Lit Review Outline:

Introduction

* Intro statement
* Brief overview of the importance of racial and gender diversity in higher ed
  + Racial minorities and women consistently underrepresented in university faculty, particularly in STEM disciplines and in senior faculty positions such as full professors and department chairs.
* Intro to interest convergence and intersectionality
  + Inequities in the racial and gender composition of university faculty can be better understood through the lens of two tenets of CRT: IC and intersect
* Mention consideration of the impact of covid-19 pandemic and state-level partisan control
  + Additionally, these trends could be impacted by sociopolitical factors such as the COVID-19 pandemic or state-level partisan control.

Lit Review

1. Theoretical Frameworks (subheading)
   1. Interest Convergence (sub-subheading)
      1. Definition & explanation
      2. Application to faculty diversity
      3. Existing studies
      4. **Critiques**
         1. **Overly broad conceptualizations of “black interests” and “white interests” (Driver 2011)**
            1. **Ignores deep intraracial disagreements regarding what constitutes progress**
         2. **Obscures agency of the black citizenry and white judges and allies (driver 2011)**
            1. **Black americans have played a pivotal role in achieving racial justice**
            2. **white judges have either supported or challenged these efforts, white citizens play active role in either upholding or challenging the existing racial hierarchy**
         3. **Only acknowledges political and socioeconomic interests, does not account for potentially convergent spiritual and democratic interests (Johnson 2024)**
            1. **“perpetually convergent interests” (1352)**

**White interests that are so inherently intertwined with racial equality that will never diverge from corresponding black interests**

**May still be self-serving and not dependent upon humanitarian interests**

* + - * 1. **Spiritual interests – moral, emotional, and psychological harm of white supremacy**
        2. **Democratic interests – goal of attaining and promoting a thriving democracy in the United States**
  1. Intersectionality (sub-subheading)
     1. Definition and explanation
     2. Application to faculty diversity
     3. Existing studies
     4. **Critiques**
        1. **All from Nash 2008**
        2. **Uses black women as “prototypical intersectional subjects” (8) to demonstrate the shortcomings of feminist and anti-racist scholarship**
           1. **Consequently, black women are treated as a unitary and monolithic entity**
        3. **Pays little attention to other factors of one’s identity such as socioeconomic status, sexuality, nationality, disability status, etc.**
        4. **Lack of a defined intersectional methodology**
           1. **Difficult to systematically examine a myriad of intersecting dimensions of identity at once**

1. Trends in Faculty Diversity (subheading)
   1. While progress has been made in increasing the representation of women and underrepresented minorities in academia, disparities persist, particularly at senior leadership levels and in research-intensive universities
   2. General trends
      1. Overall low representation of women and racial minorities in the US professoriate, but slowly increasing over time
         1. 1 & 2 from faculty hiring annotated bib
      2. Barriers in faculty hiring and promotion
         1. GENDER – Quadlin 2018 – high achieving women are less likely to be called back than high achieving men
         2. RACE - Carey et al 2020 – faculty care about diversity in the abstract, but when it comes to actual hiring processes the outcomes are different
         3. RACE & GENDER –
            1. Foxtree and vaid 2022 – WOC face unique challenges to hiring and promotion in academia

Disparities in citation rates, professional recognition (less likely to be first or sole author, less likely to be invited to give talks, less likely to be given leadership positions), funding, and recommendation letters

* + - * 1. O’Meara et al 2017

Women, particularly women of color, report disproportionate service and mentoring responsibilities compared to their male colleagues. This hinders research productivity and in turn creates barriers to career advancement for women and racial minorities

* 1. Context-dependent trends
     1. Recession, covid pandemic, state-level partisan control
     2. MODEL ARTICLE Kim et al 2021 – impact of recession
        1. Impact of great recession on diversity of new faculty
        2. R1s faced biggest revenue loss due to dependence on state, federal, and endowment funding
        3. During recession all minority groups saw biggest disproportional declines in hiring in R1 schools, white women and men saw biggest gains
     3. Impact of state-level partisan control
        1. Partisan control impacts racial representation in faculty & student body (should I omit student body article since not relevant to study?)
           1. 4 on faculty hiring annotated bib
           2. Republican control have lower representation of women and racial minorities of faculty
        2. Contributing factor to the above- partisan control impacted state appropriations to PSIs
           1. 3 on faculty hiring lit annotated bib
           2. Dar & lee, Ortega, McClendon articles
           3. Tie back in to Kim et al & impact of recession on diversity in faculty hiring
           4. Relationship mediated by political polarization and economic conditions – ties into covid pandemic and racial justice mobilization of summer 2020 and beyond
        3. Beyond the direct link between state partisanship and funding, the organizational cultures and traditions of academic institutions, shaped by a variety of personal and institutional factors, may interact with the broader political climate to influence hiring practices and the demographic makeup of the faculty
     4. Impact of COVID-19
        1. Gendered effects of covid crisis unique from other recessions due to the widespread school closures/transition to virtual schooling along with the gendered division of household labor falling primarily on women

1. Contributions and Research Questions (subheading)
   1. Gaps in Existing Lit
      1. Theoretical gaps for both frameworks, and explanation of the strengths of using the two together
         1. IC only applied to diversity of students, not faculty
         2. Intersectionality primarily utilized within qual research, not as much quant studies
         3. Both perspectives are necessary to cultivate a deeper, more holistic understanding of the gendered and racialized dynamics experienced by women faculty of color.
      2. Gaps in higher ed faculty diversity
   2. Contribution to literature
   3. RQs
      1. Hypotheses

Partisan control and labor policies

And education structures

And ideologies about DEI

Critiques of the theoretical frameworks