article reviews and synthesizes these studies with the goal of informing scholars and practitioners of the current state of the field. During this process, we developed an interpretive framework to present common elements across publications.

We hope that this analysis will highlight critical information for practitioners and researchers as they attempt to further understand the departmental, institutional, and national processes to create, attract, and sustain a diverse professoriate.

Method

Our search for and collection of academic resources related to faculty of color began in 2005. We began collecting, annotating, and syn-

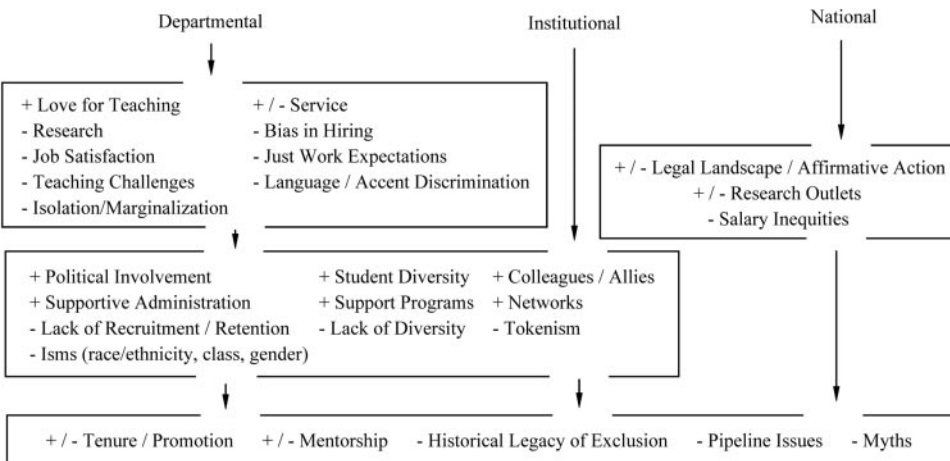


Figure 1. Supports (+) and challenges (-) within and across departmental, institutional, and national contexts.

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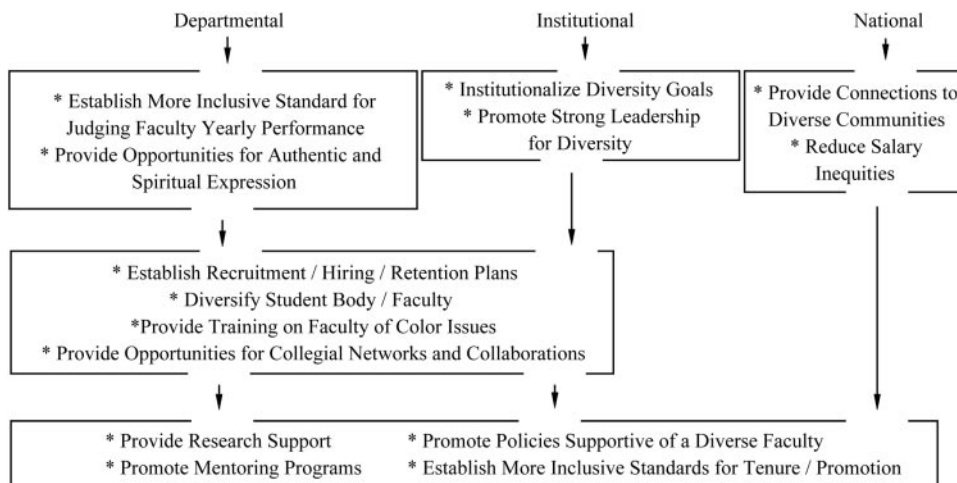


Figure 2. Recommendations for departmental, institutional, and national contexts.

thesizing resources from various academic databases for the years spanning 1988 to 2005. This produced more than 160 resources, including books, journal articles, book chapters, conference papers, Web sites, and videotapes. In 2007, searches for new material that had been written about faculty of color from 2004 to 2007 produced about 117 new references.

As a result of the plethora of publication and resource types included in both the 2005 and the 2007 searches and because of space constraints, we decided to focus our analysis on journal articles, books, dissertations, reports, and book chapters, eliminating conference papers, video resources, and Web sites. Even then, we had 252 pieces of literature to include in our analysis. Table 1 shows our search results in 5-year increments.

Google Scholar (accessible at <http://www.scholar.google.com>), a comprehensive academic search engine, was our major source for identifying, collecting, and checking references. This search engine is able to perform exhaustive searches of all academic work—from the easy-to-find academic articles to the hard-to-locate book chapters. According to Google Scholar

(2007), articles in the academic search engine are sorted “the way researchers do, weighing the full text of each article, the author, the publication in which the article appears, and how often the piece has been cited in other scholarly literature.” Supplementary article and report searches were conducted through (a) Education Resources Information Center (ERIC), (b) Blackwell Synergy, (c) Journal Storage (JSTOR), (d) Informaworld, (e) the Wilson Index, (f) Ebscohost Electronic Journal Service, (g) Wiley Interscience, (h) Project Muse, (i) the Springer Collection, (j) Questia Online Libraries, (k) Galegroup, (l) PsycINFO, and (m) the Sage Publications Collection. Dissertation searches were performed through Proquest Digital Dissertations. Additional book resources were identified through the Missouri Education and Research Libraries Information Network (MERLIN) and through the Arizona State University, Tempe, Campus Library Catalog. Our search keywords encompassed the following terms: *African American faculty*, *Black faculty*, *Native American faculty*, *Indian faculty*, *Indigenous faculty*, *Asian faculty*, *Asian American faculty*, *Hispanic faculty*, *Latino faculty*, *Latina*

Table 2
+ *Love for Teaching*

Hill-Brisbane & Dingus (2007) Turner (2003)	C. A. Stanley (2007a)	Turner & Myers (2000)
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Table 3
+ / - Service

Aguirre (2005)	Gregory (2001)	Skachkova (2007)
Aguirre & Martínez (1993)	Hamlet (1999)	E. Smith (1992)
Alemán & Renn (2002)	Hill-Brisbane & Dingus (2007)	C. A. Stanley (2007a)
Alexander-Snow & Johnson (1999)	W. J. Johnson (1996)	Takara (2006)
Arnold (2006)	Jones (2002)	Tierney & Rhoads (1993)
Baez (2002)	Loder et al. (2007)	Tomlinson (2006)
Bensimon et al. (2000)	McKenzie (2002)	Turner et al. (1996)
Bradley (2005)	Moule (2005)	Turner & Myers (2000)
Brayboy (2003)	Niemann (1999)	Urrieta & Méndez Benavidez (2007)
Brown et al. (2007)	Niemann (2003)	Valladares (2007)
Chesler et al. (2005)	A. M. Padilla (1994)	Vasquez et al. (2006)
Cowan (2006)	Rains (1995)	Whetsel-Ribeau (2007)
	Sámano (2007)	Wong & Bainer (1991)

faculty, Chicano faculty, Chicana faculty, women of color faculty, underrepresented minority faculty, and minority faculty.

After all references were collected and annotated, we began our analysis. All resources were reviewed with attention to their (a) research purpose, (b) research questions, (c) methodology, (d) theoretical framework, (e) findings, (f) recommendations, and (g) conclusions. We then identified emerging themes from the literature individually and cross-checked them in a team discussion. Then, themes were distilled and pictorially depicted using Inspiration (Inspiration, 2007), a software program used to develop, map, and organize themes in a visual treelike format. This analytical process produced about 230 tree branches, with each branch representing a different idea found in the literature about the experience of faculty of color. Inside each tree branch, each author and year of publication were included, so as to thicken the branches of the issues most addressed in the literature. The complete analysis is too complex to show here. A conceptualization of it is shown in Figures 1 and 2.

Framework for Analysis

Publications by more than 300 scholars, including 252 journal articles, dissertations, reports, books, and book chapters, are analyzed here. Figure 1 captures the richness of the themes emerging from this extant literature. Factors that positively (represented with a plus sign) or negatively (represented with a minus sign) affected the workplace experience of faculty of color are pictured here from three contexts: (a) the departmental, (b) the institutional, and (c) the national. In Figure 1, when boxes cut across various contexts, this means that faculty of color were affected positively or negatively across contexts. Although elements in the departmental context, where working relationships among peers are most intense, are critical to the work life experience of faculty of color, as explicated in the literature included in this study, the importance of a positive and welcoming institutional and national context cannot be denied. The national context is made up of professional organizations and journals that are receptive to the research of the individual fac-

Table 4
- Research

Aguirre (2005)	M. García (2000)	D. G. Smith et al. (2004)
Aguirre et al. (1993)	Gregory (2001)	C. A. Stanley (2007a, 2007b)
Benjamin (1997)	Hamlet (1999)	Takara (2006)
Bradley (2005)	Louis (2007)	Thompson & Dey (1998)
De la luz Reyes & Halcón (1988)	Niemann (2003)	Turner (2002a)
Delgado Bernal & Villalpando (2002)	Pepion (1993)	Turner & Myers (2000)
Fenelon (2003)	Rendón (2000)	B. N. Williams & Williams (2006)

Table 5
– *Job Satisfaction*

Aguirre (2000)	Kauper (1991)	E. Smith (1992)
Astin et al. (1997)	Laden & Hagedorn (2000)	D. G. Smith et al. (2004)
Blackburn & Lawrence (1995)	Morell-Thon (1998)	Tack & Patitu (1992)
Chused (1988)	Niemann (2003)	Thompson & Dey (1998)
Flowers (2005)	Niemann & Dovidio (2005)	Turner & Myers (2000)
Holcomb-McCoy & Addison-Bradley (2005)	Olivas (1988)	Van Ummersen (2005)
Isaac & Boyer (2007)	Peterson-Hickey (1998)	Whetsel-Ribeau (2007)
Jones (2002)	Ponjuan (2005)	Witt (1990)
	Rains (1995)	

ulty member, the off-campus climate, and the legal landscape, including the impact of challenges to affirmative action on the experience of faculty of color. According to the literature, elements such as lack of diversity cut across the departmental and institutional contexts, and mentorship crosses all contexts: national, institutional, and departmental.

Emerging Themes: Supports and Challenges

In this section, themes identified across publications are listed below within departmental, institutional, and national contexts. Paragraphs briefly describing the various themes introduce each subsection. Words italicized within a paragraph denote themes that are listed within each introductory paragraph along with the relevant references where elaboration on the theme can be found. At least three references had to cite the factor listed to be included in Figure 1. Tables 2–10 relate to the framework presented in Figure 1. References for publications documenting each theme are presented alphabetically in three columns, starting from the top left and ending on the bottom right.

Departmental Context

Within the departmental context, faculty of color *love of teaching* was noted as a primary

reason for their persistence in academe. However, undervaluation of their *research* interests, approaches, and theoretical frameworks and challenges to their credentials and intellect in the *classroom* contribute to their *dissatisfaction with their professorial roles*. In addition, *isolation*, perceived biases in the *hiring process*, *unrealistic expectations* of doing their work and being *representatives of their racial/ethnic group*, and *accent discrimination* are noted negatives described in the literature. Although *service* can be detrimental to faculty of color as they progress toward tenure and promotion, it can also be what provides inspiration and passion as they fulfill their desire to serve in response to the needs of their communities. In fact, according to Baez (2000), service “may set the stage for a critical agency that resists and redefines academic structures that hinder faculty success” (p. 363).

Bridging Departmental and Institutional Contexts

Several themes described within the departmental context were also noted within an institutional context. Although we know that professional *networks*, *colleagues*, and *allies* can exist in all three contexts pictured here, the literature reviewed spoke about these factors primarily within the departmental and institutional context. These factors, coupled with the presence of

Table 6
– *Teaching Challenges*

Aguirre (2000, 2005)	Johnsrud & Sadao (1998)	Sampaio (2006)
Bradley (2005)	Kauper (1991)	Skachkova (2007)
Brayboy (2003)	Marbley (2007)	G. Smith & Anderson (2005)
Hassouneh (2006)	Saavedra & Saavedra (2007)	C. A. Stanley (2006)
Hendrix (2007)		

Table 7
 – *Isolation and Marginalization*

Aguirre (2000, 2005)	GINORIO (1995)	Rendón (1996)
Aguirre & Martínez (1993)	C. M. Gonzalez (2002)	Reyes (2005)
Alemán & Renn (2002)	M. C. González (1995)	Sadao (2003)
Alexander-Snow & Johnson (1999)	Hamlet (1999)	J. W. Smith & Calasanti (2005)
Awe (2001)	Hune (1998)	C. A. Stanley (2006, 2007a)
Baez (2003)	Hune & Chan (1997)	Takara (2006)
Benjamin (1997)	K. W. Jackson (1991)	Thompson & Dey (1998)
Brayboy (2003)	Jacobs et al. (2002)	Tomlinson (2006)
Burden et al. (2005)	B. J. Johnson & Pichon (2007)	Townsend-Johnson (2006)
Carmen (1999)	Maher & Tetreault (2007)	Turner (2002b, 2003)
Chused (1988)	McKenzie (2002)	Turner et al. (1996)
Clark (2006)	Moses (1989)	Turner & Myers (1997, 2000)
Cowan (2006)	Niemann (1999)	TuSmith & Reddy (2002)
Cuádriz (1992)	R. V. Padilla & Chávez Chavez (1995)	Valladares (2007)
De la luz Reyes & Halcón (1988)	Pollard (2006)	Van Ummersen (2005)
Essien (2003)	Rains (1995)	Whetsel-Ribeau (2007)
		Wong & Bainer (1991)

student diversity, faculty research/teaching/professional development support programs, a political understanding of the importance of sharing accomplishments with those who might provide departmental and institutional opportunities for advancement, and a supportive administration contribute to the creation of a positive departmental and institutional

work environment. However, *lack of campus student/faculty diversity* and being the *token person of color* coupled with a perceived *lack of departmental/institutional effort to recruit, hire, and retain* faculty of color contribute negatively to the experience of faculty of color. In addition, the literature widely documents the negative, interlocking workplace

Table 8
 – *Bias in Hiring*

Alemán & Renn (2002)	Delgado-Romero et al. (2007)	Owino (2000)
Brayboy (2003)	W. J. Johnson (1996, D. R. Johnson, 2006)	Reyes & Ríos (2005)
Brown et al. (2007)	Johnston (1997)	Slater (1999)
Chapman (2001)	Kayes (2006)	D. G. Smith (2000)
Chesler et al. (2005)	Maturana (2005)	D. G. Smith et al. (2004)
Chused (1988)	Mickelson & Oliver (1991)	C. A. Stanley (2006)
Clark (2006)	Niemann (1999)	Tuitt et al. (2007)
De la luz Reyes & Halcón (1988)	Olivas (1988)	Turner & Myers (2000)

Table 9
 – *Unjust Work Expectations*

Aguirre & Martínez (1993)	Johnsrud & Sadao (1998)	A. M. Padilla (1994)
Baez (2000, 2002)	Jones (2002)	Porter (2007)
Bensimon et al. (2000)	Loder et al. (2007)	Rains (1995)
Bradley (2005)	McLean (2007)	Sámamo (2007)
Brayboy (2003)	R. Mitchell & Rosiek (2006)	Sampaio (2006)

Table 10
 – *Language/Accent Discrimination*

Alemán & Renn (2002)	McLean (2007)	Saavedra & Saavedra (2007)
Guang-Lea & Louis (2006)	Nevarez & Borunda (2004)	Turner & Myers (2000)

Table 11
+ *Networks*

Baez (1997)	J. C. González (2007a, 2007b)	A. M. Padilla (1994)
Essien (2003)	Hill-Brisbane & Dingus (2007)	Turner & Myers (2000)
Frierson (1990)	Lasalle (1995)	

effects of racism, classism, and sexism. (See Tables 11–20.)

National Context

In a national context, the processes of hiring and retaining faculty of color are influenced by the legal landscape, notably national debates on affirmative action and its application. Often, failure to systematically implement *affirmative action* policies is described as a contributing factor to the underrepresentation of minority faculty. The Supreme Court ruling in *Grutter v. Bollinger* (2003) provides the most recent judi-

cial addition to the affirmative action debate. In this case, the court ruled that maintaining diversity in postsecondary institutions among students was a compelling interest for using race as a factor in university admissions. The court cited the need to prepare students for an increasingly diverse global society as a cause (in part) of this decision. Although this case was specific to the usage of diversity in student admissions processes, “many elements of the decisions lend support to the faculty diversity legal debate” (Springer, 2002, pp. 5). Thus, this case has begun to shift the sentiment of some scholars who see this decision as an important step to-

Table 12
+ *Student Diversity*

Antonio (2003)	Frierson (1990)	Guiffrida (2005)
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Table 13
+ *Colleagues/Allies*

Baez (1997)	Hill-Brisbane & Dingus (2007)	C. A. Stanley (2006)
Buttner et al. (2007)	Marbley (2007)	Turner & Myers (2000)
Frierson (1990)	A. M. Padilla (1994)	

Table 14
+ *Support Programs*

Daley et al. (2006)	Moradi & Neimeyer (2005)	Segura (2003)
Gooden et al. (1994)	R. V. Padilla & Chávez Chavez (1995)	D. G. Smith et al. (2004)
Kosoko-Lasaki et al. (2006)	Piercy et al. (2005)	Soto-Greene et al. (2005)
Medina & Luna (2000)	Segovia (1994)	Waitzkin et al. (2006)
		Yager et al. (2007)

Table 15
+ *Political Involvement*

De la luz Reyes & Halcón (1988)	McKenzie (2002)	R. V. Padilla & Chávez Chavez (1995)
C. González (2007)		

Table 16
+ *Supportive Administrative Leadership*

Buttner et al. (2007)	Marbley (2007)	C. A. Stanley (2006)
C. González (2007)	Morris (2000)	C. A. Stanley & Lincoln (2005)
MacLachlan (2006)	Sámamo (2007)	

Table 17
 – *Lack of Diversity*

Aguirre (2000)	Hune (1998)	Olivas (1988)
Alemán & Renn (2002)	Hune & Chan (1997)	Opp & Gosetti (2002)
Alger et al. (2000)	Hurtado et al. (1999)	Owino (2000)
Antonio (2003)	J. F. L. Jackson & Phelps (2004)	Peoples (2004)
Arnold (2006)	Jacobs et al. (2002)	Perna (2003)
Benjamin (1997)	Kirkpatrick (2001)	Perna et al. (2007)
Beutel & Nelson (2006)	Knowles & Harleston (1997)	Ponjuan (2005)
Bradley (2005)	Lindsay (1991)	Rai & Critzer (2000)
Chesler et al. (2005)	Maher & Tetreault (2007)	Reyes & Ríos (2005)
Cole & Barber (2003)	MacLachlan (2006)	E. Smith (1992)
Cook & Córdova (2006)	Maturana (2005)	P. W. Smith et al. (2002)
Carnes et al. (2005)	Milem & Astin (1993)	C. A. Stanley (2007a)
Cora-Bramble (2006)	Millett & Nettles (2006)	Takara (2006)
Cowan (2006)	Mitchell & Lassiter (2006)	Thompson & Dey (1998)
Essien (2003)	Moody (1988)	Tierney & Rhoads (1993)
Fenelon (2003)	Myers & Turner (2001, 2004)	Turner et al. (2002)
Frierson (1990)	Nelson et al. (2007)	Turner & Myers (1997)
J. C. González (2007b)	Nevarez & Borunda (2004)	TuSmith & Reddy (2002)
Gregory (2001)	Niemann (2003)	Vasquez et al. (2006)
Greiner & Girardi (2007)	Nieves-Squires (1991)	Witt (1990)
Holland (1995)		Wong & Bainer (1991)

ward enacting policies that aid faculty diversification efforts. However, others have expressed fear that the programs and policies they currently have in place to support faculty diversity will cause their institution to be vulnerable to lawsuits. On the basis of marked increases in the number of publications regarding faculty of color since the *Grutter* decision, the ruling may have contributed to an increase of articles regarding faculty of color in academe (see Table 1). Another national theme that emerged from the literature was *research as an outlet* for faculty of color. Scholars described the challenges faculty of color face because of the illegitimization of their research and methodologies in

academic culture, scholarly journals, disciplinary associations, professional networks, and funding entities. For example, Stanley (2007b), in her article “When Counter Narratives Meet Master Narratives in the Journal Editorial-Review Process,” described her experiences with the editorial review process and called on “journal editors and reviewers to examine their roles as disciplinary gatekeepers and to break the cycle of master narratives in educational research in the editorial review process” (p. 14). Additionally, national studies of *salary inequities* focus on the effect of pay on the representation of diverse faculty and variance in salary by race, ethnicity, and institutional type. (See Tables 21–23.)

Table 18
 – *Lack of Recruitment/Retention*

Adams & Bargerhuff (2005)	K. Johnson (2003)	C. A. Stanley (2006, 2007a)
Aguirre (2000)	Kayes (2006)	J. M. Stanley et al. (2007)
Alemán & Renn (2002)	Maher & Tetreault (2007)	Subervi & Cantrell (2007)
Alex-Assenoh et al. (2005)	Marbley (2007)	Tierney & Rhoads (1993)
Carmen (1999)	Mickelson & Oliver (1991)	Townsend-Johnson (2006)
Clark (2006)	Morris (2000)	Turner (2003)
Cora-Bramble (2006)	Moss (2000)	Turner et al. (1996)
Cowan (2006)	Nelson et al. (2007)	Turner & Taylor (2002)
Cross (1994)	Niemann (1999)	TuSmith & Reddy (2002)
Daley et al. (2006)	Opp & Smith (1994)	Vasquez et al. (2006)
Delgado-Romero et al. (2007)	Price et al. (2005)	Whetsel-Ribeau (2007)
Hall (2006)	Pura (1993)	

Table 19
 – *Isms (Race/Ethnicity, Class, Gender, Sexual Orientation)*

Aguirre (2000)	Ginorio (1995)	Olivas (1988)
Aguirre et al. (1993)	C. M. Gonzalez (2002)	R. V. Padilla & Chávez Chavez (1995)
Akins (1997)	J. C. González (2007b)	Rai & Critzer (2000)
Alemán & Renn (2002)	Gregory (1995, 2001)	Saavedra & Saavedra (2007)
Alexander-Snow & Johnson (1999)	Gumataotao-Lowe (1995)	Slater (1999)
Arnold (2006)	Hall (2006)	P. W. Smith et al. (2002)
Baez (1997)	Hamlet (1999)	Stanley (2006, 2007a)
Benjamin (1997)	Harris (2007)	Stein (1994)
Bower (2002)	Holcomb-McCoy & Addison-Bradley (2005)	Takara (2006)
Bradley (2005)	Horton (2000)	Tomlinson (2006)
Brayboy (2003)	Hune (1998)	Turner (2002b, 2003)
Brown et al. (2007)	Hurtado et al. (1999)	Turner & Myers (1997, 2000)
Carmen (1999)	K. W. Jackson (1991)	TuSmith & Reddy (2002)
Carr et al. (2007)	Jacobs et al. (2002)	Valladares (2007)
Chesler et al. (2005)	W. J. Johnson (1996)	Vasquez et al. (2006)
Cuádriz (1993)	K. Johnson (2003)	Wheeler (1996)
Delgado-Romero et al. (2007)	Johnsrud & Sadao (1998)	Witt (1990)
De la luz Reyes & Halcón (1988)	Mickelson & Oliver (1991)	Whetsel-Ribeau (2007)
Essien (2003)	Niemann (1999, 2003)	Wong & Bainer (1991)
Fenelon (2003)		
A. García (2005)		

Bridging Departmental, Institutional, and National Contexts

Across departmental, institutional, and national settings, the literature identifies major

barriers to the tenure and promotion of faculty of color, such as negative student evaluations, undervaluation of research, and unwritten rules and policies regarding the tenure process. Conversely, the integration of policies that recog-

Table 20
 – *Tokenism*

Aguirre (2000)	De la luz Reyes & Halcón (1988)	Niemann (2003)
Aguirre et al. (1993)	Fairbanks (2005)	Rains (1995)
Alemán & Renn (2002)	C. M. Gonzalez (2002)	Sámamo (2007)
Alexander-Snow & Johnson (1999)	Guang-Lea & Louis (2006)	Segura (2003)
Bradley (2005)	Marbley (2007)	Skachkova (2007)
Brayboy (2003)	Medina & Luna (2000)	Takara (2006)
Chused (1988)	Niemann (1999)	Turner & Myers (2000)

Table 21
 ± *Legal Landscape/Affirmative Action*

Alemán & Renn (2002)	Hamlet (1999)	Slater (1999)
Alexander-Snow & Johnson (1999)	Jacobs et al. (2002)	E. Smith (1992)
Alger (1999, 2000)	Maher & Tetreault (2007)	P. W. Smith et al. (2002)
Ashraf & Shabbir (2006)	Maturana (2005)	Springer (2004)
Baez (2002)	Myers & Turner (2001)	Takara (2006)
Basri et al. (2007)	Nevarez & Borunda (2004)	Tomlinson (2006)
Blackshire-Belay (1998)	Niemann (1999, 2003)	Turner et al. (1996)
Brown et al. (2007)	Niemann & Dovidio (2005)	Turner (2003)
Chesler et al. (2005)	Peoples (2004)	Turner & Myers (1997)
Cowan (2006)	Rai & Critzer (2000)	Turner & Taylor (2002)
Delgado-Romero et al. (2007)	Sánchez (2007)	Vasquez et al. (2006)
Guang-Lea & Louis (2006)	Skachkova (2007)	Witt (1990)

Table 22

± *Research Outlets*

Alemán & Renn (2002)	Moule (2005)	Stanley (2007b)
Alexander-Snow & Johnson (1999)	A. M. Padilla (1994)	Turner (2000)
Louis (2007)	Reyes & Ríos (2005)	Turner & Myers (2000)

nize contributions to diversity is an important step toward rethinking standards for hiring and *tenure and promotion* processes. For example, in 2004, the University of California system adopted Academic Personnel Policy No. 210 ("Section II: Appointment and Promotion," 2002), which states that "teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications" (p. 4) for appointment and promotion. This policy, which was revised and placed into effect in 2005, can serve as a model for other institutions seeking to place value on faculty contributions to diversity efforts when determining hiring, tenure, and promotion decisions. On one hand, faculty who were not successful in the tenure process often lacked *mentorship* to aid their incorporation into academia. On the other hand, scholarship on successful faculty revealed that

mentorship was a critical support to their professional success. The *historical literature* on faculty of color indicates that underrepresentation, segregation, and exclusion are still prevalent in the educational system. These concerns, coupled with *pipeline* issues and pervasive *myths* in the recruitment and hiring process, maintain a lack of diversity in the professoriate. (See Tables 24–28.)

Although campus climate is a major factor noted in the literature on faculty of color (Alemán & Renn, 2002; Bradley, 2005; Ginorio, 1995; Guang-Lea & Louis, 2006; Holcomb-McCoy & Addison-Bradley, 2005; Horton, 2000; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Jacobs, Cintrón, & Canton, 2002; Niemann, 2003; Niemann & Dovidio, 2005; Piercy et al., 2005; Price et al., 2005; Ponjuan, 2005; Stanley, 2006; Whetsel-Ribeau, 2007), it is not included as a separate category in Figure 1. Our reasoning is that campus climate is

Table 23

– *Salary Inequities*

Alemán & Renn (2002)	Renzulli et al. (2006)	Witt (1990)
Myers & Turner (2001)	Toutkoushian et al. (2007)	

Table 24

± *Tenure/Promotion*

Alemán & Renn (2002)	Hune & Chan (1997)	Sampaio (2006)
Akins (1997)	Jacobs et al. (2002)	Slater (1999)
Baez (1997, 2002)	C. Johnson (2001)	P. A. Smith & Shoho (2007)
Basri et al. (2007)	B. J. Johnson & Harvey (2002)	Stanley (2006, 2007a)
Bensimon & Tierney (1996)	Jones (2001, 2002)	Thompson & Dey (1998)
Blackshire-Belay (1998)	Laden & Hagedorn (2000)	Tierney & Rhoads (1993)
Brown et al. (2007)	Maher & Tetreault (2007)	Townsend-Johnson (2006)
Chesler et al. (2005)	Marbley (2007)	Turner et al. (1996)
Cowan (2006)	Morell-Thon (1998)	Turner & Myers (2000)
Fenelon (2003)	Niemann (1999, 2003)	Turner & Taylor (2002)
Gregory (2001)	Pepion (1993)	TuSmith & Reddy (2002)
Guang-Lea & Louis (2006)	Perez (2001)	Valladares (2007)
Harris (2007)	Perna (2003)	Whetsel-Ribeau (2007)
Hassounh (2006)	Perna et al. (2007)	Witt (1990)
Hendricks (1996)	Ponjuan (2005)	B. N. Williams & Williams (2006)
Hendrix (2007)	Rai & Critzer (2000)	Wong & Bainer (1991)

Table 25
± *Mentorship*

Alex-Assenoh et al. (2005)	Gregory (2001)	C. A. Stanley (2006, 2007a)
Arnold (2006)	Hendricks (1996)	J. M. Stanley et al. (2007)
Barnett et al. (2003)	Holland (1995)	Tierney & Rhoads (1993)
Blackshire-Belay (1998)	Johnsrud (1994)	Turner et al. (1996)
Burden et al. (2005)	Kosoko-Lasaki et al. (2006)	Turner & Thompson (1993)
Chesler et al. (2005)	Lewellen-Williams et al. (2006)	Turner & Myers (1997)
Daley et al. (2006)	Millett & Nettles (2006)	Turner & Myers (2000)
Dixon-Reeves (2003)	Moss (2000)	Vasquez et al. (2006)
Frierson (1990)	Nelson et al. (2007)	Waitzkin et al. (2006)
A. García (2000)	Nevarez & Borunda (2004)	D. A. Williams & Williams (2006)
C. M. Gonzalez (2002)	A. M. Padilla (1994)	Yager et al. (2007)
	Peterson-Hickey (1998)	

an all-encompassing term that includes many of the supports and challenges already addressed in our model.

Emerging Themes: Recommendations

Figure 2 represents the major recommendations derived from the literature that address challenges presented in Figure 1. Similar to Figure 1, Figure 2 differentiates among three contexts—departmental, institutional, and national. Some recommendations are pictured as cutting across multiple contexts because they are applicable in each of them. For example, as in Figure 1, in Figure 2, a recommendation that cuts across all three contexts is *promote mentoring programs*.

Themes identified across publications are listed below within departmental, institutional, and national contexts. Listed after each theme

are the references in which elaboration on the theme can be found. At least three references had to cite the factor listed for it to be included here.

Departmental Context Recommendations

Although most recommendations noted in the literature cited here applied to the departmental context, they were not exclusive to this context. According to the literature, departments need to *diversify their processes for how they judged faculty* pre- and post-tenure. The literature described new and/or alternative ways of thinking, teaching, writing, and just being an academic brought to higher education by current faculty of color. Their new approaches to research, teaching, and service are, in many cases, in conflict with traditional approaches leading to poor evaluations and lack of publications. This

Table 26
– *Pipeline Issues*

Alemán & Renn (2002)	B. J. Johnson & Pichon (2007)	Nelson et al. (2007)
Chesler et al. (2005)	Jordan (2006)	P. W. Smith et al. (2002)
Cross (1994)	Lindsay (1991)	J. M. Stanley et al. (2007)
Hernández & Davis (2001)	Moody (1988)	Turner & Myers (1997, 2000)
Jacobs et al. (2002)	Myers & Turner (2001, 2004)	Turner & Taylor (2002)
K. Johnson (2003)		

Table 27
– *Historical Legacy of Exclusion*

Aguirre et al. (1993)	W. J. Johnson (1996)	Slater (1999)
Castellanos & Jones (2003)	Lindsay (1991)	E. Smith (1992)
Chesler et al. (2005)	Maher & Tetreault (2007)	Turner & Taylor (2002)
Gregory (2001)	Moody (2004)	Weems (2003)
Hurtado et al. (1999)	Rai & Critzer (2000)	

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Table 28
– *Myths*

Assensoh (2003)	Kayes (2006)	D. G. Smith et al. (1996)
Chapman (2001)	Maturana (2005)	C. A. Stanley (2007a)
Cho (2002)	Morris (2000)	Townsend-Johnson (2006)
Hune (1998)	Peoples (2004)	Turner et al. (1996)
K. Johnson (2003)	Pura (1993)	Turner & Myers (2000)
D. R. Johnson (2006)	D. G. Smith (2000)	Wong & Bainer (1991)

means that in a *publish or perish* environment based on traditional ways of knowing, many faculty of color may be at a disadvantage (see Table 29). Second, as the faculty diversifies and brings to the academy different ways of knowing, it is important that they are given the opportunity for individual expression—*authentic and spiritual*. The literature in this area is growing and indicates the need for departments to recognize the underlying messages conveyed to faculty of color that devalue their research and writing in an oppressive fashion (see Table 30). For example, Louis (2007) urged scholars to accept, as legitimate ways of knowing, “knowledge systems that do not necessarily conform to Western academic standards.” Additionally, departments should recognize that some scholars may believe that “the spiritual aspect of life is as important to the search for knowledge as is the physical” (p. 134).

Institutional Context Recommendations

D. A. Williams and Wade-Golden (2006) defined chief diversity officers (CDOs) as “the ‘face’ of diversity efforts [that] carry formal administrative titles like vice provost, vice chancellor, associate provost, vice president, assistant provost, dean, or special assistant to the president for multicultural, international, equity, diversity, and inclusion” (p. 1). Furthermore, D. A. Williams and Wade-Golden (2007) stated that “today’s CDOs are often seen as change agents who are appointed to create an environ-

ment that is inclusive and supportive of all members of the institution in order to maximize both human and institutional capital” (p. iii). As institutions begin to recognize the importance of the role of the CDO to diversifying the faculty, it is critical to understand that although they may be centrally responsible, they should not be solely responsible for this important work. As the roles of CDOs increase and become more defined, it is important that they continue their work to *institutionalize diversity goals* and to *promote strong campus leadership* that advocates for faculty diversification (see Tables 31 and 32). The following citations present work in support of the types of institutional factors important to the goal of increasing the racial and ethnic representation of faculty of color.

Departmental and Institutional Contexts Recommendations

The literature reviewed in this study underscores the importance of having *departmental and institutional plans* that systematically promote progress toward the *goal of diversifying the faculty*. Part of the plan should also include training to increase knowledge and sensitivity of all campus staff, faculty, and higher level administrators on issues facing faculty of color in the workplace. The alignment of diversity efforts at both levels of the organization is critical for progress to take place. In addition, the literature suggests that *increasing the campus*

Table 29
Establish More Inclusive Standards for Judging Faculty Yearly Performance

Bensimon & Tierney (1996)	Louis (2007)	Rains (1995)
Bensimon et al. (2000)	Moule (2005)	C. A. Stanley (2006, 2007a, 2007b)
Cooper & Stevens (2002)	Pepion (1993)	Turner & Taylor (2002)
Hayden (1997)	Perez (2001)	Urrieta & Méndez Benavídez (2007)
Jones (2002)		

Table 30
Provide Opportunities for Authentic and Spiritual Expression

Astin & Astin (1999)	Jones (2000)	Rendón (2000)
Guang-Lea & Louis (2006)	Louis (2007)	C. A. Stanley (2007b)
Hall (2006)		

presence of students and faculty of color may lead to a synergy that supports the retention and development of both groups as well as attracting others. A more diverse environment has the potential to alleviate isolation for people of color on campus. As colleges and universities become diverse, it will also be important for students, staff, faculty, and administrators to be provided with *training on the issues faced by faculty of color*. Another recommendation emerging from this study, which can build scholarly community at the departmental and institutional levels, is deliberate efforts to provide opportunities for *collegial networking and cross-disciplinary collaborations* (see Tables 33–36).

National Context Recommendations

To achieve success in the recruitment and retention of faculty of color, communities of color and institutions of higher education must create relationships with one another, recognizing the importance of increased faculty racial and ethnic diversity and working in collaboration to achieve this goal. With regard to the hiring of Latino faculty, C. González (2007) stated that “the Hispanic community must establish a strong working relationship with institutions of higher learning and use power in a measured and sustained way” (p. 159) to encourage faculty diversification. Likewise, institutions must establish and maintain *connections to diverse communities* in support of the service and incorporation needs of faculty of color. Additionally, institutions must begin to address

and reduce *salary inequities* between majority and minority faculties. (See Tables 37 and 38.) Pay inequities invalidate and devalue the contributions of diverse faculties and increase the likelihood that they will reject position offers or leave institutions early. Furthermore, disparities in the allocation of research space, graduate student research support, and funding for conference participation must be viewed as an extension of salary inequity issues. These funding inequities should be addressed for incoming and current faculty of color through policies that promote equity.

Departmental, Institutional, and National Contexts Recommendations

Recommendations cutting across all three contexts include the critical need for *research support* for faculty of color, particularly for nontenured faculty (see Table 39). Support can come from departmental, institutional, or national sources, including federal, state, professional organization, and foundation funding. However, although research support can be in the form of funding, it may also include opportunities to participate in nationwide workshops and seminars designed to assist junior faculty of color in the grant-getting and publication processes. The best of these programs would emphasize collaborative and not hierarchical professional socialization. Having mentors along their career path is a leading factor contributing to the growth and development of faculty of color. Because mentorship is so critical, programs providing *opportunities for mentorship*

Table 31
Institutionalize Diversity Goals

Alicea-Lugo (1998)	Guang-Lea & Louis (2006)	Sánchez (2007)
Brayboy (2003)	Harvey & Valadez (1994)	Sámamo (2007)
Chapman (2001)	W. J. Johnson (1996)	C. A. Stanley (2007b)
Colby & Foote (1995)	Johnston (1997)	Tack & Patitu (1992)
Cowan (2006)	Maturana (2005)	

Table 32
Promote Strong Leadership for Diversity

Alexander-Snow & Johnson (1999)	Maturana (2005)	C. A. Stanley & Lincoln (2005)
Arnold (2006)	Opp & Gosetti (2002)	Toutkoushian et al. (2007)
Buttner et al. (2007)	Price et al. (2005)	Whetsel-Ribeau (2007)
Fox (2005)	Sámamo (2007)	Wong & Bainer (1991)
MacLachlan (2006)	C. A. Stanley (2006, 2007a)	

should be made available at the departmental, institutional, and national levels. Such connections within all contexts, including internationally, play an important role in the development of faculty and in the promotion and tenure process. In addition, having different rubrics for evaluating tenure and promotion worthiness are mentioned in the literature. For example, value should be placed, during tenure and promotion evaluations, on contributions to diversity efforts and for faculty outreach to diverse on-campus communities, off-campus local communities, and diverse national communities. Also, emerging from the literature are recommendations to promote policies supportive of a diverse faculty (see Table 40). Included among these factors are the need to level the field with regard to inequitable pay for faculty of color and women employed in minority-serving institutions when compared with salaries paid in predominantly White institutions. Renzulli, Grant, and Kathuria (2006) referred to this phenomenon as “economic subordination” (p. 507). Overarching policies that create multilevel pathways to the professoriate and continue to support careers are also reported as important for implementation across contexts. Finally, practices that promote

the building of scholarly and collaborative communities as opposed to individualism and competitiveness are recommended. (See Tables 41 and 42.)

Spanning 2 Decades: Methodological Approaches and the Study of Faculty of Color

Between 1988 and 2007, a number of publications on faculty of color were conceptual in nature. In addition, a cursory analysis of empirical research conducted during this time frame revealed the preferred usage of the following research methodologies: (a) interviews, (b) surveys and questionnaires, (c) large data sets, and (d) a combination of multiple qualitative methods (document analysis, interviews, and observations). An examination of the preferred research methodologies used during this period (divided into 5-year periods) is provided, as well as some citations relevant to these approaches.

Between 1988 and 1992, the preferred data collection approaches to the study of faculty of color in academe appeared to be surveys and questionnaires (Chused, 1988; Nieves-Squires,

Table 33
Establish Recruitment/Hiring/Retention Plans

Alger (1999)	Hayden (1997)	Opp & Smith (1994)
Bowser et al. (1993)	Johnston (1997)	Peoples (2004)
Chapman (2001)	Jones (2001)	Peterson-Hickey (1998)
Colby & Foote (1995)	Kauper (1991)	Plata (1996)
Chused (1988)	Kayes (2006)	Pura (1993)
Clark-Louque (1996)	Kirkpatrick (2001)	Sámamo (2007)
Cooper & Stevens (2002)	Light (1994)	C. A. Stanley (2007a)
Cross & Slater (2002)	Mickelson & Oliver (1991)	J. M. Stanley et al. (2007)
Delgado-Romero et al. (2007)	Moody (1988)	Stein (1994)
C. González (2007)		
J. C. González (2007a)	Moreno et al. (2006)	Tippeconnic & McKinney (2003)
Granger (1993)	Morris (2000)	Turner (2002a)
Harvey & Valadez (1994)	Moss (2000)	Wong & Bainer (1991)
	Opp & Gosetti (2002)	

Table 34
Diversify Student Body/Faculty

Adams & Bargerhuff (2005)	Frierson (1990)	Morris (2000)
Alex-Assensoh (2003)	C. González (2007)	Myers & Turner (2001)
	J. C. González (2007a)	
Antonio (2002, 2003)	Guang-Lea & Louis (2006)	Price et al. (2005)
Barnett et al. (2003)	Kauper (1991)	Pura (1993)
Fox (2005)	Kirkpatrick (2001)	Sánchez (2007)

1991; E. Smith, 1992) and (to a lesser extent) interviews—sometimes used in conjunction with other methods (Kauper, 1991; Nieves-Squires, 1991). Various forms of data collection were used by other researchers, such as auto-ethnographic narratives (Cuádriz, 1992), historical analysis (Lindsay, 1991), and the usage of large data sets (Mickelson & Oliver, 1991).

From 1993 to 1997, the primary data collection methods used were surveys (Aguirre, Martínez, & Hernández, 1993; Clark-Louque, 1996; Hendricks, 1996; Holland, 1995; Johnston, 1997), interviews (Baez, 1997; Cuádriz, 1993; D. R. Johnson, 1996; Knowles & Harleston, 1997; Lasalle, 1995; Turner & Thompson, 1993), and some combination of qualitative methods (i.e., archival and document analysis in conjunction with interviews and/or observations; Hayden, 1997; Pepion, 1993; Pura, 1993; Rains, 1995). Also used to a lesser degree were historical analysis (Gregory, 1995) and the analysis of large data sets (Akins, 1997; Milem & Astin, 1993).

From 1988 to 2002, the use of interviews as the primary form of data collection appeared to be preferred (Astin & Astin, 1999; Baez, 2000; Carmen, 1999; Morell-Thon, 1998; Peterson-Hickey, 1998; Pérez, 2001; Turner, 2002b). However, interviews were often combined with observations (Gonzalez, 2002; C. Johnson, 2001; Morris, 2000; Thomas & Hollenshead, 2001) and large data set analyses (Myers & Turner, 2001; Turner & Myers, 2000). Also, the use of large data sets seemed to increase during

this period (Antonio, 2002; Opp & Gosetti, 2002; Owino, 2000; Thompson & Dey, 1998). Additional publications indicate the continued use of surveys and questionnaires (Awe, 2001; Chapman, 2001; Hernández & Davis, 2001), narratives (Jacobs, Cintrón, & Canton, 2002; Medina & Luna, 2000), and historical analysis (Gregory, 2001).

Publications from 2003 to 2007 illustrate that researchers used interviews (Burden, Harrison, & Hodge, 2005; Carr, Palepu, Szalacha, Caswell, & Inui, 2007; J. C. González, 2007a, 2007b; McLean, 2007; Skachkova, 2007; Urrieta & Méndez Benavídez, 2007; B. N. Williams & Williams, 2006), analysis of large data sets (Ashraf & Shabbir, 2006; Isaac & Boyer, 2007; Perna, 2003; Perna, Gerald, Baum, & Milem, 2007; Porter, 2007; Toutkoushian, Bellas, & Moore, 2007), and surveys and questionnaires (Hagedorn, Chi, Cepeda, & McLain, 2007; Holcomb-McCoy & Addison-Bradley, 2005; Stanley, 2007a, 2007b; Subervi & Cantrell, 2007; Umbach, 2006). Also, historical research approaches (Weems, 2003) and narrative data analysis (Sámamo, 2007; Stanley, 2006) were used during this period (although to a lesser degree). Authors also published studies that used a combination of qualitative research methods (interviews, observations, and document analysis; Hill-Brisbane & Dingus, 2007).

Table 43 shows a fairly consistent use by researchers of similar methodological approaches to examine the status of faculty of color throughout the 20-year time period.

Table 35
Provide Training on Faculty-of-Color Issues

Adams & Bargerhuff (2005)	Plata (1996)	Whetsel-Ribeau (2007)
Peoples (2004)	Sámamo (2007)	Wong & Bainer (1991)
Pineda (1998)	C. A. Stanley (2006, 2007a)	

Table 36

Provide Opportunities for Collegial Networks and Collaborations

Alexander-Snow & Johnson (1999)	Gregory (2001)	Plata (1996)
Baez (1997)	W. J. Johnson (1996)	Stein (1994)
Bowser et al. (1993)	B. J. Johnson & Harvey (2002)	Thomas & Hollenshead (2001)
Butner et al. (2000)	MacLachlan (2006)	Turner & Myers (1997)
Essien (2003)	Moses (1989)	Valladares (2007)
	A. M. Padilla (1994)	Wong & Bainer (1991)

Spanning 2 Decades: Issues Examined in the Study of Faculty of Color

Findings from our examination of publications included in this study (i.e., journal articles, dissertations, books, reports, and book chapters) document that the total number of publications on faculty of color has visibly increased over each 5-year period examined (1988–1992, 1993–1997, 1998–2002, and 2003–2007). The largest total publication increase occurred during the 2003–2007 period (see Table 1). This increase may be linked to the 2003 *Grutter v. Bollinger* Supreme Court decision, although there is no evidence to prove this link. In general, most of the publications during the time periods examined were journal articles, except from 1993 to 1997 when more dissertations were produced.

Several publications on faculty of color from 1988 to 1992 focused on the intersection of race and ethnicity and gender (Chused, 1988; Cuádras, 1992; Lindsay, 1991; Moses, 1989; Nieves-Squires, 1991; Tack & Patitu, 1992; Witt, 1990). Also heavily researched was the lack of diversity in the academy (Frierson, 1990; Lindsay, 1991; C. D. Moody, 1988; Olivas, 1988; E. Smith, 1992) and job satisfaction (Chused, 1988; Tack & Patitu, 1992; Turner & Myers, 2000; Witt, 1990). During this time span, some publications focused on faculty of color career decisions (Kauper, 1991) and occupational stress (E. Smith, 1992).

Scholarly publications from 1993 to 1997 focused on (a) the socialization process for fac-

ulty of color (Bensimon & Tierney, 1996; Lassalle, 1995; Tierney & Rhoads, 1993; Turner & Thompson, 1993); (b) lack of faculty diversity (Benjamin, 1997; Holland, 1995; Milem & Astin, 1993; Tierney & Rhoads, 1993); (c) strategies for faculty racial/ethnic diversification (Colby & Foote, 1995; Knowles & Harleston, 1997; Light, 1994; Opp & Smith, 1994; Plata, 1996; Pura, 1993; D. G. Smith, Wolf, & Busenberg, 1996); (d) isms (with regard to race/ethnicity, class, gender, and sexual orientation; Aguirre et al., 1993; Akins, 1997; Ginorio, 1995; W. J. Johnson, 1996); (e) tenure and promotion issues (Akins, 1997; Pepion, 1993; Tierney & Rhoads, 1993); and (f) isolation and marginalization in the academy (Aguirre & Martinez, 1993; Benjamin, 1997; Hune & Chan, 1997; Padilla & Chávez Chavez, 1995; Rendón, 1996). Additionally, literature demonstrating the importance of faculty and academic administrator mentorship in support of the retention of faculty of color and the attraction of students to faculty careers was addressed (Holland, 1995; Johnsrud, 1994; Padilla, 1994; Segovia, 1994; Wheeler, 1996).

From 1998 to 2002, there was a continuation of literature documenting the intersection of race/ethnicity and gender among faculty (Aguirre, 2000; Alemán & Renn, 2002; Moss, 2000; Opp & Gosetti, 2002; Owino, 2000; Perna, 2003; Rai & Critzer, 2000; Turner, 2000, 2002b). This literature was accompanied by publications on specific female faculty of color groups such as African American women

Table 37

Provide Connections to Diverse Community

C. González (2007)	Sámamo (2007)	Urrieta & Méndez Benavídez (2007)
J. C. González (2007a, 2007b)	J. M. Stanley et al. (2007)	
K. P. Gonzalez & Padilla (2007)	Turner & Thompson (1993)	
Gregory (2001)		

Table 38
Reduce Salary Inequities

Myers & Turner (2001)	Renzulli et al. (2006)	Toutkoushian et al. (2007)
-----------------------	------------------------	----------------------------

(Hamlet, 1999; McKenzie, 2002; Thomas & Hollenshead, 2001), Latinas (Alicea-Lugo, 1998; Medina & Luna, 2000), and Asian women (Hune, 1998). Some publications on African American male faculty were also evident during this period (Jones, 2000, 2002).

During this time frame, research on faculty of color also focused on (a) stress and coping (Butner, Burley, & Marbley, 2000; Thomas & Hollenshead, 2001; Thompson & Dey, 1998), (b) job satisfaction (Laden & Hagedorn, 2000; Morell-Thon, 1998), (c) myths (Cho, 2002; D. G. Smith, 2000), (d) different ways of knowing (A. W. Astin & Astin, 1999; Rendón, 2000), (e) service (Baez, 2000; Hamlet, 1999; McKenzie, 2002; Turner & Myers, 2000), (f) lack of diversity in the academy (Aguirre, 2000; Hune, 1998; Owino, 2000; Thompson & Dey, 1998), (g) recruitment and retention concerns (Carmen, 1999; Morris, 2000; Moss, 2000; Niemann, 1999), (h) isms (with regard to race/ethnicity, class, gender, and sexual orientation; Gonzalez, 2002; Horton, 2000; Rai & Critzer, 2000; Slater, 1999), (i) tokenism (Aguirre, 2000; Medina & Luna, 2000; Niemann, 1999), (j) bias in hiring (Chapman, 2001; Slater, 1999; D. G. Smith, 2000), (k) tenure and promotion issues (Blackshire-Belay 1998; Niemann, 1999; Tu-Smith & Reddy, 2002), (l) isolation and marginalization (Alemán & Renn, 2002; Awe, 2001; Hamlet, 1999), and (m) affirmative action and legal issues (Alexander-Snow & Johnson, 1999; Alger, 1999; Turner & Taylor, 2002). Additionally, two guidebooks specific to the recruitment and retention of faculty of color emerged, one that focused on the search committee process (Turner, 2002a) and the other designed to aid faculty of color to succeed in the academy (M. García, 2000).

From 2003 to 2007, emergent issues from the published literature reflected an interest in faculty of color and (a) their unique scholarly contributions (Fenelon, 2003; Louis, 2007; Tippeconnic & McKinney, 2003; Urrieta & Méndez Benavídez, 2007), (b) their perceptions of teaching and use of critical and alternative pedagogy (Hassouneh, 2006; McLean, 2007; Saavedra & Saavedra, 2007; Sampaio, 2006; G. Smith & Anderson, 2005), (c) job satisfaction (Flowers, 2005; Holcomb-McCoy & Addison-Bradley, 2005; Isaac & Boyer, 2007; Niemann & Dovidio, 2005; Ponjuan, 2005), (d) resiliency (Cora-Bramble, 2006; J. C. González, 2007a, 2007b), (e) lack of diverse faculty representation (Essien, 2003; Fenelon, 2003; Myers & Turner, 2004; Ponjuan, 2005), (f) service (Bradley, 2005; Brayboy, 2003; Skachkova, 2007; Urrieta & Méndez Benavídez, 2007), (g) recruitment and retention concerns (Clark, 2006; K. Johnson, 2003; Kayes, 2006; Turner, 2003), (h) isms (with regard to race/ethnicity, class, gender, and sexual orientation; Holcomb & Addison-Bradley, 2005; Stanley, 2007a; Valladares, 2007), (i) tokenism (Bradley, 2005; Fairbanks, 2005; Sámano, 2007; Segura, 2003), (j) bias in hiring (Maturana, 2005; Reyes & Ríos, 2005; Stanley, 2006), (k) tenure and promotion issues (Cowan, 2006; Perna, 2003; Sampaio, 2006), (l) isolation and marginalization (B. J. Johnson & Pichon, 2007; Reyes, 2005; Tomlinson, 2006; Townsend-Johnson, 2006), and (m) affirmative action and legal issues (Ashraf & Shabbir, 2006; Springer, 2004; Takara, 2006).

The predominant research emphasis during this time frame was scholarship on mentoring (Alex-Assenoh et al., 2005; Barnett, Gibson, & Black, 2003; Dixon-Reeves, 2003; Kosoko-Lasaki, Sonnino, & Voytko, 2006; Lewellen-

Table 39
Provide Research Support

Alex-Assenoh et al. (2005)	J. C. González (2007a, 2007b)	Turner (2003)
Bradley (2005)	Louis (2007)	Turner & Myers (1997, 2000)
Dixon-Reeves (2003)	C. A. Stanley (2006)	Wong & Bainer (1991)
Fox (2005)	J. M. Stanley et al. (2007)	

Table 40
Promote Policies Supportive of a Diverse Faculty

Adams & Bargerhuff (2005)	J. C. González (2007a)	Renzulli et al. (2006)
Arnold (2006)	Granger (1993)	Sámamo (2007)
Astin (1992)	Guang-Lea & Louis (2006)	Stanley (2007a)
Bowser et al. (1993)	W. J. Johnson (1996)	J. M. Stanley et al. (2007)
Bradley (2005)	Moody (1988)	Vasquez et al. (2006)
Chapman (2001)	Niemann (1999)	Wong & Bainer (1991)
Fox (2005)		

Williams et al., 2006; C. A. Stanley & Lincoln, 2005; J. M. Stanley, Capers, & Berlin, 2007; Waitzkin, Yager, Parker, & Duran, 2006; Yager, Waitzkin, Parker, & Duran, 2007). Additionally, two interrelated fields experienced a growth in scholarly attention: (a) research on faculty and graduates of color in the science, technology, engineering, and mathematics fields (MacLachlan, 2006; Millett & Nettles, 2006; Nelson, Brammer, & Rhoads, 2007) and (b) literature on faculty of color in the health fields (Burden et al., 2005; Carnes, Handelsman, & Sheridan, 2005; Carr et al., 2007; Daley, Wingard, & Reznik, 2006; D. A. Mitchell & Lassiter, 2006; Soto-Greene, Sanchez, Churrango, & Salas-Lopez, 2005; Yager, Waitzkin, Parker, & Duran, 2007).

Table 44 indicates that some issues emerging from the published literature examined in this study appeared to remain somewhat constant, whereas others were added over different time periods. Scholarly interest in the intersection of gender with racial/ethnic diversity among the faculty, mentorship, job satisfaction, isms (with regard to race/ethnicity, class, gender, and sexual orientation), tenure and promotion, isolation and marginalization, and lack of diversity in the academy appear to hold researchers' attention over the 20-year span. Additions that stood out

during 1998–2002 are respect for different ways of knowing and myths surrounding concerns related to the recruitment and retention of faculty of color. Additional issues receiving attention from 2003 to 2007 are scholarly contributions made by a diverse professoriate, resiliency, and experiences of faculty of color in science, technology, engineering, mathematics, and health fields.

Further Research

Further work is needed to capture insights from other sources. Even though we compiled and analyzed a comprehensive list of publications for this article, as stated earlier conference papers, videotapes, and Web sites, although identified, were excluded in the analysis provided here. It is also likely that we have not captured all existing publications on this subject. However, the works presented here likely represent the major themes on faculty diversity to be captured in journal articles, books, dissertations, reports, and book chapters written over the past 20 years.

However, our analysis has identified major gaps in the literature. First, most publications located and examined here focus on faculty of color within public 4-year university settings.

Table 41
Promote Mentoring Programs

Alexander-Snow & Johnson (1999)	Kosoko-Lasaki et al. (2006)	J. M. Stanley et al. (2007)
Alex-Asseleh et al. (2005)	Lewellen-Williams et al. (2006)	C. A. Stanley & Lincoln (2005)
Arnold (2006)	Moss (2000)	Stein (1994)
Barnett et al. (2003)	A. M. Padilla (1994)	Tippeconnic & McKinney (2003)
Bradley (2005)	Piercy et al. (2005)	Turner & Myers (1997)
Dixon-Reeves (2003)	Sámamo (2007)	Waitzkin et al. (2006)
W. J. Johnson (1996)	Soto-Greene et al. (2005)	Wong & Bainer (1991)
Johnsrud (1994)	C. A. Stanley (2006, 2007a)	Yager et al. (2007)
Kirkpatrick (2001)		

Table 42
Establish More Inclusive Standards for Tenure and Promotion

Alexander-Snow & Johnson (1999)	Jones (2002)	C. A. Stanley (2006, 2007a, 2007b)
Bensimon & Tierney (1996)	Moule (2005)	Turner & Taylor (2002)
Bensimon et al. (2000)	Pepion (1993)	Louis (2007)
Cooper & Stevens (2002)	Perez (2001)	Urrieta & Méndez Benavídez (2007)
Fenelon (2003)	Rains (1995)	Wong & Bainer (1991)
Hayden (1997)		

As a result, more work examining faculty of color within community college, technical college, private college, for-profit college, minority-serving institutions, and faith-based campus environments needs to be conducted. Second, there is almost nothing written on issues related to faculty of color and the intersection of race/ethnicity and sexual orientation. Delgado-Romero, Manlove, Manlove, and Hernandez (2007) stated that “one aspect of Latino/a faculty experience that is virtually absent from the research literature is the experience of Latino/a lesbian, gay, bisexual, and transgendered (LGBT) faculty” (p. 43). Third, most of the literature analyzed here underscores the value of mentoring within departmental, institutional, and national contexts. Further work on the importance of such connections within an international context can be undertaken as these colleagues are critical to faculty development as well as in the promotion and tenure process. In fact, more comparative studies on faculty of color within a global context would be a welcome addition to the extant literature. Fourth, although our study showed that the literature, in general, reflected emerging themes across institutional types and racial/ethnic affiliation, more work needs to be done to examine sets of issues that are unique or specific to various racial/ethnic groups and to faculty women of color. For example, Turner and Myers (2000) began to identify themes that are specific to faculty by

racial/ethnic affiliation and gender. Fifth, although several themes, such as mentorship, have been shown to support the recruitment and retention of faculty of color, more work needs to be done on how such factors can be implemented nationwide to contribute to the resolution of the critical problem examined in this article. Finally, empirical research needs to be conducted on the critical, emerging institutional role of the executive-level campus diversity officer, the CDO, and his or her impact on diversifying the faculty.

Implications

This review and synthesis of extant literature on faculty of color has implications for policy-makers, administrators, faculty, and graduate students. In essence, this analysis highlights the complexity of the faculty of color experience in higher education by providing an integration of single studies conducted over an extensive time period and by presenting themes derived from these studies. In addition, the literature collected for this study addresses supports, challenges, and recommendations that cut across departmental, institutional, and national contexts. Those involved in making policies and decisions may find this analysis useful in understanding the interrelated factors affecting faculty of color hiring and persistence. For example, transcending context and time frame,

Table 43
Methodological Approaches and the Study of Faculty of Color

5-year increment	Methodological approach
1988–1992	Interviews, surveys/questionnaires
1993–1997	Interviews, multiple qualitative methods, ^a surveys/questionnaires
1998–2002	Interviews, surveys/questionnaires, large data set(s), observations/interviews
2003–2007	Interviews, surveys/questionnaires, large data set(s)

^aMultiple qualitative methods: archival/document analysis combined with the usage of interviews and/or observations.

Table 44
Emerging Issues

5-year increment	Emerging issues
1988–1992	Intersection of gender, lack of diversity, job satisfaction
1993–1997	Socialization process, strategies for diversification, mentorship, lack of diversity, isms, tenure & promotion, isolation/marginalization
1998–2002	Intersection of gender, different ways of knowing, stress & coping, job satisfaction, myths, service Lack of diversity, recruitment & retention, isms, tokenism, bias in hiring, tenure & promotion, isolation/marginalization, affirmative action/legal issues
2003–2007	Scholarly contributions, teaching & pedagogy, job satisfaction, resiliency, mentorship, STEM fields Health fields, service, lack of diversity, recruitment & retention, isms, tokenism Bias in hiring, isolation/marginalization, tenure & promotion Affirmative action/legal issues

mentoring is a factor described in the literature as critical to the persistence of faculty of color.

In conclusion, challenges afford opportunities. All involved in higher education have an opportunity to support others as they encounter the challenges presented in this article. According to our analysis, these challenges remain over time and appear to be pervasive in the social fabric of the academy. We must dissipate these barriers by helping faculty, staff, and students understand the nature of the barriers across contexts, as discussed in the literature, that impede the progress of potential and current faculty of color. By understanding challenges, supports, and recommendations described across single studies, there is an opportunity to develop strategies applicable in the contexts described here (departmental, institutional, and national) that can contribute to the creation of a more welcoming and affirming academic environment for faculty of color.

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Asterisks denote references included in the literature review/synthesis.

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