Promoting Faculty Diversity in U.S. Higher Education Institutions: The Case of Faculty of Color

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Author's contribution

Author DT designed the study, wrote the protocol, wrote the first draft of the manuscript, managed the analyses of the study. The sole author read and approved the final manuscript.

Original Research Article

ABSTRACT

The current landscape of higher education has seen efforts by universities and colleges to promote a sense of belonging and inclusion for students, faculty, and staff. In this study, I investigated faculty diversity in U.S. higher education institutions focusing on faculty of color. Critical Race Theory and Affirmative Action served as the conceptual frameworks for this study. For data collection, I utilized journal articles on Ohio University's library website, Google Scholar, and the Education Resources Information Center (ERIC); and this lasted between March 2023 and June 2023. I analyzed the data using thematic analysis. The findings of the research revealed a lack of mentorship for faculty of color. Additionally, faculty from underrepresented groups had to navigate their educational institutions on their own without any assistance. Faculty of color also experienced feelings of isolation due to the absence of faculty who shared their background. At the end of the study, I recommended that diversity, equity, and inclusion should not be viewed as merely a checkbox for funding or accreditation purposes. The findings of this study can provide valuable insights for higher education institutions as they strive for diversity, equity, and inclusion.

1. INTRODUCTION

According to the National Center for Educational Statistics, in the fall of 2018, three percent of full-time professors in the United States were Black and Hispanic (males and females each). American Indian/Alaska Native and full-time professors who were mixed races made up one percent or less of the total percentage. Asian/Pacific Islander full-time professors were seven percent and five percent male and female respectively. Additionally, 40 percent and 35 percent of full-time faculty were White males and White females respectively. As seen from the above, faculty of color are inadequately represented in higher education institutions. There have been calls for postsecondary institutions to diversify their institutions by hiring more faculty of color. Also, the increase in enrollment of students from underrepresented backgrounds to universities and colleges has precipitated the need for a diversified faculty to cater to the needs of the students [1].

1.1 History of Diversity in U.S. Higher Education

One cannot talk about U.S. higher education without diversity. Higher education in the U.S. was modeled after the British universities: Oxford and Cambridge [2]. The individuals from England who migrated to the U.S. sought to "re-create a little bit of old England in America" [3]. Based on this premise, the first higher education institution to be established in the U.S. was Harvard College in 1636 [3]. I should highlight that U.S. higher education had the goal of educating White men for religious purposes – for a "learned clergy, and a lettered people" [3]; meaning people of color and women were left out of the equation. This myopic view of educating only White males served as the foundation for inequality and inequity in higher education. Wilder [4] documented the role and impact of African Americans and Native Americans in the establishment of the early universities and colleges, which has been sadly left out in the narration of higher education development. Diversity in U.S. higher education began with the establishment of a college by the then Harvard president, Henry Dunster for Native Americans. The institution, dubbed Indian College, provided free education to the Natives. This Indian College existed for a few years as it ceased to exist after 1693 due to wars and diseases.

After the period of establishing colleges and universities for religious purposes, it became subject of research in universities. The research model of education was adopted from Germany. Shortly after research institutions came in, the land-grant and Historically Black colleges and universities were formed from the Morrill Acts of 1863 and 1869. The Morrill Acts served as precursors to the inclusion of minoritized individuals in higher education. Again, after the World Wars came in, a sea of veterans entering higher education institutions across the country was observed. This accounted for more diversity in enrollment, financial aid, and the creation of more programs and electives [5]. As seen from above, there have been efforts to include marginalized populations in higher education over the years, however, the problem of underrepresentation persists.

1.2 Faculty of Color and Tenure

Tenure comes with academic freedom. The tenure of minority faculty allows faculty the freedom to represent and support diversity in their institutions [1]. According to the AAUP [6], "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations". However, Hansen [7] mentions the fact that faculty remain tight-lipped on issues because they do not want to offend the corporate board members who control the institution. Having tenure protects faculty from these external influences.

We see the first case of academic freedom in the U.S. when Dorn [8] writes about Edward Ross, a professor at Stanford University who was dismissed by Jane Stanford (founder of Stanford University). Ross had conflicting political views (democratic) with Jane (republican). Ross was in favor of checking Asian immigration as opposed to Jane who was in favor of Asian immigration because of the "Chinese labor's role in constructing the railroads" [8]. Jane prevented faculty members from taking a political stance; something Ross flouted. George Howard,

another faculty was also dismissed because he commented on Ross's dismissal and was on Ross's side. David Starr Jordan, the president at the time, was not on the same page as Jane Stanford for the dismissal of Ross; however, Jordan had no choice since the order for dismissal came from above. The point to be made here is that tenure grants faculty members certain privileges and without it, faculty members are left to the mercy of their institutional leadership.

Here are some examples of the challenges faculty members face during the tenure process. Using an autographic study, Huang [9] documented her journey as a minority faculty to be a tenured professor. She walked readers through the marginalization she faced during the process. Huang [9] discussed the diversity at their department – the existence of only two Asian faculty members at the School of Education department. According to Huang [9], "My tenure process was a fiasco and showed the farce of a dysfunctional higher educational institution under austerity". Huang [9], before starting her job as a faculty member at the City College of New York, was told that her previous faculty job would be included in her current to fast-track her tenure process. Unfortunately, the chairperson who hired her died and she had lost years of research that would have assisted her in getting tenure. Huang [9] was denied tenure despite her previous work history. Huang [9] mentioned that the tenure denial served as a learning opportunity. Huang [9] also saw the need for an Asian/Asian American mentor and the knowledge of conducting proper research.

Similarly, Lynch-Alexander [10] pointed out the changing landscape of publishing in higher education where younger faculty belonging to underrepresented groups are publishing online than in "major academic publishing houses of the 20th century". So that online published works are regarded as inferior to hardcopy books. This affects tenure processes as institutions have been slow to adapt to this change. Lynch-Alexander [10] provided findings of the experiences of 25 Black faculty members and tenure. The lack of information about tenure and faculty mentors from minoritized groups was reported by the participants. The participants also indicated the lack of time to conduct research and publish. Publishing was a major determinant during the tenure process. Most minority faculty were also faced with spending their time mentoring underrepresented students.

This student affairs role was usually not a part of their duties. Minority faculty ended up working additional hours without the extra income and sometimes without tenure.

A study by Sue et al. [11] showed that professors mentioned negative class evaluations that stemmed from racial conflicts and discussions in their classes that affected faculty's tenure. The authors wrote, "Professors endorsed the belief that dealing with racial issues in class was potentially explosive and that student conflicts could affect their feelings about the class and specifically the professor". Class evaluations affected the tenure of faculty, as such, some faculty members would shy away from addressing racial issues in their class. Engaging students in racial discussions could potentially affect a faculty member's tenure.

Studies on promotion of Faculty Diversity in U.S. Higher Education Institutions with the Case of Faculty of Color is still very limited. This was critically examined in this study using Critical Race Theory and Affirmative Action as the conceptual framework.

2. CONCEPTUAL FRAMEWORK

Critical Race Theory and Affirmative Action would serve as the conceptual frameworks in studying faculty of color in higher education institutions in the U.S.

2.1 Critical Race Theory

Critical race theory (CRT), rooted in law, is "a collection of activists and scholars engaged in studying and transforming the relationship among race, racism, and power" [12]. Caldwell [13] posited that CRT began as an intellectual movement in the mid-1970s in the writings of scholars such as Derrick Bell, Richard Delgado, Alan Freeman. Texts from these scholars sought to contend the liberal race discourse. Other proponents of the theory included Kimberlé Crenshaw, Mari Matsuda, Charles Lawrence, Neil Gotanda, and Robert Williams. The delay of the civil rights movements in successfully implementing policies to tackle racism and discrimination bolstered the efforts of critical race theorists [12]. It is important to note that proponents of CRT organized their first workshop in 1989 in Wisconsin. Furthermore, the Critical Legal Studies (CLS) and radical feminism movements were the foundations upon which CRT was established. The Critical Legal Studies

movement (CLS) aimed to bring light to structural racism within the social fabric of American society. However, CLS was unsuccessful because it criticized the legal system without providing remedies for fixing it [14]. CRT proponents took the concept of legal indeterminacy which was "the idea that not every legal case has one correct outcome" from CLS [15]. The group also studied patriarchy and power in American society as well as injustices committed against the oppressed. It is worth noting that CRT seeks not to only examine structural racism and oppression but to change these structures of inequalities.

At its core, CRT posits that racism is embedded in the fabric of society so that recognizing racism is challenging. In the same vein, it has been difficult to eradicate racism because of the benefits individuals belonging to the dominant group enjoy. The theory also argues that race is a socially constructed concept to bring division amongst the human population. Delgado and Stefancic [15] discussed that some individuals would contend that racism did not exist because of the absence of some racist attacks such as lynching and the creation of intercultural/interracial friendships. The authors strongly stated that racism was deeply entrenched in American society. We see the issue of racism in recent times during the murders of Abdullahi Omar Mohamed, George Floyd, and Ahmaud Arbery; the attack on Asian/Asian Americans at the height of the COVID-19 pandemic in 2021; and the treatment of Mexican immigrants at the U.S.-Mexican border.

According to Yosso et al. [14], CRT entered the realm of education through the works of Gloria Ladson-Billings and William Tate. CRT in education questions racism and discrimination in educational systems. CRT has also developed to include intersectionality, especially in women's studies. Recently, CRT has been criticized by state lawmakers and other individuals for diverting American students from acquiring education and creating division [16]. Bill Request 60 was a bill to forbid K-12 teachers from discussing racism and sexism in schools. The bill has been aligned with CRT. In a news article published by Bohanon [16], Dr. Gregory Vincent, a faculty member at the University of Kentucky asserted that the use of the term, CRT was wrong because CRT involved high cognitive processes for graduate and law students. Consequently, CRT could not be taught in K-12 schools because K-12 students did not have the high cognitive skills of college and graduate students.

2.2 Affirmative Action

CRT sets the tone for affirmative action. Efforts by the U.S. to end discrimination and to create equality in the U.S. through the Thirteenth, Fourteenth, and Fifteenth Amendments; and the civil rights laws in 1866 and 1875 have been somewhat successful throughout the years [17]. Affirmative action first gained ground in the Wagner Act of 1935; however, Executive Order 8802 signed by President Franklin Roosevelt in 1941 was the groundbreaking event that popularized the movement. The order protected Mexican-Americans, Blacks, and Jewish employees and "forbade discrimination in employment in defense industries and government on the basis of "race, creed, color or national origin"" (p.3). Rai and Critzer [17] argued that the order was political because most of the White workers at the time were fighting in the war and there was a demand for workers. Consequently, the hiring of people of color to work in the defense industries. The order also sought to create an unblemished image of the U.S. heralding democracy and equality.

The Fair Employment Practice Committee (FEPC) was created in line with Executive Order 8802 to tackle discrimination. Unfortunately, the committee did not wield significant power and was abolished in 1946. Executive Order 9346 was endorsed after Executive Order 8802 in 1943 and it continued the efforts for nondiscrimination. These orders were, however, unsuccessful. Moreover, Rai and Critzer [17] revealed that "during President John F. Kennedy's term of office that progress toward affirmative action and civil rights began to accelerate". It was during his office that affirmative action aligned with the nondiscrimination of people of color employees.

The Civil Rights Act of 1964 brought about Title VII which sought to prevent discrimination on the basis of one's race, gender, religion, or national origin. Within this was affirmative action. Affirmative action has been revised throughout the years till now to keep up with the changing social, economic, and political environments. Examples of court cases that used affirmative action as a basis include the Griggs v. Duke Power Company case in 1971, the Regents of the University of California v. Bakke case in

1978, and the United Steel Workers of America v. Weber case in 1979.

Although affirmative action has been used in the recruitment of qualified faculty of color, there has been stiff opposition to it. Rai and Critzer [17] discussed that some individuals argue that affirmative action benefits upper and middle-class people of color to the detriment of individuals belonging to the lower socio-economic class. Similarly, some individuals believe affirmative action has created division amongst Americans. Some also argue that "it is demeaning to minorities and women" [17]. Affirmative action has been used in the hiring or 'not hiring' of faculty of color.

3. METHODOLOGY

This study seeks to examine the recruitment of retention of faculty of color in higher education institutions in the U.S. The research questions are: 1) What challenges do faculty of color face in higher education? 2) What ways can higher education institutions increase and retain faculty of color? In collecting data, document analysis of literature concerning faculty of color diversity was employed. Using keywords such as "faculty diversity", "faculty diversity in the U.S.", "affirmative action", "Critical Race Theory", and "faculty diversity and tenure", "recommendations for faculty diversity in higher education", journal articles on the Ohio University library website, google scholar, and Education Resources Information Center (ERIC) were searched and found. Article journals that did not address diversity or faculty of color were rejected. zlibrary, a free website to download eBooks, was also utilized. In analyzing my data, seven articles from these sources were used. Data analysis was executed by using thematic analysis to bring out similar patterns across the journal articles. From the analysis, two themes were created: 'Challenges of Faculty of Color' and 'Recommendations for Minority Faculty Diversity'; and these themes served as the basis for the findings.

4. FINDINGS

4.1. Challenges of Faculty of Color

Dittmer [18] studied faculty of color at a private predominantly White institution (PWI). Most of the participants in the study revealed that they were hired through personal referrals. The study showed that the university was welcoming to the participants and that heavily informed their decision to stay in the institution. One interviewee asserted, " because you want to go to an environment where you are welcomed. And everything they did was just that. Also, the main thing was the people that I was going to call my colleagues, how the faculty members were getting along". Another participant, who was an international faculty, said he chose the university because their colleagues were nice individuals and that they enjoyed working in that environment. Some informants indicated that they took up roles in the PWI to serve as role models for students of color. One interviewee hinted, "Because they have this huge increase in the number of students of color in the schools, but they're having a problem of recruiting minority teachers and all". Interestingly, this participant had rejected the offer to work in this institution initially. The participant attributed the rejection to the lack of diversity in faculty members, staff, as well as students. All the participants pointed out the collegial atmosphere within which they worked. The participants commented on the support from other colleagues. One interviewee opined,

> Supportive department. There's no question about that and it is a very egalitarian department so we all have opinions, and we can all voice them without any real repercussions of, you know, disagreement. I mean not that everybody agrees with everybody, but we can all voice it, we tend to work it out.

Another participant mentioned the presence of senior faculty they could go to in case they had any questions or needed assistance. The university created a conducive atmosphere for minority faculty to feel mattered. A challenge from one participant was the difficulty in recruiting minority faculty because of the low levels of minority student enrollment and graduation.

In another study, Heggins' [19] researched eleven minority faculty to document their experiences and challenges they faced in higher education. Some participants mentioned the relevance of mentors to guide them in their personal and professional development. Some participants complained of the expectation to conduct research and teach. The majority of the interviewees also discussed their negative experiences as "second class citizens" [19]. One participant described her experience,

I have found many challenges and they were not overtly negative like, you know, it always on the surface, people have been very supportive of my work and what I am doing and articulate they feel like they like me. And I feel that they really mean that. But it is just this cultural dissonance. Just the way in which they talk, the things that they value, the things that they push related back to, you know, you should go to a research one institution. If find it interesting that, I don't have a professor that has really asked, you know, who I am and where I really want to be and why I chose to be part of this culture [19].

Again, most participants lamented on the burden of working more as compared to their White counterparts. The participants also commented on the feeling of loneliness within educational settings which have been caused by the lack of minority faculty.

Moreover, Isaac and Boyer [20] in studying rural and urban community colleges found major similarities between minority faculty from these geographical communities. One of such similarities is the unfair treatment of minority faculty. The findings revealed the displeasure of participants' remunerations and benefits.

Sue et al. [11] reported the unwillingness of the educational institutions to recognize microaggressions within the university. This further deepens mistrust among faculty of color as their institution implicitly and/or explicitly supports discrimination and racism.

Using critical content analysis, Chambers [21] studied the experiences of Black women faculty and the challenges they faced in higher education. Chambers [21] did this by using comments in a blog. The blog comments were in response to the National Association for Equal Employment in Higher Education (NAFEO) draft report. A comment made by one of the informants posited,

> This finding is easy to explain. Academia is more of a meritocracy until the postdoc level. You can write your own fellowship and scholarship proposals and an unfair examiner is one of the few obstacles. The hiring and promotion process is where social factors can be used against you – not collegial, poor student evaluations (based on race), work not up to standard and on and on. It becomes more of a personality contest. I recently found out that the word "bitter" is

now being used to dismiss female competitors [21].

Some participants' comments focused on the unfair use of students' evaluations in determining faculty tenure. However, the author documented a counter-narrative by a participant. This participant wrote about minority faculty and affirmative action,

> No one seems to be invoking the obvious explanation. Black women get into Ph.D. programs on the basis of affirmative action preferences, not merit, at a higher rate than anyone else. They get jobs well above their ability on the same basis. After all, in affirmative action quota terms, a Black woman is a "two-fer," and a highly desirable hire. Then, when held to something close to the same standards as everyone else for tenure, they can't meet the standards. I've seen it happen. Pretty simple, and obvious explanation, really [21].

There have been opponents of affirmative action, like the commenter above, who strongly believe minority individuals get into a position only through their minoritized identities. However, Chambers [21] stated that affirmative action is used in the hiring process for candidates on equal footing as their counterparts. Consequently, qualified minority candidates compete with other qualified individuals. Although race and gender are used, qualification tramps all these requirements. Pointing to the above comment, another comment indicated that racism and discrimination still exists in higher education and the world.

4.2 Recommendations for Minority Faculty Diversity

Abdul-Raheem [1] offered recommendations for recruiting and retaining faculty of color. The first was coaching doctoral students and candidates and providing mentoring opportunities for faculty of color. The author posited that providing mentoring to minority faculty would create a sense of belonging and hence, faculty would be willing to remain in their institutions. This would also lure other faculty of color to the institution as they see the support for faculty of color. New faculty of color should also be educated on the tenure processes. Additionally, Abdul-Raheem [1] suggested organizing welcome/recruitment events and creating safe spaces for minority faculty to discuss their experiences as well as

measures to solve issues they have. When faculty of color feel heard and mattered, it is likely they would stay in their institution because they believe the institution cares. The final suggestion Abdul-Raheem [1] outlined was educating faculty of color on the organization or institution's culture. Minority faculty could be faced with cultural dissonance as their culture and beliefs clash with that of the organization. The author strongly advised universities and colleges to be flexible and tolerant with faculty of color as they take the time to adapt to the institution's culture [22].

In the same vein, Dumas-Hines et al. [23] provided suggestions for recruiting and retaining minorities in higher education institutions. Although Dumas-Hines et al. [23] recommendations are for minority individuals in higher education in general, we can use these recommendations for minority faculty. First, the author pointed out the importance of cultural diversity infused in universities and colleges' mission statements. The mission statements should be made public and "entombed in governance charters or on file for accreditation reports". Second, Dumas-Hines et al. [23] advised educational institutions to research diversity in their student and faculty population by collecting cultural diversity data such as the number of Black, Latinx, Asian/Asian American, and Native American faculty members. The data should be compared to White faculty data. After collecting the data, the university or college should examine if the percentage of faculty of color corresponds to their cultural diversity mission statement. If not, there should be an implementation of recruitment efforts to target faculty of color. Third, researching the best recruitment and retention strategies could assist in faculty diversity. Higher education institutions need to find ways in enticing minority faculty. The author gave the example of salary and benefits, cultural diversity training for all faculty, and formal mentoring for faculty of color. Also, assessments could be conducted to ascertain the effectiveness of these programs. Fourth, academic institutions need to create a comprehensive cultural diversity plan. The plan should be written clearly to include action goals, individuals or offices responsible for the goals, as well as how the goals would be accomplished. Also, Dumas-Hines et al. [23] shared,

The process for carrying out this plan should be thorough and continuous. The plan should be endorsed and supported by everyone it includes at all levels of the institutions. Activity in administering this plan should be ongoing. There should be periodic meetings to communicate assignments, delegate responsibilities and discuss anticipated costs and materials. And again, there should be constant evaluations done to revise the plan [24].

5. DISCUSSION

We cannot discuss the diversity of faculty of color without touching on CRT and affirmative action. As seen from the above, faculty of color go through many challenges, and findings from these articles relate to each other. There is a lack of mentorship for them, and minority faculty need to figure their educational organizations on their own without any help. Minority faculty also stated the microaggressions they faced and their treatment as though they do not matter. The high expectation and work burden on faculty of color make their jobs difficult. They are usually required to research, provide services (serve on committees and as faculty advisors), as well as to teach. This can affect their tenure as they struggle to balance every aspect of their lives and stay on track for tenure. Furthermore, faculty of color are faced with loneliness as a result of the absence of faculty of color. The same organization that stifles faculty of color's development would discourage other minority faculty members from joining the institution. Thereby, deepening the lack of diversity. Educational organizations' not addressing racism and discrimination was another challenge documented. Faculty of color usually do not trust higher education leadership especially ones that have a majority of Whites at the top of the hierarchy. The university or college not recognizing racism and discrimination creates retention concerns as minority faculty leave due to safety concerns.

These findings are consistent with Bennett et al.'s [22] study of Black and Latinx faculty experiences in a university. The study also utilized CRT as a framework for the research.

There was also the students' evaluations problem. Higher education institutions use students' evaluations to determine tenure when students have their own biases towards certain races. So, let us say a class has a majority of students who are racists, and a faculty of color is assigned that class. The students are likely to complete negative student evaluations which

would evidently affect this faculty's tenure. Similarly, we have individuals who are opposed to affirmative action. These individuals, like the commenter in Chambers' [21] study believe unqualified people of color are taking spaces meant for White people.

In discussing recommendations for higher education institutions in the U.S., Abdul-Raheem [1] and Dumas-Hines et al. [23] made solid points. Amongst them was a establishing mentoring relationship between minority faculty, education on tenure processes as well as the institution's organizational culture, organizing welcome programs, and creating safe spaces. Other recommendations were the infusion of cultural diversity in universities and colleges' mission statements, collecting demographic data on faculty, researching best recruitment and retention practices, and establishing a comprehensive plan.

Interestingly, faculty of color mentioned that students were their greatest motivation to stay in academia [18]. Consequently, using CRT as a basis, the U.S. education system should create and infuse critical studies and racial discourse. Having culturally aware students would go a long way in ensuring the recruitment and retainment of faculty of color. The retention of minority faculty would also lead to minority student retention.

Additionally, affirmative action is necessary especially in this part of the world where inequality and inequity have been normalized. Affirmative action ensures that individuals belonging to the minority have a place at the top of their organization's hierarchy. Racism and discrimination are ubiquitous, and it is unfortunate after all these years, the issue continues to persist even to this day. Rai and Critzer [17] pointed out that while minority groups are gradually getting employed, "their entry is generally into the lower rungs of the economic ladder, and the top positions continue to be controlled by whites, especially males" (p. 16). We see this in higher education where minority faculty are denied tenure and promotion and remain at their faculty positions for years.

6. CONCLUSION AND RECOMMENDATIONS

Faculty diversity is necessary for higher education to survive. Using CRT and affirmative action as a basis for understanding the recruitment and retention of faculty of color would be beneficial to the university as a whole, as well as the students and other faculty members. The present landscape of higher education has seen efforts by universities and colleges in diversity and inclusion. Higher education need not be home for only students; faculty members should be considered. Higher education must pay attention to their faculty recruitment and retention efforts because faculty diversity can be a determinant of student enrollment. Using Ohio University as an example although Ohio University is a PWI, the university has been proactive in its diversity and inclusion efforts. For instance, the university's mission:

> holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines".

We can see tenets of diversity and inclusion in this mission statement. This statement is made public on the university's website. Additionally, the university has a comprehensive and strategic plan for diversity and inclusion with actionable steps which again can be found on the university's website.

Educational organizations must infuse diversity and inclusion into their structures. Diversity and inclusion should not be seen as a check box for funding or accreditation purposes. Recruitment and retention of faculty of color go a long way in determining an organization's climate and culture. People from dominant groups need to do away with perceiving people of color using deficit approaches such as people of color being unintelligent and poor. Educational organizations can achieve this by providing training to students, faculty, and staff. Again, higher education institutions should include free counseling as part of the benefits for minority faculty. Universities and colleges can also encourage feedback from minority students, faculty, and staff to ensure an inclusive environment. There should be advisory boards or committees established to cater to the needs of minority faculty to ensure they feel mattered.

Further studies can examine the relevance of students' evaluations in faculty tenure processes

and if affirmative action has led to an increase or decrease in minority faculty hiring and promotion.

The findings of this study can form the basis for higher education institutions in their quest for diversity and inclusion. Educational institutions need to prioritize diversity as the U.S. is becoming more diverse every minute. Recruitment and retention of faculty of color would increase student enrollment and graduation, which would increase funding for universities and colleges. The more money an institution has, the more comfortable it is on the national and global scene.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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Peer-review history:
The peer review history for this paper can be accessed here:
https://www.sdiarticle5.com/review-history/114565